NOTICE OF REGULAR GOVERNING BOARD MEETING

5:30 p.m.
District Office
Community/Board Room
4905 E. Broadway
Tucson, AZ  85709-1010

AGENDA FOR MEETING*

1. General Matters

1.1  Call to Order

1.2  Pledge of Allegiance

1.3  Public Comment – Call to Audience

The Pima Community College Board of Governors welcomes public comment on issues within the jurisdiction of the College. Comments should be limited to five minutes per individual. At the conclusion of public comment, individual Board members may respond to criticism made by those who addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda. Members of the Board, however, may not discuss or take legal action on matters raised during public comment unless the matters are properly noticed for discussion and legal action. Finally, be advised that internal College processes are available to students and employees for communication.

1.4  Remarks by Governing Board Members

[The Chairperson, Secretary and/or members of the Governing Board may comment on recent events at or involving the College]

•  Special Recognition to Student Jenifer Martin by the Make-A-Wish Foundation and the PCC Foundation
•  Student Success Video (Honors Program)

2. Information Items

2.1  Board of Governor’s Finance and Audit Committee Update

2.2  Employment Information
Information Items (Continued)

2.3 Adjunct Faculty Appointment

2.4 Financial Report — March 2015 Financial Statements

2.5 All College Council Minutes

2.6 Administrative Procedure Changes
   [SPG-1501/AF: Disability Documentation Requirements: Establishment of Eligibility for Services under ADA/Section 504] — Revised
   [SPG-3603/AA: Access and Disability Resources Community Advisory Committee (ADRCAC)] — New
   [SPG-3603/BA: Guidelines for Utilization of Service Animals for Individuals with Disabilities] — Revised

3. Action Items

3.1 Consent Agenda

   (1) Approval of Minutes of the following meetings:
       A. Study Session of March 24, 2015
       B. Study Session on April 1, 2015
       C. Special Meeting to conduct Executive Session on April 8, 2015
       D. Regular Meeting of April 8, 2015

   (2) Board Policy Non-Substantive Changes, Deletion and New Board Policy — Final Reading
       [BP-1401: All College Council]

   (3) New Positions – International Developmental
       [International Students]

   (4) 2016-2017 Academic Calendar

   (5) Grant Proposal: 2016 Highway Safety Plan for Impaired Drivers and Occupant Protection Program
       [Provide for cost for Pima to enforce traffic related violations in and around campuses including DUI enforcement. $91,294.00 from October 1, 2015 through September 30, 2016]

   (6) Grant Proposal: Department of Health and Human Services Health Profession Opportunities Grant to Serve TANF and Low Income Individuals (HPOG) Grant
       [$3,000,000 annually for five years – award period September 30, 2015 through September 29, 2020]
Action Items (Continued)

(7) Grant Proposal: Department of Energy Sub-grantee through Salt Lake Community College Rocky Mountain Solar Training Program [$4,706.79 annually for one year – award period July 1, 2014 through June 1, 2015]

(8) Grant Proposal: United States Department of Agriculture USDA Grant [$275,000 ($62,500 per year plus one $25,000 scholarship) over four years – award period September 1, 2015 through August 31, 2019]

(9) Sub-Grant Agreement Renewal: First Things First Innovative Professional Development [Desert Vista Campus will receive $79,500 from the United Way of Tucson and Southern Arizona from July 1, 2015 to June 30, 2016]

(10) Intergovernmental Agreement with Sahuarita Unified School District [To provide educational programs to serve youth, families and educators within the community]

(11) Contract: College-wide Student Support Services Call Center Services [$700,000, including one time implementation costs and an average per call cost of $2.73 from July 1, 2015 – June 30, 2018]


(13) Faculty Emeriti Nominations [Faculty Emeritus status to ten retired Pima Community College faculty: Gun Elisabet Bailey, Guadalupe Castillo, Anne Franklin, Richard Fridena, Margaret Fried, Mary Kay Gilliland, Jo Ann Little, Nancy Wall, George Welch and Paul Welsh]

3.2 Other Action Items

(1) Board Policy Substantive Changes, Deletion and New Board Policy — Final Reading [BP-1101: Prime Policy]

(2) Adoption of General Education Statement and Outcomes

(3) Fiscal Year 2016 Proposed Budget

(4) Capital Budget Plans for Fiscal Year 2016 and 2017

(5) Personnel Policy Statements for Non-Exempt and Exempt Staff and Faculty, 2015/2016 Fiscal Year
Other Action Items (Continued)

(6) Proposal Opportunity for Board Development with Working Change LLC in June

(7) Katz v. PCC Litigation

4. Reports

4.1 Reports by Representatives to the Board
[The representatives to the Board will provide highlights of their group’s activities during the preceding month(s)]
- Student – Alec Moreno
- Temporary Staff
- Staff – Don Harp
- Adjunct Faculty – Carlo Buscemi
- Faculty – Mays Imad
- Administrator – Brian Stewart

4.2 Chancellor’s Report
[Chancellor Lambert may report on current events at or involving the College. The Chancellor may also provide information to the Governing Board on the following topics: Changes being considered and/or made to College processes and systems, Legislative and Budget Updates]
- Announcement: Interim Vice Chancellor of Operations (Chief of Staff)
- Developmental Education Redesign
- Dual Enrollment

Adjournment

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<th>Public Hearing</th>
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<td>June 10, 2015, 5:15 p.m.</td>
<td>June 10, 2015, 5:30 p.m.</td>
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* Option to recess into legal advice executive session — Pursuant to A.R.S. §38-431.03(A)(3) the Governing Board may vote to go into executive session for the purpose of obtaining legal advice from its legal counsel with respect to any item listed on this agenda or any addendum thereto.

* The Governing Board reserves the right to take action on any agenda item.
* **Additional Information** — Additional information about the above agenda items can be found in the Governing Board packet that is available for review at the Campus Libraries and on the College’s website at [www.pima.edu/board/packets](http://www.pima.edu/board/packets).

* To request a reasonable accommodation for individuals with disabilities, a minimum of 5 business days before the event is requested. Contact Phone: (520) 206-4539; Fax: (520) 206-4567.

Members of the Governing Board may participate by telephone, video or internet conferencing. Meeting presentations will be posted within a reasonable time following the meeting.
Pima County Community College District  
Board of Governors  
4905C East Broadway/Tucson, Arizona 85709-1010

**GENERAL MATTERS**

**Meeting Date:** 5/13/15  
**Item Number:** 1

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<td>General Matters</td>
<td>Chancellor’s Office (206-4747)</td>
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1.1 Call to Order  
1.2 Pledge of Allegiance  
1.3 Public Comment  
1.4 Remarks by Governing Board Members

**Approval**

Chancellor__________________________  
Lee D. Lambert, J.D.
INFORMATION ITEM

Meeting Date: 5/13/15

Item Number: 2.1

Item Title

Board of Governors Finance and Audit Committee Update

Contact Person

Dr. David Bea
Executive Vice Chancellor for Finance and Administration
(206-4519)

Information:

As part of the College’s continued improvements in financial accountability and transparency, the Board approved the creation of a Board of Governors Finance and Audit Committee (Committee) along with a respective Committee Charter.

In compliance with the Committee’s Charter, the Committee would like to present an update to the Board of Governors.

Since the Committee’s inception in May 2014, the Committee has held nine meetings including one training session. During the training session, the Committee was introduced to the College’s budget basics, had an introduction to Fund Accounting, and reviewed the financial oversight at the College.

A few of the regular meeting topics and highlights include:

• Charter review and refinement
• Assigned roles based on the Charter to each members area of expertise
• Investment performance update with RBC representative
• Reviewed Audit Reports with Office of Internal Auditor and State of Arizona Office of Auditor General
• Met with the Higher Learning Commission (HLC) Site Visit Team
• Ensured transparency of College financials and recommended Budget to Actual Report enhancements be added
• Recommended College Financial Ratio Analysis be published to the PCC website
• Recruited and filled one vacant seat
• Reviewed Budget Outlook and Expenditure Limitations
• Committee member participated with Budget Criteria creation

As the Committee begins its second year, future topics and highlights are being considered; some of which include:

• Audit follow-up
• Financial Benchmark Ratios
• Continued support to the Board
• Charter criteria added to each meeting agenda
• Evaluate Risk Assessment

(Continued)
• Investment Policy review and possible update
• Public Information/Transparency Enhancement
• IPEDS
• Health Plan Self-Insurance

Approvals

Contact Person ________________________________
David Bea, Ph.D.

Chancellor ________________________________
Lee D. Lambert, J.D.
### Employment Information

**Meeting Date:** 5/13/15  
**Item Number:** 2.2  
**Item Title:** Employment Information  
**Contact Person:** Dan Berryman  
Vice Chancellor for Human Resources (206-4586)

**Information:**

For your information and in accordance with BP-4101 and SPG-4201/BA, the Chancellor submits the following employment information:

**Faculty:**

**Kariman, Ph.D., Mana**  
Title: Instructional Faculty  
Rate of Pay: $52,299  
Start Date: 08/17/2015  
Highest Degree Earned: Doctor of Education, Educational Leadership  
Awarding Institution: Western Kentucky University  
Most Recent Previous Job: Assistant Professor

**Ng, Ph.D., Jonathan**  
Title: Instructional Faculty  
Rate of Pay: $52,299  
Start Date: 08/17/2015  
Highest Degree Earned: Doctor of Music, Choral Conducting  
Awarding Institution: Indiana University  
Most Recent Previous Job: Instructional Faculty, Administrative Appointment

**Rocci, Keith**  
Title: Educational Support Faculty, Library Director  
Rate of Pay: $66,109  
Start Date: 07/01/2015  
Highest Degree Earned: Master of Arts, Information Resources and Library Science  
Awarding Institution: University of Arizona  
Most Recent Previous Job: Educational Support Faculty, Librarian

**Shattuck, Ph.D., Sandra**  
Title: Instructional Faculty  
Rate of Pay: $52,299  
Start Date: 08/17/2015  
Highest Degree Earned: Doctor of Philosophy, Comparative Literature  
Awarding Institution: University of Texas at Austin

(Continued)
Most Recent Previous Job: Instructional Faculty, Administrative Appointment

**Wilson, Ph.D., Jamie**
Title: Instructional Faculty
Rate of Pay: $52,299
Start Date: 08/17/2015
Highest Degree Earned: Doctor of Spanish, Border Studies
Awarding Institution: University of Arizona
Most Recent Previous Job: Assistant Professor of Spanish and Latino Studies

**Staff:**

**Burke, Michael**
Title: Business Systems Principal Analyst
Rate of Pay: $63,726
Start Date: 04/13/2015
Highest Degree Earned: Bachelor of Science, Business Administration
Awarding Institution: University of Arizona
Most Recent Previous Job: Consultant

**Chilston, Denise**
Title: Student Services Advanced Specialist
Rate of Pay: $21.71
Start Date: 04/13/2015
Highest Degree Earned: Associate of Art, Fine Arts
Awarding Institution: Phoenix College
Most Recent Previous Job: Support Specialist

**Fonseca, David**
Title: Information Technology Technician
Rate of Pay: $17.77
Start Date: 05/04/2015
Highest Degree Earned: No Post-Secondary Degree
Awarding Institution: N/A
Most Recent Previous Job: Document Review Specialist

**Hatton, Christopher**
Title: Business Systems Analyst
Rate of Pay: $50,383
Start Date: 04/13/2015
Highest Degree Earned: Associate of Science, Business
Awarding Institution: Pima Community College
Most Recent Previous Job: Information Technology Technician
Mandal, Marisa
Title: Fiscal Principal Analyst
Rate of Pay: $63,726
Start Date: 05/26/2015
Highest Degree Earned: Bachelor of Science, Business Administration
Awarding Institution: University of Arizona
Most Recent Previous Job: Senior Budget Analyst

Rapoza, Timothy
Title: Fiscal Principal Analyst
Rate of Pay: $63,726
Start Date: 05/26/2015
Highest Degree Earned: Master of Science, Public Administration
Awarding Institution: California State University
Most Recent Previous Job: Finance Accountant Supervisor

Administrators:

Conway, Jennie  Acting Academic Dean, East Campus
Salary: $108,085
Effective: 04/06/2015
Education: Bachelor of Science, Anthropology, University of Arizona; Master of Education, Counseling, Northern Arizona University
Experience: Ms. Conway has over twenty years experience in multiple capacities with Pima Community College to include testing clerk, senior advisement specialist, educational support faculty, and director of curriculum and articulation services.
Recruitment Overview:
An internal recruitment was conducted. Three candidates were invited to interview. The finalist was recommended by Dr. Darla Zirbes, Acting President, East Campus.

Howell, Elizabeth  Executive Director for Media, Community and Government Relations
Salary: $108,085
Effective: 05/04/2015
Education: Bachelor of Arts, English and Music, Adams State College
Experience: Ms. Howell has over twenty-five years experience in multiple capacities with Southwest Gas Corporation to include administrator of consumer and community affairs and administrator of corporate communications. She also has six years experience as director of membership and public relations with Metropolitan Tucson Convention & Visitors Bureau.
Recruitment Overview:
An external recruitment was conducted. Five candidates were invited to interview. Three candidates were invited back to interview and participate in forums. The finalist was recommended by A. Rachelle Howell, Acting Vice Chancellor for Institutional Advancement.

(Continued)
Wilson, Julianna  
**Acting Academic Dean, Downtown Campus**

Salary: $100,663  
Effective: 04/06/2015  
Education: Bachelor of Arts, History, Master of Arts, History, University of Arizona  
Experience: Ms. Wilson has twenty-one years experience as instructional faculty for Pima Community College.

Recruitment Overview:  
An internal recruitment was conducted. Four candidates were invited to interview. The finalist was recommended by Dr. Gwen Joseph, Interim President, Downtown Campus.

**Temporary:**

**Arenas, Sergio**  
Title: Instructor  
Rate of Pay: $21.38  
Start Date: 05/14/2015  
Highest Degree Earned: Bachelor of Arts, Spanish Literature  
Awarding Institution: University of Arizona  
Most Recent Previous Job: Graduate Student Teacher

**Blue, Lisa**  
Title: Instructor  
Rate of Pay: $21.38  
Start Date: 05/14/2015  
Highest Degree Earned: Bachelor of Science, Healthcare and Administration  
Awarding Institution: South University  
Most Recent Previous Job: Clinical Coordinator/Instructor

**Fairbanks, Wendy**  
Title: Instructor  
Rate of Pay: $21.38  
Start Date: 05/14/2015  
Highest Degree Earned: Master of Education, Educational Administration, Master of Education, Secondary Education  
Awarding Institution: Grand Canyon University; Arizona State University  
Most Recent Previous Job: 6th Grade Science Teacher

**Farias, Jose**  
Title: Instructor  
Rate of Pay: $21.38  
Start Date: 03/27/2015  
Highest Degree Earned: Bachelor of Education, Spanish  
Awarding Institution: University of Arizona  
Most Recent Previous Job: 8th Grade Math Teacher

(Continued)
Gallardo, Marcos
Title: Information Technology Technician
Rate of Pay: $17.77
Start Date: 05/14/2015
Highest Degree Earned: Master of Science, Computer Information Systems
Awarding Institution: University of Phoenix
Most Recent Previous Job: Information Technology Technician

Heller, Valerie
Title: Instructor
Rate of Pay: $21.38
Start Date: 05/14/2015
Highest Degree Earned: Bachelor of Science, Secondary Education
Awarding Institution: Northern Arizona University
Most Recent Previous Job: High School Science Teacher

Hildreth, Dawn
Title: Instructor
Rate of Pay: $21.38
Start Date: 05/14/2015
Highest Degree Earned: Bachelor of Science, Hospitality Management
Awarding Institution: Niagara University
Most Recent Previous Job: Volunteer Coordinator and Secretary

Holliday, Jeffery
Title: Assistant Program Coordinator
Rate of Pay: $16.70
Start Date: 05/14/2015
Highest Degree Earned: Bachelor of Science, Business Administration
Awarding Institution: Culver-Stockton College
Most Recent Previous Job: Coach/Substitute

McBride, Sheila
Title: Student Services Specialist
Rate of Pay: $18.83
Start Date: 04/13/2015
Highest Degree Earned: Master of Arts, Conflict Analysis and Engagement
Awarding Institution: Antioch University
Most Recent Previous Job: Student Services Coordinator

Miles, Carla
Title: Public Safety Dispatcher
Rate of Pay: $17.77
Start Date: 05/14/2015
Highest Degree Earned: No Post-Secondary Degree
Awarding Institution: N/A
Most Recent Previous Job: Independent Contractor/Transcriptionist

(Continued)
Orozco, Jennifer
Title: Interpreter for the Hearing Impaired
Rate of Pay: $20.00
Start Date: 05/14/2015
Highest Degree Earned: Bachelor of Science, Business Management
Awarding Institution: University of Phoenix
Most Recent Previous Job: Video Interpreter

Peters, Julie
Title: Interpreter for the Hearing Impaired
Rate of Pay: $20.00
Start Date: 05/14/2015
Highest Degree Earned: Master of Arts, Interpretation
Awarding Institution: Galludet University
Most Recent Previous Job: Senior Public Interpreter

Ramirez, Michelle
Title: Tutor
Rate of Pay: $8.05
Start Date: 05/14/2015
Highest Degree Earned: No Post-Secondary Degree
Awarding Institution: N/A
Most Recent Previous Job: Surgical Technologist

Sievert, Shannon
Title: Instructor
Rate of Pay: $21.38
Start Date: 05/14/2015
Highest Degree Earned: Bachelor of Arts, Theatre
Awarding Institution: Florida State University
Most Recent Previous Job: Sales Manager

Valandry, Laura
Title: Instructor
Rate of Pay: $21.38
Start Date: 05/14/2015
Highest Degree Earned: Master of Fine Arts, Studio Art, Printmaking
Awarding Institution: University of Arizona
Most Recent Previous Job: Art Faculty

Ward, Jaclyn Lee
Title: Instructor
Rate of Pay: $21.38
Start Date: 05/14/2015
Highest Degree Earned: Bachelor of Arts, International Relations and Spanish
Awarding Institution: Claremont McKenna College
Most Recent Previous Job: Professor of Bilingual Education and ESL, Consultant

(Continued)
Weeks, Margo
Title: Instructor
Rate of Pay: $21.38
Start Date: 05/14/2015
Highest Degree Earned: Master of Education, Elementary Education
Awarding Institution: Northern Arizona University
Most Recent Previous Job: Teacher

Retirements:

States, Jon E.
Police Officer
DO – Public Safety Operations
Start Date: 1/5/10
End Date: 4/23/15

Separations:

De La Torre, Elva
Assistant Program Manager
CC – Adult Education
End Date: 3/31/2015

Logan, Gerard L.
Community Service Officer
DO – Public Safety Operations
End Date: 4/9/2015

Huddleston, Patrick R.
Materials Management Coordinator
DO – Receiving Warehouse
End Date: 4/8/2015

LeBrun, Brian D.
Printer Operator
DO – Print and Design Services
End Date: 4/10/2015

(Continued)
Millan, Adela
Student Services Specialist
DV – Center for Training and Development
End Date: 4/3/2015

Approvals

Contact Person

D. C. Berryman

Chancellor

Lee D. Lambert, J.D.
Adjunct Faculty Appointments

Recommendation:

The Chancellor recommends these individuals as certified adjunct faculty applicants. The Chancellor also recommends these individuals be approved for use as a pool of employees for current and future adjunct faculty assignments and as temporary non-credit instructors in areas for which they are qualified.

Justification:

The positions identified below are necessary for the College to deliver its programs and services. The individuals recommended for hire were selected following a competitive process unless noted otherwise.

The current rate of pay for adjunct faculty is $800.00 per load hour.

Name: Beelen, Robin R.
Discipline(s): Reading and Writing (Developmental)
Start Date: 8/26/15
Education: Bachelor of Arts, Western Michigan University, Kalamazoo, Michigan
Experience: Currently teaching reading as a reading specialist for Tucson Unified Public Schools. More than 20 years of teaching reading and writing courses at various states and educational levels ranking from elementary school children to college students.

Name: Blanchfield, Brian A.
Discipline(s): Writing (Academic)
Start Date: 4/24/15
Education: Bachelor of Arts, English and Asian Studies, University of North Carolina at Chapel Hill, North Carolina; Master of Fine Arts, Poetry, Warren Wilson College, Ashville, North Carolina
Experience: Lecturer at the University of Arizona Honors College, Tucson, Arizona. Taught writing courses for three years as a visiting Assistant Professor at University of Montana, Missoula, Montana.
Name: Celaya Bustamante, PhD, Gaston A.
Discipline(s): Spanish (Academic)
Start Date: 8/26/15
Education: Foreign coursework, University of Sonora, Caborca, Mexico; Master of Arts, Spanish, University of Arizona, Tucson, Arizona; Doctor of Philosophy, Spanish, University of Arizona, Tucson, Arizona
Experience: Adjunct faculty teaching Spanish courses for more than two years.

Name: Cortelyou, Peter F.
Discipline(s): Political Science (Academic), History (Academic)
Start Date: 8/26/15
Education: Bachelor of Arts, History, University of California, Davis, California; Master of Arts, History, University of California, Santa Barbara, California
Experience: College instructor in Social Sciences department for more than seven years.

Name: Eldred, Kathryn E.
Discipline(s): Philosophy (Academic)
Start Date: 8/26/15
Education: Bachelor of Arts, Liberal Arts, University of Vermont, Burlington, Vermont; Master of Arts, Philosophy, San Jose State University, San Jose, California
Experience: Software Engineer with IBM for more than 30 years.

Name: Moore, Traci L.
Discipline(s): Writing (Academic)
Start Date: 8/26/15
Education: Bachelor of Art, Studio Art, Scripps College, Claremont, CA; Master of Fine Arts, Writing, Pacific University, Forest Grove, Oregon
Experience: Writing instructor at Scripps College in Claremont, California. CEO of own business as a writer and writing coach for more than 5 years.

Name: Morrison, Suzanne S.
Discipline(s): Religion (Academic)
Start Date: 8/26/15
Education: Bachelor of Art, Philosophy, Wake Forest University, Winston-Salem, North Carolina; Master of Arts, Spanish, Ohio Northern University, Ada, Ohio; Master of Divinity, Princeton Theological Seminary, Princeton, New jersey; Doctor of Philosophy, no major stated, Graduate Theological Union, Berkeley, California
Experience: Full time Associate Professor taught religion courses for 20 years at Ohio Northern University, Ada, Ohio.

Name: Tedlock, David
Discipline(s): Writing (Academic)
Start Date: 8/26/15
Education: Bachelor of Arts, English, The University of New Mexico, Albuquerque, New Mexico; Master of Arts, Creative Writing, Brown University, Providence, Rhode Island
Experience: Full time college instructor in English department for more than seven years.
Adjunct Faculty Appointments

Name: Till, Louise M.
Discipline(s): Writing (Academic)
Start Date: 10/21/15
Education: Bachelor of Arts, English, University of Vermont, Burlington, Vermont; Master of Fine Arts, Creative Writing, University of Arizona, Tucson, Arizona
Experience: Currently a teacher for Tucson Unified School District. Over 20 years combined experience teaching for elementary level and for the University of Arizona taught creative writing.

Name: Torres Figueroa, Luis
Discipline(s): Chemistry (Academic)
Start Date: 8/26/15
Education: Bachelor of Science, Chemistry, University of Puerto Rico, Rio Piedras; Master of Arts, Chemistry, University of Arizona, Tucson
Experience: Laboratory Technician at the Pima Community College Northwest campus for several months. Research Assistant with the University of Arizona for over two years.

Name: Tousley, Charlotte Ann
Discipline(s): Journalism (Academic), Writing (Academic)
Start Date: 8/26/15
Education: Bachelor of Science, Journalism, Northwestern University, Evanston, Illinois; Master of Arts, Journalism, University of Arizona, Tucson
Experience: Full time faculty in the Writing and Journalism department at the Pima Community College West campus for more than 25 years.

Name: Trimble, Celeste
Discipline(s): Art and Reading (Academic) and Art for Personal Development (Developmental)
Start Date: 8/26/15
Education: Bachelor of Arts, College Major, Mills College, Oakland, California; Master of Fine Arts, University of Arizona, Tucson, AZ
Experience: Currently teaching adolescent literature for the University of Arizona. Previously, taught art for The Adobe School. Additionally, more than 10 years of teaching reading and art courses at various educational levels are ranking from elementary school children to college students.

Name: Vazquez, JD, Jose A.
Discipline(s): Administration of Justice (Academic), Paralegal (Occupational/Workforce)
Start Date: 5/26/15
Education: Bachelor of Arts, Political Science/Spanish, University of Arizona, Tucson, Arizona; Juris Doctor, Law, University of Arizona, Tucson, Arizona
Experience: Attorney over a period of five years for Santa Cruz and Pima Counties and currently in private practice for immigrant and non-immigrant visas in Tucson, Arizona

(Continued)
Name: Zarif, DDS, Amer
Discipline(s): Dental Hygiene (Occupational/Workforce)
Start Date: 3/23/15
Education: Foreign coursework, Aleppo University Dental School, Aleppo, Syria; Doctor of Dental Medicine, Boston University, Boston, Massachusetts
Experience: Practicing dentist for more than 31 years.

Approvals
Contact Person _________________________________
Erica Holmes

Chancellor_______________________________
Lee D. Lambert, J.D.
INFORMATION ITEM

Meeting Date: 5/13/15
Item Number: 2.4
Contact Person: Dr. David Bea
Executive Vice Chancellor for Finance and Administration
(206-4519)

Recommendation:

Attached are the financial statements showing preliminary 2014/15 results through March 2015. Time will be provided to discuss College fiscal matters.

Justification:

Summary of Revenues & Expenditures – General & Designated Funds – Actuals vs. Budget:

The preliminary results indicate that Pima Community College concluded March with total year to date revenues in General and Designated funds lower than the previous fiscal year by about $739,000. Not unexpectedly, lower tuition and fees revenue was partially offset by higher property tax revenue. Overall, year to date actual revenues are lower than the adjusted budget revenue level as shown in the accompanying chart.

Compared with the same time period in fiscal year 2014, actual expenditures have decreased by about $4.8 million. When compared to the same time period of the previous fiscal year, both personal services and services and supplies expenditures have together increased by about $1.9 million. However, other expenditures have decreased by about $6.8 million mainly due to a decrease in expenses for Operation and Maintenance of Plant. This decrease is due to the costs incurred in fiscal year 2014 for the new Northwest Campus building. Overall, year to date actual expenditures are lower than the adjusted budget expenditure level as shown in the accompanying chart.

The March preliminary results indicate that total year-to-date revenue has exceeded total year-to-date expenditures by almost $1.0 million. During the same year-to-date time period of the previous fiscal year, expenditures exceed revenues by about $3.1 million, an improvement of about $4.1 million.

Statement of Revenues, Expenses and Changes in Net Position:

The preliminary results indicate that the College concluded March with a year-to-date decrease in net position through month end of approximately $5.9 million. This is a further decline from the previous year’s decrease of $3.9 million. The $2 million decrease in net position compared to the same time period of the previous fiscal year is due primarily to the decrease in tuition and fees revenue.

(Continued)
Summary of Expenditures – General and Designated Funds:

In terms of budget to actual performance, General and Designated Fund expenditures are in line with budget. Personal Services expenditures are 75.3 percent of budget, which is slightly higher than the previous year. In absolute terms, year to date Personal Services expenditures were $90.6 million, which is higher than the same period of fiscal year 2014.

Services and Supplies expenditures are approximately 61.5 percent of the budget, which is slightly higher than the previous year. In absolute terms, Services and Supplies expenditures were $20.1 million, which is slightly higher than the amount from the same period of fiscal year 2014. Transfers are lower than the previous year due to a reduction in the transfers needed for capital projects.

Statement of Net Position:

As shown in *The Statement of Net Position*, the total net position at the end of March was $201.3 million, which is a decrease of about $10 million compared to the same time last year. This represents a decrease in assets of $10 million to pay costs related to the new Northwest Campus building.

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**Approvals**

Contact Person ________________________________

David Bea, Ph.D.

