



PimaCommunityCollege

Adjunct Faculty Guidebook 2009-2010



Updated August 2009

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General College Information

This is an official document of Pima County Community College District (the College) adopted by the Chancellor's Cabinet. Adjunct Faculty are expected to abide by these guidelines.

The Purpose of the Adjunct Faculty Guidebook

The Adjunct Faculty Guidebook provides some basic information about the College, benefits, responsibilities, campus services and contacts pertaining to Adjunct Faculty that apply across campuses. For specific campus information see individual campus handbooks.

The guidebook contains the following:

- General College Information
- Adjunct Faculty Duties and Responsibilities
- Teaching / Academics Information and Policies
- Resources

While every attempt has been made to accurately reflect the current College policies, changes occur often within such a large institution. Other references that may have more current information are:

- The Pima College home web page www.pima.edu
- The @ PimaNews weekly intra-College electronic newsletter www.pima.edu/pimanews
- Bulletin boards and individual mail boxes in Adjunct Faculty Resource Centers
- The College Employees Personnel Policy Statement www.pima.edu/employee/policystatements

Pima Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity.

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) 206-4530.

Chancellor's Message



Dear Colleague,

Pima Community College enjoys a reputation as a College where students can get a first rate education from outstanding faculty. Adjunct Faculty are a major reason for our success. You bring valuable experience and a fresh perspective to our students, and that enlarges the diversity of the learning environment at the College.

The Adjunct Faculty Guidebook is a resource to the variety of resources and services available to you and your students. It is important to us that our students are well served, and that can only be accomplished if we serve you well. I hope you will find it useful, and that you will enjoy the new academic year.

Sincerely,

A handwritten signature in black ink that reads "Roy Flores". The signature is written in a cursive, flowing style.

Dr. Roy Flores
Chancellor

Pima County Community College Board of Governors

Chair	Brenda B. Even, Ph.D	District 1
Secretary	Sherryn S. Marshall	District 3
Member	Richard G. Fimbres	District 2
Member	Scott A. Stewart	District 4
Member	Marty Cortez	District 5

Board agendas and meeting minutes are available at www.pima.edu/board/agendas and www.pima.edu/board/minutes.

Mission Statement

The mission of Pima Community College is to develop our community through learning.

Vision Statement and Values

Pima Community College will provide access to learning without the limits of time, place or distance. At Pima Community College we value:

- People
- Integrity
- Quality
- Customer Service
- Diversity

Pima County Community College Locations

District Office (Administration)

4905 East Broadway Blvd.
Tucson, AZ 85709-1010
(520) 206-4500
(520) 206-4530 (TTY)

District Maintenance & Security Center

6680 South Country Club Rd.
Tucson, AZ 85709-1700
(520) 206-2733

Community Campus

401 North Bonita Ave.
Tucson, AZ 85709-5000
(520) 206-3933

Desert Vista Campus

5901 South Calle Santa Cruz
Tucson, AZ 85709-6000
(520) 206-5000

Downtown Campus

1255 North Stone Ave.
Tucson, AZ 85709-3000
(520) 206-7171

East Campus

8181 East Irvington Rd.
Tucson, AZ 85709-4000
(520) 206-7000

Northwest Campus

7600 North Shannon Rd.
Tucson AZ 85709-7200
(520) 206-2200

West Campus

2202 West Anklam Rd.
Tucson, AZ 85709-0001
(520) 206-6600

Educational Centers & Offices

Alumni Association

4905C East Broadway Blvd.
Tucson, AZ 85709-1320
(520) 206-4581

Arizona State Environmental Technology Training Center (ASETT)

401 North Bonita Ave.
Tucson, AZ 85709-5515
(520) 206-6569

Aviation Technology Center

7211 South Park Ave.
Tucson, AZ 85709-6185
(520) 206-5910

Center for Business Solutions

401 North Bonita Ave.
Tucson, AZ 85709-5400
(520) 206-6569

Center for the Arts

2202 West Anklam Rd.
Tucson, AZ 85709-0225
(520) 206-6986
Box Office: (520) 206-6986

Center for Training and Development

5901 S. Calle Santa Cruz
Tucson, AZ 85709-6375
(520) 206-5100

Community Education

401 North Bonita Ave.
Tucson, AZ 85709-5505
(520) 206-6579

Community Learning Center

1250 West Continental Road
Green Valley, AZ 85622
(520) 625-5063

Davis-Monthan Air Force Base Education Center

5355 East Granite St.
Tucson, AZ 85707-3009
(520) 206-4866

Eastside Learning Center

1630 South Alvernon,
Tucson, AZ 85711
(520) 881-5520

El Pueblo Liberty Learning Center

101 West Irvington Rd., Building 7
Tucson, AZ 85714
(520) 889-9962

El Rio Learning Center

1390 West Speedway Blvd.
Tucson, AZ 85745
(520) 882-0940

Lindsey Learning Center

1602 South Third Ave.
Tucson, AZ 85713
(520) 884-8628

Northeast Community Learning Center

Catalina Village Shopping Center
7816 East Wrightstown Rd.
Tucson, AZ 85709-4600
(520) 206-2525

Pima Community College Foundation

4905C East Broadway Blvd.
Tucson, AZ 85709-1320
(520) 206-4646

Public Safety and Emergency Services Institute

401 North Bonita Ave.
Tucson, AZ 85709-5510
(520) 206-6350

Pima College Adult Education

401 North Bonita Ave. #B230
Tucson, AZ 85709-5600
(520) 206-6500

Small Business Development Center

401 North Bonita Ave.
Tucson, AZ 85709-5900
(520) 206-6404

Southeast Education Center

Cienega High School (Vail)
12775 East Mary Ann Cleveland Way
Vail, AZ 85641
(520) 879-2988

District Administration

District Administrator and Organization Charts are available on Pima's Web site
www.pima.edu/employee/collegeorg

Board of Governors (BOG)

Pima County Community College District is governed by a five-member board representing County electoral districts. Members are elected to serve a six-year term. The Board determines the mission and sets goals for the College.

Chancellor

The Chancellor of the College is charged by the Board of Governors with the responsibility for implementing the goals and policies of the College as established by the Board. The Chancellor is expected to design, implement and evaluate an organizational structure for the College. In carrying out the goals and policies, the Chancellor shall place College functions and activities under administrators and establish reporting lines in the manner felt to be most effective to meet the established goals and policies of the Board.

Provost and Executive Vice Chancellor of Academic and Student Services

The Provost provides executive level leadership and direction for multiple District programs, including serving as a Chancellor's Cabinet member, setting the strategic direction for the College, and serving as the Chief Academic Officer for the College.

Campus Administration and Leadership

Campus Administrator and Organizational Charts are available online at
www.pima.edu/employee/collegeorg

Campus President

Plan, direct, and review the activities and operations of a College campus. Coordinate assigned activities with other colleges, campuses, and outside agencies, and provide highly responsible and complex administrative support to the Chancellor.

