

Appendix F: Administrator Step Progression Plan and Criteria

Effective July 1, 2008

Background

In April 2004, the Board of Governors directed Employee Groups to develop criteria for future step increases for their constituent groups. The Administration had developed draft criteria in the fall of 2003 and subsequently revised the criteria to include a plan and process for implementation. Effective July 1, 2008, the Administrator Step Progression Plan and Criteria was incorporated as policy

The process to apply for and receive, or be denied, step advancement is the same for all levels and types of PCC administration. However, the criteria for step eligibility of each groups of administrators (executive directors, division deans, assistant vice chancellors, vice presidents of instruction, vice presidents of student development, presidents, and vice chancellors or executive vice chancellors) differ slightly in that the criteria is reflective of the types of work in which various elements of the administration are engaged.

In formulating the step advancement criteria, it was discussed that the criteria be achievable and attainable within a fiscal year, verifiable through appropriate documentation, progressive or distinguishable from past years, relevant to the job and/or career, requires energy and effort from the employee and is distinguishable to that employee.

Step Adjustments – Fiscal Year 2009/10

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 did not approve step adjustment funding in fiscal year 2009/10. As a consequence, step plans completed and approved in fiscal year 2008/09 are held in abeyance until the fiscal year the Governing Board approves funding to active full-time regular employees. For example, if funding is not approved in fiscal year 2010/2011, the step adjustment will be held in abeyance until fiscal year 2011/12 and if funding is not approved for 2011/12, the step adjustment will be held in abeyance until fiscal year 2012/2013. Any employee not approved for step advancement will have the opportunity to apply for step advancement the following year.

Process for Step Advancement

- A. Threshold Test – Employee must meet the following to be eligible:
 - a. Be a member of the regular, full-time administration
 - b. Have served in the current position a minimum of six months
 - c. No Performance Improvement Plan or Disciplinary Act has occurred during the fiscal year
 - d. Satisfactory performance (no current documented performance problem)

- B. Employee completes the Step Progression Plan (SPP), identifying the specific objectives and/or activities to be accomplished. To the extent possible, the plan will include target completion dates of the activities as well as expected outcomes. Activities which cannot be accomplished by May 15, but which can be accomplished by June 30, may be included in the next year's SPP. This plan will be submitted to the appropriate Executive Administrator within the employee's supervisory hierarchy. Presidents, vice chancellors, and executive vice chancellors will submit their plans to the Chancellor. The deadline for submitting a SPP is July 31.
- C. The supervisor meets with the employee to discuss the SPP. The plan is either authorized or is returned to the employee for additional detail or rework and must be resubmitted. Only plans authorized by the supervisor by August 15 will be considered for step criteria eligibility. It is the responsibility of the supervisor to notify the employee of the acceptance, or rejection, of the SPP in writing by August 20.
- D. If an employee believes the SPP has been rejected without cause, he/she may appeal that decision to the Chancellor by August 30. The basis of the appeal must be submitted in writing.
- E. The Executive Administrator signs the SPP and forwards it to Chancellor or designee for authorization by August 30. Only SPP's authenticated by the Chancellor or designee by September 10 will be considered for step criteria eligibility. It is the responsibility of the Chief Human Resources Officer to notify the employee of the acceptance or rejection of the SPP, in writing, by September 15. There is no appeal of a SPP that is rejected at this stage.
- F. An employee may revise a SPP during the year if the modification to the SPP is approved by the supervising Executive Administrator and then authorized by the Chancellor or designee.
- G. Upon completion of the SPP, the employee submits supporting documentation to the Executive Administrator who initially authorized the Plan. This information must be submitted by May 15. Plans submitted after the deadline are ineligible for consideration. The Executive Administrator will evaluate the Plan and supporting documentation and submit acceptance of the completed plan for step advancement to the Chancellor or designee by May 25. If the Executive Administrator rejects the Plan, he/she will notify the employee in writing by May 25. Under extenuating circumstances, the Chancellor may extend the deadline for administrator plan submittal for an additional 30 days.
- H. If an employee believes his/her SPP has been rejected without due cause, he/she may appeal that decision to the Chancellor by June 5. The Chancellor's decision in the evaluation of the Plan, its documentation, and its applicability for step progression, is final. The employee will be notified by the Chancellor of the decision, in writing, by June 15.