Chancellor ________________________________

Lee D. Lambert, J.D.
### Summary of Revenues & Expenditures - General & Designated Funds - Actuals vs. Budget

Year to Date For the Nine Months Ending March 31, 2015

(Preliminary)

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<tr>
<td><strong>Revenues</strong></td>
<td>Annual Budget</td>
<td>Actuals</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>$52,975,370</td>
<td>$42,339,519</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>6,493,000</td>
<td>5,320,125</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>100,327,000</td>
<td>65,488,412</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,676,124</td>
<td>2,724,051</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$163,471,494</td>
<td>$115,872,107</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>120,257,186</td>
<td>90,596,822</td>
</tr>
<tr>
<td>Services and Supplies</td>
<td>32,700,640</td>
<td>20,109,754</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>4,935,999</td>
<td>4,215,798</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$157,893,825</td>
<td>$114,922,374</td>
</tr>
</tbody>
</table>

*Adjusted Budget Revenue Excludes Fund Balance

* Adjusted Budget Expenditures Excludes Contingency & Reserves
## Statement of Revenues, Expenses and Changes in Net Position

**Year To Date For Nine Months Ending March 31, 2015**

*(Preliminary)*

### General & Auxiliary Funds

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>FY 2014/15</th>
<th>FY 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>$42,339,519</td>
<td>$45,645,643</td>
</tr>
<tr>
<td>Contracts</td>
<td>2,007,721</td>
<td>1,886,116</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>848,182</td>
<td>908,515</td>
</tr>
<tr>
<td>Commission and Rents</td>
<td>25,000</td>
<td>207,618</td>
</tr>
<tr>
<td>Other Operating Revenues</td>
<td>363,981</td>
<td>2,309,668</td>
</tr>
<tr>
<td><strong>Total Operating Revenues</strong></td>
<td>$44,736,221</td>
<td>$50,957,560</td>
</tr>
</tbody>
</table>

### Nonoperating Revenues

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>FY 2014/15</th>
<th>FY 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Appropriations</td>
<td>5,320,125</td>
<td>5,352,450</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>65,488,412</td>
<td>65,012,207</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>9,458</td>
<td>41,130,075</td>
</tr>
<tr>
<td>State and Local Grants</td>
<td>1,049,690</td>
<td>1,322,234</td>
</tr>
<tr>
<td>State Shared Sales Taxes</td>
<td>1,571,157</td>
<td>1,503,509</td>
</tr>
<tr>
<td>Gifts</td>
<td>37,210</td>
<td>504,706</td>
</tr>
<tr>
<td>Investment Income</td>
<td>317,891</td>
<td>320,346</td>
</tr>
<tr>
<td><strong>Net Nonoperating Revenues</strong></td>
<td>$71,135,886</td>
<td>$114,862,391</td>
</tr>
</tbody>
</table>

| Total Revenues | $115,872,107 | $165,819,951 |

### Operating Expenses

<table>
<thead>
<tr>
<th>Expense Type</th>
<th>FY 2014/15</th>
<th>FY 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>39,649,012</td>
<td>43,322,959</td>
</tr>
<tr>
<td>Academic Support</td>
<td>16,396,559</td>
<td>18,645,644</td>
</tr>
<tr>
<td>Student Services</td>
<td>17,604,679</td>
<td>19,728,961</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>27,326,716</td>
<td>29,957,812</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>9,799,263</td>
<td>14,088,455</td>
</tr>
<tr>
<td>Depreciation</td>
<td>5,979,932</td>
<td>5,579,362</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>960,145</td>
<td>37,708,733</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>722,256</td>
<td>691,111</td>
</tr>
<tr>
<td><strong>Contingency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td>$111,736,374</td>
<td>$169,723,037</td>
</tr>
</tbody>
</table>

| Income Before Other Expenses | $4,135,733 | $(3,903,086) |

| Transfers | $406,783 | $(6,047,155) |
| Capital Appropriations | $(3,186,000) | |
| Capital Gifts and Grants | $105,000 | $105,000 |

| Increase (Decrease) in Net Position | $949,733 | $(5,942,155) |

| Total Net Position - End of Period | $55,582,948 | $211,347,607 |

| Total Net Position - End of Period: Current Year vs. Prior Year | $(10,062,824) |
## Summary of Expenditures - General & Designated Funds - Actuals vs. Budget

**Year To Date For Nine Months Ending March 31, 2015**

*Preliminary*

### Expenditures by Function

#### Educational and General

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Adjusted Annual Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
<th>Available Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$57,136,549</td>
<td>$39,649,012</td>
<td>69.4%</td>
<td>$17,487,537</td>
<td>$40,010,668</td>
<td>68.7%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>25,425,121</td>
<td>16,396,559</td>
<td>64.5%</td>
<td>9,028,562</td>
<td>16,164,471</td>
<td>64.8%</td>
</tr>
<tr>
<td>Student Services</td>
<td>25,909,585</td>
<td>17,604,679</td>
<td>67.9%</td>
<td>8,304,906</td>
<td>16,610,633</td>
<td>70.7%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>35,208,937</td>
<td>27,326,716</td>
<td>77.6%</td>
<td>7,882,221</td>
<td>26,216,147</td>
<td>72.1%</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>13,962,180</td>
<td>9,799,263</td>
<td>70.2%</td>
<td>4,162,917</td>
<td>9,464,284</td>
<td>70.2%</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>1,124,000</td>
<td>960,145</td>
<td>85.4%</td>
<td>163,855</td>
<td>1,022,784</td>
<td>89.9%</td>
</tr>
</tbody>
</table>

#### Other Expenses

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Adjusted Annual Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
<th>Available Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers</td>
<td>3,195,000</td>
<td>3,186,000</td>
<td>99.7%</td>
<td>9,000</td>
<td>10,253,077</td>
<td>100.0%</td>
</tr>
<tr>
<td>Fund balance reserved for contingency</td>
<td>11,470,628</td>
<td>11,470,628</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total Expenditures by Function

<table>
<thead>
<tr>
<th></th>
<th>FY 2014/15</th>
<th>FY 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures by Function</td>
<td>$173,432,000</td>
<td>$119,742,064</td>
</tr>
<tr>
<td></td>
<td>66.3%</td>
<td>67.7%</td>
</tr>
</tbody>
</table>

### Expenditures by Account

#### Personal Services

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Adjusted Annual Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
<th>Available Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Personnel</td>
<td>$6,814,053</td>
<td>$4,931,413</td>
<td>72.4%</td>
<td>$1,882,640</td>
<td>$4,994,117</td>
<td>70.9%</td>
</tr>
<tr>
<td>Faculty</td>
<td>23,434,305</td>
<td>19,234,350</td>
<td>82.1%</td>
<td>4,199,955</td>
<td>18,968,616</td>
<td>83.3%</td>
</tr>
<tr>
<td>Additional Compensation - Faculty</td>
<td>1,256,692</td>
<td>780,464</td>
<td>62.1%</td>
<td>476,228</td>
<td>684,842</td>
<td>50.8%</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>11,240,375</td>
<td>9,593,022</td>
<td>85.3%</td>
<td>1,647,353</td>
<td>9,440,969</td>
<td>84.1%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>4,530,489</td>
<td>3,079,250</td>
<td>68.0%</td>
<td>1,451,239</td>
<td>3,299,322</td>
<td>61.4%</td>
</tr>
<tr>
<td>Other Compensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employment / Workstudy</td>
<td>(61)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>28,654,763</td>
<td>20,850,780</td>
<td>72.8%</td>
<td>7,803,983</td>
<td>21,294,098</td>
<td>72.8%</td>
</tr>
<tr>
<td>Total Personal Services</td>
<td>$120,257,186</td>
<td>$90,596,822</td>
<td>75.3%</td>
<td>$29,660,364</td>
<td>$89,306,919</td>
<td>75.2%</td>
</tr>
</tbody>
</table>

#### Services and Supplies

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Adjusted Annual Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
<th>Available Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Utilities</td>
<td>6,146,538</td>
<td>4,192,611</td>
<td>68.2%</td>
<td>1,953,927</td>
<td>3,797,379</td>
<td>66.7%</td>
</tr>
<tr>
<td>Travel</td>
<td>2,771,662</td>
<td>1,163,349</td>
<td>42.0%</td>
<td>1,608,313</td>
<td>1,239,189</td>
<td>49.9%</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>13,253,615</td>
<td>9,018,996</td>
<td>68.0%</td>
<td>4,234,619</td>
<td>8,676,191</td>
<td>64.6%</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>6,858,234</td>
<td>2,841,171</td>
<td>41.4%</td>
<td>4,017,063</td>
<td>2,859,358</td>
<td>42.1%</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>1,302,064</td>
<td>960,145</td>
<td>73.7%</td>
<td>341,919</td>
<td>1,022,784</td>
<td>89.9%</td>
</tr>
<tr>
<td>Current Fixed Charges</td>
<td>2,368,527</td>
<td>1,933,482</td>
<td>81.6%</td>
<td>435,045</td>
<td>1,867,469</td>
<td>80.9%</td>
</tr>
<tr>
<td>Total Services and Supplies</td>
<td>32,700,640</td>
<td>20,109,754</td>
<td>61.5%</td>
<td>12,590,886</td>
<td>19,462,370</td>
<td>61.1%</td>
</tr>
</tbody>
</table>

#### Capital Equipment

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Adjusted Annual Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
<th>Available Budget</th>
<th>Year to Date Actuals</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers</td>
<td>450,097</td>
<td>319,893</td>
<td>71.1%</td>
<td>130,204</td>
<td>306,307</td>
<td>70.6%</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>3,195,000</td>
<td>3,186,000</td>
<td>99.7%</td>
<td>9,000</td>
<td>10,253,077</td>
<td>100.0%</td>
</tr>
<tr>
<td>Contingency and Reserves</td>
<td>1,290,902</td>
<td>602,127</td>
<td>46.6%</td>
<td>688,775</td>
<td>296,307</td>
<td>24.6%</td>
</tr>
<tr>
<td>Total Expenditures by Account</td>
<td>$173,432,000</td>
<td>$114,922,374</td>
<td>66.3%</td>
<td>$58,509,626</td>
<td>$119,742,064</td>
<td>67.7%</td>
</tr>
</tbody>
</table>
Statement of Net Position (formerly Statement of Net Assets)
March 31, 2015
(Preliminary)

<table>
<thead>
<tr>
<th></th>
<th>FY 2014/15</th>
<th>FY 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General &amp;</td>
<td>Auxiliary &amp;</td>
</tr>
<tr>
<td></td>
<td>Designated</td>
<td>Restricted &amp;</td>
</tr>
<tr>
<td></td>
<td>Funds</td>
<td>Funds</td>
</tr>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$21,301,720</td>
<td>$8,225,162</td>
</tr>
<tr>
<td>Short-term Investments</td>
<td>25,105,786</td>
<td>105,951</td>
</tr>
<tr>
<td>Receivables:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Taxes</td>
<td>4,337,510</td>
<td>156,578</td>
</tr>
<tr>
<td>Accounts (net of allowances)</td>
<td>6,825,559</td>
<td>6,825,559</td>
</tr>
<tr>
<td>Government Grants and Contracts</td>
<td>1,567,528</td>
<td>1,567,528</td>
</tr>
<tr>
<td>Student Loans</td>
<td>123,137</td>
<td>123,137</td>
</tr>
<tr>
<td>Inventories</td>
<td>869,368</td>
<td>9,337</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>$58,786,567</td>
<td>9,842,370</td>
</tr>
<tr>
<td><strong>Noncurrent Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted Cash and Cash Equivalents</td>
<td>(462,416)</td>
<td>(462,416)</td>
</tr>
<tr>
<td>Notes Receivable (net of allowances)</td>
<td>(44,651)</td>
<td>(44,651)</td>
</tr>
<tr>
<td>Other Long-term Investments</td>
<td>10,868,628</td>
<td>20,000,000</td>
</tr>
<tr>
<td>Investments in Capital:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>15,291,311</td>
<td>15,291,311</td>
</tr>
<tr>
<td>Buildings &amp; Leasehold improvements (net of depreciation)</td>
<td>89,076,282</td>
<td>89,076,282</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>1,837,572</td>
<td>1,837,572</td>
</tr>
<tr>
<td>Equipment (net of depreciation)</td>
<td>5,859,162</td>
<td>5,859,162</td>
</tr>
<tr>
<td>Library Books (net of depreciation)</td>
<td>1,837,572</td>
<td>1,837,572</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$69,655,195</td>
<td>$9,842,370</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued Payroll and Benefits</td>
<td>5,777,881</td>
<td>15,291,311</td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>440,753</td>
<td>89,076,282</td>
</tr>
<tr>
<td>Deposits Held in Custody</td>
<td>447,124</td>
<td>447,124</td>
</tr>
<tr>
<td>Current Portion of Long-term Liabilities</td>
<td>4,296,437</td>
<td>4,296,437</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>10,515,071</td>
<td>89,490</td>
</tr>
<tr>
<td><strong>Noncurrent Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unearned Revenue</td>
<td>5,250</td>
<td>134</td>
</tr>
<tr>
<td>Long-term Liabilities</td>
<td>3,551,926</td>
<td>3,551,926</td>
</tr>
<tr>
<td><strong>Total Noncurrent Liabilities</strong></td>
<td>3,557,176</td>
<td>134</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>$14,072,247</td>
<td>$89,624</td>
</tr>
<tr>
<td><strong>Net Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Investment in Capital Assets</td>
<td>112,064,328</td>
<td>112,064,328</td>
</tr>
<tr>
<td>Restricted for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>1,010,351</td>
<td>1,010,351</td>
</tr>
<tr>
<td>Debt Service</td>
<td>1,840,846</td>
<td>1,840,846</td>
</tr>
<tr>
<td>Other (Capital Projects)</td>
<td>635,551</td>
<td>635,551</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>55,582,948</td>
<td>9,117,195</td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Net Position</strong></td>
<td>$55,582,948</td>
<td>$9,752,746</td>
</tr>
<tr>
<td><strong>Total Net Position: Current Year vs. Prior Year</strong></td>
<td>$ (10,062,824)</td>
<td></td>
</tr>
</tbody>
</table>
General & Designated Funds YTD Revenues - FY14 - Prior Year
For the Nine Months Ending March 31, 2014
Total of $116,611,540

General & Designated Funds YTD Revenues - FY15 - Current Year
For the Nine Months Ending March 31, 2015
Total of $115,872,107

General & Designated Funds YTD Revenues

Tuition and Fees $44,369,974 38%
State Appropriations $5,352,450 5%
Property Taxes $64,059,629 55%
Other Revenues $2,829,487 2%

Tuition and Fees $44,369,974 38%
State Appropriations $5,320,125 5%
Property Taxes $65,488,412 56%
Other Revenues $2,724,051 2%

General & Designated Funds YTD Revenues
General & Designated Fund Expenditures Year to Date
Comparison with Prior Year

General & Designated Funds YTD Expenditures by Program - FY14 - Prior Year
For the Nine Months Ending March 31, 2014
Total of $119,742,064

Instruction $40,010,668 33%
Academic Support $16,164,471 14%
Student Services $16,610,633 14%
Institutional Support $26,216,147 22%
Operation & Maintenance of Plant $9,464,284 8%
Other $11,275,861 9%

General & Designated Funds YTD Expenditures by Program - FY15 - Current Year
For the Nine Months Ending March 31, 2015
Total of $114,922,374

Instruction $39,649,012 34%
Academic Support $17,604,679 15%
Student Services $16,164,471 14%
Institutional Support $27,326,716 24%
Operation & Maintenance of Plant $9,799,263 9%
Other $4,146,145 4%

General & Designated Funds YTD Expenditures by Program

- Instruction
- Academic Support
- Student Services
- Institutional Support
- Operation & Maintenance of Plant
- Other

Graph showing bar and pie charts for General & Designated Funds YTD Expenditures by Program for FY14 and FY15.
General & Designated Fund Expenditures Year to Date
Comparison with Prior Year

For the Nine Months Ending March 31, 2014
Total of $119,742,064

For the Nine Months Ending March 31, 2015
Total of $114,922,374

Administrative Personnel
$4,994,117
4%

Faculty
$18,968,616
16%

Additional Compensation - Faculty
$684,842
1%

Adjunct Faculty
$9,440,969
8%

Classified Staff
$30,624,955
26%

Other Compensation
$3,299,322
3%

Fringe Benefits
$21,294,098
18%

Other Expenditures
$2,587,167
2%

Transfers
$10,253,077
8%

Student Financial Aid
$1,022,784
1%

Supplies & Materials
$2,859,358
2%

Contractual Services
$8,676,191
7%

Travel
$1,239,189
1%

Communication & Utilities
$3,797,379
3%

Fringe Benefits
$21,294,098
18%

Other Compensation
$3,299,322
3%

Other Expenditures
$2,587,167
2%

Transfers
$10,253,077
8%

Student Financial Aid
$1,022,784
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Communication & Utilities
$3,797,379
3%

Fringe Benefits
$21,294,098
18%

Other Compensation
$3,299,322
3%
Statement of Net Position

<table>
<thead>
<tr>
<th>Assets</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td>Assets that will be converted into cash or consumed in a relatively short period of time, usually within a year.</td>
</tr>
<tr>
<td>Cash &amp; Cash Equivalents</td>
<td>Short-term, highly liquid investments that are readily convertible to known amounts of cash and have insignificant risk of changes in value because of changes in interest rates. Generally, only investments of original maturities of three months or less meet this definition. Cash held by external investment managers may be considered to be investments.</td>
</tr>
<tr>
<td>Receivables</td>
<td>A financial instrument that gives the institution the right and another party the obligation, to make a payment at a future date, generally of cash.</td>
</tr>
<tr>
<td>Short-term Investments</td>
<td>Readily marketable securities that can easily be sold and converted back into cash. For example, coupon bonds that will mature this year. RBC Global Asset Management manages the College's additional short-term investments. The duration of the investments is less than one year.</td>
</tr>
<tr>
<td>Property taxes</td>
<td>The amount of property taxes that the College expects to collect in the next month. General Fund property taxes are used to support operations. The Plant Fund property taxes are used to pay down General Obligation bonds.</td>
</tr>
<tr>
<td>Accounts</td>
<td>Student account receivables. Student receivables arise from transactions related to tuition and fees. It's normal for students to register for classes in advance of the start of the term without first paying in full. When a student registers for classes a receivable is created. In the majority of instances, a portion of the receivable will be satisfied by financial aid—either in the form of scholarships, grants, tuition waivers, or loans. Any remaining balance is expected to be paid by the student, the student’s parents, or a third party (e.g., the student’s employer).</td>
</tr>
<tr>
<td>(net of allowances)</td>
<td>The collectibility of receivables is reviewed at fiscal year-end and the value of the allowance for doubtful accounts is adjusted as necessary to ensure its adequacy. The allowance is increased or decreased when necessary to adjust the carrying value of receivables to the expected net realizable value.</td>
</tr>
<tr>
<td>Government Grants &amp;</td>
<td>Higher education institutions routinely receive grants and contracts from the federal government or other entities to support research or training. Federal Pell Grants account for the majority of the College’s government grants. The grants are applied to students’ accounts and the remaining funds are reimbursed to the student. At the same time, a receivable is created to record the funds due the College from the Department of Education.</td>
</tr>
<tr>
<td>Contracts</td>
<td>Various federal loan programs are available to students who meet eligibility requirements. Part of the loan receivable is for National Direct Student Loans (NDSL)/Perkins where the College is responsible for collecting the balance due. The remaining loans are Federal Family Educational Loans and Federal Direct Loans which are passed through the College to the student but are not managed by the College. These loans are also applied to the student’s account and the College is reimbursed after the fact.</td>
</tr>
<tr>
<td>Other</td>
<td>Other receivables include refund repayments, third party payments, International Student Insurance Fees, non-sufficient funds (NSF) checks and check fees, and late fees.</td>
</tr>
<tr>
<td>Inventories</td>
<td>Facilities maintains parts and tools in inventory that are regularly needed. Facilities personnel manage and track these assets. Once a year for the annual financial report, finance adjusts the inventory value based on the available assets at June 30.</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>Prepaid Expenses are assets created by the early payment of cash. For example, an annual insurance payment is made in January that covers 6 months in the current fiscal year and 6 months in the next fiscal year. Half of this type of payment is classified as a prepaid expense.</td>
</tr>
</tbody>
</table>
**Glossary for Financial Reports**

<table>
<thead>
<tr>
<th>Noncurrent Assets</th>
<th>Assets that will not be converted into cash or consumed in a relatively short period of time, usually within a year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Cash &amp; Cash Equivalents</td>
<td>If cash and cash equivalents are restricted for use, for other than current operations, they should be classified as noncurrent assets. The College’s restricted cash includes cash collected for debt payments, cash in the National Direct Student Loan fund and agency cash held for loans, third-party scholarships, and student clubs.</td>
</tr>
<tr>
<td>Notes Receivable</td>
<td>The College’s notes receivable is the long-term principal portion of the National Direct Student Loan / Perkins loans.</td>
</tr>
<tr>
<td>Other Long-term Investments</td>
<td>Investments have maturities greater than one year. For example, coupon bonds with maturities greater than one year. RBC Global Asset Management manages the College’s other long-term investments. The maturities are generally from one to three years.</td>
</tr>
<tr>
<td>Investments in Capital</td>
<td>Assets of a durable nature that are used to provide economic benefits for more than one year including the following categories: land, buildings, and leasehold improvements, construction in progress, equipment, and library materials.</td>
</tr>
<tr>
<td>Land</td>
<td>This category includes all land that is purchased or acquired by gift or bequest. The institution must have title to the land. Land is not depreciated.</td>
</tr>
<tr>
<td>Buildings &amp; Leasehold improvements</td>
<td>This category consists of all structures used for operating purposes. Included are all permanently attached fixtures, machinery, and other components that cannot be removed without damaging the buildings. Building improvements are capitalized if they extend the asset’s useful life.</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>This category includes the cost of construction work, which is not yet completed. The item is not depreciated until the asset is placed in service. Normally, upon completion, a construction in progress (CIP) item is reclassified, capitalized, and depreciated. Costs associated with the construction of a new building would be included in this category.</td>
</tr>
<tr>
<td>Equipment</td>
<td>Equipment represents personal property that is movable. Examples of movable equipment include furniture, teaching equipment, laboratory equipment, and motor vehicles. The College’s capitalization threshold is $5,000.</td>
</tr>
<tr>
<td>Library Books</td>
<td>The College considers library books to be a group asset and capitalizes each year’s additions and adjusts for deletions to the holdings.</td>
</tr>
<tr>
<td>(net of depreciation)</td>
<td>Buildings and building improvements, equipment and library books are depreciated over their useful lives. This adjustment is netted with the value of the asset reported in the categories above.</td>
</tr>
</tbody>
</table>

**Liabilities**

<table>
<thead>
<tr>
<th>Current Liabilities</th>
<th>Current liabilities are the portion of obligations (amounts owed) due to be paid within the current operating cycle (normally a year) and that normally require the use of existing current assets to satisfy the debt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued Payroll &amp; Benefits</td>
<td>Institutions collect funds from the employer and the employee each payroll to pay for taxes and benefits. The amount collected and due to the government and vendors creates a liability until the payment is made. The College’s payroll liabilities include Federal and State income taxes, FICA, Medicare, health and dental insurance, retirement contributions, medical and dependent care flexible spending plans, etc. A portion of the payable is also deferred pay for faculty.</td>
</tr>
<tr>
<td>Accounts Payable &amp; Accrued Liabilities</td>
<td>When goods or services are received, a liability is created, unless cash is paid immediately. The College also records a liability when a payment or financial aid is approved, but not yet applied to a student account.</td>
</tr>
</tbody>
</table>
Glossary for Financial Reports

**Deposits Held in Custody**
These are funds held by the institution for others. The institution handles these accounts as agency funds. The College’s deposits held in custody include the Federal Direct Loans and Federal Family Educational Loans, third party scholarships and student club funds. The College is a pass-through agency holding the funds temporarily.

**Current Portion of Long-term Liabilities**
This category includes the portion of long-term liabilities that are expected to be paid within the current operating cycle. The College’s current portion of long-term liabilities includes a portion of the compensated absences. A liability is accrued for compensated absences that have been earned based on services already rendered and that are not contingent on a specific event outside the control of the employer or employee. This includes the dollar value of employee vacation and sick leave.

**Noncurrent Liabilities**
Noncurrent liabilities are the portion of obligations (amounts owed) not due to be paid within the current operating cycle.

**Unearned Revenue**
Unearned revenue results when payments have been received for services or goods not yet delivered. The College’s main source of unearned revenue is generated by prepayments of tuition and fees by students, third parties, or financial aid.

**Long-term Liabilities**
Public institutions often issue long-term debt to finance construction or acquisition of academic, student service, or auxiliary enterprise facilities. Long term liability accounts are the portions of debts with due dates greater than twelve months.

**Net Position**
Net position is the calculation of assets, plus deferred outflows of resources, minus liabilities, minus deferred inflows of resources. The College does not currently have deferred outflows or inflows of resources. This title and definition of Net Position was changed with Governmental Accounting Standards Board (GASB) Statement No. 63, previously it was titled Net Assets.

**Net Investment in Capital Assets**
The net invested in capital assets includes the institution’s carrying value of capital assets (cost minus accumulated depreciation) net of any debt outstanding that was used to finance the construction or purchase of such assets.

**Restricted Assets**
Restricted net assets is the portion of net position subject to externally-imposed constraints placed on their use by creditors (such as through debt covenants), grantees, contributors, or laws and regulations of other governments. The College has restricted net assets for loans, debt service, grants, and contracts.

**Unrestricted Assets**
Unrestricted net assets consist of net assets that do not meet the definition of restricted or invested in capital assets, net of related debt.

**Statement of Revenues, Expenses and Changes in Net Position**

**Operating Revenues**
Revenues resulting from the normal operations of a business.

**Tuition & Fees**
All tuition and fees assessed for educational purposes.

**Contracts**
All amounts earned on contracts or agreements from other governmental or nongovernmental organizations. The College has instructional contracts with numerous outside entities.

**Auxiliary Enterprises**
An auxiliary enterprise is an entity that exists to furnish a service to students, faculty, or staff and charges a fee for the use of goods and services. Examples of auxiliary enterprises include bookstores and food services. Revenue associated with these auxiliary enterprises includes commissions.

**Commission & Rents**
Includes additional income earned from rent of College space including rent revenue from the College renting space for cellular phone towers, leasing building space, and other facility rentals.
<table>
<thead>
<tr>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Operating Revenues</strong></td>
<td>Includes non-sufficient funds (NSF) check fees, payment installment plan fees, international student insurance fees, miscellaneous copy and printing charges and miscellaneous ticket revenue.</td>
</tr>
<tr>
<td><strong>Nonoperating Revenues</strong></td>
<td>Generally nonexchange revenues in which the institution receives values without directly giving equal value in return.</td>
</tr>
<tr>
<td><strong>State Appropriations</strong></td>
<td>Funds appropriated to the College through the State budget process.</td>
</tr>
<tr>
<td><strong>Property Taxes</strong></td>
<td>Funds levied and received by the College through Pima County property taxes as authorized by the Arizona Revised Statutes.</td>
</tr>
<tr>
<td><strong>Federal Grants</strong></td>
<td>Includes all amounts earned on grants from federal agencies. The grant funds are restricted in their use by grant agreements. The College must fulfill the terms of the grant to be eligible for the funding.</td>
</tr>
<tr>
<td><strong>State &amp; Local Grants</strong></td>
<td>Includes all amounts earned on grants from state, local government and nongovernmental organizations.</td>
</tr>
<tr>
<td><strong>State Shared Sales Taxes</strong></td>
<td>Shared state sales taxes are provided by the Arizona Revised Statutes for workforce development. These funds are also known as Proposition 301 funds.</td>
</tr>
<tr>
<td><strong>Gifts</strong></td>
<td>Contributions are voluntary non-exchange revenues, which are recognized when all applicable eligibility requirements are met. Scholarships that the Foundation provides to students are an example of this type of nonoperating revenue.</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>Includes dividends, interest, or royalties and gains or losses on investments.</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>Expenses related to normal daily business operations such as wages, rent, advertising, insurance, etc.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Includes expenses for all activities that are part of an institution’s instruction program. For example, faculty salaries are included in the Instructional expenses.</td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>Includes expenses incurred to provide support services for the institution’s primary programs of instruction, research, and public service. It includes the following activities:</td>
</tr>
<tr>
<td></td>
<td>• The retention, preservation, and display of educational materials, such as libraries, museums, and galleries</td>
</tr>
<tr>
<td></td>
<td>• Media, such as audio-visual services, and technology, such as computing support</td>
</tr>
<tr>
<td></td>
<td>• Academic administration (including academic deans but not department chairpersons) and personnel providing administrative support and management direction to the three primary missions</td>
</tr>
<tr>
<td></td>
<td>• Separately budgeted support for course and curriculum development</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>Includes expenses incurred for the offices of admissions and the registrar and activities that, as their primary purpose, contribute to students’ emotional and physical well-being and intellectual, cultural, and social development outside the context of the formal instruction program. This classification includes expenses for student activities, cultural events, student newspapers, intramural athletics, student organizations, intercollegiate athletics (if the program is not operated as an auxiliary enterprise), counseling and career guidance (excluding informal academic counseling by the faculty), student aid administration, and student health service (if not operated as an auxiliary enterprise).</td>
</tr>
<tr>
<td><strong>Institutional Support</strong></td>
<td>Includes expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as the governing board, planning and programming operations, and legal services; fiscal operations; administrative information technology (when not accounted for in other categories); employee personnel and records; logistical activities that provide procurement, storerooms, printing, and transportation services to the institution; support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fundraising.</td>
</tr>
</tbody>
</table>
### Glossary for Financial Reports

**Operation & Maintenance of Plant**  
Includes all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution’s physical plant. These expenses include items such as janitorial and utility services; repairs and ordinary or normal alterations of buildings, furniture, and equipment; care of grounds; maintenance and operation of buildings and other plant facilities; security; emergency preparedness; safety; hazardous waste disposal; property, liability, and all other insurance relating to property; space and capital leasing; facility planning and management; and central receiving.