Vice President of Instruction

Plan, direct, and review the activities and operations of the Instruction and Academic services for a College campus. Coordinate assigned activities with other College departments, campuses, and outside agencies, and provide highly responsible and complex administrative support to a Campus President.

Vice President of Student Development

Plan, direct, and review the activities and operations of student services for a College campus. Coordinate assigned activities with admissions and registrations, financial aid, student outreach, other student services as well as outside agencies, and provide highly responsible and complex administrative support to a Campus President. Student Development provides multiple services to support and enhance student learning and success. As an Adjunct Faculty member, you can expect students to ask for academic advice as well as advice on personal problems. You may want to refer students to Student Development, or you may want to contact Student Development yourself to learn more about the services. You may also arrange to have a counselor visit your classroom for a presentation about these campus services. Counselors can also refer students off campus for a variety of community services.

Division Dean

Plan, direct, and evaluate the educational services of an academic or student services division. Serve as the educational leader for the assigned division; responsible for professional development of and technical support to faculty and staff; coordinate assigned activities with other College divisions, departments, campuses and outside agencies; provide highly responsible and complex administrative support to a campus Dean. Provide positive administrative leadership for the enhancement of the image of the College, campus and departments toward the promotion of a healthy work environment and overall student success.

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 Division Dean or Dean of Instruction in achieving College and campus goals and objectives. 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.

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.

Adjunct Faculty Duties and Responsibilities

Duties and Responsibilities of Adjunct Faculty

Adjunct Faculty for Pima Community College have two primary responsibilities:

- Instruction of the student.
- Performance of necessary educational obligations.

In carrying out these responsibilities, the instructor is required to:

- Be familiar with the philosophy and objectives of the College.
- Provide instruction and conduct classes in accordance with the philosophy of the College and within the course of study defined by the department. Cooperate with full-time faculty members in regard to educational matters.
- Attend scheduled meetings called by authorized personnel.
- Assume responsibility to keep certification current.
- Keep accurate records and submit all records when required.
- Meet all assigned classes with adequate preparation.
- Evaluate student performance and conduct fair evaluations applied equally to all students.
- Avoid behavior that could be interpreted as discriminatory.
- Refer to counseling services any student whose scholastic or personal needs require special attention.
- Submit student evaluations of instructors on time.

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

For each class section taught, the Adjunct Faculty member shall evaluate student performance.

Final evaluations (exams), if used, shall not be given prior to the period of time scheduled in the academic calendar for that purpose each semester. The times scheduled for final evaluations are to be used for that purpose or continued instruction.

Adjunct Faculty shall retain final evaluations (exams) for one year from the end of the semester in which the course was completed. However, if the final evaluation is returned to the student, or if the Adjunct Faculty member makes alternative arrangements with the supervising Dean, the one-year retention does not apply.

No grade or evaluation shall be changed without approval of the Adjunct 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, or the Registrar may certify grade changes.

Adjunct Faculty Terms and Conditions¹

I acknowledge that I have been advised of and accept the following terms and conditions of Adjunct Faculty Employment with Pima County Community College District (PCCCD).

1. Adjunct Faculty are temporary employees contracted by PCCCD for a temporary classroom instruction assignment not to exceed 10.5 load hours per semester. During the three summer terms – A, B, and C, a full-time Faculty member or an Adjunct Faculty may be assigned a maximum voluntary overload of twelve load hours inclusive of all three summer terms. Exceptions to the maximum instructional assignment must have the written approval of the Campus President or designee.
2. Because student enrollment and full-time faculty loads may not be determined until after the date that an Adjunct Faculty signs a contract, that contract is contingent upon sufficient student enrollment for the course to be taught and upon that course not being assigned as part of a full-time faculty member's required teaching load. If there is insufficient course enrollment, the contract is void. If the course is assigned to a full-time faculty member to meet that faculty member's required teaching load, the contract is void. If there is sufficient enrollment for the course, and if the course is not required to satisfy the teaching load for a full-time faculty member, the contract is a one-semester teaching assignment, with no express or implied future assignments. A contract provides no guarantee of continued or future employment. The payment amount for a contract is subject to audit and conformance to PCCCD pay policies.
3. PCCCD policies on personnel management, including benefits, apply to Adjunct Faculty only as expressly stated by PCCCD Governing Board policy and as set forth in the *Personnel Policy Statement for College Employees*. (Web site address is pima.edu.)
4. As an express condition of a contract, the Adjunct Faculty agrees to meet and continue to meet Faculty Standards as established by the College during the term of a contract and to complete and to provide the following on file with the District Office of Contracts and Certification: Completed employment paperwork to include (1) application for employment and (2) official transcripts, licenses and/or certificates applicable to the teaching assignment. Failure by an Adjunct Faculty to comply with these conditions shall allow PCCCD to terminate the contract.
5. Adjunct Faculty are expected to perform in a professional manner and to conduct classes as assigned by the contract. The contract is intended to include the time the instructor spends preparing for and teaching the course and the instructor's time spent to be available to students before and/or after class. If for any reason the Adjunct Faculty cannot conduct his or her class, he or she is held responsible to notify the department chair or appropriate campus administrator as soon as possible prior to the class meeting time and to schedule an approved make-up class if required. Failure to conduct or make up a class will result in a proportionate adjustment in compensation.
6. The Adjunct Faculty member agrees to perform well and faithfully the duties required in accordance with all applicable laws, policies and regulations imposed upon or adopted by Board for the governing of the College District, including any modifications thereto occurring during the period of this contract. The Adjunct Faculty member's employment may be terminated for violations of law or College policy, for failure to fulfill terms and conditions of contract, or when an Adjunct Faculty is absent without having given notice and having received approval from the appropriate administrator.
7. PCCCD Adjunct Faculty are required to attend orientation and workshop meetings as announced.

¹ Adjunct Faculty Contract

8. Adjunct Faculty are required to submit a syllabus to the Department Chair and Division Dean within the campus-stated deadline, submit the 45th day class roster by the designated date for the semester and submit student grades on-line in accordance with established procedures.
9. The approved syllabus with course outline shall be presented during the first class meeting. Course expectations shall be clearly stated and reviewed during the first class meeting. Instructional activities appropriate for the class shall be designed by the Adjunct Faculty to accommodate different learning styles. Student assessment materials (tests, quizzes, homework, etc.) shall be returned in a timely manner with meaningful feedback. Grading shall be based on student achievement and competence. Adjunct Faculty are responsible for proactive student retention.
10. At the end of each semester, all PCCCD materials must be returned. Adjunct Faculty are required to submit a copy of the gradebook and final on-line grade submission to the appropriate administrator by the College established date for the semester. Failure to do so may jeopardize future contracts with the College.
11. Assignment or reassignment of duties within PCCCD shall be and remain the prerogative of the approving Dean, provided such assignment is consistent with the qualifications of the Adjunct Faculty.
12. Adjunct Faculty will adhere to all PCCCD policies that address code of conduct and standards of behavior for employees as found in the *Personnel Policy Statement for College Employees*.