- I. If for any reason, the Board does not grant a step advancement to the administrative group, all Administrators who qualified for a step advancement are automatically qualified for step advancement in the succeeding year.
- J. An Administrator who has served in an acting capacity in a position which is classified at a higher level of administrative authority (i.e. a Vice President serving as an Acting President), and returns to his/her regular assignment, will be granted a step on the salary schedule for his/her regular administrative classification, if he/she satisfied the step advancement criteria for the higher level while acting in that capacity.
- K. Employees who have successfully completed and have an authorized SPP by May 30 will receive a step advancement on the salary schedule in the first pay period of the next fiscal year, assuming that the Board of Governors have authorized funding for step advancements and that a step is available to the employee on the schedule.

Step Advancement Criteria
Administrator
Executive Directors and Division Deans

OVERVIEW

Administrator assignments vary among the different jobs represented by this classification. Even among the Division Deans, assignments may vary from campus to campus and within campuses. Administrators manage discreet divisions, entire campus faculty, student service divisions, adult education, performing arts and many other assignments. Consequently, Administrator successes occur completely in the context of the campuses' or unit's mission and goals. The criteria here are intended to be broad enough to allow the various administrators to highlight their successes and growth relevant to their assignments. Because Administrators' contributions are also part of the collective success of their individual respective campuses or units, assignments of the Administrator by their administrative supervisors should complement the criteria. To these ends and to qualify for step advancement, Administrators will demonstrate and substantiate measurable activities and accomplishments in each of the following areas:

1. COLLEGE PLAN

To foster the success of the College Plan, Administrators will accomplish all assigned responsibilities of the College Plan and according to stated or approved revised deadlines. Administrators will also take all actions necessary to foster the success of the College Plan in areas not directly assigned to them. Finally, should the Administrator not have specific assignments through the College Plan, it will be his/her responsibility to demonstrate their assistance with activities which required their direct personal effort and contributed to the success of the Plan.

2. RESOURCE MANAGEMENT AND DEVELOPMENT

Administrators have line authority for important areas of College operation. Therefore, it is important to increase the efficiency and effectiveness of areas within their span of control. An activity to satisfy the criteria may include, but not be limited to, the following:

- a. Implementation of strategic scheduling that result in enrollment growth for the division.
- b. Management of resources to optimize services that enhance student success. Examples include: productive scheduling of staff, cross training of staff within their classification, increasing currency and accuracy of information, and increasing quality service.
- c. Proposing and/or implementing new courses, programs or activities that result in demonstrable increases in FTSE/FTFE, fundraising, grant procurement, forging partnerships with the community and/or businesses that benefit the college and its programs.
- d. Recommendations to improve delivery of services based on student feedback, department identified needs or personal observations.
- e. Achieving enrollment and financial goals as required by one's supervisor.

- f. Improving communication internally and externally.
- g. Developing new curricular, instructional, and service initiatives.
- h. Collecting, analyzing, and reporting data for operational improvements.
- i. Recommending new or improved procedures or processes.
- j. Advocating for and/or implementing technological solutions to significant problems or challenges.

3. LEADERSHIP TO BENEFIT THE CAMPUS OR DISTRICT

The Administrator will demonstrate leadership in activities which enhance their professional development and provide value to the College community. An activity to satisfy the criteria may include, but not be limited to, the following:

- a. Leadership assignment and completion for a nonrecurring campus or district project.
- b. Recommending or providing direct assistance in implementing new systems or structures that enhance the campus' or unit's mission.
- c. Serving as a mentor for college and community leaders.
- d. Special projects assigned by the supervising administration.

4. PROFESSIONAL DEVELOPMENT

Administrators would be able demonstrate their continuing professional development in one or more of the following ways:

- a. Attending conferences or professional meetings. These conferences should relate to the advancement of higher education or to a specific subject area in the teaching discipline of the administrator or a subject area/service area under the supervision of the administrator. A report of major findings will be prepared after the attendance that can be distributed to appropriate groups within the College community.
- b. Presenting at conferences or professional meetings. The presentation materials should be disseminated to appropriate groups of people at PCC.
- c. Having materials accepted for publication in journals or publications appropriate to higher education or the teaching discipline of the administrator. The materials for publication should be distributed to appropriate groups within the College community.
- d. Completing training programs that relate to the duties of the administrator. Such programs need to be at least eight hours in length.
- e. Demonstrated technological competency directly related to area of responsibility.

The supervising administrator would approve participation in the above activities for professional development credit in advance.

5. COMMUNITY OUTREACH

The Administrator will assist in the accomplishment of the goals contained within the College Plan. An activity to satisfy the criteria may include, but not be limited to, the following:

Direct assistance in:

- a. Promoting and/or developing partnerships with schools, businesses, government agencies and other community organizations.