**Depreciation**  
Includes both depreciation of the institution’s plant, property, and equipment, and amortization of assets acquired by capital lease.

**Student Financial Aid**  
Includes expenses for scholarships - from restricted or unrestricted funds - in the form of grants that neither require the student to perform service to the institution as consideration for the grant, nor require the student to repay the amount of the grant to the funding source.

**Contingency**  
Commitments and contingencies that could materially affect the financial condition of the entity as reflected in its financial statements.

**Transfers**  
Funds moved from one fund type to another, for example general fund support for capital projects.

**Capital Appropriations**  
The capital appropriations category includes all appropriations from legislative acts of the federal, state, or local governments or by a local taxing authority specifically for capital expenditures. The state has suspended capital appropriations to community colleges for the last several years.

**Capital Gifts & Grants**  
Restricted gifts or grants for capital purposes, for example a donation to construct an arts center.

*Definitions adapted from the Financial Accounting & Reporting Manual for Higher Education, a NACUBO online subscription service.*
### INFORMATION ITEM

**Meeting Date:** 5/13/15  
**Item Number:** 2.5

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>All College Council Minutes</td>
<td>Deborah Yoklic</td>
</tr>
<tr>
<td></td>
<td>Assistant Vice Chancellor</td>
</tr>
<tr>
<td></td>
<td>(206-4747)</td>
</tr>
</tbody>
</table>

**Information:**

For your information, the Chancellor presents to the Board of Governors minutes of All College Council meetings from the following date:

March 9, 2015

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**Approvals**

Contact Person: Deborah Yoklic  
Deborah Yoklic

Chancellor: Lee D. Lambert, J.D.
All College Council  
March 9, 2015  
District Office B-218  
3:00-5:00pm  

Meeting Notes  

In Attendance: Manny Amado, Carlo Buscemi, Don Harp, Mays Imad, Joe Labuda, Lee Lambert, Lorraine Morales, Alec Moreno, Paul Schwalbach, Jeff Silvyn, Brian Stewart, Debbie Yoklic, Mykle Zoback  

Not In Attendance: Shelby Deibel  

1. **Agenda Modifications** None  

2. **Approval of Minutes of 2/23/15** Manny Amado moved and Don Harp seconded; minutes approved unanimously.  

3. **BP 1101 Revision** There were no comments about the proposed revisions to BP 1101.  

4. **Adjunct Faculty and Temporary Employees Standing Committees** Joe Labuda moved, and Mykle Zoback seconded, that All College Council recommend that the Adjunct Faculty Standing Committee report to the Provost and the Temporary Employees Standing Committee report to Human Resources; recommendation approved unanimously. Debbie will facilitate the formation of both standing committees.  

5. **SPG 1401/AA** The Council agreed to the following changes in SPG 1401/AA:  
   a. Removed term limits for Council members.  
   b. Removed section on excused absences.  
   c. Chancellor will no longer chair Council; Chancellor will be ex-officio.  
   d. Chair and Vice-Chair will both be selected by the Council.  
   e. Changed “Governance Council” to “All College Council” throughout the document.  
   Following a second review of these changes, SPG 1401/AA will be sent to Senate, Staff Council and posted for the required 21-day comment period.  

   Council discussed whether Board representatives should automatically be on All College Council, which is what is currently directed by the Board. Don Harp stated that doing both is a logical fit. Joe Labuda wondered what would happen if a person felt that they could not serve in both capacities. Mays Imad stated that the role of BOG representative is not a passive one, and it is important for that person to have both pieces in order to make informed decisions. Brian Stewart stated that the Council should continue with the Board’s direction. The Council did not take action on recommending any change in the current dual role.  

6. **All College Meeting, March 27, 2015** On March 27, the College will close for the afternoon in order for the Chancellor to discuss HLC, the budget and enrollments with all College employees. The Chancellor stated that he needs to dispel rumors, will emphasize
that we are in a planning process, but that this is serious and everyone needs to step up. The Chancellor will remind us why we are here: students come to the College trusting that we will give them an excellent education.

After a review of the plan for the event, the Chancellor asked for input from Council members. Council made the following suggestions:

- Invite faculty and staff to bring one or more students to the event;
- Send individual letters to each faculty member to encourage attendance;
- Each campus president should send a message to their own campus employees;
- Have a panel of students.

The Chancellor reiterated that we are each here because of our relationship with our customer, the student. This is about hope and opportunities for students, but we do have to accept the truth of our situation and work together.

**Meeting Adjourned: 4:45 pm**

**Future Meetings:**
- 04/13/15, 3-5pm, B-218
- 05/11/15, 3-5pm, B-218
INFORMATION ITEM

**Meeting Date:** 5/13/15  
**Item Number:** 2.6

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Procedure Changes</td>
<td>Deborah Yoklic</td>
</tr>
<tr>
<td></td>
<td>Assistant Vice Chancellor</td>
</tr>
<tr>
<td></td>
<td>(206-4747)</td>
</tr>
</tbody>
</table>

**Information:**

For your information, the Chancellor informs the Board of Governors of the following changes to administrative procedures. Changes are being made as part of the comprehensive review and reorganization of all administrative procedures.

- **SPG-1501/AF**  
  Disability Documentation Requirements: Establishment of Eligibility for Services under ADA/Section 504 — Revised

- **SPG-3603/AA**  
  Access and Disability Resources Community Advisory Committee (ADRCAC) — New

- **SPG-3603/BA**  
  Guidelines for Utilization of Service Animals for Individuals with Disabilities — Revised

**Approvals**

Contact Person  
Deborah Yoklic

Chancellor  
Lee D. Lambert, J.D.
Disability Documentation
Requirements: Establishment of Eligibility for Services under ADA/Section 504
PURPOSE

The purpose of these guidelines is to set standards for determining which students qualify for disability-related accommodation and the nature of accommodation that will be provided, when appropriate. The guidelines define the respective roles and responsibilities of College personnel and students in the determination process.

SECTION 1. INTERACTIVE PROCESS

The determination of whether a student qualifies for accommodation and the nature of the accommodation must be made on a case-by-case basis.

The DSR Specialist and the student shall engage in an interactive process to determine whether the student has a qualifying disability, identify barriers to educational opportunities related to the disability, and what constitutes reasonable and effective accommodations.

SECTION 2. SUPPORTING DOCUMENTATION

2.1 Responsibility of the Student to Provide Supporting Documentation

A student seeking accommodation has the responsibility to provide sound supporting documentation that helps establish that (1) he or she has a disability and (2) the requested accommodations will be reasonable and effective. Supporting documentation should provide a basic description of the individual’s disability and enough information to reveal the impact of the disability on the student’s interaction with the College’s educational environment including but not limited to courses, testing methods, student services, built environment, web content, and program requirements.

2.2 Standards for Supporting Documentation

a. Essential Elements of Documentation Provided by the Student
   i. Documentation should be generated by a licensed or otherwise properly credentialed professional. The name, credentials and/or professional training of the diagnostic or medical professional, and the location and contact information of the practice must be included in the documentation.
ii. The credentials of the individual making the diagnosis must be appropriate for a professional making the diagnosis and understanding the particular condition being reported.

iii. Documentation should include a clear diagnostic statement that describes:
   1. the functional impact of the condition,
   2. the expected progression or prognosis of the condition,
   3. the severity, frequency, and pervasiveness of the condition,
   4. the method of diagnosis.

b. Types of Documentation - Primary
   Documentation requested by the DSR Program Specialist may include, but is not limited to:
   1. Records from qualified professionals such as:
      a. Psycho educational reports
      b. Ophthalmologist or optometrist reports
      c. Audiology reports
      d. Doctors reports
   2. Veterans Benefit administration determination of conditions
   3. Pima Community College verification of disability form
   4. IEP/MET/MDC/504 plan
   5. Statement of services provided from agencies by the following professionals
      a. Case manager
      b. Nurse practitioner
      c. Therapist

c. Types of Documentation – Secondary
   In addition, the following supplemental documentation may also provide useful information that could be considered during the interactive process:
   1. Verification of medication
   2. Letters from teachers
   3. Prescription from provider that includes a diagnosis
   4. Information gathered during student interview including:
      a. Observations by Specialist
      b. Student self-report
   5. History of performance at Pima Community College or other post-secondary institutions
   6. Transcript indicating resource room participation
7. Technology assessments
8. Written third party suggestions for service accommodations from rehabilitation specialists, service providers, disability support personnel, counselors, and other personnel who may not have performed comprehensive evaluations but have worked with the individual.
9. Other documentation as determined by the Program Specialist

d. Type of Documentation – Record of Interactive Process
The record of the interactive process between the student and Program Specialist may also be considered a piece of documentation for establishing eligibility for accommodations. To be considered documentation, this record, however, must include all of the following:
1. Student self-report/disclosure,
2. Specialist observations,
3. A description of relevant information in any documentation provided by the student
4. A summary of conclusions based on the Program Specialist’s professional judgment as to how the evidence relates to eligibility for services and the need for accommodation.
5. Copies of the documentation provided by the student and used by the Program Specialist in his or her summary.

SECTION 3. STANDARDS FOR DSR REVIEW OF SUPPORTING DOCUMENTATION

DSR Specialists may accept third party suggestions for service accommodations at their discretion. In general, however, the College also reserves the right to reject suggestions for accommodations. For cases in which such third party materials are received, primary consideration will be given to original diagnostic documentation that established qualification for service accommodations under the ADA and 504. The College will not accept formal documentation, such as formal assessments and evaluations, generated by relatives of the student.

3.1 Documentation Required in Other Post-Secondary Institutions and K-12 School Systems vs. Pima Community College

It is important to recognize that higher education constitutes a special environment: one that is legally, logistically, and educationally different from that experienced by students at the K-12 levels.
As a result, documentation required and accommodations provided at Pima Community College may be different from the K-12 setting. It should be noted that documentation policies differ from one institution to another. The Disabled Student Resources documentation policy is designed to fit the Pima Community College campus climate. If a student attends another institution after attending Pima Community College or takes a standardized test (GED, GRE, MCAT, etc.) administered by an outside agency, the student is responsible for researching those documentation policies and should investigate requirements at least six months prior to an anticipated start date or test date. Students retain full responsibility for obtaining documentation required for any non-Pima Community College need.

3.2 Contradictory Diagnostic Information and Secondary Documentation
If documentation is provided that offers contradictory information relative to functioning, substantial limitation, or service accommodations, DSR Specialists shall defer to that documentation which is more fully based on specific diagnostic tests and scores, which is more clearly elucidated and based on evidence, and/or which yields diagnostic conclusions most clearly congruent with data available. Documentation that does not correspond to these guidelines or is less aligned with best practice standards for diagnostics for the particular field may be considered secondary, or may be rejected altogether as insufficient and non-qualifying.

3.3 Documentation Not Readily Available
Students should not delay meeting with a DSR program specialist out of concern for not having the appropriate documentation. Determinations on individual documentation needs will be made during the initial meeting with the student, which may or may not involve the need to provide additional documentation.

3.4 Interim Services
Pending the receipt of appropriate documentation and/or a determination of eligibility, the DSR Specialist may authorize an interim accommodation for up to one semester. If necessary, the DSR Specialist may extend an interim accommodation with the approval of the DSR Director.

3.5 Professional Analysis and Discretion: DSR Specialists
Individual exceptions in the acceptance of documentation that does not conform to elements outlined in these guidelines may be made by the DSR
Specialists after complete and thorough review of all available information, as well as the basis for decision making. When no formal documentation is available, exceptions may be made by Specialists with approval of the DSR Director, after consultation with general counsel and EEO office, based on thorough review of the available data. Such cases shall generally be made only if there are other aspects of the primary documentation, or other secondary forms of documentation and clinical history, that clearly evidence qualification under ADA/504 and the present need for service accommodation.

SECTION 4. DISCRETION OF DSR TO REQUEST ADDITIONAL OR PERIODIC UPDATING OF DOCUMENTATION:

4.1 Determining if the impairment is disabling or associated with barriers at the College will require an interactive process between the Program Specialist and the student and may require that the student provide additional documentation.

1. The existence of a condition that is variable, chronic, progressive, or which may or may not constitute a qualifying disability
2. The age of the documentation,
3. The age of the test results,
4. Changing environmental/academic conditions (e.g., Student switches from traditional classroom to on-line only).

4.2 Contact with Healthcare Providers or Diagnosticians for Clarification
DSR Specialists may, at their discretion and with written permission from the student, obtain additional information from healthcare providers or diagnosticians to clarify a student’s disability and/or need for accommodation.

If additional documentation is required, the Program Specialist will clearly identify the type of additional documentation required, the reason additional documentation is required, and provide a date by which the student needs to provide the additional documentation. The Program Specialist will also make it clear that the continued provision of approved accommodations is conditioned on the receipt of the additional documentation. If additional information is requested.
DSR Specialists may require additional diagnostic information at the student's expense if the documentation is deemed to be insufficient, or if the student requests accommodations not clearly supported by the documentation available.

SECTION 5. ACCOMMODATION RECOMMENDATIONS BY NON-EVALUATORS

DSR Specialists may accept third party suggestions for service accommodations at their discretion, particularly when they are congruent with primary documentation.

5.1 Consistency of Analysis and Acceptance of Documentation by DSR Specialists
The DSR Specialists shall maintain consistent approaches to analysis, acceptance, and decisions regarding accommodations pursuant to these guidelines. The DSR Program Specialists as a group in consultation with the DSR Director may modify specific procedures and standards for documentation review, based on best practices and/or on institutional need or changes in case law, via memorandum to be posted on the DSR website and incorporated into the SPG during the next review period.

5.2 Resolution of Disagreements Regarding DSR Determinations
If there is a dispute regarding the process for determining eligibility for "otherwise qualified students with a disability", the student and/or the student's DSR Specialist will present the issues to the Lead DSR Program Specialist and/or DSR Director. If the issue cannot be resolved at this level, then the concern must be brought to the College 504 Coordinator who will provide notification of final resolution per SPG.

SECTION 6. CONFIDENTIALITY

All disability documentation is treated in a confidential manner and shared with College personnel only on a need-to-know basis or as required by law. Depending on the situation, an instructor may need to know about the nature of the disability in order to assist in developing reasonable accommodation options. That may or may not include knowing a specific diagnosis, but could certainly include detailed information about limitations or additional challenges the student may face due to a physical or mental condition. While information should be limited to a need to know basis, there needs to be some flexibility about who that might include, depending on the specific circumstances of each case.
1. Purpose

The purpose of the Access and Disability Resources Community Advisory Committee (ADRCAC) is to provide an avenue for community members, advocacy groups, and students to provide current information, advice, guidance, and feedback to Pima Community College ADR Office (ADR) on issues related to academic access at the College for students with disabilities. The ADRCAC may provide information on trends related to access and support for students with disabilities, program effectiveness, and student learning outcomes. The ADRCAC serves in an advisory capacity and is not responsible for establishing College
policy, procedures, or operations, or offering opinions regarding the programming or support provided by the College to specific students.

2. **Membership & Terms**

2.1 Each member will be appointed by the Director of ADR to a three-year staggered term of office. Appointments may be renewed. Members not actively participating, or otherwise unable to serve, will be released from their term and a new member will be added as appropriate.

2.2 Faculty, staff, administrators or current advisory committee members may recommend an individual for membership on ADRCAC. Community members may also self-identify as interested in serving on the advisory committee.

2.3 Committee membership will reflect a cross-section of community disability advocacy groups and interests (including but not limited to sensory, motor, neurological, psychological and intellectual disabilities – see list under recommended membership).

2.4 Membership on the ADRCAC will consist of between 5-10 community representatives. Membership may include, but is not limited to:
   a. representatives from local advocacy groups;
   b. representatives from students who receive services from ADR;
   c. community service providers who support individuals with disabilities.

2.5 The ADRCAC will have co-chairs, one filled by an individual external to the College, who will be elected by the committee members for a one-year renewable term. The other chair will be the ADR Director or an individual chosen by the Director or the Senior Assistant to the Provost.

2.6 The goals for ADRCAC input is consensus-based. In the event of difference of opinions regarding a recommendation, the chair will note the differences of opinions and include all views in the recommendation. At the beginning of each meeting, the ADR Director will provide the assembled committee members an update on ADR efforts with regard to supporting students with disabilities. The topics in this update may include aggregated information on numbers and demographics, related students served, progress on accessibility initiatives undertaken at the College, information requested by the committee at previous meetings, and specific issues that the ADR department would like community input on.
2.7 ADRCAC members will have an orientation and have the opportunity to meet ADR staff.

2.8 Meeting minutes will be made available for ADR staff review on the ADR share drive.

2.9 The ADRCAC may request a report from ADR staff on topics of interest related to the committee’s charge.

3. Roles
The provision of an accessible, usable, and engaging academic environment for students with disabilities is a core mission of ADR. To that end the role of the ADRCAC will be to:

3.1 Provide input and feedback on ADR program relevancy, currency and effectiveness

3.2 Provide input regarding program efforts designed to promote and ensure the highest quality ADR program.

3.3 Recommend facilities, technology, and equipment.

3.4 Promote community awareness of the ADR support efforts college.

3.5 Provide feedback on identifying desired student outcomes.

4. Role of College Faculty and Staff
4.1 The ADR Director or an individual chosen by the Director or Senior Assistant to the Provost will attend advisory committee meetings and provide updates regarding ADR programming and responses to committee inquiries as appropriate.

4.2 The ADR Director or an individual chosen by the Director or the Senior Assistant to the Provost will serve with the committee chair to organize meetings and set meeting agendas. Two ADR staff volunteer members will also serve on a rotating basis.

4.3 Administrators, faculty (full-time and adjunct), and PCC staff members may observe advisory committee meetings at any time.

4.4 ADR will provide support for this committee by arranging for meeting rooms, sending out notices to members, and producing minutes for review and approval by the ADRCAC.

4.5 Anyone not on the committee can submit an agenda item they feel merits discussion.

5. Documentation of Activities
5.1 The committee will meet at least once per semester.

5.2 Meeting agendas will be established by the committee.
5.3 Minutes will be provided to the ADR Director by the recorder for each committee meeting and will reflect program recommendations to the ADR program administrators. Copies will be shared with the Senior Assistant to the Provost and ADR staff.

5.4 Documentation of ADRCAC membership and activities, including meeting minutes, will be maintained by ADR. Copies will be provided for the official repository to the Senior Assistant to the Provost by the end of each semester.

6. Guidelines for the ADR Community Advisory Committee Members
Each member of the ADR Community Advisory Committee will be provided with a thorough orientation and provided and acknowledge receipt of these guidelines.

7. Outcomes and process for continuous review and improvement
7.1 Student feedback regarding:
   7.1.a Accessibility of classroom and course materials
   7.1.b Student experience related to ADR service provision
   7.1.c Appropriateness of accommodations
   7.1.d Timeliness of accommodations
   7.1.e Inclusiveness

7.2 Membership feedback regarding:
   7.2.a Advisory group membership
   7.2.b Advisory group meeting formats and locations
   7.2.c Advisory group topics and agendas
   7.2.d Advisory group individual participation
Guidelines for Utilization of Service Animals for Individuals with Disabilities

SPG Title: Guidelines for Utilization of Service Animals for Individuals with Disabilities

SPG Number: SPG-3603/BA  
Effective Date: 3/10/04  
Approval Date: 3/9/04  
Review Date(s): 3/15/07; 1/5/14  
Revision Date(s): 3/15/07; 1/5/14  
Schedule for Review & Update: Every three years  
Unit Responsible for Review & Update: Office of the Provost  
Sponsoring Unit/Department: Office of the Provost  
Regulation Title & No.: Utilization of Service Animals by Individuals with Disabilities, RG-3603/B

Board Policy Title & No.: Disabled Student Resources, BP-3603; Equal Employment Opportunity, ADA Non-Discrimination and Anti-Harassment (including Sexual Harassment), BP-1501


Cross Reference: Equal Opportunity, ADA, Non-Discrimination and Anti-Harassment, RG-1501/A; Procedure for Complaints of Discrimination, Harassment and Retaliation, SPG-1501/AA; Disabled
1. STATEMENT OF PHILOSOPHY AND COMPLIANCE

Pima Community College is committed to compliance with applicable federal and state laws and regulations that prohibit discrimination on the basis of disability.

In regard to service animals, the College is aware of the profound level of assistance and enhancement such animals can offer in the lives of individuals with a variety of disability, and the degree to which they facilitate access on campus. The College welcomes the use of service animals that meet the requirements of applicable federal and state law at its various educational facilities and for its services, activities and programs.

2. PURPOSE

Access and Compliance
These guidelines establish standards to ensure that persons with disabilities who have a legitimate basis for utilizing service animals on College premises are permitted to do so, with appropriate exceptions to prevent unacceptable risks to health, or safety-and the fundamental alteration of services, activities, and programs.

The standards apply to students, employees, and the public who utilize PCC programs and services. The standard specifies expected behavior-for service
animals and partner/handler responsibilities; establishes protocol for the exclusion of animals under specific and appropriate conditions; and identifies general responsibilities of all members of the College community, to ensure both access and compliance with law.

3. **Applicability:**

3.1 **Who is eligible to use a Service Animal?**
A disability is defined as “A physical or mental impairment that substantially limits one or more major life activities of an individual, a record of having such an impairment, or being regarded as having such an impairment,” by Title II of the ADA Regulations, 28 § 35.104. Except for ordinary eyeglasses or contact lenses, the determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures (ADA Amendment Act of 2008 P.L. 110-325). Only individuals meeting the definition for disabled or the comparable definitions under 504 or state law may use service animals on College property or at College activities.

3.2 **What Qualifies as a Service Animal?**
The ADA defines service animals as “Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability.

Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition” (Title II 28 C.F.R. § 35.104 & 35.136) Arizona Revised Statute 11-1024 also defines a "Service Animal" as “any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual.
Therefore, Pima College recognizes dogs and, in some cases, miniature horses as service animals.

Miniature horses may be used as a service animal subject to an assessment of the type, size and weight of the miniature horse and whether the facility can accommodate these features. The same provisions that apply to service dogs also apply to miniature horses.

### 3.3 What Qualifies as a Therapy, Emotional Support or Assistance Animal?

Therapy animals are animals with good temperaments selected to visit various facilities and programs for the benefit of those using their services. Emotional Support Animals (sometimes called assistance animals) serve as companions for people with various disabilities. According to the ADA “the crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition” (Title II 28 C.F.R. § 35.104). Such animals are thus.

### 3.4 Direct Threat

“Direct threat” means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services as provided in § 35.139. (Title II § 35.104).

### 4. Process and Procedures

#### 4.1 Procedures for Students and the Public Utilizing Service Animals

The ADA authorizes the use of service animals for the benefit of individuals with disabilities at public institutions. Pre-authorization of the use of a service animal at the College is not needed. Only two questions are allowed under the ADA regulations when it is not readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. These questions shall be asked by the personnel from the college ADR or EEO offices in a discrete manner not in front of other students or employees:

1) Is this a service animal required because of a disability?
2) What work or task has the dog (animal) been trained to perform? (Title II § 35.136)

Some form of visible indication (such as a vest, harness or tag) may be present to allow others to readily recognize that a dog is working, but this type of visible indication is not required.
The DSR and the EEO offices will provide training to College personnel on the application of this SPG.

4.2 Administrative Procedures for Employees Utilizing Service Animals
The EEO/AA/ADA 504 Officer is responsible for analyzing and authorizing the use of a service animal as a reasonable accommodation for employees. The Chief Human Resource Officer or designee shall make the final determination if the decision of the EEO/AA/ADA 504 Officer is challenged.

4.3 Access for Partner/Handlers with Service Animals
Only animals qualifying as service animals under state or federal law are permitted on College facilities, except under limited circumstances.

Service animals may be excluded from college facilities when:

4.3.a the animal is out of control and the animal's handler does not take effective action to control it (§ 35.136);
4.3.b the animal is not housebroken (§ 35.136);
4.3.c the animal poses a “Direct Threat” to the health and safety of the public, employees, and/or students (§ 35.139); or
4.3.d the animal causes a “Fundamental Alteration” of curricula, services, activities, or programs (§ 35.164),

In the case of students, the campus Vice Presidents of Student Development (or the acting designees) and DSR supervisor, in consultation with DSR Specialists, are charged with taking administrative action if any of the above conditions exist. Individuals with concerns or questions about an animal may contact their administrative supervisor, campus Vice President of Student Development (VPSD), campus police or security. If handler is member of the public or employee, EEO/AA and ADA office should be contacted. Campus police should be called in cases of “direct threat” or property damage.

5. Alternative Access or Accommodation
If the College determines that the use of a particular animal will not be permitted, the DSR Specialists (for students), or the EEO/AA & ADA Officer (for employees and the general public) may engage in an interactive dialogue with the disabled individual to determine whether alternative accommodations are available and reasonable to permit the individual to participate in services programs or activities.
6. Administrative Procedures for Utilization of Emotional Support (Assistance) and/or Therapy Animals

Therapy and emotional support animals not trained to perform work or tasks are not considered service animals (Title II 28 C.F.R. § 35.104) and are not generally permitted on PCC premises. Exceptions may be possible when the individual requesting the assistance of an emotional support (assistance) animal provides appropriate documentation to the College from a qualified mental health professional that demonstrates the animal ameliorates a condition that qualifies as a disability, is required for access to services, programs or employment at the College and that no alternative accommodations would serve the same purpose. Such exceptions will be made through the College’s interactive accommodation determination process. Areas of approved access for the animal will be determined during that time, based on individual need. If approved, such animals will be required to meet all the behavioral expectations of a service animal, except the performance of specific tasks. Therapy animal teams working under the authority of a College approved agency may also be invited to provide services on campus for specific events.

7. Requirements for Faculty, Staff and Students Regarding Service Animals Utilized on College Facilities

Faculty, staff, and students must:

7.1 Allow a service animal to accompany the partner/handler at all times and in all locations on campus or where other students and the public are generally permitted. Exceptions and inquiries regarding concerns should be directed as specified in the Access for partners and handlers section above. If you have any questions contact the PCC ADR or EEO offices.

7.2 Never intentionally harass, startle, distract, or interfere with the work of a service animal. Violations may be subject to code of conduct penalties or penalties from other applicable policies (e.g. ARS 13-2910, Cruelty to animals; interference with working or service animal).

7.3 Never attempt to separate a partner/handler from her or his service animal unless required by emergency circumstances.

7.4 Not feed, pet, or interact with a service animal without the partner/handler's expressed permission. Follow any instructions given for any interaction. Petting and attention given to animals may distract them and make it difficult for them to serve the person with a disability.