I agree to abide by the above terms and conditions of employment and Pima County Community College District policies pertaining to Adjunct Faculty, and acknowledge that these terms and conditions apply to any and all contracts for employment as Adjunct Faculty.

Code of Ethics of the Education Profession²

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 of the 2009-10 Faculty Personnel Policy Statement, 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 Faculty Personnel Policy Statement 2009/2010

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;
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.

Certification

Adjunct Faculty must comply with the District specified standards to teach in a specific discipline. Certification requires that official transcripts in sealed envelopes be sent directly to the Contracts and Certification Office at the District Office of Pima Community College. For occupational certification, a copy of your Arizona occupational license or certificate, or letters verifying employment in support of teaching assignments, should also be sent to the Contracts and Certification Office. Adjunct Faculty must report any changes to their degrees obtained and the decision to no longer teach at the College to the Contracts and Certification Office.

Copyright

Ownership

To foster the free expression of ideas, to encourage the publication of scholarly and creative works on the part of its employees, and to protect Pima County Community College District's right to use works created by its employees and its ownership of works, especially orders or commissions, the College shall:

Subject to the conditions set forth in the enabling administrative regulations, disclaim its ownership of copyright in any copyrightable works prepared by College employees within the scope of their employment with the College (which ownership is provided under the work-for-hire provisions of the Copyright Act of 1976, as amended, 17 U.S.C. Sec. 101 et seq.), including, without limitation, work such as course outlines, tests and other course materials;

Retain the right to an irrevocable, royalty-free, non-exclusive license to reproduce and use such works for its purposes, including distribution within the College and distribution outside of the College to fulfill its non-profit, educational mission, but excluding sale of or sublicense, for profit; and take such steps as are necessary and proper to secure for the College ownership of copyright in any specially ordered or commissioned copyrightable works.

Guidelines

The College and its employees will adhere to current U. S. Copyright law. Employees are prohibited from copying materials not specifically allowed by the:

Copyright law, fair use guidelines, licenses or contractual agreement; or expressed permission from the copyright holder.

The College regulation relating to copyright is contained in a 33-page booklet entitled Copyright Policies & Information, as well as in legal opinions rendered to the College and made available to College Copyright Committee members. More information is available at www.pima.edu/library.

Faculty Success Program

The Faculty Success Program (FSP) is the confidential process of evaluation of all Faculty by students. The Student Feedback Course Evaluation Form for Instructional Faculty is the instrument for your assessment by the students and is designed to provide feedback for your success as an Adjunct Faculty member.

The Student Feedback Course Evaluation Form will be provided to you each semester, spring and fall, with instructions, for the class you are being evaluated in. Your supervising dean will select the class to assess each semester. You will receive the forms, in packets, from your dean or designee and will be directed to distribute them to your students for completion. They are then to be returned to the office designated in the instructions in a sealed, confidential envelope provided for you in the packet you will receive. Later, a report and the original evaluation forms will be sent, confidentially, to your dean and department chair who will discuss the results with you. (SRF form in Appendix B)

Contracts

Contracts are valid only if the class has sufficient enrollment to be approved as a “Go.” Contracts are distributed via MyPima. If you do not receive your contract, please contact your Campus Adjunct Faculty Office or the Division Dean’s Office. Your contract must be approved by you **before your 1st class meeting**. You may print a copy of your completed contract from the adjunct faculty contract approval workflow at any time during the semester. Contact the office of your supervising dean for additional questions and/or concerns.

Campus Meetings and Orientation

Adjunct Faculty Orientation is conducted by all campuses each August and January. If you are not notified of the date and time of the orientation on your campus, please contact your department chair or the office of your supervising dean for further information.

Fundraising/Solicitation

The Pima Community College Foundation is responsible for managing the cultivation, solicitation, and the acknowledgement of charitable gifts for the benefit of the College. For further information, contact the Executive Director of the Foundation. See www.pima.edu/foundation.

Human Subjects Research (Board Policy 5603)

Pima County Community College District is committed to the protection of the College's students, employees, and others who may conduct, or participate in, research projects sponsored by, or associated with, Pima Community College. The Chancellor charges the Office of Planning and Institutional Research to evaluate potential research projects to ensure that risk to any party is limited and is safeguarded by standards outlined in the Federal Policy for the Protection of Human Subjects. The Office of Planning and institutional Research will evaluate potential research and apply such standards and exemptions as appropriate. For further information go to www.pima.edu/admin/research/human_subjects.shtml.

Casual Visitors

Permitting friends, relatives or children to spend time in operational areas of the College may be disruptive to normal work routines and increases the potential for accidental injuries. In this regard, adhering to prudent management and safety practices will minimize accidents and potential liability to the College.

The Risk Management office has recommended that casual visitors, whether they are friends, relatives or children of students or College employees, should not be permitted to spend an inordinate amount of time in the operational work areas of the College (offices, classrooms, labs, etc.).

Smoking/Drugs/Alcohol

The College District prohibits smoking in all buildings owned or leased by the District or in College vehicles. Smoking is prohibited within 25 feet of fresh air intake grills, near entrances and exits, and in seating areas of assembly occupancies such as bleachers provided for various District functions (baseball or softball fields, etc.), or any area where flammable materials are handled or stored, or where other significant fire hazards may exist. Smoking is permitted only in designated areas. See SPG #2303/AA - <http://www.pima.edu/policies/standardguidelines/SPG-2303-AA.shtml>

The College prohibits the unlawful manufacture, distribution, dispensing, possession or use of controlled substances and alcohol on College premises, while conducting College business or at any time which would interfere with the effective conduct of the employee's work for the College. The College recognizes drug and/or alcohol dependency as illnesses and major health problems. The College also recognizes drug and alcohol abuse as potential health, safety and security problems. Employees needing help in dealing with such problems are encouraged to seek it.

Soliciting and Advertising

Soliciting and advertising in classes are not permitted.

Pets on Campus

Students and employees are not allowed to have pets on campus or at work. Exceptions will be made when the need for an animal on campus or at work meets the requirements under the Americans with Disabilities Act (ADA). Animals approved under the ADA area are held to behavior and safety requirements. The Disabled Student Resource office on each campus will assist with questions related to student issues and the district ADA Coordinator, will assist with questions related to employee issues; the ADA Coordinator can be reached at 206-4539.

Teaching / Academics

Grading Policy³

Grades earned at Pima Community College are recorded at the end of each session according to the following system:

A—Superior (4 grade points per credit hour)

B—Above Average (3 grade points per credit hour)

C—Average (2 grade points per credit hour)

D—Below Average (1 grade point per credit hour)

F—Failure (0 grade points per credit hour)

P—Pass

(‘C’ or better without grade differentiation ordinarily indicated by the College grading system. A ‘D’ grade may be given at the student’s request and the instructor’s option.)