- b. Promoting and/or developing cultural or educational programs in the community.
- c. Developing or strengthening articulation between Pima's programs and secondary or post-secondary education systems.
- d. Facilitating development of scholarship programs with community individuals or organizations.
- e. Promoting service learning within programs and courses or other experiential education opportunities.
- f. Membership in community/civic organizations.
- g. Grant development to facilitate enrollment of non-traditional groups within the community.
- h. Fund raising development for College-related activities.
- i. Service activities of local, State, national or international community organizations.

The supervising administrator would approve participation in the above activities in advance.

6. TECHNOLOGY COMPETENCE

Demonstrate improved technological competencies relevant to one's position and/or one's unit of authority. Documentation of this activity must include a report summarizing what new skill was gained or the new efficiencies and effectiveness achieved through the use of technological resources.

7. COMMITMENT TO STAFF AND FACULTY DEVELOPMENT

The Administrator will provide opportunities to enhance professional development of those who report directly to him/her. This criteria will be measured through documentation that those direct reports developed professionally through activities that add value to the College or increase the knowledge of the employee in his/her individual role with the College.

**Step Advancement Criteria
Deputy Executive Administration
Assistant Vice Chancellors, Vice Presidents and Vice Provost**

OVERVIEW

Recognizing that administrators in this category have different responsibilities, the criteria for step advancement are broad-based to allow each individual the ability to tailor activities to satisfy the criteria in ways that are meaningful to the individual's personal and professional growth. To this end, and to qualify for step advancement, Deputy Executive Administrators will demonstrate and substantiate measurable activities and accomplishments in each of the following areas:

1. COLLEGE PLAN

To foster the success of the College Plan, Deputy Executive Administrators will accomplish all assigned responsibilities of the College Plan and according to stated or approved revised deadlines. Deputy Executive Administrators will also take all actions necessary to foster the success of the College Plan in areas not directly assigned to them. Finally, should the Deputy Executive Administrator not have specific assignments through the College Plan, it will be his/her responsibility to demonstrate their assistance with activities which required their direct personal effort and contributed to the success of the Plan.

2. INNOVATION

Demonstrate evidence of College-wide or campus-based leadership in activities which result in process, service and/or organizational management improvements. The effort must contribute to achieving one or more of the following:

- a. Increased enrollment or improved retention.
- b. Increased efficiency and effectiveness of fiscal, staff or facility resources.
- c. Increased efficiency through the use of technological competence.
- d. Reduction in error rate.
- e. Increase in student/client satisfaction associated with the quality of the product/service.
- f. Other area as approved through SPP.

3. TECHNOLOGY COMPETENCE

Demonstrate improved technological competencies relevant to one's position and/or one's unit of authority. Documentation of this activity must include a report summarizing what new skill was gained or the new efficiencies and effectiveness achieved through the use of technological resources.

4. PROFESSIONAL DEVELOPMENT

The Deputy Executive Administrator will demonstrate continued growth in his/her chosen profession. Examples of acceptable activities include, but are not limited to, conducting or presenting professional workshops, publishing, and keynote addresses. Attendance at professional conferences will qualify if there is a written report on the conference including review of the content provided and its applicability to the College or one's chosen field of work.

5. COMMITMENT TO STAFF AND FACULTY DEVELOPMENT

The Executive Administrator will provide opportunities to enhance professional development of those who report directly to the Deputy Executive Administrator. This criteria will be measured through documentation that those direct reports developed professionally through activities that add value to the College or increase the knowledge of the employee in his/her individual role with the College.

6. LEADERSHIP TO THE COLLEGE, COMMUNITY AND PROFESSION

The Deputy Executive Administrator will support the College's goal to foster responsible civic engagement. Activities which will satisfy the criteria include, but are not limited to, one or more of the following: serving as a member of a Board, in a leadership role or as a member of a task force or as a member of an advisory committee to a local, State, national or international community service organization or professional association. Service through participation in a specific service activity of one or more of these types of organizations also qualifies.

7. COMMUNICATION

It is the responsibility of the Deputy Executive Administrator to provide accurate and timely information to colleagues as well as those under his/her supervision. This criteria will be satisfied by implementing new, successful or improved communication efforts which increase the quality effectiveness and efficiency of information provided. Documentation of an activity which satisfies this criteria is required to substantiate increased quality.