7.5 Not ask questions about the person’s disability.
8. **Areas Off-Limits To Service Animals**

Areas restricted to service animals will be determined on a case by case basis. Determination of areas that are off-limits to service animals shall be made by the appropriate administrative authority for the department or facility and in consultation with qualified College personnel with expertise in the academic or student services area (instructors, staff, etc.), as well as in conjunction with the authorized DSR personnel with oversight by the DSR 504 Coordinator Director and/or the AA/EEO & ADA/504 EEO/AA/ADA 504 Officer. * Individual exceptions granting access to restricted areas may also be made (with any appropriate parameters or constraints) by the appropriate administrative authority for the facility.

Service animals may not be permitted to work in areas where they may interfere with the fundamental nature of the activities being conducted there. Examples include, but are not limited to:

1. laboratories where introduced viruses or bacteria might interfere with scientific work,
2. areas in which food is being prepared for the public,
3. mechanical rooms or machine-based instructional areas in which noise or machinery may pose a hazard to the animal,
4. areas where protective clothing is required, or other areas that may reasonably pose a hazard to the animal.

Determination of areas that are off-limits to service animals shall be made by the appropriate administrative authority for the department or facility in consultation with qualified College personnel with expertise in the academic or student services area (instructors, staff, etc.), as well as DSR Director and/or the EEO/AA/ADA-Officer. * Individual exceptions granting access to restricted areas may also be made (with any appropriate parameters or constraints) by the appropriate administrative authority for the facility.

9. **Conflicts between the Needs of Persons with Documented Disabilities**

In a case in which the use of the service animal may conflict with the rights granted by ADA/504 to other students with disabilities (e.g. the dander of a service animal makes it impossible for a student with a chemical sensitivity disorder to be in the same class due to threats to health) the College reserves the right to determine how the conflicting interests will be resolved.
10. Behavioral Guidelines for Service Animals
Service animals must be capable of demonstrating appropriate attention, responsiveness to commands, and general working behavior. General behavioral expectations for service animals include:

**10.1 Proximity and Calmness:** Service animals maintain quiet, calm, and close proximity to their partner/handler - at their side, at their feet, by the side of the wheelchair, etc. In classrooms, cafeterias, and other public areas, the service animal is to be placed in such a manner so that they are out of the traveling paths of others.

**10.2 Supervision:**
10.3 Service animals must be supervised by the handler at all times. College personnel are not responsible for supervision of service animals (§ 35.136).

**10.4 Control:** The Service animal must remain in the control of the Partner/Handler, on some form of tether (such as a leash or harness system, at all times including between classes and during toileting. The only exceptions to the use of a tether are when the animal is unable to safely and effectively perform required work with one, in which case the animal must still be under the handler’s control (Title II § 35.136).

**10.5 Aggression and Direct Threat:** The service animal must remain in owner’s control and display appropriate behaviors with other animals and people at all times. Growling; showing barred teeth; raising hackles; barking; fighting with other animals; biting or snapping; etc. may be grounds for exclusion of the animal. The service animal may not present a direct threat to itself, persons, or other animals through its behavior.

**10.6 Disruption or Distraction:** The service animal must not disrupt or cause a fundamental alteration by such behaviors as jumping; barking; uncontrolled sniffing; begging, whining or distracting noises; inability to settle appropriately; etc. However, the mere presence of a Service animal will not normally be considered an inappropriate disruption or distraction.

**10.7 Toiletry:** The service animal must be housebroken and relieve itself only in appropriate outside areas. Handler is responsible for ensuring that waste is removed.

**10.8 Hygiene:** Service animals must behave in such a way as to maintain appropriate hygiene for the general public, i.e. including but not limited to: keeping noses, paws, and other body parts away from tables, trays, food-serving counters, etc.

11. Animals “In Training”
Under Arizona law (A.R.S. 11-1024) service animals in training may accompany the trainer in the same places as a service animal. Service animals in training may
not be fully mature in the provision of work and performance of tasks or completely reliable in their behavior, but are expected to demonstrate good progress toward the Behavioral Guidelines as outlined above, and must not show aggression. The service animal in training must be under the control of the partner/handler or trainer (who may or may not have a disability) at all times. If the service animal in training shows improper behavior, the partner/handler or trainer must act promptly and humanely to correct the animal’s conduct, or remove the animal from PCC facilities. The person training a service animal on campus takes full responsibility for the animal’s behavior.

12. Partner/Handler’s Responsibilities
Partner/handlers are responsible to comply with all applicable animal welfare laws and municipal, county, and state statutes and regulations pertaining to animals in general and service animals. The partner/handler is responsible for awareness of these applicable laws, codes, statues, and regulations.

13. Exclusion of Animals: Tests and Conditions
Determinations by personnel authorized under this regulation for exclusion of animals from services, activities, or programs of the College shall be subject to one or more of the following tests and conditions:
13.1 The animal does not meet the ADA definition of service animal.
13.2 The presence of the animal is determined to constitute a "Direct Threat".
13.3 The presence of the animal is determined to constitute a fundamental alteration to specific or multiple curricula, services, activities, or programs of the College.
13.4 The animal is out of control and the animal's handler does not take effective action to control it.
13.5 The animal is determined to not be housebroken as demonstrated by toileting in inappropriate locations.
13.6 Clear and present hazards exist to the safety of the service animal in the specific environment of the service, activity, or program.

14. Violations and Removal
Aggressive or 'Direct Threat' behaviors, or evidence of incorrigibility, may result in permanent exclusion. Violations of general behavioral guidelines and partner/handler expectations will be handled through discussion with the Vice Presidents for Student Development in consultation with DSR personnel (in the case of students), EEO/AA &ADA officer (in cases of employees and members of general public) or Campus Police (students, employees and public). A
comprehensive assessment of circumstances, including mitigating factors, will be conducted before any permanent exclusion.

15. **Reinstatement of Service Animal for Utilization on College Premises**
A Service animal previously excluded from College property or activities may return upon a showing of satisfactory evidence (i.e. appropriate documentation and/or demonstration) that the reasons for exclusion have been remediated.

16. **Disputes**

16.1 **Disputes by Students**
A student who wishes to dispute the exclusion of an animal shall follow the procedures outlined in SPG- 1501/AG (Disabled Students’ Complaint Procedure).

16.2 **Disputes by Employees or Applicants**
An employee or applicant who wishes to dispute a determination about his or her proposed use of an animal for reasonable accommodation or the exclusion of that animal shall follow the procedures outlined in SPG-1501/AC (ADA & Equal Opportunity, Reasonable Accommodation Guideline for Employees/Applicants).

16.3 **Disputes by Members of the Public**
Members of the public who wish to dispute an exclusion of an animal should contact the EEO/AA/ADA Officer. Agencies outside of the college may be contacted by members of the public if the PCC EEO/AA/ADA Officer does not resolve the dispute.

17. **Final Internal Authority**
In matters of disputes related to decisions regarding undue hardship or direct threat, the Chancellor or designee, will provide final decisions as outlined in SPG-1501/AC, Reasonable Accommodation Guideline for Employee/Applicants, or SPG-1501/AG, Disabled Students’ Complaint Procedure.

Issues involving allegations of discrimination or harassment based on either the individual's disability or implementation of an accommodation for the individual will be processed through the College's internal discrimination complaint procedure as outlined in SPG-1501/AA, Procedure for Complaints of Discrimination, Harassment or Retaliation for employees and the public; or SPG-1501/AG, Disabled Students’ Complaint Procedure.
The AA/EEO & ADA Office has oversight and monitoring responsibility for these processes.
18. Outcomes
Students, employees and the general public requiring the use of service animals to remove barriers to access College facilities programs, and/or employment will have full access and be served in a consistent manner.
ACTION ITEM

Meeting Date: 5/13/15  
Item Number: 3.1 

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<tr>
<th>Item Title</th>
<th>Contact Person</th>
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<tr>
<td>Consent Agenda</td>
<td>Chancellor’s Office (206-4747)</td>
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Recommendation:

The Chancellor recommends to the Board that the following items be considered as Consent Agenda Items.

3.1 (1) Approval of Minutes of the following meetings:
   A. Study Session of March 24, 2015
   B. Study Session on April 1, 2015
   C. Special Meeting to conduct Executive Session on April 8, 2015
   D. Regular Meeting of April 8, 2015
3.1 (2) Board Policy Non-Substantive Changes, Deletion and New Board Policy — Final Reading
3.1 (3) New Positions – International Developmental
3.1 (4) 2016-2017 Academic Calendar
3.1 (5) Grant Proposal: 2016 Highway Safety Plan for Impaired Drivers and Occupant Protection Program
3.1 (6) Grant Proposal: Department of Health and Human Services Health Profession Opportunities Grant to Serve TANF and Low Income Individuals (HPOG) Grant
3.1 (7) Grant Proposal: Department of Energy Sub-grantee through Salt Lake Community College Rocky Mountain Solar Training Program
3.1 (8) Grant Proposal: United States Department of Agriculture USDA Grant
3.1 (9) Sub-Grant Agreement Renewal: First Things First Innovative Professional Development
3.1 (10) Intergovernmental Agreement with Sahuarita Unified School District
3.1 (11) Contract: College-wide Student Support Services Call Center Services
3.1 (13) Faculty Emeriti Nominations

Approval

Chancellor______________________________

Lee D. Lambert, J.D.
### ACTION ITEM

**Meeting Date:** 5/13/15  
**Item Number:** 3.1 (1)A

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<tr>
<th>Item Title</th>
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<tr>
<td>Unapproved Minutes of the Study Session of March 24, 2015</td>
<td>Chancellor’s Office (206-4747)</td>
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**Recommendation:**

The unapproved Minutes of the Study Session of March 24, 2015 are submitted for approval.

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**Approval**

Chancellor: ____________________________  
Lee D. Lambert, J.D.
A Study Session of the Pima County Community College District Governing Board was held on Monday, March 24, 2015 at 5:00 p.m. in the Community/Board Room, at the District Office, 4905 E. Broadway Blvd., Tucson, AZ 85709-1005.

Persons in Attendance

Board Members:
Sylvia Lee, Chair
Marty Cortez, Secretary
Mark Hanna
David Longoria
Scott Stewart

General Counsel
Jeffrey Silvyn

Recording Secretary
Denise M. Dudoit

Administration
Lee Lambert, Chancellor
Morgan Phillips, President, Desert Vista Campus
Nic Richmond, Assistant Vice Chancellor Planning and Institutional Research

1. Call to Order
Board Chair Sylvia Lee called the meeting to order at 4:39 pm.

2. Calendar of Reports to Board
Board Member Scott Stewart and Nic Richmond presented a draft of the Board Report Calendar. The purpose of the report calendar is to ensure the College is in compliance with accreditor and funding agency requirements, state and federal laws and regulations, and the community’s performance expectations. This is the first review of the report calendar and suggestions consistent with the stated purpose are welcomed.

There will be two to four reports each month that fall into one or more of the following categories: Compliance; Mission Fulfillment; Strategic plans, Goals, Priorities; Academic Performance; and Operational Performance. Reports will typically be written and reviewed during study sessions, although some may be public presentations during Board meetings. Reports should include sufficient detail to be useful to the decision makers and as evidence to accreditors while not consuming excessive resources.

An itemized list of monthly reports was provided and discussed; many of these reports are already generated by Planning and Institutional Research although those produced by Human Resources will necessitate a stronger connection between departments. It was also suggested a template be designed so the reports have a similar look and feel.
Adjournment

The meeting adjourned at 5:10 p.m.

________________________________________
Secretary

________________________________________
Date
**Pima County Community College District**  
**Board of Governors**  
4905 East Broadway/Tucson, Arizona 85709-1010

---

**ACTIONS ITEM**

**Meeting Date:** 5/13/15  
**Item Number:** 3.1 (1)B

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unapproved Minutes of the Study Session of April 1, 2015</td>
<td>Chancellor’s Office (206-4747)</td>
</tr>
</tbody>
</table>

**Recommendation:**

The unapproved Minutes of the Study Session of April 1, 2015 are submitted for approval.

---

**Approval**

Chancellor: Lee D. Lambert, J.D.
PIMA COUNTY COMMUNITY COLLEGE DISTRICT

A Study Session of the Pima County Community College District Governing Board was held on Wednesday, April 1, 2015 at 4:00 p.m. in the Community/Board Room, at the District Office, 4905 E. Broadway Blvd., Tucson, AZ 85709-1005.

Persons in Attendance

Board Members:
Sylvia Lee, Chair
Marty Cortez, Secretary
Mark Hanna
David Longoria
Scott Stewart

General Counsel
Jeffrey Silvyn

Recording Secretary
Denise M. Dudoit

Administration
Lee Lambert, Chancellor
Alison Colter-Mack, Director of Employee Relations and Policies
Bill Ward, Vice Chancellor of Facilities
Darla Zirbes, President, East Campus

1. Call to Order
Board Chair Sylvia Lee called the meeting to order at 4:02 pm.

2. Presentations by PCC Employee Groups
Representatives of ACES, AFSCME, PCCEA, and Management each gave a presentation concerning topics and issues under discussion during the current Meet and Confer session.

Nan Schmidt, Chief-Spokesperson for PCCEA presented on their behalf. Proposals were developed in response to faculty input and feedback from a survey, emails, conversations and meetings, committees and task forces, and in collaboration with Faculty Senate. AS noted during the presentation, proposals have been re-assessed and viewed through a HLC “lens”. Proposals with financial costs were withdrawn and address areas such as working conditions and housekeeping issues.

Hal Melfi, Vice Chair and Chief-Spokesperson for AFSCME, presented on their behalf. He outlined proposals which include changes to the non-exempt policy manual regarding conditions of work, employment, professional development, compensation, the non-exempt employee unit, and the work done by a task force to review performance evaluations and step progression plans.
Dr. Daisy Rodriguez Pitel, President and Chief-Spokesperson for ACES, presented on their behalf. She outlined proposals which include changes to the exempt personnel policy manual regarding leaves and holidays, employment issues such as externally funded positions, seniority, layoffs, and retraining, and clarifying aspects of professional development.

Management did not have a presentation.

After the presentations, representatives from the Employee Groups answered questions from Board Members and Chancellor Lambert. Discussions covered topics such as establishing a process to determine which policies should go into Common Policy; the methods each group uses to reach members and non-members of ACES, AFSCME, and PCCEA; and the Meet and Confer process.

Adjournment

The meeting adjourned at 6:04 p.m.
**Unapproved Minutes of the Special Meeting to go into Executive Session on April 8, 2015**

### Recommendation:

The unapproved Minutes of the Special Meeting to go into Executive Session on April 8, 2015 are submitted for approval.

---

**Approval**

Chancellor

Lee D. Lambert, J.D.
A Special Meeting of the Pima County Community College District Governing Board was held to go into Executive Session on Wednesday, April 8, 2015 at 3:00 p.m., in the Board Conference Room, Room C-228, District Office, 4905 E. Broadway Blvd., Tucson, AZ 85709-1010.

Persons in Attendance

Board Members
Sylvia Lee, Chair
Marty Cortez, Secretary
David Longoria
Scott Stewart

General Counsel
Jeffrey Silvyn

Recording Secretary
Gabriela De Echavarri

Administration/Staff
Lee Lambert

Call to Order

Sylvia Lee called the meeting to order at 3:10 p.m.

Motion for Executive Session

Motion No. 201504-01

Marty Cortez – M; Scott Stewart – S; to conduct Executive Sessions pursuant to A.R.S. § 38-431.03(A)(1) discussion and consideration of personnel issues, concerning the Chancellor’s employment and assignment. A.R.S. § 38-431.03(A)(3) legal advice. A.R.S. § 38-431.01(A)(4) consultation and legal advice and A.R.S. § 38-431.01(A)(5) meet and confer.

Vote: All Board members present voted “aye” by voice vote. None were opposed. Motion carried.

Recess into Executive Sessions
The Board recessed into the above referenced Executive Sessions at 3:11 p.m.

Resumption of Open Session

The Board resumed Open Session at 5:24 p.m.

Adjournment

The meeting adjourned at 5:25 p.m.

__________________________________________
Secretary

__________________________________________
Date
### Action Item

**Meeting Date:** 5/13/15  
**Item Number:** 3.1 (1)D

<table>
<thead>
<tr>
<th>Item Title</th>
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<tbody>
<tr>
<td>Unapproved Minutes of the Regular Meeting of April 8, 2015</td>
<td>Chancellor’s Office (206-4747)</td>
</tr>
</tbody>
</table>

**Recommendation:**

The unapproved Minutes of the Regular Meeting of April 8, 2015 are submitted for approval.

---

**Approval**

Chancellor

Lee D. Lambert, J.D.
The Regular Meeting of the Pima County Community College District Board of Governors was held on Wednesday, April 8, 2015 at 5:30 p.m., in the Community/Board Room, District Central Office, 4905C E. Broadway, Tucson, AZ 85709-1010.

**BOARD MEMBERS**

Sylvia Lee, Chair  
Marty Cortez, Secretary  
David Longoria  
Scott Stewart

Absent:  
Mark Hanna

**REPRESENTATIVES TO THE BOARD**

Alec Moreno, Student  
Don Harp, Staff  
Carlo Buscemi, Adjunct Faculty  
Brian Stewart, Administrator  
Mays Imad, Faculty

**RECORDING SECRETARY**

Gabriela De Echavarri

**GENERAL COUNSEL**

Jeffrey Silvyn

**ADMINISTRATION**

Lee Lambert, Chancellor  
Louis Albert, President, West Campus  
David Bea, Executive Vice Chancellor, Finance and Administration  
Terra Benson, Executive Director of Financial Aid  
Dan Berryman, Vice Chancellor for Human Resources  
Yira Brimage, Vice President of Student Development  
Ricardo Castro-Salazar, Vice President for International Development, Acting  
Aubrey Conover, Vice President of Student Development  
Nina Corson, Vice President of Instruction, Acting  
Suzanne Desjardin, Vice President of Student Development, Acting  
Cindy Dooling, Interim Vice Chancellor for Information Technology  
David Doré, President, Northwest Campus  
Dolores Durán-Cerda, Senior Assistant to the Provost  
Joseph Gaw, Assistant Dean of Nursing  
John Gillis, Vice President of Instruction, Acting  
Erica Holmes, Provost  
Patricia Houston, Vice President of Instruction, Acting  
Rachelle Howell, Vice Chancellor for Institutional Advancement, Acting  
Darla Lammers, Vice President of Instruction  
Karrie Mitchell, Assistant Vice Chancellor of Student Development  
Lorraine Morales, President, Community Campus  
Bruce Moses, Assistant Vice Chancellor for Accreditation  
Ann Parker, Vice President of Student Development  
Morgan Phillips, President, Desert Vista Campus  
Nic Richmond, Assistant Vice Chancellor for Planning and Institutional Research  
Ian Roark, Vice President of Workforce Development  
Irene Robles-Lopez, Vice President of Student Development  
Ted Roush, Vice President of Instruction  
Kate Schmidt, Dean of Online Development, Acting  
Edgar Soto, Executive Director of Athletics  
Stan Steinman, Academic Dean  
Jeff Thies, Executive Director of Developmental Education  
William Ward, Vice Chancellor, Facilities  
Deborah Yoklic, Assistant Vice Chancellor
GENERAL MATTERS

Call to Order

Sylvia Lee called the meeting to order at 5:35 p.m.

Pledge of Allegiance

Sylvia Lee led the Pledge of Allegiance.

Governing Board Recognition and/or Awards

Campus President David Doré welcomed the honorees and recognized their achievements. Awards were presented to students, employees and community members. Chancellor Lambert thanked everyone for attending.

Public Comment – Call to Audience

Cecilia Cruz addressed the Board regarding Developmental Education and College Preparatory.

Scott Collins, instructional faculty member, addressed the Board regarding faculty.

Julia Fiello, instructional faculty member, addressed the Board regarding the creation of a governance task force.

Nan Schmidt, instructional faculty member, addressed the Board regarding student responses.

Kimlisa Duchicela, instructional faculty member, addressed the Board regarding Faculty Senate and Student Learning Outcomes.

Remarks by Governing Board Members

Chairperson Sylvia Lee read a note from Board member Mark Hanna who had a family obligation and could not be at the meeting tonight and read his remarks about attending the HLC conference.

Chairperson Sylvia Lee spoke about the work ahead for all at the College to be in full compliance with the HLC, especially in the area of the Student Learning Outcomes.

Board member Marty Cortez informed she went to the HLC conference and mentioned that even though the College is off probation there is still work to do to report improvement on the areas addressed by the HLC.
Board member Scott Stewart mentioned he attended the Arizona Tech Junction IT Conference and the HLC conference as well. He also noted there is still work to be done to be in full compliance with the HLC.

Board Member David Longoria noted that he has received numerous e-mails regarding the good work faculty is doing and mentioned he would like to see more.

INFORMATION ITEMS

Employment Information
Chairperson Lee noted the retirement of Sandra McCoskey, thanked her for her service to the College and wished her well on her future endeavors.

Adjunct Faculty Appointments
This item was noted as an information item.

This item was noted as an information item.

All College Council Meeting Minutes
This item was noted as an information item.

Board Policy Substantive Changes — First Reading
BP-1101 – Prime Policy was noted as an information item.

Partnership with Tucson Hispanic Chamber of Commerce
This item was noted as an information item.

Osher Lifelong Learning Institute-University of Arizona, Green Valley Campus (OLLI-UA/GV) Agreement
This item was noted as an information item.

ACTION ITEMS

Approval of Minutes

Motion No. 201504-02

David Longoria – M, Scott Stewart – S, to approve the minutes of the Study Session of March 2, 2015; the Study Session on March 9, 2015; the Special Meeting to conduct Executive Session on March 11, 2015 and the Regular Meeting of March 11, 2015.

Vote: All Board members present voted “aye” by voice vote. None were opposed. Motion CARRIED.
Consent Agenda

Chairperson Sylvia Lee pulled item 14.5 New Position – Chief of Staff to be voted on separately.

Motion No. 201504-03

Marty Cortez – M, David Longoria – S, to approve the Consent Agenda.

14.1 Board Policy Substantive Changes and Deletion — Final Reading
14.2 Public Safety Personnel Retirement System Local Board Membership
14.3 New Positions – Student Services;
14.4 New Position – Director of International Programs and Recruitment
14.6 Intergovernmental Agreement: Tucson Unified School District
14.7 Title III Project: Instructional Laptops and Laptop Ovens Fiscal Year 2014-15

Vote: All Board members present voted “aye” by voice vote. None were opposed. Motion CARRIED.

OTHER ACTION ITEMS

Personnel Governance Task Force

Motion No. 201504-05

Marty Cortez – M, David Longoria – S, to approve the establishment of a Personnel Governance Task Force.

Vote: All Board members present voted “aye” by voice vote. None were opposed. Motion CARRIED.

Disposition of Step Progression Plans and Related Funding

Chairperson Sylvia Lee read the following statement: The Board of Governors' direction is for the employee task forces to continue their work on devising a proposal for a new system that will replace the current Step Progression Plan. The board takes the following actions regarding the current Step Progression Plan system effective immediately. The current system is suspended and will be replaced by a new system informed by the results of the task force work and the Step Progression Plans from the current fiscal year will not be funded and will not be banked for possible funding at a future date.

Motion No. 201504-06

David Longoria – M, Scott Stewart – S, to approve the suspension of the current system is suspended and the Step Progression Plans from the current fiscal year will not be funded and will not be banked for possible funding at a future date.
Vote: All Board members present voted “aye” by voice vote. None were opposed. **Motion CARRIED.**

**REPORTS**

Reports by Representatives to the Board

**Student – Alec Moreno**
Student Representative Alec Moreno highlighted student sponsored activities at each of the campuses. Recommendations/concerns to be presented to the Board tonight will be held off until the next Board meeting.

**Temporary Staff** — There was no report.

**Staff – Don Harp**
Staff Representative Don Harp did not have a report but presented Staff’s concern with regards to graduation rates. Staff believe that some students may not realize they might be eligible for an Associate’s degree but by communicating with students by email or phone 6 months prior to being eligible for graduation could be helpful.

**Adjunct Faculty – Carlo Buscemi** — There was no report.

**Faculty – Mays Imad**
Faculty Representative Mays Imad noted that Kimlisa Duchicela summarized the April 3 Faculty Senate Meeting during Public Comment. Faculty Senate did not present a recommendation/concern to the Board.

**Administrator – Brian Stewart**
Administrator Representative Brian Stewart presented the Administrators’ report. Mr. Stewart also presented a concern and a recommendation from management. Their concern is in regards to the HLC committee structures in the future. The previous HLC structure was very intense and it involved a lot of individuals, but a lot of those individuals may not be interested in continuing at that level of intensity and work. Administrators are recommending that everybody send us ways to encourage people to join those committees. What that may be, perhaps incentives, perhaps ways of structuring them so that you spread the numbers out, the easier it will be on everybody. One of the items could be there is already a committee structure in the college. Some of that work could be diversified into those committees.

**Chancellor’s Report**

**Presentations/Up Dates:**

• David Bea, Executive Vice Chancellor for Finance and Administration, provided an update on employee positions.

14.5 New Position – Chief of Staff was then addressed

**Motion No. 201504-04**

Scott Stewart – M, David Longoria – S, to approve the Chief of Staff position.

Vote: All Board members present voted “aye” by voice vote. None were opposed. Motion CARRIED.

• Erica Holmes, Provost, presented on General Education Outcomes.

Highlights of Chancellor’s report included:

• Attended HLC Conference
• Panelist at the Greater Tucson Leadership Education Day – Workforce
• Appeared on the Bill Buckmaster Show to talk about accreditation
• Participated in IT Professional Development Day
• Continue with campus and centers office hours
• Signed an MOU with ITSON
• Attended the Hughes Access Road Groundbreaking
• Travel to Mexico City to meet with officials in the Education and Foreign Relations Ministries

Chancellor Lambert closed his report by mentioning he was sorry some people misunderstood his remarks at the All College Meeting on March 27. He noted the great work College employees are doing but that he can’t ignore the issues that have been pointed out to him by the HLC and the challenges and concerns students have share with him.

**ADJOURNMENT**

Adjournment

The meeting adjourned at 7:50 p.m.

___________________________________________
Secretary

___________________________________________
Date
**ACTIONS ITEM**

**Meeting Date:** 5/13/15

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
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<tbody>
<tr>
<td>Board Policy Non-Substantive Changes, Deletion and New</td>
<td>Deborah Yoklic</td>
</tr>
<tr>
<td>Board Policy — Final Reading</td>
<td>Assistant Vice Chancellor</td>
</tr>
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<td>(206-4747)</td>
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**Recommendation:**

For your information, the Chancellor submits the final reading and Board approval of the following Board Policy:

- **Revisions:**
  - BP-1401 All College Council

**Justification:**

Recommended changes result from the comprehensive review and revision of Board Policies currently being undertaken by the Board.

**Financial Considerations:**

None.

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**Approvals**

- **Contact Person** ___________________________  **Deborah Yoklic**
  
  Deborah Yoklic

- **Chancellor** ________________________________
  
  Lee D. Lambert, J.D.
As the legally constituted and final authority for the operation of the Pima Community College District, the Governing Board’s responsibility includes:

- Governing the District as a whole;
- Delegating authority with guidelines to the Chancellor for the daily operation of the District;
- Selecting a governance model for the District.

Further, the Governing Board believes:
• An effective governance model is necessary and vital to the operation of the District, so that the decisions of the Board and Chancellor are fully informed.

• Effective governance is achieved in a College atmosphere emphasizing contribution, cooperation, collaboration, civility, transparency and respect.

• Effective governance involves the College groups - regular and adjunct (part-time) faculty, regular and temporary staff, administrators and students - to provide input, as requested by the Board and Chancellor.

Therefore, the Governing Board delegates to the Chancellor the responsibility for implementing an All-College Governance Council, based on the following principles:

1. For Pima Community College governance is defined as a communication model involving all college groups, as noted above, and an All-College Governance Council.

2. The goal of this governance model shall be mutual accountability both for the College Mission and for student success.

3. Ongoing communication and input into decision-making shall be the driving purpose of governance model. Communication shall be based on critical analyses, ongoing inquiry and continuous learning. The All-College Governance Council shall advise the Chancellor on matters of college-wide importance which are not directly and substantially related to wages, salaries and working conditions.

4. Representatives of College groups, as well as all College employees and students, shall be part of an interactive governance communication and information system.