I—Incomplete

(A record of ‘Incomplete’ as a grade will be made at the student’s request and at the instructor’s option. A student receiving a grade of ‘I’ will be provided with a standard form specifying the work necessary for completion of the course. After the student completes the work, or after the ‘I’ deadline set by the instructor, the instructor submits a Change of Grade form to the admissions office. If no Change of Grade form is submitted within a year, the ‘I’ will be automatically changed to ‘F.’)

IP—Work in progress in open entry/open exit course.

(A record of IP (in progress) as a grade will be made when a student is making satisfactory progress in a course that crosses sessions in start and end dates. At the specified end date of the course, the student will be assigned a grade of ‘A,’ ‘B,’ ‘C,’ ‘D,’ ‘F,’ ‘I,’ ‘P’ or ‘W.’)

W—Withdrawal

(This grade may be requested by the student only during the first two-thirds of any session. This grade may also be given at the discretion of the instructor on or before the final grading date for the class.)
Effective January 1, 2007.

X—An X placed next to the grade indicates the grade was earned through the successful completion of a proficiency test.

AU—Audit

(To audit a course means to enroll in and to attend a class without working for or expecting to receive credit. The symbol for audit, ‘AU,’ appears on the transcript of grades and on the class list by the student’s name. Students auditing a class must register by the end of the official refund period and must receive the written permission of the instructor.)

Graduation requirements include a 2.0 overall grade point average (GPA) on a 4.0 grade point scale. D grades do not fulfill graduation requirements if they are received in core and general education courses. F

³ Board Policy 3108

grades do not fulfill any requirements. The GPA is based only on work completed at Pima Community College. A complete record of all credit courses attempted at Pima Community College is maintained for each student.

Go to www.pima.edu/policies/boardpolicies/BP-3108.shtml for latest version.

Adding / Dropping Classes

- Add/Drop dates are posted on the college web site (www.pima.edu/keydates).
- On or before the add/drop date, students can make schedule changes through MyPima, by phone, or by using a Registration Transaction form.
- After the add/drop date, or if the class requires special permission, students must fill out a Registration Transaction form and obtain the instructor's signature.
- Registration transaction forms are available online or at any College Admissions office. See www.pima.edu/registration/schedulechanges.shtml for a copy of the Registration Transaction Form or further details.

Incomplete/Change of Grade

For each student receiving a grade of "Incomplete," the instructor must complete the Notification of Incomplete Grade Status form, which is submitted to the division dean. Incompletes are not to be given in lieu of 'F' grade. Students have one year to complete an "Incomplete."

When or if a student completes the course work the instructor must then complete a Change of Grade form, which is submitted to the Division Dean's Office.

End of Semester Procedure

At the end of each semester (and summer session) the grade rosters for each of your classes are available online. Grade rosters will include names of those students who have registered for the class. Those students whose names do not appear on the printed grade roster will not receive a grade for the class.

Grades must be submitted by the stated deadline.

Student grades are not to be posted in any public manner. The instructor should only give grades to students in person and input the grade online by the deadline so students may access their results directly. Any deviation from this method of delivery of grades to students may involve a violation of the Family Education Rights and Privacy Act (FERPA). See www.ed.gov/policy/gen/guid/fpco/ferpa/index. Please do not ask students to call the Admissions and Records Office to obtain course grades. Release of this information over the telephone is not authorized. Grade reports are not mailed to students.

Appeal of Grades

There is an appeal process for grade challenges. Please refer to the Student Rights and Responsibilities document. www.pima.edu/studenterv/studentrights/student-complaints.

Class Rosters

Class rosters may be obtained through MyPima. The College's 45th day reporting is mandatory and must be completed through MyPima. Students not participating in classes as of the 45th day should be withdrawn by faculty members at that time.

Questions or concerns about withdrawing a student at 45th day, please ask your Supervising Dean.

Measuring Student Performance

The Adjunct Faculty member is obligated to respond to the grading policies of the College and must determine a grade for each student at the end of the semester. The instructor can, however, use a number of techniques to arrive at this final grade, such as, but not limited to:

- Participation in and completion of class work.
- Completion of any work assigned as homework.
- Response on scheduled or unscheduled quizzes periodically through the course.
- Midterm and/or final examination to test accumulated information.
- Special presentations or reports given to the class.
- Preparation of papers on topics relevant to class work.
- Course projects designed to reflect areas studied during the semester.

The instructor may combine several of these to gain an overall view of the capabilities of the student. Questions or concerns about measuring student performance please see your Department Chair or your Supervising Dean.

Syllabus

A syllabus must be filed with the Department Chair and Division Dean, distributed to the students and is a legal document in the event litigation may arise. Syllabus templates/outlines are available through your Department Chair or Division Dean.

The College in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provides reasonable accommodations to qualified students. To obtain a reasonable accommodation, students must be registered with a campus Disabled Student Resource office (DSR). DSR will evaluate required medical documentation and identify and authorize implementation of accommodations. Student ADA accommodations cannot be made without verification of need. The campus DSR telephone number is 206-6688.

Under the Americans with Disabilities Act (ADA), all qualified disabled students are entitled to reasonable accommodations in the education environment. Please contact the campus DSR office at 206-6688 to apply. Student accommodations cannot be made without proper documentation.

Textbook

Adjunct Faculty must use textbooks selected by the Department Chair.

Class Absences and Substitutes

Substitutes

At the beginning of the semester, check with your appropriate Supervising Dean or Department Chair (where applicable) regarding the appropriate procedure for substitutes in your division/campus. *Adjunct Faculty may not assign substitute instructors.*

Substitute pay and deductions are computed based on the established Adjunct Faculty rate per load hour and divided by the number of times the class is scheduled to meet during the term.

Temporary absence

If for any reason the Adjunct Faculty cannot conduct his or her class, he or she is held responsible to notify the Department Chair or appropriate Campus Administrator as soon as possible prior to the class meeting time and to schedule an approved make-up class if required. Failure to conduct or make up a class will result in a proportionate adjustment in compensation.

Jury Duty

For policy and information see the Personnel Policy Statement for College Employees.
www.pima.edu/employee/policystatements.

Academic Freedom⁴

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.

⁴ Faculty Personnel Policy Statement 2009/2010

Classroom Management/Rules

Classroom Discipline

Both the instructor and the students contribute to the atmosphere of the classroom. It is the instructor's responsibility to maintain the class in an orderly fashion and to make the course worthwhile. It is the student's responsibility to learn, to meet schedules and to turn in required projects and papers.

If problems occur discuss the situation with your Department Chair and/or Division Dean. Any problems should be approached in a matter-of-fact, rational manner and in a spirit of mutual respect. See the Student Rights and Responsibilities information at www.pima.edu/studenterv/studentrights for more specific information in this area.