Administrator Step Progression Pilot Plan and Criteria
Executive Administration
Executive Vice Chancellors, Vice Chancellors, Presidents

OVERVIEW

Because student learning is the responsibility of all College employees, it is incumbent that Executive Administrators set a high expectation for their performance in their areas of expertise and responsibility, on behalf of student learning and development. This implies that Executive Administrators will provide leadership within their assigned areas of operation as well as provide College-wide leadership. In this regard, the formulation of performance goals for step advancement focus on increasing the efficiency and effectiveness of internal and College-wide processes, developing mechanisms and initiatives which enhance the quality of the College's and/or campuses programs, and increase the speed, accuracy and quality of service delivery. To these ends and to qualify for step advancement, Executive Administrators will demonstrate and substantiate measurable activities and accomplishments in each of the following areas:

1. COLLEGE PLAN

To foster the success of the College Plan, Executive Administrators will accomplish all assigned responsibilities of the College Plan and according to stated or approved revised deadlines. Executive Administrators will also take all actions necessary to foster the success of the College Plan in areas not directly assigned to them. Finally, should the Executive Administrator not have specific assignments through the College Plan, it will be his/her responsibility to demonstrate activities which required their direct personal effort and contributed to the success of the Plan.

2. INNOVATION

- a. Executive Administrators are responsible for implementing new and effective organizational management strategies. Examples include redesigning an organizational process or changing/eliminating an organizational barrier to better serve the College community. The change must be measurable in one of the following areas:
- b. Increased enrollment or improved retention;
- c. Increased efficiency and effectiveness of fiscal, staff or facility resources;
- d. Increased efficiency through the use of technological competence;
- e. Reduction in error rate;
- f. Increase in student/client satisfaction associated with the quality of the product/service
- g. Other area as approved through SPP.

3. COMMUNICATION

The Executive Administrator will implement new, successful or improved communication efforts which increase the quality, effectiveness and efficiency of information on services and programs to faculty, staff, students, and/or the external community. Documentation of an activity which satisfies the criteria is required to substantiate the increased quality of communication.

4. LEADERSHIP TO BENEFIT THE COLLEGE, COMMUNITY OR THE PROFESSION

The Executive Administrator will provide leadership through regular participation in a Board or leadership role at the local, State, national and/or international levels in community or professional organizations. Service on advisory committees or task forces of these types of organizations also qualifies.

5. PROFESSIONAL DEVELOPMENT

The Executive Administrator will demonstrate continued growth in his/her chosen profession. Examples of acceptable activities include, but are not limited to, conducting or presenting professional workshops, publishing, and keynote addresses. Attendance at professional conferences will qualify if there is a written report on the conference including review of the content provided and its applicability to the College or one's chosen field of work.

6. COMMITMENT TO STAFF/FACULTY DEVELOPMENT

The Executive Administrator will provide opportunities to enhance professional development of those who report directly to the Executive Administrator. This criteria will be measured through documentation that those direct reports developed professionally through activities that add value to the College or increase the knowledge of the employee in his/her individual role with the College.

7. COMMUNITY SERVICE

The Executive Administrator will support the College's goal to foster responsible civic engagement. Service to community organizations through participation in a specific service activity will qualify.

Timeline for Administrator Step Advancement Plan Submittal and Approval

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| June, 2009 | Employee develops Step Progression Plan (SPP) for submission to President, Vice Chancellor, or Chancellor |
| July, 2009 | 31 Employee submits SPP to supervising President, Vice Chancellor, or Chancellor* |
| August, 2009 | 15 Employee submits final or revised (if required) SPP to President, Vice Chancellor, or Chancellor 20 Supervising administrator authorizes or rejects, in writing, the employee's SPP 30 Deadline for employee to appeal rejected SPP to the Chancellor or his designee; supervising administrator submits authorized SPPs to Chancellor or designee |
| September, 2009 | 10 Chancellor or designee accepts or rejects SPP 15 Employee notified in writing of acceptance or rejection of SPP |
| May, 2010 | 15 Employee submits supporting documentation of SPP to supervising President, Vice Chancellor, or Chancellor 25 Supervising administrator forwards approved SPP's to Chancellor or designee for review 25 Supervising administrator informs employee in writing of acceptance or rejection of documentation for the SPP |
| June, 2010 | 5 Deadline for appeals of rejected SPP's to the Chancellor or his designee 15 Chancellor or designee informs employee of the approval or rejection of the SPP in writing |
| July, 2010 | Steps awarded in first pay period of new fiscal year. SPP process resumes for new fiscal year and may include activities accomplished between May 15, 2009 and June 30, 2010. |

*Note: New hire administrative employees have 30 days from their date of hire to submit a plan for a step increase. Corresponding approval timelines are adjusted accordingly to the new hire date.