5. Representatives to the All-College Governance Council shall be responsible for keeping their campuses/members informed and for relaying their constituencies’ concerns and recommendations to the All-College Governance Council.
6. The All-College Governance Council shall consist of 12 representatives as follows:

   – 3 Students (the Governing Board representative and two other representatives selected by campus Student Governments)
   – 3 Faculty members (the two Governing Board representatives, one regular faculty and one adjunct faculty; and one additional representative selected by Faculty Senate)
   – 3 Staff members (the two Governing Board representatives, one regular staff member and one temporary staff member; and one additional representative selected by Staff Council)
   – 3 Administrators (the Governing Board representative; 1 Campus President selected by the Presidents, and 1 other administrator selected by the administrators)

7. College employees and students shall be able to express their views in various ways: through representatives of their College campus or College groups, through the Governing Board representatives, or directly to the All-College Governance Council.

8. The All-College Governance Council shall be evaluated each year and modified as necessary.

The Governing Board shall not permit the delegation or dilution of its powers as prescribed by law through any process.
Recommendation:

The Chancellor recommends that the Board of Governors approve 3 new positions for the International Development program.

Justification:

As part of the fiscal year 2015 budget, numerous strategic priorities were identified that required an allocation of financial resources in order to ensure that the College’s strategic priorities were properly funded. The alignment of the budget with the College’s Strategic Plan included funding needed for all aspects of the Strategic Plan such as:

- Strategic Direction 2. Improve access and student success
- Strategic Direction 5. Increase diversity, inclusion, and global education
- Strategic Direction 6. Develop a culture of organizational learning, employee accountability, and employee development

In order for the College to properly support these strategic directions and provide mechanisms for accountability, new positions were created that support these Strategic Directions. These new positions include 3 positions for the International Development program, supporting Strategic Direction 5. Funding for these positions in the fiscal year 2015 budget was provided as part of the strategic initiatives budget line item. Funding for each of these positions will be included as part of the fiscal year 2016 budget.

These new positions will report to the Vice President of International Development and the Director of International Programs and Recruitment and will serve as the Pima Community College (PCC) representatives in identifying, recruiting, and enrolling international students.

International Services Advisor (1 position) – Student Services Advisor Classification
International Development Coordinator (1 position) – Program Coordinator Classification
International Programs and Recruitment, Assistant Director (1 position) – Program Manager Classification

(Continued)
Duties and Responsibilities:

- Advising international students on policies, procedures, and processes pertaining to multiple functional areas, as well as targeted academic programs or student populations, which include academic advising, admissions and selective admissions, assessment and testing, career services, graduation services, international student services, new student orientation, registration, and retention.
- Serving as Designated School Officials (DSO) and Alternate Responsible Officers (ARO), maintaining the Student and Exchange Visitor Information System (SEVIS) and all related certification requirements. Organizing SEVIS data processing under the guidelines provided by the Department of Homeland Security (DHS) and maintaining data and quality control management.
- Participating in the development, implementation, coordination, and supervision of program goals, objectives, and activities.
- Supporting the Vice President for International Development in the implementation and assessment of the College's Strategic Plan for Internationalization.

Financial Considerations:

The salary grades for these positions are:
- International Services Advisor (1 position) C42 Step 1 – $50,383
- International Development Coordinator (1 position) C41 Step 1 – $44,463
- International Programs and Recruitment, Assistant Director (1 position) C51 Step 1 – $63,726

Allocated to the strategic initiative budget.

Approvals

Contact Person ________________________________
Daniel Berryman

Chancellor ________________________________
Lee D. Lambert, J.D.
Pima County Community College District
Board of Governors
4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 5/13/15

Item Number: 3.1 (4)

Item Title                  Contact Person
2016-2017 Academic Calendar  Dr. Ann Parker
                                VPSD, Desert Vista and East
                                (206-5010)

Recommendation:

The Chancellor recommends that the Board of Governors accept the proposed 2016-2017 Academic Calendar. The calendar may be subject to revision if necessary, as approved by the Board.

Justification:

Recommendation: The Chancellor recommends that the Board of Governors accept the proposed 2016-2017 Academic Calendar. The calendar may be subject to revision if necessary, as approved by the Board. Justification: Beginning with the 1999 – 2001 academic years, the College has published a two year academic calendar. It has been carefully constructed to maintain an equitable number of days of instruction among the various terms at the College. The calendar also includes add/drop, withdrawal and refund dates, as well as identification of the 45th day for the spring and fall terms of each year. It was recommended during the 2005-2006 academic year that the College publish a two year rolling calendar by adding a new academic year to the existing calendar each year. The 2016-2017 calendar has been reviewed by the Pima Community College Faculty Senate and PCCEA and approved by the Academic Calendar Standing Committee.

The academic calendar is a planning tool for students, faculty, administrators and staff and delineates the beginning and ending dates of all primary academic events within the College. The academic calendar is also organized, as is feasible, to coincide with other educational entities in the community.

Financial Considerations:

None.

Approvals

Contact Person    Ann Parker
Ann Parker

Chancellor
Lee D. Lambert, J.D.
# 2016-2017 Draft Academic Calendar

## Fall 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>Faculty Accountability Days Begin</td>
<td>Wednesday, August 17</td>
</tr>
<tr>
<td>Faculty Accountability Days End</td>
<td>Friday, December 16</td>
</tr>
<tr>
<td>All College Day</td>
<td>Friday, August 19</td>
</tr>
</tbody>
</table>

### Holidays and Breaks

- Labor Day Holiday (College Closed): Monday, September 5
- Veterans Day Holiday (College Closed): Friday, November 11
- Thanksgiving Holiday (College Closed): Thursday, Nov. 24 thru Sunday, Nov. 27
- Winter Recess: Friday, Dec. 23 (noon) thru Sunday, Jan. 1

### 16 Week Traditional Semester

- Classes Begin: Wednesday, August 24
- Registration Deadline: Tuesday, August 23
- Drop/Refund/Audit Deadline: Tuesday, September 6
- Student Withdrawal Deadline: Wednesday, November 9
- Final Exam Week: Monday, Dec. 12 thru Sunday, Dec. 18
- End of Traditional Semester: Sunday, December 27

### 1st 8 Week Session

- 1st 8 Week Session Begins: Wednesday, August 24
- Registration Deadline: Tuesday, August 23
- Drop/Refund/Audit Deadline: Tuesday, August 30
- Student Withdrawal Deadline: Friday, September 30
- 1st 8 Week Session Ends: Tuesday, October 18
- 1st 8 Week Final Grades Due: Friday, October 21

### 2nd 8 Week Session

- 2nd 8 Week Session Begins: Wednesday, October 19
- Registration Deadline: Tuesday, October 18
- Drop/Refund/Audit Deadline: Tuesday, October 25
- Student Withdrawal Deadline: Monday, November 28
- 2nd 8 Week Session Ends: Sunday, December 18
- 2nd 8 Week Final Grades Due: Wednesday, December 21

### 1st 5 Week Session

- 1st 5 Week Session Begins: Wednesday, August 24
- Registration Deadline: Tuesday, August 23
- Drop/Refund/Audit Deadline: Monday, August 29
- Student Withdrawal Deadline: Friday, September 16
- 1st 5 Week Session Ends: Wednesday, September 28
- 1st 5 Week Final Grades Due: Monday, October 3

### 2nd 5 Week Session

- 2nd 5 Week Session Begins: Thursday, September 29
- Registration Deadline: Wednesday, September 28
- Drop/Refund/Audit Deadline: Tuesday, October 4
- Student Withdrawal Deadline: Friday, October 21
- 2nd 5 Week Session Ends: Wednesday, November 2
- 2nd 5 Week Final Grades Due: Monday, November 7

### 3rd 5 Week Session

- 3rd 5 Week Session Begins: Friday, November 4
- Registration Deadline: Thursday, November 3
- Drop/Refund/Audit Deadline: Wednesday, November 9
- Student Withdrawal Deadline: Friday, December 2
- 3rd 5 Week Session Ends: Sunday, December 18
- 3rd 5 Week Final Grades Due: Wednesday, December 21

### 15 Week 'Late Start' Term

- 15 Week 'Late Start' Session Begins: Thursday, September 1
- Registration Deadline: Wednesday, August 31
- Drop/Refund/Audit Deadline: Wednesday, September 7
- Student Withdrawal Deadline: Monday, November 14
- 15 Week 'Late Start' Session Ends: Sunday, December 18
- 15 Week 'Late Start' Final Grades Due: Wednesday, December 21

### 14 Week 'Late Start' Term

- 14 Week 'Late Start' Session Begins: Thursday, September 8
- Registration Deadline: Wednesday, September 7
- Drop/Refund/Audit Deadline: Wednesday, September 14
- Student Withdrawal Deadline: Monday, November 14
- 14 Week 'Late Start' Session Ends: Sunday, December 18
- 14 Week 'Late Start' Final Grades Due: Wednesday, December 21

### Of note:

- Please observe campus specific grading deadlines.
- Grading due dates shown are District Office processing deadlines.
**Spring 2017 Draft Academic Calendar**

### 2nd 5 Week Session
- **Drop/Refund/Audit Deadline**: Monday, February 6
- **Add/Drop/Refund/Audit Deadline**: Monday, February 6
- **Student Withdrawal Deadline**: Tuesday, April 11
- **Registration Deadline**: Sunday, March 19
- **14 Week Grades Due**: Thursday, May 18

### 1st 8 Week Session
- **Drop/Refund/Audit Deadline**: Monday, January 30
- **Student Withdrawal Deadline**: Monday, April 10
- **Registration Deadline**: Monday, January 16
- **15 Week Grades Due**: Thursday, May 18
- **Graduation**: Thursday, May 18

### 1st 5 Week Session
- **Drop/Refund/Audit Deadline**: Friday, January 20
- **Student Withdrawal Deadline**: Wednesday, February 22
- **Registration Deadline**: Tuesday, January 17
- **14 Week Final Grades Due**: Thursday, May 18

### 1st 5 Week Session Begins
- **Tuesday, January 10**

### 2nd 5 Week Session Begins
- **Monday, February 27**

### Faculty Accountability Days Begin
- **Tuesday, January 10**

### Faculty Accountability Days End
- **Thursday, May 18**

### Drop/Refund/Audit Deadline
- **Monday, January 30**
- **Friday, January 20**

### Registration Deadline
- **Monday, January 16**
- **Monday, January 23**
- **Monday, January 30**
- **Monday, March 13**
- **Monday, April 3**

### Spring Graduation Application Deadline
- **Wednesday, February 22**

### Rodeo Holiday (College Closed)
- **Thursday, February 23 thru Friday, February 24**

### Spring Break (No classes)
- **Monday, March 13 thru Sunday, March 19**

### Martin Luther King, Jr. Holiday (College Closed)
- **Monday, January 16**

### 14 Week Late Start Term
- **14 Week 'Late Start' Session Begins**: Tuesday, May 16
- **14 Week 'Late Start' Session Ends**: Tuesday, May 16
- **14 Week Grades Due**: Thursday, May 18

### 15 Week 'Late Start' Term
- **15 Week 'Late Start' Session Begins**: Tuesday, January 24
- **15 Week 'Late Start' Session Ends**: Tuesday, May 16
- **15 Week Grades Due**: Thursday, May 18

### 45th Day Census
- **Thursday, March 2**

### Graduation is a Faculty Day of Accountability
- **Spring Graduation Application Deadline**
- **Fall Financial Aid Priority Deadline**
- **4th Day Census**
- **Summer Registration Begins**
- **Fall Registration Begins**

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**Notes:**

- **All Faculty Day**
  - **Wednesday, January 11**
  - **Wednesday, January 30**

- **Martin Luther King, Jr. Holiday (College Closed)**
  - **Monday, January 16**

- **Spring Break (No classes)**
  - **February 23 thru February 24**

- **Spring Graduation Application Deadline**
  - **Wednesday, February 22**

- **Fall Financial Aid Priority Deadline**
  - **Tuesday, April 4**

- **4th Day Census**
  - **Monday, March 13**

- **Summer Registration Begins**
  - **Monday, March 13**

- **Fall Registration Begins**
  - **Monday, April 3**

- **1st 5 Week Session Ends**
  - **Tuesday, May 16**

- **Drop/Refund/Audit Deadline**
  - **Monday, January 24**

- **2nd 5 Week Session Ends**
  - **Tuesday, May 16**

- **Drop/Refund/Audit Deadline**
  - **Monday, February 6**

- **2nd 8 Week Session Ends**
  - **Sunday, May 14**

- **2nd 8 Week Session Ends**
  - **Sunday, May 14**

- **1st 8 Week Session Ends**
  - **Sunday, March 12**

- **1st 8 Week Final Grades Due**: Thursday, March 16

- **2nd 5 Week Final Grades Due**: Thursday, May 18

### Holidays and Breaks

- **Martin Luther King, Jr. Holiday (College Closed)**
  - **Monday, January 16**

- **Spring Break (No classes)**
  - **February 23 thru February 24**

- **Spring Graduation Application Deadline**
  - **Wednesday, February 22**

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**Note:**

- **Graduation is a Faculty Day of Accountability**
## 2016-2017 Draft Academic Calendar

### Summer 2017

#### Holidays and Breaks
- **Memorial Day (College Closed)** Monday, May 29
- **Independence Day (College Closed)** Tuesday, July 4

#### Session A
- **Classes Begin** Tuesday, May 30
- **Registration Deadline** Monday, May 29
- **Drop/Refund/Audit Deadline** Friday, June 2
- **Student Withdrawal Deadline** Wednesday, June 21
- **Classes End** Monday, July 3
- **Session A Final Grades Due** Friday, July 7

#### Session B
- **Classes Begin** Wednesday, July 5
- **Registration Deadline** Tuesday, July 4
- **Drop/Refund/Audit Deadline** Monday, July 10
- **Student Withdrawal Deadline** Thursday, July 27
- **Classes End** Tuesday, August 8
- **Session B Final Grades Due** Friday, August 11

#### Session C
- **Classes Begin (8 week Session)** Tuesday, May 30
- **Registration Deadline** Monday, May 29
- **Drop/Refund/Audit Deadline** Monday, June 5
- **Std. Withdrawal Deadline (8 week session)** Friday, July 7
- **End of Classes (8 week Session)** Tuesday, July 25
- **8 Week Final Grades Due** Friday, July 28

- **Classes Begin (10 week Session)** Tuesday, May 30
- **Registration Deadline** Monday, May 29
- **Drop/Refund/Audit Deadline** Monday, June 5
- **Std. Withdrawal Deadline (10 week session)** Monday, July 17
- **End of Classes (10 week Session)** Tuesday, August 8
- **10 Week Final Grades Due** Friday, August 11

#### Approvals
- **Acad. Calendar Comm. Co-Chair:**
- **PCCEA:**
- **Faculty Senate:**
- **Chancellor's Cabinet:**
- **Board of Governors:**

#### Summer Graduation App Deadline
**Friday, June 30**

**Of note:** Please observe campus specific grading deadlines. Grading due dates shown are District Office processing deadlines.
Recommendation:

The Chancellor recommends that the Board of Governors approve the “2016 Highway Safety Plan for Impaired Drivers and Occupant Protection Program” and, if funded, acceptance of the grant award from the Governor’s Office for Highway Safety. The grant will allow Pima Community College Department of Public Safety (PCCDPS) to enforce traffic related violations in and around campuses to include DUI enforcement. PCCDPS will also provide education programs to include car seat inspections. The performance period will be October 1, 2015 through September 30, 2016. The total amount requested is $91,294.

Justification:

Pima Community College Department of Public Safety (PCCDPS) is requesting funding to provide education and enforcement of traffic laws relating to Impaired Driving and Occupant Protection Programs in the amount of $91,294. PCCDPS requests funds to cover eight (8) Southern Arizona DUI Task Force Deployments and 10 education programs provided to students, staff, faculty and guests who attend the college. PCCDPS will also participate in four (4) occupant protection awareness events/car seat inspections in Pima County. PCCDPS will also request a speed display radar trailer to reduce speeding in and around the college area.

PCCDPS provides resources and support in carrying out the Pima County Community College District (PCC) mission “to develop our community through learning”. By implementing the Impaired Driving, Police Traffic Services/Speed Controls and Occupant Protection Program, PCCDPS strives to assist the Vice Chancellor for Maintenance & Security Facilities to meet the overall responsibility of the PCC District Strategic Plan’s Direction 3: Foster partnerships to strengthen educational opportunities in response to community needs.

Every PCC campus has a campus police office. PCCDPS command and support staff, as well as PCC police officers, are centrally located at PCCDPS headquarters in the Maintenance and Security (MS) building located near the Tucson International Airport. Officers begin their tour of duty at headquarters where they meet for briefing with their field supervisors. It is from this location that they are deployed to the various campuses. All vehicles are also centrally located at the MS facilities service yard along with other PCC district vehicles. The PCCDPS Communications Center is staffed 24 hours per day, 7 days a week, and monitors security and fire alarms for the district, in addition to managing two way communications for the field

(Continued)
The communications center serves as a point of contact for both law enforcement and non-law enforcement requests for service.

**Financial Considerations:**

The total grant amount being requested is $91,294 for fiscal year 2015. The table below illustrates the expense items to be supported by the grant.

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Year One</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Overtime)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holiday DUI Task Force</td>
<td>$51,840</td>
<td></td>
</tr>
<tr>
<td>Community Car Seat Inspection Events</td>
<td>$7,200</td>
<td></td>
</tr>
<tr>
<td>Campus Education Events</td>
<td>$4,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$63,540</td>
</tr>
<tr>
<td><strong>Employee Related Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holiday DUI Task Force</td>
<td>$12,960.00</td>
<td></td>
</tr>
<tr>
<td>Community Car Seat Inspection Events</td>
<td>$1,800</td>
<td></td>
</tr>
<tr>
<td>Campus Education Events</td>
<td>$1,125</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$15,885</td>
</tr>
<tr>
<td><strong>Materials and Supplies</strong></td>
<td>$11,869</td>
<td>$11,869</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL COST</strong></td>
<td></td>
<td>$91,294</td>
</tr>
</tbody>
</table>

No matching funds or institutionalization of the program are required as a condition of the grant.

The College has evaluated the risks associated with the proposed activities and has determined they do not represent an undue liability.

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**Approvals**

Contact Person    **Manny Amado**
Chief Manny Amado

Chancellor                     Lee D. Lambert, J.D.
Grant Proposal: Department of Health and Human Services
Health Profession Opportunities Grant to serve TANF and low-income Individuals (HPOG) Grant

Morgan Phillips,
President
Desert Vista Campus
(206-5001)

Recommendation:

The Chancellor recommends that the Board of Governors approve the HPOG grant proposal to the United States Department of Health and Human Services in the amount of $3,000,000 annually for five years and if funded, acceptance of the award for the period of September 30, 2015 through September 29, 2020. No match is required.

Justification:

The Desert Vista Campus Pathways to Healthcare Professions grant is designed to provide increased educational/training opportunities and support services to Temporary Assistance for Needy Families (TANF) recipients and other low-income residents of Pima County in order to prepare them for careers in high-demand healthcare fields. The grant includes a required partnership for recruitment and support services with the Pima County One-Stop Center (PCOS).

The Pathways to Healthcare Professions grant will address the difficulties encountered by TANF recipients as well as the industry needs through:

1. Improving access through contextualized adult education, computer facilitated developmental courses, and tutoring assistance.
2. Improving retention through support services offered through PCOS and PCC in areas such as transportation, child care, community resources connections, career advising, and financial aid assistance.
3. Improving availability of courses through updates to relevant curriculum, conversion or enhancement of courses into hybrid and online options, and increasing sections in weekend and evening timeframes.
4. Improving the pathway through the health career options by the creation of a seamless, clearly articulated career ladder/career lattice among its 15 healthcare programs. The programs have been identified as Level 1, 2, or 3, and PCC will work with Subject Matter Experts (SME) to carefully consider how Level 1 programs contribute to Level 2 programs and how to prepare and encourage students to continue their education on up the career ladder.
5. Improving completion and placement through the creation of an integrated clinical/externship database and a job placement tracking system.

(Continued)
Financial Considerations:

The total grant amount being requested is $3,000,000.00 per year for 5 years. The table below illustrates the expense items to be supported by the grant:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>867,075</td>
<td>891,719</td>
<td>907,355</td>
<td>933,208</td>
<td>959,836</td>
<td>4,559,193</td>
</tr>
<tr>
<td>Fringe</td>
<td>288,809</td>
<td>297,206</td>
<td>302,834</td>
<td>311,652</td>
<td>320,735</td>
<td>1,521,236</td>
</tr>
<tr>
<td>Travel</td>
<td>8,630</td>
<td>8,630</td>
<td>8,630</td>
<td>8,630</td>
<td>8,630</td>
<td>43,150</td>
</tr>
<tr>
<td>Equipment</td>
<td>35,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>115,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>16,500</td>
<td>96,500</td>
</tr>
<tr>
<td>Contractual</td>
<td>600,000</td>
<td>600,000</td>
<td>600,000</td>
<td>600,000</td>
<td>600,000</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Other (Scholarships, PD, Advertising, Printing and In-Town Travel)</td>
<td>646,463</td>
<td>636,463</td>
<td>617,963</td>
<td>557,713</td>
<td>527,463</td>
<td>2,986,065</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td><strong>2,465,977</strong></td>
<td><strong>2,474,018</strong></td>
<td><strong>2,476,782</strong></td>
<td><strong>2,451,203</strong></td>
<td><strong>2,453,164</strong></td>
<td><strong>12,321,144</strong></td>
</tr>
<tr>
<td>Indirect @ 40%</td>
<td>508,390</td>
<td>507,607</td>
<td>517,713</td>
<td>529,981</td>
<td>535,266</td>
<td>2,598,957</td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td><strong>2,974,367</strong></td>
<td><strong>2,981,625</strong></td>
<td><strong>2,994,495</strong></td>
<td><strong>2,981,184</strong></td>
<td><strong>2,988,430</strong></td>
<td><strong>14,920,101</strong></td>
</tr>
</tbody>
</table>

The College has evaluated the risks associated with the proposed activities and has determined they do not represent an undue liability.

Approvals

Contact Person ___________________________
Morgan Phillips

Chancellor _______________________________
Lee D. Lambert, J.D,
ACTION ITEM

Meeting Date: 5/13/15  
Item Number: 3.1 (7)

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Proposal: Department of Energy Sub-grantee through Salt Lake Community College Rocky Mountain Solar Training Program</td>
<td>Gwen Joseph, Interim President Downtown Campus (206-7100)</td>
</tr>
</tbody>
</table>

Recommendation:

The Chancellor recommends that the Board of Governors approve the Rocky Mountain Solar Training Program grant proposal as a sub-grantee through Salt Lake Community College and the United States Department of Energy in the amount of $4,706.79 annually for one year and if funded, acceptance of the award for the period of July 1, 2014, through June 1, 2015. No match is required.

Justification:

Pima Community College-Downtown Campus through lead Salt Lake Community College, with the U.S. Department of Energy, request funds to purchase solar-related equipment to be used in courses that are aligned with solar curriculum.

Financial Considerations:

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, Supplies, and Associated Components of Solar related equipment</td>
<td>$4,706.79</td>
</tr>
<tr>
<td>Total Request</td>
<td>$4,706.79</td>
</tr>
</tbody>
</table>

No matching funds or institutionalization of the program are required as a condition of the grant.

The College has evaluated the risks associated with the proposed activities and has determined they do not represent an undue liability.

Approvals

Contact Person

Gwen Joseph

Gwen Joseph

Chancellor

Lee D. Lambert, J.D.
ACTION ITEM

Meeting Date: 5/13/15  Item Number: 3.1 (8)

Item Title
Grant Proposal: United States Department of Agriculture
USDA Grant

Contact Person
Morgan Phillips,
President
Desert Vista Campus
(206-5001)

Recommendation:

The Chancellor recommends that the Board of Governors approve the USDA grant proposal to the United States Department of Agriculture in the amount of $125,000 annually for four years, plus a single $25,000.00 scholarship and, if funded, acceptance of the award for the period of September 1, 2015 through August 31, 2019.

Justification:

Pima Community College-Desert Vista Project PATH (Plant, Assimilate, Till, Harvest) have submitted a proposal to the U.S. Department of Agriculture to implement the following major components: 1) a summer bridge program for high school students; 2) intentional academic and career advising that links academic work to career aspirations; and 3) building student engagement.

Financial Considerations:

The total grant amount being requested is $275,000.00 for the four-year period. Year 1 is $62,500, Year 2 is $68,750, Year 3 is $75,000 and Year 4 is $68,750. Scholarship funds of $25,000 are distributed year 2 to year 4.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Total Costs Year 1</th>
<th>Cost Sharing/In Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Program Staff (.40 FTE)</td>
<td>$18,319</td>
<td>$23,829</td>
</tr>
<tr>
<td>• Workshop Instructors</td>
<td>$2,224</td>
<td></td>
</tr>
<tr>
<td>• Campus Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Personnel</td>
<td>$20,543</td>
<td>$23,829</td>
</tr>
<tr>
<td>Fringe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 19.5% - FICA; Worker’s Compensation, Federal Unemployment, Insurance (Health, Dental, Vision, LTD/STD, Life/AD&amp;D), Retirement</td>
<td>$4,006</td>
<td></td>
</tr>
<tr>
<td>• 35% - F FICA; Worker’s Compensation, Federal</td>
<td></td>
<td>$11,129</td>
</tr>
</tbody>
</table>

(Continued)
The College has evaluated the risks associated with the proposed activities and has determined they do not represent an undue liability.

**Approvals**

Contact Person ___________ **Morgan Phillips**
Morgan Phillips

Chancellor ___________________________
Lee D. Lambert, J.D,
## ACTION ITEM

**Meeting Date:** 5/13/15  
**Item Number:** 3.1 (9)

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Grant Agreement Renewal: First Things First Innovative Professional Development</td>
<td>Morgan Phillips, President Desert Vista Campus (206-5001)</td>
</tr>
</tbody>
</table>

**Recommendation:**

The Chancellor recommends that the Board of Governors approve Pima Community College’s participation in the renewal of the First Things First Innovative Professional Development Sub-grant Agreement from United Way of Tucson and Southern Arizona, effective July 1, 2015 to June 30, 2016. The Pima Community College-Desert Vista Campus will receive $79,500. No match is required.

**Justification:**

The sub-grant agreement from United Way of Tucson and Southern Arizona will provide continuity of services to PCC Early Childhood Education students and will build upon the work of the past sub-grants. Since 2009, the sub-grant has facilitated completion of Early Childhood associate degrees at Pima Community College (PCC) and smooth transitions to Early Childhood Bachelor's degree programs, with a special focus on using Department supports at PCC and the University of Arizona College of Education.

**Benefits to the College:**
- Increased opportunities for Pima College students to transfer to a bachelor’s degree program in Early Childhood.
- Partnerships with state and local entities to build and maintain a system of high quality Early Childhood Education in Pima County, tied to college credit.

**Financial Considerations:**

The College will invoice the United Way of Tucson and Southern Arizona monthly for actual expenses which will total $79,500 from July 1, 2015 – June 30, 2016.
The table below illustrates the expense items to be supported by the grant:

<table>
<thead>
<tr>
<th><em>DIRECT PROGRAM EXPENSES</em></th>
<th>Year 1 – United Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Classified</td>
<td></td>
</tr>
<tr>
<td>• Advanced Program Coordinator (.80)</td>
<td>$42,347</td>
</tr>
<tr>
<td>Adjunct Faculty (1 credit CSA course)</td>
<td>$1924</td>
</tr>
<tr>
<td>Other Compensation (tutors &amp; lab technicians)</td>
<td>$8459</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>$16846</td>
</tr>
<tr>
<td>Travel</td>
<td>$750</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$1743</td>
</tr>
<tr>
<td>Subtotal Direct Costs</td>
<td>$72,273</td>
</tr>
<tr>
<td>Indirect Costs (10%)</td>
<td>$7,227</td>
</tr>
<tr>
<td><strong>Total Program Expenses</strong></td>
<td><strong>79,500</strong></td>
</tr>
</tbody>
</table>

The College has evaluated the risks associated with the proposed activities and had determined they do not represent an undue liability.