Student Code of Conduct Issues

Contact the Department Chair early if you feel a student in your class may become a behavior problem. The Student Code of Conduct is found in the Student Handbook, which is available online at www.pima.edu/studenterv/studentrights/student-conduct.

Class Breaks

Instructors will allow a ten-minute break period for every 100 minutes of regular class time. These breaks are scheduled at the discretion of the instructors with the consideration of student motivation, safety and subject continuity.

Teaching Resources

The effective instructor will make use of teaching resources to supplement and enhance lectures and text. Thoughtful consideration should be given to the choice of these resources. In order to complement the regular classroom work and maintain their appeal and effectiveness such teaching aids should not be overused. Early planning and notification to individuals involved will help to assure better coordination. Some of these special resources include:

- Showing of films (motion picture, video, or slide presentation) which present perspectives not available in the text.
- Reservation of special books and reference materials in the library so students may find them.
- Guest speakers who have special knowledge or experience in the field.
- Using models or displays of objects that have been discussed but not seen or examined.
- Using equipment special to the field.
- Field trips to see in-the-field application or to tour special facilities.
- Using the television in the classroom either to present pre-recorded shows pertinent to the work or using videotape situations for practice in application of lessons.
- Using audiotapes to present speakers with special information and/or to record student participation.

The presentation of visual aids such as copied material, charts, graphs, photos and illustrations to give new perspectives to the class work materials. Also see the Copyright section on page 16 and the Disabled Student Resources section on page 36.

Audio Visual / Information Technology Use

IT related information, forms and policies and guidelines can be found online at www.pima.edu/admin/it/policies_guidelines.shtml. Audio visual and information technology resources are available at each campus.

MyPima

MyPima is the College portal, delivering information and services based on an individual's roles and interests. Newly admitted students, current students and faculty all have different tabs and channels available to them.

- Credit course students gain access to MyPima when their application has been accepted by the College, and retain their MyPima account for 3 years after their last active semester. They receive an email account when they register for a class.
- Beginning January 2010, Adult Education students will gain access to MyPima when Adult Education staff enter their registration information into Banner.
- Adjunct faculty gain access to MyPima when their contracts are created. New adjunct faculty are notified to review and accept their contracts by email sent to their personal and PCC email accounts. Adjunct faculty retain access to MyPima and their email account for 1 year after the last semester taught.
- Other employees retain access to MyPima only for the duration of their employment.

MyPima provides faculty with easy access to email, class rosters, 45th day reporting, final grade submission, HR forms and more. Students use MyPima to access their email, to register and drop classes, to check payments, final grades, financial aid status, and more.

MyPima provides online course tools such as chat, discussion boards, announcements, and class email for every course via the **My Courses** channel. This is on the students Academics tab, and the faculty Teach/Advise tab. The faculty have a **MyPima Tutorials** channel that provides demonstration videos covering how to use the various course tools.

Activating Your Account

You must activate your account before using MyPima. Click on the MyPima icon on the college home page to access the MyPima login screen. Next, click on **Activate Your Account** and enter your employee ID (9 characters beginning with A) and birth date. Answer the questions and select a password. At the end of the process, you will be given your username. Your MyPima username and password are used to access MyPima, email, Blackboard Vista, and when logging into computers on-campus.

MyPima Course Tools & Blackboard Vista

MyPima course homepages are available to faculty and students before the beginning of every semester.

For late-start classes, it is courteous to post a Course News item for students letting them know when you will be available to answer questions. Faculty are encouraged to post their syllabus to their course homepage as soon as possible.

Blackboard Vista faculty need to switch the homepage link from MyPima to Blackboard for each of their classes using Blackboard. Click on the edit button next to the course title and then change to selection to Blackboard. Once you do this, your students will be automatically pointed to your Blackboard homepage.

Instructional Best Practices

Instructor's Role

It is commonly accepted that the instructor is in the classroom to teach and transmit information, but the instructor must be aware of the other ways in which he or she has an impact on the students.

- The instructor is an authority figure as far as the course content is concerned and should be well prepared to deal with student questions and queries.
- The instructor is a counselor who can guide students to further growth and development, can direct student problems to appropriate resources, and can offer advice about career work in the field taught.
- The instructor is a motivator who can inspire student participation and involvement through active and enthusiastic concern for student progress and through obvious enjoyment of the class.
- The instructor is an evaluator who can keep the students aware of their progress.
- The instructor is, most of all, the person that is accessible and friendly enough to create the environment necessary for human contact, for personal growth and for learning.

Pre-Course Preparation

The first day of classes is not the beginning of the course. The instructor should put in much thought and preparation time for the first day to happen. These steps should be accomplished ahead of time:

- Write course objectives to determine a general perspective for the semester and to establish goals for student performance.
- Establish grading and attendance requirements for course and prepare for distribution to each student at the beginning of the semester.
- Develop a syllabus that will plan the course work, determine a schedule for due dates and examinations, announce the responsibilities of the student as to attendance and course work, and relay any information special to the semester's work, such as materials on library reserve. File a copy with the faculty member's respective campus. See syllabus information in this book.
- Make reservations early for all guest speakers, field trips, films and equipment.
- During the last week or two before classes start, verify textbook arrival, class size, and classroom location with the department chair or division dean.
- Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all qualified students and employees are entitled to reasonable accommodations in the learning and work environment. Once notified of an approved accommodation faculty must provide the accommodation immediately and are encouraged to discuss any questions about implementation of the accommodation with Disabled Student Resources (DSR).

The First Class Meeting

The first meeting for a new class can be very important in setting the tone for the semester. The instructor, if aware, can make valuable use of this time for explanation and student contact. These points should be used as a guide:

- The instructor should identify himself/herself and offer some personal remarks such as preparation and experience in the subject area or reason for teaching part-time.
- The students could be asked to respond orally about their background, preparation in the field and reasons for taking the course. Note: oral response allows more familiarity among the students and will set verbal exchange later.
- The instructor should make clear the rules and policies of the class in a written handout or syllabus that the student can keep. This handout should include due dates of major assignments and tests, policies for late work and attendance, and policies for grading.
- Required texts and class materials should be identified and the patterns expected for their use, both class work and homework.
- The instructor should identify some major expectations for the course and allow discussions of student concerns about these expectations.

- Student questions on any of these points should be answered at this meeting or investigated for the next one.
- The instructor should check to see that all prerequisites have been met and that students are registered for the right course.
- Before dismissing the class, the instructor should make sure the students have a method to contact him/her, whether it is a home telephone, College voice mail or email address.

In summary, an effective lesson plan will allow the instructor to clearly and comprehensively present material to its best advantage.