---

**Approvals**

Contact Person  

**Morgan Phillips**

Morgan Phillips

Chancellor  

Lee D. Lambert, J.D.
Pima County Community College District  
Board of Governors  
4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 5/13/15  
Item Number: 3.1 (10)

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
</table>
| Intergovernmental Agreement: Sahuarita Unified School District | Dr. Lorraine Morales  
President, Community Campus  
(206-6577) |

Recommendation:

The Chancellor recommends that the Board of Governors approve the acceptance of a three year Intergovernmental Agreement (IGA) for Educational Services to allow Pima County Community College District Continuing Education Department to establish a framework within which both parties will exchange services and/or goods for a fee that will benefit Sahuarita Unified School District (SUSD) and Pima County Community College District (PCC). This includes Pima for Kids, Teen Scene, and Youth Camps.

Justification:

SUSD requests that PCC’s Continuing Education Department partner with SUSD to provide STEM youth learning activities for children ages 5 to 12 years of age. SUSD will provide instructional facility space at a SUSD district school for a twenty percent (20%) fee of the course fee. Providing open enrollment to local residents of southern Pima County will benefit the Sahuarita/Green Valley area.

Financial Considerations:

PCC shall charge each SUSD student registered for Pima for Kids, Teen Scene, and Youth Camps in the amount of the tuition rate approved and in effect of the time of registration. At the conclusion of each program, PCC shall make a payment to SUSD in the amount of twenty percent (20%) of the total tuition fee that PCC received from each SUSD student through direct registration with PCC. SUSD will be reimbursed for its costs for providing and maintaining instructional facilities used for Pima for Kids, Teen Scene, and Youth Camps. SUSD shall submit an invoice to PCC within two (2) weeks of conclusion of each program.

The College has evaluated the risks associated with the proposed activities and has determined they do not represent an undue liability.

Approvals

Contact Person  
Dr. Lorraine Morales

Chancellor  
Lee D. Lambert, J.D.
Recommendation:

The Chancellor recommends that the Board of Governors approve the selection of Blackboard Inc., in support of students service needs for Student Accounts, Student Services, and Financial Aid. Services will be offered via phone, chat, and email from July 1, 2015 through June 30, 2018. Estimated yearly costs for this time period are $700,000, including one time implementation costs and an average per call cost of $2.73.

Justification:

During December 2014 through March 2015, the College conducted a Request for Proposals (RFP) to continue call center services for College-wide Financial Aid and Student Accounts operations, with the addition of College-wide Student Services. The RFP specified service level expectations for each of the areas to facilitate first contact resolution for students with questions about their financial aid, student accounts, admissions, registration, general advising and general College information. Eleven firms responded to the RFP, which was structured to award a single contract for the required services. Two firms were invited to present to a cross-functional panel of employee evaluators and were evaluated on their response to questions about their experience, service level expectations, financial terms, and implementation plans. Upon completion of the presentations, the committee unanimously selected one firm based on criteria established by the committee, including:

- Firm experience,
- Qualifications and availability of implementation and operational team(s),
- Cost,
- Understanding and approach,
- References,
- Completeness of proposal, including attachments, and
- Articulated understanding of student success and firm’s role in such.

Blackboard Inc. was selected to provide call center services for the initial contact from students with student services, financial aid, and student account inquiries. The contract provides support 7 days a week, 363 days a year for contacts from students regarding Financial Aid, Student Accounts, Admissions, Registration, basic Advising, Referral Services, and general College information. Pima Community College receives approximately 200,000 incoming contacts annually from students for these areas. The contract specifies service level expectations for first
contact resolution and acceptable average length of call. Blackboard Inc.’s services will include a self-service portal for student use and conversion of call contacts from inbound to outbound should the number of student calls not meet the expected volume.

The selection of Blackboard will allow for a significant per year decrease in call center costs to the College, while providing significantly enhanced student support through the addition of Admissions, Registration, basic Advising, Referral Services and general College information, greater service hour availability, greater communication platform availability, and a student self-help portal. The College is currently paying average call center costs of $946,000 per year, for two service areas (Student Accounts and Financial Aid), no student self-help portal and no outbound call support should we not meet projected call expectations.

Financial Considerations:

The costs associated with this action are included with proposed operational outlay projects presented during the annual operational budget process.

Approvals

Contact Person  Terra Benson
Terra Benson

Chancellor  Lee D. Lambert, J.D.
Meeting Date: 5/13/15

Item Number: 3.1 (12)

Item Title: Contract: Solar Energy Power Purchase Agreement
Contact Person: William Ward II
Vice Chancellor for Facilities
(206-2610)

Recommendation:

The Chancellor recommends that the Board of Governors approve the College to enter into negotiations with the Solon Corporation and to sign an Energy Power Purchase Agreement.

Justification:

The College has recently issued a purchase order for the Solon Corporation to perform an energy audit and feasibility analysis for the installation of a solar covered parking lot for the Maintenance and Security Complex fleet parking area that would include LED lighting. The College took advantage of the SAVE (Strategic Alliance for Volume Expenditures) Contract in which the College is a member.

Pima Community College is dedicated in decreasing energy costs, exploring various options for renewable energy that would include installing solar covered parking throughout the District. In order to take advantage of this cost saving agreement, the College must submit a planned project to Tucson Electric Power Company by June 1, 2015. On June 1, 2015 a tariff change will take place which will reduce credits for solar generation thus eliminating solar installation as a cost reduction option for Pima College. The Solar Energy Power Purchase Agreement would allow for a fixed rate of power generated by the solar system for 25 years.

In the event that a tree is removed during construction, the vendor will plant three replacement trees. In addition, the vendor will help the College develop curriculum that provides educational opportunities for students interested in solar technology.

The College could potentially achieve energy and operational savings under a self-funding, guaranteed energy production solar photo-voltaic system. It is estimated that $46,709 in savings will be achieved in the first year of the agreement. It is also estimated that $6,310,831 in savings will be achieved over the 25 year life of the agreement. The previously approved budget for the first phase of the project is $130,893 for a covered parking area at Maintenance and Security. Other campuses have also been evaluated and qualified and they include: Downtown Campus, West Campus, and the Community Campus. An additional $100,000 is pending Board approval during the FY 15/16 Capital Outlay Request.
Financial Considerations:

The costs associated with this action are included with proposed capital outlay projects presented during the annual capital budget process.

Approvals

Contact Person

William R. Ward II

Chancellor

Lee D. Lambert, J.D.
ACTION ITEM

Meeting Date: 5/13/15

Item Number: 3.1 (13)

Item Title: Faculty Emeriti Nominations
Contact Person: Deborah Yoklic
Assistant Vice Chancellor
(206-4747)

Recommendation:

The Chancellor recommends that the Board of Governors approve granting Faculty Emeritus status to ten retired Pima Community College faculty. They are Gun Elisabet Bailey, Guadalupe Castillo, Anne Franklin, Richard Fridena, Margaret Fried, Mary Kay Gilliland, Jo Ann Little, Nancy Wall, George Welch, and Paul Welsh.

Background:

Since the establishment of the College, fourteen individuals have been awarded Emeritus status, most recently in 2005. SPG-4004/AB, Faculty Emeritus Status, was revised in November of 2014, making the criteria both more comprehensive and more in line with other community colleges. In addition to requiring the individual to have served at least twenty continuous years at PCC, with fifteen or more as fulltime faculty, and to be fully retired under ASRS or an optional retirement program, the criteria also stipulate that the faculty shall be recognized as (1) having made outstanding contributions to the discipline or service area, (2) having contributed significantly to the success of students and the quality of the College, and (3) having made significant contributions to the community, profession and/or discipline.

The ten individuals were nominated by Faculty Senate and Chancellor’s Operational Cabinet, with the approval of Chancellor’s Operational Cabinet.

Financial Considerations:

The costs associated with emeritus status are small, with faculty emeriti having privileges of the fee waiver and of employee rates for College events.

Faculty Emeriti Recommendations

Gun (Liz) Elisabet Bailey
Fulltime faculty 1973-2007
Speech Communications, West Campus

Liz Bailey was responsible for all curriculum development in speech communication, served as the first Director of Forensics, and hosted and administered numerous state and regional forensic tournaments at PCC. She developed and administered free Saturday workshops for students and the community on various speech communication topics and international education, and was
regularly invited to provide communication training to PCC employees. She was also the first Director of International Education and led several Title VI grants on internationalization. Liz served as PCC representative to the Speech Communication Statewide Articulation Task Force, was a member of the Arizona Communication Association, participated in the Arizona District Export Council, and was a frequent speech contest judge. She received the first Educator of the Year award from the Arizona Communication Association for all two- and four-year institutions in the state. She served on many College committees and was named a Fulbright Scholar to Korea in 1985.

Guadalupe Castillo
Fulltime faculty 1990-2011
History, West Campus
Scholar and community activist Guadalupe Castillo was instrumental in the continuing success of Mexican-American Studies at Pima Community College. With her passion for history and fierce advocacy for the community, she encouraged her students to seek college education as a tool that enables positive change. Starting in the 1980’s, she worked with various immigrant, human/civil/indigenous and student rights organizations, including El Concilio Manzo, asylum projects for Central Americans, and the Sanctuary Movement. She is the co-founder of the Coalicion de Derechos Humanos, the Alinza Indigena, Sin Fronterias, No More Death and Keep Tucson Together.

Anne Franklin
Fulltime faculty 1989-2014
Mathematics, Downtown Campus
Anne Franklin developed and piloted a course between Arithmetic and Introductory Algebra, now called Prealgebra (Math 086). She created the online version of Trigonometry and reformed the self-paced Biology Center, resulting in higher student success. Anne participated in every possible training and opportunity for innovation with technology and was one of the first Student Learning Outcomes Facilitators, as well as Department Chair. During her sabbatical, she used calculus to design a 12-foot sculpture, which is now installed at the Downtown Campus mall.

Richard Fridena
Fulltime faculty 1981-2006, Fall 2007
Social Services and Sociology, West Campus
Richard Fridena served on many standing and ad hoc committees, was Department Chair, CDAC co-Chair for Behavioral Sciences and Faculty Council president. He served on the Statewide Articulation Task Force for Social Work Education from 1988 through 1993, and from 1999 through 2002 for Sociology. He received an Award of Merit from the National Institute for Staff and Organizational Development (1992), and special recognition awards from both the National Common Cause (1993) and the University of Arizona/PCC Partnership (2007). Richard worked on several accreditation self-studies and was president of PCCEA.

Margaret Fried
Fulltime faculty 1982-2013
Nursing, West Campus
Margie Fried taught lecture, skill lab and clinical nursing courses for 1st, 2nd and 4th semester Nursing students, and in 2006 became the Simulation champion for the 1st semester; she developed and advocated the use of simulation throughout the Nursing curriculum, including
patient safety and hospital clinical experiences. Margie made a positive impact on student success through her many years as academic advisor. She volunteers as a parish nurse and as a member of the parish rapid response team.

Mary Kay Gilliland  
Fulltime faculty 1989-2006; Administrator 2006-2014  
Anthropology, West Campus  
Mary Kay Gilliland developed and maintained close relationships with the University of Arizona School of Anthropology. She updated existing courses and degree programs, ensuring that the Anthropology degree continued to match with University requirements. She expanded course offerings in anthropology. She was a superb teacher both in the classroom and online, with a passion for both her subject and for the community college. She continued to do anthropological ethnographic fieldwork, primarily in Bosnia, presenting and publishing her work. She served as department chair as well as president of the Society for Anthropology in Community Colleges, and worked with Bosnian refugees in Tucson.

Jo Ann Little  
Fulltime faculty 1979-2006  
Writing, Literature and ESL, Downtown Campus  
Jo Ann Little served as Department Chair of Writing, Literature and ESL, and CDAC Chair. She became known for her innovative approach to teaching Shakespeare which relied on a performance-based pedagogy. Her teaching had a wide impact on the campus due to her love of learning, breadth of knowledge and ability to teach a wide diversity of courses, including Humanities. She was instrumental in curriculum creation of the self-paced modularized form of writing instruction at the Downtown Campus. She received the PCC Outstanding Faculty Award in 1996, served as Honors Program Chair from 1982 through 1988, led four separate Humanities Study Tours in the 1980’s and 1990’s and made significant contribution to Writing assessment practices. Jo Ann presented many times at local, regional and national conferences, and worked continuously to advance her own knowledge of Shakespeare and topics in Humanities. She helped establish and maintain a close relationship with the University of Arizona and served on the English Articulation Task Force from 1987 through 2006.

Nancy Wall  
Fulltime faculty 1970-1992  
Writing, West Campus  
Nancy Wall was an outstanding and inspiring teacher, teaching every level of Writing and Literature, as well as developing the curriculum for creative writing courses. There were many ways that Nancy contributed significantly to the success of students and the quality of the College: she administered and screened entries for the PCC Martindale Writing Contents, edited Kaleidoscope and assisted with PCC’s Writer’s Workshops; several of her students have become faculty at PCC and award-winning teachers and writers. Nancy wrote and produced plays at the College, Flandreau Planetarium and did sabbatical research on Measure for Measure, on The Miracle and produced a play in India. She has volunteered with Moon Pony’s publications, Primavera and Native Seed Search and co-founded Amaterra (an ecological organization). Nancy has taught workshops on memoir writing and has edited and collaborated on four published memoirs and published numerous stories and poems.
George Welch  
**Fulltime faculty 1970-2010**  
**Art, West Campus**  
George Welch was Painting and Drawing Head of the Visual Arts Department at West Campus for many years. He mentored independent study students and adjunct faculty, and maintained an open door for all his students and his colleagues. George is a founding member of Raices Gallery, Tucson’s only Latino-based non-profit cooperative contemporary art gallery. He received the 2005 Art Educator Award from the Tucson Pima Arts Council and a gold Addy Award in 2004 from the Tucson branch of the American Advertising Federation. His understanding of African countries and culture gained from travel to Morocco, Mali, Ghana, Niger and the Ivory Coast was a great wealth to his students and the community.

Paul Welsh  
**Fulltime faculty 1976-2011**  
**Mathematics, East Campus**  
Paul Welsh has continued teaching mathematics in his retirement, always solid, clear, organized and knowledgeable about his content. He was involved with many committees at PCC and served as Department Chair at two campuses. He had several acting Administrative assignments, including Associate Dean of Instruction, Executive Dean, Dean of Instruction, and Provost. He wrote several PCC Publications, including “The Policy Process at PCC: Current Status and Recommendations for Change” (1993) and “Managing the Workload: Finding the Time and Discovering the Talent,” which he presented at the National Conference for Community College Department Chairs in 2002.

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**Approvals**

Contact Person ________________________ **Deborah Yoklic**  
Deborah Yoklic

Chancellor ________________________________  
Lee D. Lambert, J.D.
# ACTION ITEM

**Meeting Date:** 5/13/15  
**Item Number:** 3.2 (1)

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Contact Person</th>
</tr>
</thead>
</table>
| Board Policy Substantive Changes, Deletion and New Board Policy — Final Reading | Deborah Yoklic  
Assistant Vice Chancellor  
(206-4747) |

**Recommendation:**

For your information, the Chancellor submits the final reading and Board approval of the following Board Policy:

- **Revisions:**
  - BP-1101 Prime Policy

**Justification:**

Recommended changes result from the comprehensive review and revision of Board Policies currently being undertaken by the Board.

**Financial Considerations:**

None.

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**Approvals**

- **Contact Person**  Deborah Yoklic  
Deborah Yoklic

- **Chancellor**  Lee D. Lambert, J.D.
PURPOSE

This Prime Policy applies to the development, revision, and deletion of non-personnel policies and administrative procedures for Pima County Community College District.

DEFINITIONS

A Pima County Community College District Board of Governors Board Policy is a statement officially adopted by the Board of Governors at a public meeting that defines general goals and acceptable practices for the operation of the College. Board Policies create frameworks for:

- defining acceptable practices;
- establishing educational and other expectations;
- guiding the actions of those to whom the Board delegates authority and responsibility;
ensuring compliance with state and federal law.

Administrative Procedures provide specific guidance to district staff in implementing and enacting Board Policies in the day-to-day operations of the College. These are approved through the process detailed in SPG 1101/AA.

Additionally, College units may create Operations Manuals to detail specific processes for implementing Board Policies or Administrative Procedures. The unit is responsible for internal approvals and regular updates of Operations Manuals.

AUTHORITY

Policies of the Pima County Community College District are adopted by the Board of Governors under authority granted by the legislature of the State of Arizona.

RESPONSIBILITY

The Pima County Community College District Board of Governors is the governing entity of the Pima County Community College District. In this role, the Board of Governors retains authority to enact, rescind or modify all policies governing the District.

INITIATION

The policy formulation process may be initiated either by the Board of Governors or by the various college constituencies, i.e., administration, faculty, staff and/or students.

FORMULATION, AND REVIEW AND REVISION/DELETION

Proposed policies subject to this prime policy shall follow the review process outlined below prior to enactment: specified in the Administrative Procedure.

The Board expects Board Policies to be reviewed by the College governance bodies including the governing bodies of students, faculty, and staff; All College Council; other appropriate groups and general counsel. The process shall be led by the sponsoring unit and shall include representatives of pertinent stakeholders.
The Administrative Procedure shall include provisions for the following:

A. A clearly delineated review process which includes stakeholder input;

A.B. Submission of proposals to the Chancellor’s Office prior to Board review: A proposed policy shall be forwarded to the Chancellor for review and consultation with appropriate standing committees, administrative heads, staff, Chancellor’s Cabinet and legal counsel.

B. The Chancellor or designee shall meet with the initiator(s) to consider all comments and modify the proposed policy as necessary. At this time, the proposal may be withdrawn.

C. Presentation by the Chancellor or designee of the proposed policy or revision to the Board of Governors at a public meeting for discussion. At this time the Board of Governors and/or the Chancellor may propose further modifications to the proposed policy;

D. Presentation of the new or revised Board Policy as an information item at a regularly scheduled Board meeting for its first reading;

D.E. Presentation of the proposed policy to governance bodies and posting on the Pima Community College website for 21 calendar days for public comment.

E. Action by the Board of Governors shall act upon the proposed policy at the next earliest possible regular meeting after the conclusion of the 21 day comment period, and make such including any modifications as it deems necessary.

F. The Board of Governors may make exceptions to this review and approval process.

The Chancellor and the administration are authorized to prepare and implement administrative procedures necessary to effect all approved policies. Review and revision shall be a collaborative and inclusive process which involves all identified stakeholders. Once these administrative procedures have been finalized, they will be published on the public website and presented to the Board as an information item and posted to the public website.

REGULAR REVIEW AND EVALUATION

Policies will be calendared through the Chancellor’s office for review, update and possible revision/deletion by sponsoring units at least every three years. Changes to policies may be of two types:
• **non-substantive** changes are (1) edits that leave the meaning of the policy unchanged, (2) title changes, and/or (3) those that reflect current organizational structure;
• **substantive** changes modify the policy’s intent.

Non-substantive changes may be presented to the Board as part of the consent agenda at any regular Board meeting. Substantive changes are subject to the review process above and that which is specified in the Administrative Procedure.

**EVALUATION**

College policies subject to this prime policy shall be evaluated by the Chancellor or designee at least every three years.

**EXCEPTIONS**

The Board of Governors may make exceptions to this review and approval process when deemed necessary by the Board.
Adoption of the new General Education Statement and Outcomes.

Dr. Erica Holmes, Provost and Executive Vice Chancellor (206-4999)

Recommendation:

The College is recommending the adoption of new general education outcomes. The recommended new general education outcomes are:
- communication
- critical and creative thinking
- quantitative and scientific literacy and analysis
- information literacy
- diverse cultural, historical, and global perspectives

Justification:

The College’s General Education Standing Committee spearheaded the exploration of the aforementioned general education outcomes. The outcomes are measureable and applicable to the general education philosophy at the College. The goals were reviewed by Staff Council on October 2, Faculty Senate on October 3 and Cabinet on October 21. Additionally, these outcomes were shared with all faculty on March 27, 2015.

Strategic College Plan Initiative:

Strategic Direction 1. Reaffirm HLC accreditation and fully commit to the HLC guiding Values.

Financial Considerations:

There are no additional financial considerations.

Approvals

Contact Person _________________________________

Erica Holmes

Chancellor_____________________________________

Lee D. Lambert, J.D.
Recommendation:

The Chancellor recommends that the Board of Governors approve the fiscal year 2016 proposed budget to be published in the Arizona Daily Star on May 22, and June 1, 2015 according to statutory requirements; and to conduct a public hearing and a special board meeting for the purpose of adopting the budget and setting property tax rates and levies on June 10, 2015.

Justification:

The proposed fiscal year 2016 budget is being presented for consideration by the Board of Governors. The process for review and adoption of the District budget is fixed in several sections of State law and is intended to facilitate the public review of all budgets that affect the county taxpayers. A.R.S. §15-1461 and A.R.S. §15-1461.01 provide the guidelines each district must follow in terms of the development and public dissemination of its annual budget.

The “Fiscal Year 2016 Proposed Budget” document presented May 13, 2015, will summarize estimated sources of funds and expenditures of funds for the entire District budget. Individual line items may change as the appropriation details are finalized by College administration. By approving the proposed budget for publication, the Board establishes maximum revenue and expenditure amounts and enables the District’s primary and secondary property tax levies to become fixed for taxpayer review. The administration is requesting that the Board approve the proposed budget for publication to meet statutory requirements and approve the following listed activities:

- **May 22**: Publish the proposed budget, first public notice of the public hearing and special board meeting, and first Truth in Taxation notice in the Arizona Daily Star.

- **June 1**: Publish the proposed budget, the second public notice of the public hearing and special board meeting, and second Truth in Taxation notice in the Arizona Daily Star.

- **June 10**: Conduct a public hearing on the proposed budget and, immediately following the public hearing, conduct a special board meeting for the purpose of adopting the budget.

(Continued)
June 12
Transmit a copy of the Truth in Taxation notice, a statement of publication, and the result of the Board of Governors’ vote to the Property Tax Oversight Commission.

The proposed fiscal year 2016 budget is based on a series of Board actions that have occurred during the 2015 fiscal year. These include: approving budget planning scenarios in November 2014; approving a tuition increase in March; and approving various contracts and grant proposals.

In terms of revenue, the proposed fiscal year 2016 budget includes: a 2.0 percent increase to the primary property tax levy of about $2.0 million and a $1.95 million increase from growth/new construction; an increase in tuition and fees of $5 per unit that is budgeted to generate an increase in revenue of about $3.0 million; and a decrease of $6.5 million in state aid for operations and a decrease of $600,000 for STEM related capital projects.

In addition, there are numerous mandatory expenditure increases that have been incorporated into the fiscal year 2016 budget including an overall increase in employee health insurance costs of approximately $0.3 million from changes in medical and pharmaceutical contract costs. Utilities and contractual services expenses are expected to increase another $1.2 million.

There also will be increases in the budget for expenses related to start-up initiatives that are expected, in the end, to generate additional revenue, strengthen operations, and ensure student success. These include the growth of our international student program, changes to our distance education program, and other priorities - such as math emporium, enrollment management, investing in enhanced marketing efforts, and records management - that will be operationalized in the upcoming budget.

Financial Considerations:

Fiscal Year 2016 proposed budget information will be presented in detail at this May Board of Governors meeting. At the Board of Governors meeting scheduled for June 10, 2015, the fiscal year 2016 budget is scheduled to be adopted and the College’s fiscal year 2016 property tax rates and levies are scheduled to be approved.

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**Approvals**

Contact Person  
David Bea, Ph.D.

Chancellor  
Lee D. Lambert, J.D.
Pima County Community College District
Board of Governors
4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 5/13/15  Item Number: 3.2 (4)

Item Title: Capital Budget Plan for Fiscal Years 2016 and 2017  Contact Person: Dr. David Bea
Executive Vice Chancellor for Finance and Administration
(206-4519)

Recommendation:

The Chancellor recommends that the Board of Governors approve the attached list of capital projects for fiscal years 2016 and 2017. In total, the budget includes $10.6 million for projects in fiscal year 2016 and $8.3 million in fiscal year 2017.

Justification:

The capital budget process identifies equipment replacement and facility projects greater than $5,000 that meet the needs and serve the mission of the College. Campuses and District Office units submit capital requests for their areas, prioritize their requests, and identify potential funding sources. A workgroup consisting primarily of the Presidents, Executive Vice Chancellors, and Vice Chancellors subsequently review and prioritize the projects to ensure safety and security of facilities and equipment, meet program and accreditation requirements, maintain standards of operation, upgrade antiquated facilities and technologies, improve use of space, and enable strategic plan initiatives. In light of budgetary challenges, all proposed capital projects on the attached list were deemed critical in importance to meet College needs and objectives.

The estimated funds available for each year determine the final list of recommended projects. Attached is a summary page showing the recommended projects categorized by funding source, project category, and responsible campus or unit. Following the summary is a detail list of the recommended projects with the projected costs for each of the two fiscal years. The definitions of the project categories are shown below:

**Safety/Security/Code** – Equipment or facility improvements to ensure or improve the safety and security of students, staff and faculty, as well as equipment and facilities. It also includes modifications to ensure the College meets code requirements. Examples of current safety/security/code projects include repair/replace sidewalks, walkways and stairways, outdoor emergency speaker system, lighting and power modifications.

**Life Cycle** – Equipment or facilities with a predetermined, regular, or on-going replacement cycle established. Examples of current life cycle equipment are twenty-first century classrooms, instructional and administrative computers, network equipment replacement, and roofing maintenance.

(Continued)
Program Accreditation – Replacement or updated equipment to enable teaching with current technology. Examples include physics lab equipment, dental laboratory equipment, a tire balancing machine and veterinary equipment.

Deferred Maintenance – Maintenance, system upgrades, or repairs that are deferred to a future budget cycle or postponed until funding becomes available. An example is window, door, and hardware replacement.

Obsolete Equipment/Facilities – Replacement of outdated or damaged equipment, facilities and furniture. Examples include office furniture for adjunct faculty resource center, fitness center equipment replacement, and patient operatory chairs for the dental program.

Additional New Equipment – New equipment that does not fit into other categories listed here. Examples include network malware detection and prevention hardware, HIPAA and PCI compliance hardware, and report writing and Clery Tracking software.

Improved Use of Space – Improvements to space that do not fit into other categories listed here. Examples include student services remodel, fence and gate for Aviation Technology Center, and solar and energy savings project.

Strategic Plan – Equipment and Facilities designed to promote the Strategic Plan of the College such as informed decision-making and planning, and improving operational effectiveness. Examples include a records management system, student management system, and renovation of the student success center.

Financial Considerations:

See attached Capital Budget detail for project costs and funding sources.

Approvals

Contact Person______________________________

David Bea, Ph.D.

Chancellor____________________________________

Lee D. Lambert, J.D.
### Funding Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Two Year Total</th>
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</thead>
<tbody>
<tr>
<td>Capital Funds</td>
<td>$6,485,454</td>
<td>$5,872,797</td>
<td>$12,358,251</td>
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<td>Proposition 301</td>
<td>2,727,460</td>
<td>1,095,600</td>
<td>3,823,060</td>
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<td>Technology Fee</td>
<td>1,200,000</td>
<td>1,300,000</td>
<td>2,500,000</td>
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<tr>
<td>Auxiliary</td>
<td>91,000</td>
<td>-</td>
<td>91,000</td>
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<tr>
<td>Grant</td>
<td>50,000</td>
<td>-</td>
<td>50,000</td>
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<tr>
<td>Contract</td>
<td>18,100</td>
<td>-</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>$8,268,397</strong></td>
<td><strong>$18,840,411</strong></td>
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</tbody>
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### Category

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<thead>
<tr>
<th>Category</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Two Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety/Security/Code</td>
<td>$625,000</td>
<td>$575,000</td>
<td>$1,200,000</td>
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<td>Life Cycle</td>
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<td>Program Accreditation</td>
<td>729,800</td>
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<td>Deferred Maintenance</td>
<td>-</td>
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<tr>
<td>Obsolete Equipment/Facilities</td>
<td>936,400</td>
<td>477,097</td>
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<tr>
<td>Additional New Equipment</td>
<td>664,850</td>
<td>455,200</td>
<td>1,120,050</td>
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<td>Improved Use of Space</td>
<td>993,750</td>
<td>899,000</td>
<td>1,892,750</td>
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<td>Strategic Plan</td>
<td>1,448,926</td>
<td>751,000</td>
<td>2,199,926</td>
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<td><strong>Total</strong></td>
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<td><strong>$8,268,397</strong></td>
<td><strong>$18,840,411</strong></td>
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### Responsible Unit

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<thead>
<tr>
<th>Campus</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Two Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Campus (CC)</td>
<td>$541,606</td>
<td>$65,000</td>
<td>$606,606</td>
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<tr>
<td>Downtown Campus (DC)</td>
<td>450,621</td>
<td>347,500</td>
<td>798,121</td>
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<tr>
<td>Desert Vista Campus (DV)</td>
<td>537,568</td>
<td>370,000</td>
<td>907,568</td>
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<tr>
<td>East Campus (EC)</td>
<td>136,400</td>
<td>41,967</td>
<td>178,367</td>
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<td>Northwest Campus (NW)</td>
<td>405,210</td>
<td>58,000</td>
<td>463,210</td>
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<td>West Campus (WC)</td>
<td>1,326,800</td>
<td>114,300</td>
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### District Office/College Wide Projects

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<thead>
<tr>
<th>Project</th>
<th>Fiscal Year 2016</th>
<th>Fiscal Year 2017</th>
<th>Two Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance &amp; Security (MS)</td>
<td>$96,000</td>
<td>$12,291</td>
<td>$108,291</td>
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<tr>
<td>Finance (FN)</td>
<td>370,000</td>
<td>67,500</td>
<td>437,500</td>
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<tr>
<td>College Wide Projects (CW)</td>
<td>2,097,709</td>
<td>2,397,709</td>
<td>4,495,418</td>
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<tr>
<td>Human Resources (HR)</td>
<td>30,000</td>
<td>162,000</td>
<td>192,000</td>
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<tr>
<td>Information Technology (IT)</td>
<td>3,711,000</td>
<td>4,556,000</td>
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<tr>
<td>Institutional Advancement (IA)</td>
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<td>76,130</td>
<td>76,130</td>
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<tr>
<td>Provost's Areas (PR)</td>
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<td>869,100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$10,572,014</strong></td>
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<td><strong>$18,840,411</strong></td>
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<tr>
<td>#</td>
<td>Unit</td>
<td>Project Title</td>
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<tr>
<td>----</td>
<td>------</td>
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</tr>
<tr>
<td>1</td>
<td>CW</td>
<td>Student Services Remodel to provide organizational flexibility</td>
<td>$500,000</td>
</tr>
<tr>
<td>2</td>
<td>PR</td>
<td>Twenty-first century classrooms</td>
<td>500,000</td>
</tr>
<tr>
<td>3</td>
<td>IT</td>
<td>Network Equipment Replacement</td>
<td>444,000</td>
</tr>
<tr>
<td>4</td>
<td>IT</td>
<td>Administrative Technology Allocation</td>
<td>400,000</td>
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<tr>
<td>5</td>
<td>IT</td>
<td>Security information and event management replacement</td>
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<tr>
<td>6</td>
<td>FN</td>
<td>Records Management System</td>
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<tr>
<td>7</td>
<td>IT</td>
<td>Data Center Equipment Replacement</td>
<td>360,000</td>
</tr>
<tr>
<td>8</td>
<td>CW</td>
<td>HVAC Improvements</td>
<td>300,000</td>
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<tr>
<td>9</td>
<td>CW</td>
<td>Flooring Replacement</td>
<td>300,000</td>
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<tr>
<td>10</td>
<td>PR</td>
<td>Automatic Transcript Capture and Evaluation System</td>
<td>214,000</td>
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<tr>
<td>11</td>
<td>CW</td>
<td>Restrooms, Locker Rooms &amp; Showers Upgrades</td>
<td>200,000</td>
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<tr>
<td>12</td>
<td>NW</td>
<td>Library Furniture &amp; White Noise System</td>
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<td>Electrical Switchgear Inspect / Repair / Replace</td>
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<td>Outdoor Furniture - Building G</td>
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<td>Replace worn, broken chairs</td>
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<td>37</td>
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<td>Report Writing and Clergy Tracking Software</td>
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<td>Physics/AST Classroom Upgrades</td>
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<td>Analytical Balances for Chemistry</td>
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<td>Lobby Furniture for 29th Street Coalition Center</td>
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<td>Install firewalls at all campuses and 29th Street Coalition Center</td>
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<td>Student Life Relocation/STEM Lab Renovation</td>
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<td>Electronic Document Imaging and Retention System</td>
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<td>IA</td>
<td>Replacement of Equipment for Print Services</td>
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<td>Records Management System Maintenance Agreement</td>
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<td>Art lab lighting, storage, display and electrical</td>
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<td>Safety Railings, Hand Railings, and Barricades</td>
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<td>67</td>
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<td>Repair/Replace Sidewalks/Walkways/Stairways</td>
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<td>Parking Lot Paving &amp; Striping</td>
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<td>Window, Door and Hardware Replacement</td>
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<td>Audience Seating Platforms</td>
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<td>73</td>
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<td>MS</td>
<td>Mail Services Folder/Inserter Machine</td>
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<td>WC</td>
<td>Smartboard for Physics</td>
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<td>Outdoor Emergency Speaker System</td>
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<td>Teacher/Student Advance Use Microscope for Biology</td>
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<td>Academic Technology Allocation - Prop 301</td>
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<td>Torque Certification Toolboxes</td>
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<td>Simulation Manikin for Nursing</td>
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<td>Wireless Digital Radiography System</td>
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<td>Drawing / Painting / Animation Tablets</td>
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<td>Camera Equipment for Photography</td>
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<td>Monorail Monitor Mount</td>
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<td>Fire Science Academy Personal Protective Equipment</td>
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<td>DV</td>
<td>Equipment for Culinary Arts Program - freezer, oven, etc.</td>
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<td>Panoramic Dental X-Ray Trainer</td>
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<td>Center Clamping Tire Changer</td>
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<td>Update Equipment for Digital Arts Courses</td>
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<td>Fire Science Academy stair mill &amp; storage for gear</td>
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<td>Therapeutic Massage Classroom</td>
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<td>Used Flatbed Trailer for Truck Driver Training</td>
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<td>Multi-function Plotter</td>
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<td>Plasma Cutting System</td>
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<td>112</td>
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<td>Veterinary equipment needed for accreditation -blood analysis</td>
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<td>113</td>
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<td>VET Tech Teaching Models</td>
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<td>PSESI/Smart Boards for Classrooms</td>
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<td>116</td>
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<td>Stretchers Chair for NRS</td>
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<td>Work Benches for Aviation</td>
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<td>Multimeter Certification Kit</td>
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<td>CC</td>
<td>Law Enforcement Academy Radios</td>
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<td>121</td>
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<td>Engine Run Cell Canopy for Aviation</td>
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<td>122</td>
<td>WC</td>
<td>Intravenous Injection Arms</td>
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### Pima County Community College District
Capital Budget Proposal for Fiscal Years 2016 and 2017

#### Recommended Projects Detail

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<tr>
<th>#</th>
<th>Unit</th>
<th>Project Title</th>
<th>FY 2016</th>
<th>FY 2017</th>
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<td>Community Room Improvements: ADA, Sound, Projection, etc.</td>
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<td>182,000</td>
<td>Auxiliary</td>
<td>Life Cycle</td>
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<td>Tablets, software, &amp; ‘oven’ for Chemistry Classroom</td>
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<td>Grant</td>
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<td>CFA Lighting Control Console &amp; monitors</td>
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<td>Contract</td>
<td>Obsolete Equipment</td>
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**Total**  $10,572,014  $8,268,397  $18,840,411
Pima County Community College District  
Board of Governors  
4905C East Broadway/Tucson, Arizona 85709-1010  

ACTION ITEM  
Meeting Date: 5/13/15  
Item Number: 3.2 (5)  

<table>
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<tr>
<th>Item Title</th>
<th>Contact Person</th>
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| Personnel Policy Statement for Non-Exempt and Exempt Staff and Faculty, 2015/2016 Fiscal Year | Dan Berryman  
Vice Chancellor for Human Resources (206-4586) |

Recommendation:  
The Chancellor recommends that the Board of Governors approve the attached changes to the Personnel Policy Statement for Non-Exempt Staff, Exempt Staff and Faculty.

Justification:  
Board Policy 4001 (Meet and Confer with Employee Representatives) permits individual employees and employee groups to participate in a formally structured meet and confer process to assist in making its decisions regarding compensation, benefits and terms and conditions of employment.

In the 2015 meet and confer process, Proposals concerning Meet and Confer for the Classified Exempt, Classified Non-Exempt and Faculty employee groups have been provided to the members of the Board of Governors. Upon conclusion of the Meet and Confer process, language changes are to be brought forward to the Governing Board for approval.

The attachments summarize the proposed changes. The effective date of these changes will be July 1, 2015.

Financial Considerations:  
There are no additional financial considerations.

Approvals  
Contact Person  
D.C. Berryman  
Chancellor  
Lee D. Lambert, J.D.  

(Continued)
Personnel Policy Statement for Non-Exempt Staff
Proposed Changes for 2015/2016

Miscellaneous

All policy statements will be re-lettered or renumbered as necessary to incorporate approved changes. Minor wording, editorial, titling, calendar/fiscal year renumbering, and formatting changes will be made.

Section I. General Information – Joint MOU
   C. Active Period of Employment-Flex Year Option
      o New provision to address flex year employment

      Flex year work schedule for at least nine months shall be an option, should organizational needs be articulated by the College. The College shall, insofar as is reasonably possible, accomplish this first on a voluntary basis. Should additional authorizations of at-lease nine month work schedules be deemed necessary, order of selection of regular employees shall be in order of College-wide seniority within the affected job classification.

      If the College determines that a work schedule of at least-nine months is necessary, the AFSCME Chairperson and/or designee shall be notified by the Chief Human Resources Officer no less than thirty days of any pending action.

      An employee assigned a work schedule of at least nine consecutive months out of twelve in a single year will be considered a Full-Time Regular Employee. Employees approved for at-least a nine month work schedule shall have the option of extending their payroll to 26 pay periods and will continue to receive College benefits throughout the non-working months. Annual leave and sick leave shall be prorated accordingly.

      Should organizational needs necessitate a return to the twelve month work schedule, the employee having been assigned to the nine month flex year shall retain the right of return to a twelve month work schedule.

Section II. Conditions of Work – Joint MOU
   C. Meal Periods
      o Added “Community Services Officer’s and Police Dispatchers”

Section III. Employment – Joint MOUs
   A. Performance Evaluation
      o Changed month evaluations are due from “February” to “March”
      o Deferred evaluations due date changed from” March” to “April”
   D. RIFs/Reduction in Force
      o New Provision, replaces Layoff (General Funded Employees)
      o Addresses criteria for RIF (Reduction In Force), procedures and recall

(Continued)
1. **Policy Statement**

This policy language reflects the College's call for flexibility in addressing changes to College staffing driven by organizational needs. The College reserves the right to initiate a Reduction in Force as justified and as defined below in Section C. Criteria. Whenever possible, a RIF will be considered only after other means of reducing the number of employees through normal attrition (such as early retirement, voluntary resignation, voluntary transfer, voluntary reduction to part-time status, etc.) have been considered. All personnel actions will comply with applicable federal and state laws and the College’s policy on non-discrimination.

This shall exclude Externally Funded Regular Full-time Positions.

2. **Definitions:**

   - Reduction-in-Force (“RIF”) shall mean a reduction in the total number of employees of the College due to a demonstrated enrollment decline or as the result of a financial exigency.
   - An enrollment decline shall mean a pattern of declining enrollment across the College, a Campus, or within an operational area. i.e., a sustained downward trend over two or more semesters.
   - A financial exigency shall be deemed to exist when substantial or recurring diminishing financial resources threaten the ability of the College to meet its present financial obligations.

3. **Criteria for Determining the Need for a Reduction in Force:**

   If the College determines that a reduction of the number of employees is necessary. The College shall insofar as is reasonably possible, accomplish this reduction through normal attrition. Should further reduction be deemed necessary seasonal, part-time, emergency, temporary and probationary employees occupying the affected class will be RIF before full-time regular employees. The order of selection for RIF of regular employees affected by reduction in force shall be in the order of College-wide seniority within the affected job classification. Seniority (length of service) being equal, skill set and performance will be the determining factors.

   A full-time regular employee scheduled to be RIF shall be permitted to remove/replace a less senior employee in a job classification previously held in which he/she has successfully completed probation.

   Reduction in force will be based on each job classification within the operational area affected by the reduction. Factors to be considered in targeting specific operational areas shall include, but not be limited to, the following: inadequate and/or declining enrollment, cost effectiveness of the operation, student retention, student completion data, and community need. When possible, operations or services identified as appropriate for elimination or reduction will be consolidated into other appropriate operations or services and/or consolidated onto fewer campus locations.

   If it is determined that a specific operational area should be maintained and should be reduced in size, Executive Administrators and/or appropriate leadership will make

   (Continued)
recommendations to the Chancellor regarding positions to be subject to the RIE. The Chancellor will make the final determination regarding action affecting reduction in force.

4. Procedures:
   a. The AFSCME Chairperson and/or designee shall be notified by the Chief Human Resources Officer of pending RIF actions and of the specific criteria used for the RIF selection prior to actual RIF notifications affecting regular classified non-exempt employees.
   b. The College shall provide written RIF notice to the employee affected and to the AFSCME Chairperson and/or designee fifteen work days prior to the effective date of the RIF.
   c. Written notification will be made by their immediate supervisor, and upon employee request, in the presence of an AFSCME representative.
   d. This written notification shall include a listing of employee rights, options, and responsibilities with regard to RIF and recall.
   e. Employees who are subject to a RIF are encouraged to apply for other open positions within the College. Upon request from the employee, Human Resources will provide assistance in locating available positions within the College.
   f. Individuals selected for RIF pursuant to this policy may file a grievance in accordance with College policy.
   g. Termination of employment as a result of a RIF pursuant to this policy is not dismissal for cause and will not be reported as such.

5. Recall
   RIF Employees subject to RIF will retain their seniority (length of service) for a period of two years providing they still have the ability to perform the job. Should the College institute a hiring freeze, the period of two years shall be held in abeyance until such time as the hiring freeze is rescinded. When the seniority (length of service) of a RIF employee is terminated pursuant to this Section, the College will notify the employee and the Non-Exempt Employee Unit representative.
   a. Employees subject to RIF from a general funded position shall be eligible for recall to a general funded position in the same job classification laid off prior to the hiring of any person without seniority (length of service).
   b. Rehiring shall be in the order of the RIF within the affected class.
   c. An employee affected by a RIF will remain in the on the recall list for 24 months after the effective date of the RIF. An affected RIF employee recalled for work, who has been notified at her/his last known address by express mail, must notify the Human Resources Office within three work days if he/she will accept or reject the recall. The employee must accept the recall and report for work within five workdays of acceptance. Any employee failing to respond shall be terminated.
   d. An employee affected by a RIF from a general fund position who accepts a recall to a general fund position will have his/her benefits eligibility, seniority, and if applicable, banked step eligibility restored. If rehired to the same general fund job classification, the employee will be placed at the same salary step at time of the RIF.

(Continued)
E. Organizational Realignment/Repurposing – Joint MOU
   o Modified title, (formerly Organizational Realignment)
   o Paragraph one added new sentence, “An employee may accordingly be realigned/repurposed to a position of a like classification.”
      ➢ Added “classification” and “salary, and ability”
      ➢ Added new sentence, “This shall be initiated on a volunteer basis.”
   o Paragraph two added new sentence, “In no way will this serve as a demotion, loss of salary, or placement in a lower classification.”
      ➢ Deleted three (years) replaced with two (years)
      ➢ Added “The Chancellor”

Section IV. Compensation – Joint MOU
C. Shift Differential
   o Added “Community Service Officer”
   o Modified shift schedules and deleted reference to amount paid per shift

<table>
<thead>
<tr>
<th>Old</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2:00 p.m. to 12:00 a.m. - $35 a pay period</td>
<td>a. 6:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>b. 12:00 p.m. to 10:00 p.m. - $35 a pay period</td>
<td>b. 2:00 p.m. - 12:00 a.m.</td>
</tr>
<tr>
<td>c. 4:00 p.m. to 2:00 a.m. - $50 a pay period</td>
<td>c. 11:00 p.m. - 9:00 a.m.</td>
</tr>
</tbody>
</table>

   o Deleted last two sentences” “Community Service Officers: a. 8:00 p.m. to 6:00 a.m. - $50 a pay period.” “DPS personnel are not eligible for the regular employee second or third shift hourly differential in C.1 above.”

Section V. Leaves and Holidays – Joint MOUs
A. Holidays and Recess
   o Updated dates to match 2015 and 2016 calendar
C. Annual Leave
   2. Requesting and Using Annual Leave
      o Clarified compensation process for denial of leave
      o Added “Upon being denied, the supervisor-signed denial shall be submitted by the employee to Payroll for commensurate compensation.”

Section VI. Professional Development – Joint MOUs
C. Non-Exempt Professional Development Enrichment Fund Criteria
   o Clarified amount of money to be divided for educational and travel costs, and precedence for use of funds
   o Paragraph three added “funds will be divided proportionally to equate $50,000.00 educational costs and $50,000.00 for travel for in-state and out-of-state conferences.”
      ➢ Deleted “At such time the fund use in the first six months jeopardizes access to development opportunities in the second six months, the Working Group reserves the right to stop or slow fund use.”
   o Paragraph four added “Based on availability of funds, in-state- travel may take precedence over out-of-state travel for the same conference, should the same conference be offered in-state.”

(Continued)
o Paragraph five added “Any funds left at the end of the fiscal year shall be pooled and made available to either education costs or travel to assure disbursement of Professional Development Funds.”

D. General Rules and Procedures for Application
o Establishes submission date for application
o 4. added “no earlier than July 1.”
o Deleted “at least two months before funds are needed.”

Section VII. Non-Exempt Employee Unit –Joint MOUs
A. Non-Exempt Employee Unit Representative
o Modifications address meetings with Chancellor and Chief Human Resources Officer
o e) Added language: “other occasions if pre-approved by the Chief Human Resources Officer”
o Deleted in f) “other occasions if pre-approved by the Chief Human Resources Officer”
o Added in f) “monthly meetings (or as needed) with the Chancellor to discuss employee issues.”

F. Employer Provisions of Information
o New language added to establish an electronic list of non-exempt employee deduction of dues and employee status update
o Deleted in 1.c. “An indicator of non-exempt employees currently paying AFSCME dues through payroll deduction.”
o Added in 1.c. “The College shall remit (electronically) deductions made on behalf of the membership to AFSCME Staff on a bi-weekly basis with a list of employees for whom deductions were made.”
o 1.d. Added “ List of all terminations, resignations, retirements, leaves of absence, returning from leave of absence and any other separations by the end of each month.
o 1.e. Added “ List of all completed transfers, promotions, demotions, recalls by the end of each month.”

G. Payroll Dues Deductions
o Modification made to review process for cancelation of dues
o Paragraph one deleted “representative” and replaced with “officers”
o Paragraph two deleted “Human Resources and the District Payroll Office.”
o Added “Once reviewed, AFSCME officers will forward the stop payment request to the employee, to Human Resources, and to the District Payroll Office.”

Appendix E: Task Force to Review Employee Evaluations, Section III.A and Appendix D: Non-Exempt Staff Step Progression Plan and Criteria Task Force Charge – Joint MOU
o Modified date to extend task force charge
o 3) Added “Tentatively”
  ➢ Deleted “December, 2014” replaced with “October, 2015”
  ➢ Added “the Task Forces will present.” and deleted “for presentation to”
  ➢ Added “AFSCME Officers who will share with”

(Continued)
Added “The Task Forces will”
Move the word “be” and placed it after the word subsequently
Added “Board of Governors”
Deleted “Meet and Confer Teams for revision, as appropriate, during the 2014/2015 Meet and Confer Process."
Added “review” and deleted “revision, as appropriate, during the 2014/2015 Meet and Confer Process."

Appendix F: Police Matrix System Task Force – Joint MOU

- New Task Force to review policies that impact Police Officers

AFSCME, the Chief of Police, and the Vice Chancellor of Facilities have met and agreed that a Police Matrix System is critical to the Policies and Procedures that directly impact the Police Department. This is to bring clarity and consistency to College Police disciplinary actions.
Personnel Policy Statement for Exempt Staff
Proposed Changes for 2015/2016

Miscellaneous

All policy statements will be re-lettered or renumbered as necessary to incorporate approved changes. Minor wording, editorial, titling, calendar/fiscal year renumbering, and formatting changes will be made.

Section I. General Information – Joint MOU

C. Exempt Staff Basic Responsibility
   o Modified to comply with accreditation
   o Deleted “shall” in two sentences
   o Deleted “so that goals and objectives can be accomplished, shall”
   o Added new paragraph
      “Exempt employees are responsible for contributing to the processes, practices, policies and procedures required in order to maintain the College’s compliance with accrediting agencies. Examples of work that may be required include and are not limited to: establishing and monitoring the progress on unit goals and desired outcomes based on the College Strategic Plan, support of the student learning outcomes process and cycle of continuous improvement, and compliance matters such as Clery Act, Title IX, Veterans’ Services and benefits, financial aid regulations, and other Federal and state regulations.”

Section III. Employment – Joint MOUs

A. Externally Funded Positions
   o Modified to clarify ability to compete for positions
   o Paragraph one deleted “state appropriations”
   o 2. Added “are eligible to compete for any vacant positions and participate in the regular recruitment process” and deleted “may be”
      ➢ Deleted last portion of sentence “but there is no guarantee, protected from layoff through:”
      ➢ Deleted all bullet points

C. Seniority
   o Updated to address unpaid leave and seniority
   o 2. Deleted “discharge” and replaced with “termination”
   o 5. Deleted 24 (months) and replaced with 12 (months)
   o Deleted “Unpaid leave time is not credited toward seniority, except that seniority shall be credited if the leave is for long-term educational purposes or professional development” and replaced with new sentence and bullet points:
      ➢ “Unpaid leave shall not be credited toward seniority, except in the following instances:”
         • approved education leave
         • approved professional development leave
         • leave taken as provide by the Family Medical Leave Act
   o Deleted “within 10 working days” and replaced with “30 Days in advance of the date elimination.”

(Continued)
D. Layoff/ Reduction in Force
   - New Provision was rewritten to replace Layoff (General Funded Employees)

A. Statement of Policy
   This policy reflects the College’s focus on its academic priorities, particularly with regard to quality of instruction, as well as the College’s need for the flexibility to address changes to the College’s staffing needs over time. A Reduction-in-Force may occur as a result of an enrollment decline, financial exigency, program reduction, College reorganization or for other reasons determined by College administration. When circumstances necessitate a Reduction-in-Force, certain employees may be separated from the College through the elimination or reduction of a program, a layoff, and/or consolidation of positions. The administration reserves the right to implement such personnel actions in the best interest of the College. All personnel actions will comply with applicable federal and state laws and the College’s policy on non-discrimination.

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

   An enrollment decline shall mean a pattern of declining enrollment across the College, a Campus, or within a program, i.e., a sustained downward trend over two or more semesters.

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

   Program reduction means a decision to cancel, consolidate, or realign a program or discipline.

C. Criteria for Determining Reductions-in-Force
   Whenever possible, a RIF will be considered only after other means of reducing the number of employees through normal attrition (such as early retirement, voluntary resignation, voluntary transfer, voluntary reduction to part-time status, etc.) have been considered.

   Upon determination that a RIF is necessary, College administration will determine programs or disciplines that should be eliminated, consolidated and/or reduced in size to better suit the goals and priorities of the College. Reductions in Force will be based on each job classification within the department or programs(s) affected by the reduction. Factors to be considered in targeting specific programs or disciplines shall include, but not be limited to, the following: inadequate and/or declining enrollment, cost effectiveness of the program, student retention, student completion data, and community need. When possible, programs, disciplines, or services identified as appropriate for elimination or reduction will be consolidated into other appropriate
programs, disciplines or services and/or consolidated onto fewer campus locations.

If it is determined that a specific program or department should be maintained but should be reduced in size, Executive Administrators and/or appropriate leadership will make recommendations to the Chancellor regarding employees to be subject to the RIF based on an operational plan that assures operational integrity and retention of qualified employees who can satisfactorily perform the work in accordance with the College’s goals. An employee’s skill level, performance, and seniority will be taken into account. In order to accomplish those outcomes, employees who might otherwise be retained may be selected for layoff.

Reductions in force will occur in the following order:
1. Seasonal, part-time, temporary, emergency employees
2. Probationary employees (initial hire probationary period)
3. Generally-funded full-time employees based on performance
4. Generally-funded full-time employees based on seniority.

D. Procedures
1. Written notice of a possible RIF shall be given to affected employees as far in advance as reasonably possible. Notice of selection for a RIF will be provided in person whenever possible and in writing no less than one month prior to the effective date of such RIF. The College may, in its discretion, elect to pay employees in lieu of providing the minimum notice period.

2. Employees who are selected for a RIF shall be provided with a written notice of the selection criteria and the methodology that were used to determine which employees would be subject to the RIF.

3. Employees who are subject to a RIF are encouraged to apply for other open positions within the College. Upon request from the employee, Human Resources will provide assistance in locating available positions within the College.

4. Employees who obtain an alternate position with the College within one year after the date of the RIF shall retain all pre-existing employment rights, including credit for salaries, and sick leave.

5. Individuals selected for RIF pursuant to this policy may file a grievance in accordance with College policy. Refer to Section VI. Grievance Procedure in the Personnel Policy Statement.

6. Termination of employment as a result of a RIF pursuant to this policy is not dismissal for cause and shall not be recorded or reported as such.

7. Any unpaid annual leave, accrued as of the date of layoff, shall be paid to the employee.

(Continued)
E. Retraining – Joint MOU
   o Modified language to clarify retraining criteria
   o Added “Where the employee has transferable knowledge, skills and abilities and
     the College has open positions”
   o Deleted “Prior to layoff implementation,”
   o Added “a reduction in force” and deleted layoff.
   o Deleted sentence “The College shall make recommendations for out-placement
     services for those staff affected by a layoff.”
   o Added “and” and deleted “in areas appropriate to the employee’s knowledge and
     skills, where possible.”
   o Deleted “of staff selected for layoff.”
   o Added “The College shall make recommendations for out-placement services for
     those staff affected by a reduction in force.”

Section V. Leaves and Holidays – Joint MOU
   A. Holidays and Recesses
      o Modified dates to match 2015 and 2016 calendars

Section VI. Professional Development, Educational Enrichment and Paid Educational
Leave Programs – Joint MOUs
   A. Purpose and Funding
      1. Professional Development
         o 1. and 2. added “or his/her designee”
      3. Paid Educational Leave
         o Modified language and clarified intent of leave
         o Second bullet point: Deleted first sentence “Funding of educational leave shall
           not exceed twelve (12) months per fiscal year, in the aggregate.” Replaces
           sentence with “The Paid Educational Leave program shall be funded for 12
           months per fiscal year, not to exceed amounts stated in A.”
         o Added new bullet point: “The intent of the program is to fund the final
           semester or term of a degree or certificate program for an exempt staff
           member. A degree or certificate from an accredited institution must be
           attained at the end of the leave.”
      4. Annual Professional Development Peer Group Training Retreat
         o Deleted “Professional Development” replaced with “Organizational
           Effectiveness and Development”
         o Deleted the word “ACES” and replaced with “Exempt”

   B. Application and Awarding Process
      o Modified amount funded and clarified length of leave
      o Replaced “ACES” with “Exempt”
      o Paragraphs numbered one and two
      o Paragraph one deleted “$3,000” and replaced with “$2,000”
      o Paragraph two added “The Paid Educational Leave program may provide up to
        four (4) months of paid educational leave per employee, per degree, not to exceed
        12 months in total per employee during their employment with the College.”

(Continued)
C. Eligibility
   - Clarified eligibility for leave
   - Paragraphs numbered one and two
   - Paragraph 1. updated title “Professional Development and Educational Enrichment program”
   - Paragraph 2. Added new language and bullets a., b., and c. “Paid Educational Leave Program opportunities apply to all regular classified exempt employees who have completed their initial hire probation period and who:
     a. have been a full time employee for a minimum of five (5) years
     b. have not already received 12 months of paid educational leave; and
     c. have not already received paid educational leave for the degree sought.