Motivation

Students attend Community Colleges for a number of reasons. The instructor must be aware of these reasons and can then gear the focus of the material to reflect some of those goals. The points are for consideration:

- The instructor should determine at the first meeting the various reasons for taking the class, whether for personal enrichment, to meet College requirements or to enhance job effectiveness.
- Some of the activities of the course can be individualized to reflect these reasons. Students working toward a goal that they have not chosen will not work as hard or well.
- The instructor can discuss the relationship of the course work to practical application in the “real world.” The material has more meaning when students can see its use.
- The instructor can provide accelerated work for superior students and more basic work for those having trouble. An individualized approach is great aid for those students who feel left out or different.
- The instructor can give frequent feedback on progress, being careful to stress growth and positive accomplishments and to suggest areas of future attention.
- The instructor is an effective model of the validity and value of the subject area and can have a great impact on motivation by displaying knowledge, competency and enthusiasm for the work.
- Flexibility of lessons is important in maintaining student interest. A variety of activities can add much to student interest. The chance to actually attempt an activity can teach much more than simply listening to the instructor talk about it.
- The student is not only learning the subject matter, but also learning how to participate in relationships with the instructor and other students.

In general, the instructor needs to be aware of each student as an individual with special needs and curiosities and to allow for those qualities to grow as much as possible.

Presentation

Skill in a variety of presentation techniques can allow the instructor to modify or adapt the classroom teaching methods in order to most effectively cover the material and meet the students’ needs. Practice with each of these techniques will give the instructor a wider base of experience to draw from and will allow him or her to determine which are most appropriate to the course and topic.

Demonstration

The instructor can use real objects or models to explain and show the steps of a process or procedure with demonstration. The student can then carry out the same steps, under supervision, and have the opportunity for immediate feedback and correction. The instructor should:

- Present an adequate introduction.
- Demonstrate a clear purpose of activity.
- Demonstrate a process or procedure.

- Explain appropriate use of the equipment.
- List safety rules to be followed.
- Present required prerequisites to students.
- Allow the students to participate in the procedure.
- Give instructions to students actively involved in the process.
- Answer questions.
- Allow ample time for the demonstration.
- Allow ample time for student practice.
- Make enough equipment available for students.
- Assess the student comprehension and response.

Formal Lecture

The formal lecture is an organized delivery of information with a stated purpose, an overview and adequate explanation or description, and a concise summary. It is an effective way of augmenting other materials, such as texts, or of presenting information to which the students may not have access. These points should be used as a guide in delivering the formal lecture:

- Introduce the topic clearly.
- Provide a brief overview and purpose of the topic.
- Expand on significant factors.
- Relate lecture to future topics.
- Demonstrate objectivity by citing various approaches or opinions.
- Maintain the interest of the audience through gestures, eye contact and good voice tone.
- Adhere to a limited time span, 15 to 25 minutes. It is very difficult to hold student interest for a longer period.
- Encourage and answer questions.

The Informal Lecture

Rather than direct delivery of information as in the formal lecture, the informal lecture features explanations and development of problem-solving techniques. It encourages student participation and often uses audio-visual equipment to aid in the explanation. The instructor acts as a guide in directing the students in a given direction. These steps are essential:

- Select a suitable topic.
- Introduce the topic clearly.
- Provide a brief statement of purpose and overview of the topic.
- Prepare the class members for discussion.
- Gain their attention immediately.
- Encourage discussion and questions.
- Tie the topic to other relevant topics and to future study.
- Discuss and facilitate group action.
- Summarize to close discussion effectively.

The Case Study or Applied Project

This method allows the students to become actively involved in a problem situation that may be hypothetical or real, and requires them to attempt to solve problems by applying principles to an assigned problem and then by generalizing the solution to other situations. To prepare for this situation, the instructor needs to:

- Prepare a clear statement of the problem.
- State lesson objective.
- State facts and conditions describing the problem.
- Prepare students to participate in discussion.
- Introduce the situation.
- Establish the group role.
- Motivate students to participate.
- Review information and supply needed information.
- Start group discussion.
- Summarize group recommendations.
- Close discussion.

Programmed Instruction

Self-paced or programmed instruction can be an effective teaching method in a class with a wide diversity of student backgrounds. The instructor must spend a great amount of time in preparation for the approach but is then free to work with individual student needs during the course's progress. The instructor should be prepared to:

- Design lessons that can be accomplished individually.
- Develop a periodic evaluation system for each student.
- Allow for accelerated and slower progress in students.
- Develop a program combining information delivery and practical application.
- Maintain an active interaction with the whole class.
- Remain a source of reference and authority.

Students as Instructors

The instructor can often benefit from the skills of the class members and should draw on them to supplement his/her own teaching. Students working at an advanced level can serve as teaching aides or tutors to less advanced students. Students with previous experience can be drawn into leading group discussions. Frequently, students can be given individual assignments to report to the class. This kind of situation facilitates learning by those who teach. The instructor will need to:

- Be aware of class diversity and individual student skill and experience.
- Select suitable topics of application.
- Maintain an active interaction with the whole class.
- Guide student instructors in their preparation.
- Remain a source of reference and authority and be prepared to deal with students who attempt to dominate the class.
- Provide effective summarization and closure.
- Relate the topic to other class work.

Guest Speakers

The use of guest speakers for enrichment of classes is welcomed; however, the College does not provide compensation for guest speakers.

Field Trips

Subject-related field trips can be a valuable aid to instruction. Safety and student interest are primary concerns in these instances. Field trips are subject to budget limitations and must be discussed with your Department Chair prior to the date of the trip. A Travel Authorization Form (TAF) must be filled out with the class roster attached, signed by a Division Dean, and submitted to our Business Office two weeks prior to the field trip. The Business Office also rents vans for class field trips.

The Textbook

Sometimes discounted as an easy way of teaching, reliance on the text can be an effective method of reassuring students of their expectations and their progress. Students appreciate a reference and review source. Sometimes a text is the only learning source available to them. Also, the text can be used as a springboard to other information. The instructor should be careful to:

- Measure the text against the content area and against student background.
- Make the text familiar to him/her, recognizing its strengths and weaknesses.
- Be prepared to supplement or complement the text materials.
- Alert the students as to effective use of the text and also to its weaknesses, so they do not become overly reliant on it.
- Choose selectively from the text materials as is appropriate to classroom topics.

Summary

The choice of delivery method has a major impact on the amount of comprehension the student gains. An alert instructor will use this information to most effectively present the course material. The instructor should keep in mind:

- The presentation method should be appropriate to the subject matter.
- It should be appropriate to the student population.
- It should correspond to the facilities and equipment available.
- It should vary to maintain student interest.
- It should be evaluated after each presentation to determine its appropriateness and effectiveness to the topic.

Adjunct Faculty Service Centers

Adjunct Faculty Service Centers provide Adjunct Faculty with work space, computers and telephones. These Service Centers also provide a variety of support services, including campus mailboxes, voicemail, typing, copying and access to media and technology support.

Catalog/Class Schedule

To assist students with their academic planning, the College has class schedules available in print, or on the web at www.pima.edu, well in advance of each semester, and tries to indicate to students the names of instructors, including Adjunct Faculty, who may be teaching course sections. Please contact department chairs for additional information. The listing of an Adjunct Faculty's name in the College's master schedule or any Schedule of Classes does not guarantee to the student that the listed faculty member will serve as the instructor of record for the course.

EEO/AA/ADA

Internal Discrimination Complaint Procedure

The College internal discrimination complaint procedure is a confidential, equitable, non-judicial, administrative process available to resolve complaints by employees, students and the general public alleging violations of the Americans with Disabilities Act (ADA) equal opportunity, anti-discrimination laws and polices.

To file a complaint or to request additional information, please contact the EEO/AA/ADA office at 206-4539 or visit the College website at www.pima.edu/employee/eoaa.

Employee Request for an ADA Job Accommodation

Under the Americans with Disabilities Act (ADA) an employee may request a reasonable job accommodation at any time during their employment with the College. A reasonable accommodation may become necessary when an employee requests a change in their work environment due to a physical or mental condition. Each request involves an interactive discussion and evaluation to determine coverage.

To obtain detailed information concerning the ADA accommodation process, please contact the EEO/AA/ADA office at 206-4539 or visit the College website at www.pima.edu/employee/eoaa.

Email

New adjunct faculty receive their PCC email account at the same time they receive their MyPima account. As part of the Adjunct Faculty contract process, they are notified by email (sent to their personal email account & PCC account) when there is a contract waiting to be accepted. Adjunct faculty retain their email account for 1 year after the last semester in which they taught.

You must Activate your MyPima account (mypima.pima.edu and click on Activate Account) to begin using your email.

Access email from within MyPima by clicking on the email icon. You can also access your email directly by going to "weboutlook.pima.edu". If you do not normally use your "legal" first name, ask your campus

HR representative or the Employee Service Center at district Office to add a preferred name to your Banner record.

Emergency Procedures

Each campus or center may have special guidelines. Please consult the specific campus handbook. In case of fire or other emergencies, contact the Department of Public Safety at 206-2700 or 911. Appropriate administrators must be notified immediately of accidents or other emergencies, and must complete an accident form. In the case of accidents/incidents, a report must be filed with the Department of Public Safety.

Department of Public Safety or Emergency Services will:

- dispatch personnel to the scene
- administer first aid, if required
- radio for medical and ambulance service, if needed
- contact relatives or friends, if requested

In cases that do not require ambulance transportation or emergency room treatment, parties should contact their personal physicians. For further information about the Department of Public Safety visit their web page at www.pima.edu/dps.

Faculty Senate

The Faculty Senate is a body of faculty representatives from each department in the College which participates in the College's governance review process. The Senate meets monthly, and has members elected by their department who can be either full-time or Adjunct Faculty members. One at-large Adjunct Faculty representative will be elected from each of the comprehensive campuses for two-year terms. (Elections take place in even numbered years at the Community, West, and Northwest Campuses and in odd numbered years for the East, Downtown, and Desert Vista Campuses.) These representatives will serve on the subcommittee for Adjunct Faculty Affairs as well as participating as Senators. Contact the representative from your campus through the Adjunct Service Center for more information.

Human Resources/Payroll

Change of Personal Information

The instructor's current home address, telephone number(s) and emergency contact information must be listed with the Human Resources Department. Employed Adjunct Faculty may go to MyPima for all employee information changes except name change. A name change requires the completion of a "CHANGE OF EMPLOYEE INFORMATION FORM" which must be submitted to the campus Contracts & Certification Human Resource Specialist, the campus Employment Human Resource Specialist, or the Employee Service Center at the District Office. Name changes require copy of Social Security Card or Court order. Any changes must be reported promptly to the department or you may not get paid or receive information in a timely manner.

Payday

Paydays follow the Pima Community College pay schedule. Direct deposit is highly recommended. Paychecks not direct deposited can be picked up from your campus cashier's office after 11:00am on pay dates unless other arrangements have been requested. You may view your pay stubs online through MyPima (@Work tab, Quick Links channel).

Library

The PCC Libraries provide a variety of services for faculty to support research, assist in curriculum development, and enhance student learning.

Library Collections

The Pima Community College libraries provide both print and non-print collections at the East, West, Downtown, Desert Vista, Community and Northwest Campus. Our online library catalog allows you to search for items of interest.

To borrow material, faculty need to request a PCC Library Card at any of our campus libraries. If an item is housed at a distant campus, you can request that the item be delivered to the campus of your choice.

The Libraries also provide access to electronic information sources including full-text magazine databases and reference tools such as online encyclopedias. These databases are available from every PCC office, library and electronic classroom, and can be accessed from home after following set-up instructions. Ask any librarian for instructions on accessing databases.

PCC Faculty have reciprocal borrowing privileges at the University of Arizona Library. Simply take a copy of your current faculty contract to the U of A Library circulation desk to receive a borrower's card. Interlibrary loan service (ILL) is provided by the PCC libraries to obtain books and articles not available in the Pima, UA, or TPPL library collections. Contact your campus librarians to obtain material via ILL.

PCC Librarians are able to assist in professional research or curriculum development by identifying appropriate print, non-print and electronic resources and by assisting in developing search strategy.

The PCC Libraries have a comprehensive information literacy program designed to assist students in learning the skills needed to effectively find, evaluate and utilize information.

Call any PCC library for more information:

Desert Vista
520-206-5095

East Campus
520-206-7693

West Campus
520-206-6821

Downtown Campus
520-206-7267

Northwest Campus
206-2250

Outside the Tucson Area:
800-860-PIMA ext. 6821

Parking

There is no reserved parking on PCC premises with the exception of handicapped plates/tags.

Student Resources

Each campus has a Student Services Center or information area within the Department of Student Development. The Student Services personnel in this area can answer quick questions and make referrals.

Advising/Counseling

On most campuses, Student Development includes admissions and registration, advising and counseling, assessments, disabled student resources, financial aid, job placement, and student life. You can learn more about these services by visiting the Advising and Counseling website at www.pima.edu/advising.

Student Code of Conduct

Pima Community College Board of Governors adopted a policy on *Student Code of Conduct and Code of Academic Ethics* on March 8, 1995, Motion No. 535. *Student Rights and Responsibilities* contains the regulations in effect and is available at the following websites: www.pima.edu/studenterv/studentrights/code and www.pima.edu/studenterv/studentrights/student-conduct

Complaint Procedures

(All “days” refer to working days.)

BEGIN Code of Conduct – Alleged Violation is observed
(Must be reported within 10 days)

STEP 1 Formal Complaint: Incident Report to appropriate Division Dean or designee

STEP 2 Appropriate Division Dean or designee enters report into the College Judicial Log

STEP 3 Written notice to the student (Division Dean or designee has 5 days to notify student –return receipt) (Student has 5 days to respond from receipt of letter) Student contacts appropriate Division Dean or designee to confirm meeting

STEP 4 Meeting with Division Dean or designee Division Dean or designee makes decision and imposes penalty as needed. (Written decision to student within 5 days)

Student can appeal decision under specific circumstances and must do so in writing within 10 days of receipt of letter)

STEP 5 Student files written appeal; can appeal to the Dean or request a hearing with the Student Conduct Review Hearing (SCRC)

(Division Dean or campus designee has 5 days to respond with notification of details of formal SCRC Hearing to be held within 10 days)

STEP 6 Student Conduct Review Hearing (SCRC)

STEP 7 SCRC Recommendations to appropriate campus Dean who makes the decision or if appeal is submitted directly to the Dean, the Dean reviews and makes decision. (Campus Dean has 5 days to provide written notice of decision to student, President, and charging party)

STEP 8 Student may appeal to the campus President; campus President makes final decision and sends written notice to Dean and student within five (5) days of decision. Record of decision is provided to College Judicial Log

SCRC Membership: Two Students
Two Faculty members
One Staff member
One Administrator appointed by the campus Dean

Refer to www.pima.edu/studenterv/studentrights

Disabled Student Resources

Disabled Student Resources facilitates equal access to educational programs for qualified PCC students with disabilities. The role of the DSR Specialist is to authorize and coordinate reasonable accommodations for students with disabilities in order to allow each student to function as independently as possible in pursuit of his/her educational goals. Each semester, students will deliver a "Letter to Instructor" that outlines the approved accommodations for that specific class. DSR accommodations include but are not limited to testing accommodations (extended test time, quiet room, use of assistive technology for tests), note taking assistance, use of a tape recorder, sign language interpreters, Typewell captioning, taped textbook services, reading/writing assistance for exams, in-class assistance, furniture (padded chair, table instead of desk), classroom material in Braille or large print, assistive listening devices and assistive technology equipment. The role of the instructor is to provide the approved accommodation to the DSR student as outlined in the DSR "Letter to Instructor." Please contact the Disabled Resources office if you have any questions.

Tuition Waiver

The Board of Governors and the Administration promote professional development opportunities that will enhance classroom teaching excellence. The Adjunct Faculty tuition waiver program permits tuition waivers for up to six credit hours per semester while the Adjunct Faculty member is under active contract with the College to teach class(es) and excludes zero-load contracts. Semester is defined as Fall, Winter Intersession/Spring, and Summer (A, B, C). No tuition waiver is provided for spouses or children.

Tuition waiver guidelines are located in The College Employees Personnel Policy Statement www.pima.edu/employee/policystatements

The form is available online at www.pima.edu/employee/benefits/forms/TuitionWaiver.pdf

Voicemail

Having a voicemail access number is a convenient way to communicate with students, other faculty and College staff. Voicemail accounts are available to all Adjunct Faculty and must be obtained through the campus Adjunct Faculty Service Center (AFSC). Contact your campus AFSC to obtain a mailbox number and password. Instructors teaching at more than one campus should setup only one account at their primary campus. Voice mail accounts can be accessed from any telephone.

To log on to your mailbox from your phone:

Dial **4464** or use button labeled "AVST VOICEMAIL"
Enter security code when prompted, (default code is **9600**)
See "Working with messages.txt", "VM quick ref.pdf", or follow prompts.

To log on to your mailbox from another college phone:

Dial **4464** or use button labeled "AVST VOICEMAIL"
When voicemail answers press # (if you hear "please enter your security code" press * then #)
Enter mailbox number when prompted, usually your extension number.
Enter security code when prompted, (default code is **9600**)
See "Working with messages.txt", "VM quick ref.pdf", or follow prompts.

To log on to your mailbox from outside the college:

Dial **206-4464**.
When voicemail answers press #
Enter mailbox number when prompted, usually your extension number.

Enter security code when prompted, (default code is 9600)
See "Working with messages.txt", "VM quick ref.pdf", or follow prompts.

Any questions? Please call 206-2718 and leave message. A technician will be paged.

Resource Summary – Where to go for answers

If you are unable to attend a campus orientation then the following resources are available:

Pima Web Site www.pima.edu

- **Course descriptions, schedules and outlines www.pima.edu/courses/**

MyPima & Intranet mypima.pima.edu

- **Class rosters, course home pages, student information, employee Intranet**
- **Professional development opportunities (@Work tab)**

Adjunct Faculty Service Centers or Campus Support Services

- **Mailbox**
- **Voicemail**
- **Class rosters**
- **Teaching supplies and copy information**
- **Audio Visual information**

Contracts and Certification Office

- **Employment paperwork**

Student Services

- **Student academic problems**
- **Disabled student resources**

Department Chair

- **Textbook adoption and information**
- **Present and future teaching assignments**
- **Course syllabus sample and outline**
- **Classroom information**
- **Additional classroom supplies (not available in AFSC)**
- **Substitute information**
- **Field trip request**

Other Campus Information

- **Check Email for @PimaNews, and campus newsletter**
- **College and Campus announcements on “MyPima”**

Information Technology Department

- **Email account information**
- **MyPima Account information**
- **Campus computer software and hardware questions**

See Campus web site and/or Campus Handbook for phone numbers and additional campus information

Appendix A



PimaCommunityCollege

CHANGE OF EMPLOYEE INFORMATION FORM

Name: _____ **Pima ID #:** _____
Last First Middle

Previous Name (If Applicable): _____
Last First Middle

(Please attach a copy of Social Security Card or Court Order for all name or SSN Changes)

Permanent Address:

Number Street Apt #

City State Zip Code

Telephone Number () _____

Mailing Address (If different from Permanent Address):

Number Street Apt #

State Zip Code City

Telephone Number () _____

Emergency Contact :

Name: _____
Last First M.I. Relationship

Address: _____
Number Street Apt # City/State Zip Code

Telephone Number () _____

Campus Mailing Address:

Campus Department / Division Mail Code Phone Extension

Effective Date: _____ **Employee**

Signature: _____

Campus Mail Code: _____ **Campus Extension:** _____

Return to Human Resources, Mail Code 1180

HR/01/01

Appendix B



PimaCommunityCollege

Student Feedback End of Course Evaluation Instructional Faculty

Instructions: Your feedback is valued and confidential. Results are consolidated from all students in each class and provided to the instructor after your grades are submitted. Select the rating that best applies. You may use blue or black ink, or No. 2 pencil to complete this form.

Student Characteristics	N/A	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I am performing up to my potential in this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I had a strong desire to take this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I would recommend this course to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I would recommend this instructor to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor motivates me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The objectives of this course were clearly explained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Work requirements and grading were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor uses course time well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor gives clear explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor makes good use of examples and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor appears to have a thorough knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor is accessible to help students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The instructor makes it easy to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor creates an environment comfortable for student interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

Additional Faculty Questions	N/A	Strongly Agree	Agree	Disagree	Strongly Disagree
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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