D. Administration and Reporting
   - Deleted “ACES” and replaced with “Exempt”
   - Added “or his/her designee” for both bullet number 1. and 2.

Appendix F. Guidelines for Classified Exempt Staff Professional Development Program – Joint MOU

§200.1: Work Group Composition
   ¶1 A. and D.
     - Added “or designee” and title corrected for “Organizational Effectiveness”
   ¶2 B.
     - Added B. and in a. added “Co to read Co-Chair”

§300: Program Funding
¶2
   - Deleted paragraph and bullets A through E
   - Replaced A through D with new language
     A. First time recipients will receive first priority.
     B. Applicants who are prior recipients, and who did not receive funding in the prior fiscal year will receive second priority,
     C. Applicants who received funding in the prior fiscal year will receive third priority.
     D. If, at any one of these funding priority levels, there are not enough monies to award to all applicants within the level, the requests in this level will be reviewed in a randomized manner to be approved by the standing member from the Office of Organizational Effectiveness and Development. Subsequent levels of priority will be randomized within the level of priority.
   ¶3 and ¶4 added and new language
     - ¶3 “The Work Group will award request until funding is depleted for the fiscal year.”
     - ¶4 “This process applies to requests received and reviewed by the Work Group in July. In subsequent months approved requests will be awarded or added to the bottom of the waiting list the order in which they were received.”

§300.1 Award Parameters & Entitlement Restrictions
¶1

(Continued)
○ Modified amount funded from $3,000 to $2,000 per fiscal year
○ Deleted sentence “The maximum award for either category is $2,000.”

§400: Reporting & Accountability
  ○ ¶2, deleted “shall be processed on a Payment Request Form and reimbursement”
  ○ ¶3, deleted “information for” and replaced with “listing of”
  ○ ¶4, add “or designee”

§500: Eligibility
¶1. A
  ○ Deleted “full time” and replaced with “home”

§600: General Rules & Procedures for Application
  ○ ¶4, The number 4 was added to “§600” now reads “§600.14”
  ○ ¶5, The number 5 replaced the number 6

§600.1: Professional Enrichment Funds
  ○ The symbol “¶” was added to numbers 6-8
  ○ Footnote “1” was deleted in the body of the policy. Note: Reference to the footnote was deleted two years ago and the actual foot note is now being deleted.
  ○ ¶9 added: “Approval by the Exempt Professional Development Work Group does not supersede College policies and all travel and purchasing activities, as well as reimbursement activities, shall proceed in compliance with the appropriate College policy and procedure.”

§600.2: Formal Education Expenses
  ○ ¶4. Minor corrections made, “R” replaced with “r”
  ○ ¶5. “§600.2” replaced with “$600.24”
    ➢ A.” Success” replaced with “successful”. Deleted “some substantiating form of receipt” replaced with “proof” (of payment)
    ➢ B. Added “Co to read Co-Chair”

Appendix G: Task Force to Review Sections III.B. & Appendix E – Joint MOU
  ○ Extended task force charge and added new sentence in the introductory paragraph “The charge of the Task Force is expanded to include the review of compensation and how it may be factored into the combined evaluation/step progression process.”
  ○ Added or 2015/2016 and “depending on Chancellor Cabinet recommendations.”
  ○ Task Force Membership, Composition and Meeting schedules modified:
    ➢ 1. Added “appointed” and deleted “will appoint”
    ➢ 2. Added “An Administrator” and deleted “Administration will appoint appropriate administrators to serve including one to”

Appendix H: Guidelines for Classified Exempt Paid Educational Leave Program-Joint MOU
  ○ New Appendix on Educational Leave program
§100: PURPOSE
¶1 The purpose of the Exempt Paid Educational Leave Program is to provide classified exempt employees an opportunity to further their career and employment goals through the completion of a Bachelor’s, Master’s or Doctoral Degree from an accredited institution or a certification recognized by the industry or a professional organization.

§200: ADMINISTRATION
¶1 The Exempt Professional Development Work Group, with the approval of the Chancellor, or his/her designee, shall implement and administer this program.
¶2 In the event that the program herein stated does not address itself to specific procedures, the decisions of the Exempt Professional Development Work Group as approved by the Chancellor, or his/her designee, shall be final and binding.

§200.1: WORK GROUP COMPOSITION
¶1 The Work Group shall be composed of the Exempt Professional Development Work Group.
¶2 The ACES Treasurer and one Member-At Large shall serve as Work Group Co-Chairs. A Work Group Co-Chair shall preside at all meetings.

§300: PROGRAM FUNDING
¶1 Funding for the Exempt Paid Educational Leave Program shall be allocated by Pima Community College to support the paid leaves granted. This funding to support leaves, in the aggregate, will total no more than twelve (12) months per fiscal year.
¶2 Funding will be allocated to the department of the employee granted the professional development leave. The amount will be equal to the cost of a replacement for that employee during the leave time.

§400: WORK GROUP DUTIES
¶1 The duties of the Work Group shall be to:
A. Determine and establish appropriate procedures and guidelines regarding the governance, operation and accountability of the Work Group and Recipients;
B. Prepare and distribute application forms;
C. Screen and select applicants; and
D. Make a recommendation to Human Resources.

§500: ELIGIBILITY
¶1 Paid educational leave may be granted to a classified exempt employee who:
A. Has been a regular, full-time employee for Pima Community College for five (5) consecutive years;
B. Can provide evidence that the stated degree program can be completed at an accredited institution during the time of the leave which in any case will not exceed four (4) months; and
C. Can demonstrate the relationship of the degree being sought to his/her current employment or to another career goal.
¶2 For the applicant who is attending school in a nontraditional program, it must be demonstrated that, in addition to A and C above, his/her educational program will

(Continued)
require time that would constitute the equivalency of a full-time student as determined by the Work Group. Time granted would be for the period that this program requires for completion, and will not exceed four (4) months.

§600: GENERAL GUIDELINES & PROCEDURES FOR APPLICATION
¶1 An eligible exempt employee may be granted up to four (4) months of paid leave at one time. Subsequent leaves may be granted to complete other degrees but the total time granted an eligible exempt employee may not exceed twelve (12) months.

¶2 Each applicant will be required to submit a fully completed and signed Classified Exempt Staff Request for Paid Educational Leave form which:
A. Is signed by the applicant’s supervisor and Campus President or appropriate District Administrator.
B. Has attached a copy of the degree program advisement sheet completed by a university/institution advisor which shows the course work completed and the course work remaining to obtain the degree.

§600.1: SELECTION CRITERIA
¶1 The criteria for selection will include, but not be limited to:
A. Eligibility as outlined in §500 and the satisfaction of the Work Group based on a review of the information required in §600;
B. The date of receipt of the initial completed application form;
C. The availability of paid educational leave time; and
D. The applicant’s past academic performance.

¶2 In the event that two (2) or more applicants are deemed by the Work Group to be equal in qualifications but the time or funding provided by the College for the program is inadequate, the final determination may be based upon personal interviews. The Work Group’s recommendation shall be final and binding.

§600.2: COMPENSATION AND RETURN TO WORK REQUIREMENTS
¶1 Employees granted a paid educational leave will continue to receive compensation and all current benefits including:
A. Full pay in accordance with the normal pay periods and procedures;
B. Medical, dental and other benefits;
C. Normal progression on the salary scale;
D. Continued vacation and sick leave accrual; and
E. Continued accumulation of employment time for purposes of state retirement and College recognition.

¶2 The following provisions shall govern upon an Exempt employee’s return to work from a Paid Educational Leave:
A. For placement upon return to work, in order, the employee will be assigned to:
   1) His/her previous position if that position has not been eliminated;
   2) A position of equal grade and step with similar job requirements; or
   3) To a position agreed upon prior to the beginning of the leave.

(Continued)
The determination of any change in position shall be the responsibility of the appropriate College Administrator working with the Human Resources department and in consultation with the employee prior to the Educational Leave, or as soon as a determination has been made.

B. Upon returning from leave the employee will, within sixty (60) days, submit evidence that the degree sought has been awarded to the employee’s supervisor and Human Resources.

C. The employee shall return and work for the College an equal amount of time for which they were granted leave. This, however, shall not prevent the employee from applying from applying for other employment opportunities within the College.

§600.3: RECIPIENT NOTIFICATION REQUIREMENTS

¶1 Within thirty (30) days of the semester/term start date the employee must provide to the designated Human Resources Officer written notification and verification of enrollment. Failure to comply with this provision will result in the suspension of the employee’s salary.

¶2 If a recipient is unable to complete the stated degree program because of an accident or illness, the employee will be removed from Paid Educational Leave. Human Resources will work with the employee to identify forms of eligible leave so that the employee will continue to receive benefits as appropriate.

¶3 Failure on the part of a recipient to complete his/her degree, make the agreed upon progress during the granted leave or to return to work at the College for the required period after the granted and exercised leave will result in the following action:

A. Human Resources will conduct an investigation, and, based upon the findings, determine the appropriate action to be taken which may include:
   1) Requirement to pay the College the cost of the salary and benefits given the employee during the leave period and suspension of the employee;
   2) Requirement to utilize an alternate form of leave during the leave period;
   3) Other disciplinary actions as indicated in the Personnel Policy Statement.

B. Human Resources will notify the Exempt Professional Development Work Group of successful and unsuccessful completions of Paid Educational Leave.
Miscellaneous

All policy statements will be re-lettered or renumbered as necessary to incorporate approved changes. Minor wording, editorial, titling, calendar/fiscal year renumbering, and formatting changes will be made.

Article I. General Information – Joint MOUs

B. Policy Statement

- New language added and deletions made to update and clarify the policy
- Sixth paragraph deleted portion of paragraph and replaced with the following: “If any provision of this policy statement is in conflict with any accrediting agency, state or federal law, executive order or guideline, or any provisions or regulations pertaining thereto, the provisions of such orders, laws, federal regulations, and rules shall prevail. All other provisions or applications of this policy statement shall remain in full force and effect. When such conflict occurs, the College will notify the faculty representative group and, whenever possible, collaborate with the group to investigate solutions.”
- Deleted last paragraph in section

C. Definition and Coverage

- New language added and deletions made to update and clarify the policy
- First paragraph deleted “part-time and one semester” and “appointments.” Added “Adjunct Faculty responsibilities are outlined in the Adjunct Faculty Handbook.”
- Second paragraph replaced the word “Administrative” with “Provisional (Faculty)”
  - Added “The salary for Provisional Faculty is based on step one and educational attainment”
  - Deleted “or credit for years of experience as stated under the Faculty Compensation Plan”

D. Policy Implementation

- New language added and deletions made to update and clarify the policy
- Deleted “Regulations, unit guidelines, standard practices guides, and.” Added “Administrative”
- Deleted “available toPCCEA” and replaced with “publicly available”
- Added “and/or designee”

E. Code of Ethics of the Education Profession

Principle I- Commitment to the Student

- New language added, renumbered and deletions made to update and clarify the policy
- Added 2. new language “Shall endeavor to ensure student learning, success, and retention;”
- Renumbered existing numbers 2 through 9

(Continued)
Number 7: deleted and reorganized to comply with current guidelines

- Deleted “creed, color, ethnicity, age, 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”
- Replaced with: age, disability, veterans status, gender identity and any other legally protected category

Article II. Conditions of Work – Joint MOUs

A. General Responsibilities

- New language added to address syllabi requirements
- 2. Replaced “Academic Dean” with “their supervising administrator(s)
- Added “all syllabi for the faculty member’s courses”
- Deleted “in writing the course requirements, attendance requirements, and grading criteria”
- Added “courses”
- Deleted “If that date is delayed, the course information must be received by the end of the add period.”
- Added “Syllabi must contain all contents as required by the College.”

B. Workload, Workload Calculations and Accountability

4. Academic Year Instructional Faculty Workload

- Language added to clarify the process in two separate MOU's; MOU J8 addresses changes to a. and J4 addresses changes to g.
- a. Added “and shall occur during 169 days of accountability. Faculty on Flex schedules have additional options for scheduling load and days of accountability (Unit Guideline on Flex Year Contracts for Instructional Faculty).”
- g. Added “The faculty member’s Supervising Administrator may allow a Faculty member to exceed this maximum for the benefit of the program and/or students.”

8. Non-standard Instructional Faculty Workload and Accountability

- New section included in MOU J16
  a. In service to students and in support of the College’s mission, Supervising Administrators and faculty may develop a non-standard Instructional Faculty contract. Non-standard Instructional Faculty contracts are workload agreements that a) are less than 169 days of accountability or b) exceed 169 days of accountability yet fall short of a 221-day contract commitment. Non-standard Instructional Faculty contracts are approved on a yearly basis; receiving such a contract does not imply approval for future years. Payment is based on the faculty member’s average daily rate. Any load taught in addition to the agreed upon contract(s) will be compensated at the overload rate (Article V F).
  b. In devising non-standard Faculty contracts, both days of accountability and teaching load must be adjusted so that the level of commitment and load hours remain in same proportion as the workload expected of faculty in 169-day contracts.

(Continued)
c. The proportionality between days of accountability and required load for a non-standard contract will be 5.633 days of accountability per load hour. The load number should be rounded to the nearest tenth. The rounded load number represents the total faculty teaching workload required for the contract period.

d. As with 221-day contracts, faculty receiving non-standard contracts are automatically placed on a flex-year contract (See Unit Guideline Flex Year Contracts for Instructional Faculty).

e. Faculty members with non-standard Instructional Faculty contracts have the same job related obligations as Academic Year and 12-month Instructional Faculty.

f. Office hours are also proportional to the decrease/increase in teaching load and days of accountability.

g. Sick leave hour accrual is proportionate to the number of accountable days of annual employment (See Article VI. A. Sick Leave).

C. Overload Contracts (Teaching Assignments)

- 2. Added last sentence “Faculty members choose whether or not they will teach voluntary overloads.”
- 3. Added the word (Faculty) “members”

Article III. Faculty Employment – Joint MOUs

D. Seniority

- 2. Add “Provisional,” to replace “Administrative Appointments”
- Deleted “Administrative Appointment up to a maximum of two years.”

E. New Contract and Term of Employment

- Clarifies that contractual obligation include both days of accountability and teaching load. Changes were included in MOU J8.
- Last paragraph added “Occasionally” and deleted ”who have been"
- In third sentence added “In this situation, the Faculty member” also added “and shall have proportionately reduced required teaching load (see Article II.B. for workload requirements).”

Article IV. Professional Status – Joint MOUs

A. Academic Freedom

- Process for the selection of textbooks and classroom materials clarified
- 4. Added “Selection of” and “made collaboratively among the Faculty members within a department and must be compliant with local, state and federal laws and College policies (e.g., copyright laws or policy and accessibility laws).”
- Deleted “selected by the department Faculty.”

D. Campus Faculty Enrichment Funds

- Clarifies use of funds for Provisional Faculty
- Deleted second paragraph
- Fourth paragraph added “and for Provisional Faculty, who do not receive Professional Enrichment Funds.”

(Continued)
Article V. Compensation – Joint MOUs

H. Substitute Pay

- Modified to address inconsistencies in substitute pay
- First paragraph added “in a class for which (s)he is qualified. If the only responsibility is proctoring, and Faculty member may substitute for the absent Faculty member.”
- Added “substitution” and “full-time Faculty member who is substituting”
- Second paragraph, deleted “Instructional Faculty members who miss” and replaced with “teaching”
- Deleted “setting other than an open center” replaced with “traditional face-to-face modality”
- Added “multiplied by”
- Third paragraph added “Substitute pay for teaching each day of an online class shall be computed based on the load of the class, including any adjustments (e.g., large enrollment), multiplied by the established Overload Rate (Article V.F) and divided by the number of days the class is scheduled to run (i.e., non-holiday weekdays).
- Fourth paragraph added “A combination of the above two procedures will be used to compute substitute pay in Hybrid classes in proportion with how the course is scheduled and worked performed by the substitute.”
- Fifth paragraph deleted “Instructional Faculty members who miss a class (e.g., Alternative Math Center at the Downtown Campus)
  ➢ Added “teaching” to replace deleted portion above
- Added last paragraph
  ➢ “Additional substitute pay may be approved by the Supervising Administrator responsible for the class, in conjunction with the Department Chair, to account for a substitute having to make up unfinished work not completed by the instructor of record; examples include grading past-due assignments and replying to emails or discussion posts older than 24 hours.”

I. Pay Dates

- Modified to match pay schedules and days of accountability
- First paragraph added “Instructional (Faculty)” and “during the academic year”
  ➢ Modified “26” days to “21” days
  ➢ Deleted “commencing with the first pay date of the contract year; or a deferred salary” and replaced with “dependent on the number of pay periods in the contract term. Pay periods will begin on the first pay date after instructional accountability begins and end after the last day of accountability.”
- Second paragraph added “Alternatively, Instructional Faculty may elect to be paid year-round by selecting the deferred salary option that results in”
  ➢ Deleted “commencing with the first pay date of the contract year” and replaced with “that begin on the first pay date after instructional accountability begins and end prior to the start of the next academic year. An initial election of deferred pay or any change in pay selection must be completed by August 1.”

(Continued)
Article VI. Leaves – Joint MOUs

C. Unpaid Leave

- Section modified to address Non-Standard Instructional Faculty contracts. Changes are included in MOU J16.
- First paragraph added “In some circumstances, unpaid leaves of less than one contract year may be handled through a Non-standard Instructional Faculty contract (See Article II.B.8).”

D. Holidays and Recesses

- Updated to reference College and Academic Year Calendars.
- Added “The specific dates for all holidays and recesses are set on a yearly basis by the College and Academic Year Calendars, which are available on the colleges’ website.”

Article VII. Faculty Professional Development Program – PCCEA Proposal

Changes to this article and Appendix L are included in Proposals E2 and B4

A. Faculty Professional Development Program-General

- 2. Added bullet points

B. Sabbatical Program

- Modified to address supplemental work while on sabbatical
  - Introductory paragraph, added “but,” and “due” to combine first and second sentences.
  - Deleted “is” replaced with “was” in last sentence

- Added last paragraph “Faculty members on sabbatical are paid their regular salary for completion of their professional development leave goals and objectives. If any supplemental work is planned during sabbatical, it will be described in the sabbatical proposal and evaluated to ascertain that it will not interfere with completion of the sabbatical. Any compensated supplemental work performed by the faculty member for the College will be compensated using the established rates for work done beyond contractual obligations.”

3. Submission and Evaluation of Sabbatical Proposals

- All reference to form titles modified
- Second paragraph deleted
  - First Sentence deleted “Documentation” and added “Cover”
  - Second sentence deleted “Documentation and added “Cover”
  - “Academic (Dean)” replaced with “Supervising (Dean).” Deleted “and the Campus President”
  - Added “and that any supplemental work will not negatively impact Faculty member’s ability to complete the proposed activities.”

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

- Fourth paragraph
  - Deleted “Documentation” added “Cover”
  - Deleted “the Organizational and Professional Development Office of Human Resources, and is attached to this policy statement”

- Fifth paragraph
  - Deleted “Cover”
  - Deleted “Academic Dean” and replaced with “Supervising Administrator”, sentence one and two

- Sixth paragraph added “If the Faculty member is planning to perform supplemental paid work for the College while on sabbatical, the proposal must include documentation showing that this additional work will not negatively impact the completion of the sabbatical. The Committee requests that as much of the proposal as possible be submitted in electronic format.”

- Ninth paragraph added “For reference, Faculty members applying for sabbatical can find a copy of the rubric in Appendix L.” Deleted “attached to this policy statement”

4. Priority to and during Sabbaticals

- Second paragraph
  - Added in sentence one and two, “and/or the intent to perform additional work for the College”

- Deleted “ Campus President” and replaced with “supervising Vice President”
- Added third paragraph “For 2015-16, faculty members with approved sabbatical plans who wish to perform additional work for the College should submit a modification form stating the nature of the work documenting that the proposed supplemental work will not negatively impact the faculty member's ability to complete the components of the sabbatical proposal.”

5. Completion of Sabbatical Report

- First paragraph added “The Committee asks that reports be submitted in electronic format to facilitate archival and completed reports.”

- Deleted “in the College library” and replaced with “on the College Intranet”

- Second paragraph added “Reports” and deleted “Cover”
  - Deleted “or the Organizational and Professional Development Office, is available on”

Article VII. Faculty Professional Development Program – Management Proposal
Changes to this article and Appendix L are included in Proposal E2 and B4

A. Faculty Professional Development Program-General

- 2. Added bullet points

B. Sabbatical Program

- Modified to address supplemental work while on sabbatical
  - Introductory paragraph, added “but,” and “due” to combine first and second sentences.
  - Deleted “is” replaced with “was” in last sentence

3. Submission and Evaluation of Sabbatical Proposals

(Continued)
All reference to form titles modified

Second paragraph deleted

- First sentence deleted “Documentation” and added “Cover”
- Second sentence deleted “Documentation and added “Cover”
- “Academic (Dean)” replaced with “Supervising (Dean).” Deleted “and the Campus President”

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

Fourth paragraph

- Deleted “Documentation” added “Cover”
- Deleted “the Organizational and Professional Development Office of Human Resources, and is attached to this policy statement”

Fifth paragraph

- Deleted “Cover”
- Deleted “Academic Dean” and replaced with “Supervising Administrator”, sentence one and two

Ninth paragraph added “For reference, Faculty members applying for sabbatical can find a copy of the rubric in Appendix L.” Deleted “attached to this policy statement”

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- Deleted “ Campus President” and replaced with “supervising Vice President”

5. Completion of Sabbatical Report

- First paragraph added “The Committee asks that reports be submitted in electronic format to facilitate archival and completed reports.”
- Deleted “in the College library” and replaced with “on the College Intranet”
- Second paragraph added “Reports” and deleted “Cover”
  - Deleted “or the Organizational and Professional Development Office, is available on”

Article X. Miscellaneous Conditions of Employment – PCCEA Proposal

E. Retirement

- Provides retirement program options
- 1. Deleted “temporary” and “current rates of pay”
  - Added “ an appropriate rate of pay commensurate with the assignment”
- 2. Deleted “Retired Faculty members may be employed by the College at the pro-rated pay of his/her last year of employment but must carry proportionate general responsibilities as defined in Article II.A, in order to be eligible for pro-rated pay.”
  Replaced with “The College may offer retirement programs, options for early declaration of retirement, and/or active retirement plans. Faculty are advised to contact the Employee Services Center when they are considering whether or not to retire.”

(Continued)
Article XI. Retrenchment and Reduction in Force – Joint MOU

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

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

In any circumstance addressed by this policy, affected and potentially affected Faculty will be given as much notice as possible that the provisions of this policy may be invoked. Whenever possible, notice will be given at the start of the Fall semester so that potentially affected Faculty are able to apply for other employment.

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

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

An enrollment decline shall mean a pattern of declining enrollment across the College, a Campus, or within a program; i.e., a significant and sustained downward trend over time.

A financial exigency exists when substantial or recurring diminishing financial resources threaten the ability of the College to meet its present financial obligations. The Chancellor is responsible for determining when a financial exigency exists that is sufficient to invoke retrenchment policies for all employees.

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

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

1. Faculty members working in the program shall be informed that the program has been identified for potential reduction or elimination as soon as possible and shall be involved in discussions regarding the potential reduction or as part of the decision-making process.

2. When a program is identified for potential reduction or elimination, any decision regarding that program shall be based on the review of data regarding, among other things, enrollment trends, community needs and the financial viability of programs.

3. If Faculty positions within a program are to be eliminated, the RIF procedures set forth in sections E and F below shall apply.

D. College-wide Enrollment Decline or Financial Exigency
   Once the Chancellor determines the College faces a College-wide enrollment decline or a financial exigency that may result in retrenchment or RIF, the guidelines below shall be followed. Under extraordinary circumstances, when advanced planning is not possible, these guidelines may be modified.

1. The Chancellor or designee shall form an action team including Faculty members, administrators and other appropriate employees. The Faculty members on the action team shall be selected by the Faculty. The Chancellor will establish an appropriate timeline for action based on the circumstances and, whenever possible, to be completed in the Fall to take into account Faculty hiring cycles. The Chancellor will set financial and other goals for the action team. The purpose of the action team is as follows:
   
   a. Gather, evaluate and formulate recommendations for addressing the declining enrollment and/or financial exigency, taking into account the potential impact on Faculty employment and the College's on-going ability to meet student needs.
   b. Recommend a series of data-informed alternatives to reduce the number of full-time Faculty and/or Faculty related expenses of the College.

2. If, after considering the alternatives, the action team and/or the Chancellor determine that a RIF is necessary, the RIF procedures set forth below shall apply.

(Continued)
E. Criteria for Determining Reductions-in-Force

When a program reduction, enrollment decline or financial exigency leads to the necessity of a RIF, these guidelines shall apply.

Whenever possible, a RIF will be considered only after other means of reducing the number of Faculty (such as voluntary resignation, voluntary transfer, voluntary reduction to part-time status, etc.) have been considered.

Upon determination that a faculty RIF is necessary due to College-wide enrollment decline and/or financial exigency, College administration, in consultation with the action team, will determine programs or disciplines that should be eliminated, consolidated and/or reduced in size to better suit the goals and priorities of the College, its students and the community. Factors to be considered in identifying specific programs or disciplines subject to the RIF shall include, but not be limited to, the following: inadequate and/or declining enrollment, cost effectiveness of the program, student retention, student completion data, and community need. When possible, programs, disciplines or services identified as appropriate for elimination or reduction will be consolidated into other appropriate programs, disciplines or services and/or consolidated onto fewer campus locations. The procedure set forth above for Program Reduction shall be used to determine what specific programs should be subject to the RIF.

If it is determined that a specific program or department should be maintained but should be reduced in size, Campus Presidents, in consultation with appropriate Faculty and members of the campus community and/or administrators from other campuses as appropriate, will make recommendations to the Chancellor regarding Faculty members to be subject to the RIF based on criteria developed to address the specific circumstances that exist at the time. Identification of sub-specialties and other discipline-specific information that may be relevant to identifying positions to be eliminated will occur in consultation with appropriate Faculty.

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

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

(Continued)
F. Procedures

1. Written notice of a possible RIF shall be given to potentially affected Faculty members as far in advance as reasonably possible, typically at least one semester in advance of the anticipated RIF date.

Notice of selection for a RIF will be provided in person whenever possible and in writing no less than one month prior to the effective date of such RIF. In most circumstances, Faculty will be given at least one semester of notice that they have been selected for a RIF, and, whenever possible, at the beginning of the Fall semester. The College may, in its discretion, elect to pay Faculty members in lieu of providing the minimum notice period.

2. Faculty members who are selected for a RIF shall be provided with a written notice of the specific selection criteria that were used to determine which Faculty members would be subject to the RIF.

3. Faculty members who are subject to a RIF are encouraged to apply for other open positions within the College. Human Resources will provide assistance in locating available positions within the College and/or assistance in locating alternate employment. Job placement services or assistance may be made available to Faculty members subject to a RIF. Any assistance available to the affected Faculty members will be identified in the RIF notification, if not before.

4. Faculty members who are subject to a RIF shall have the right to be considered for internal transfer positions via the process set forth in Article VIII during the next recruitment cycle even though they may not be current College Faculty.

5. Faculty members who obtain an alternate Faculty position with the College within one year after the date of the RIF shall retain all pre-existing employment rights, including credit for sabbaticals, salaries and sick leave.

6. Individuals selected for RIF may file a grievance in accordance with College policy if the employee believes that the provisions of this policy have not been followed.

7. Termination of employment as a result of a RIF pursuant to this Article is not dismissal for cause and shall not be recorded or reported as such.

Appendix A: II Guidelines for Salary Adjustments for Faculty with an Initial, Full-Time, Regular Contract Prior to Fiscal Year 2014/15. – Management Proposal

B. Vertical Movement

- Added introductory paragraph to clarify non-funding of step progression plan. “For the 2015-16 fiscal year, and until further notice, the step progression system described below is suspended and will be replaced by the new system once one is developed. Step progression plans from the 14-15 fiscal year will not be funded for the 2015-2016 school year and will not be banked (or held in abeyance) for possible funding at a future time.”
Appendix B: Unit Guideline Flex Year Contracts for Instructional Faculty – Joint MOU

Eligibility

- Modified to address non-traditional schedules and accountability
- Fourth paragraph deleted “conclusion” replaced with “March deadline”
- Deleted “second” (contract year) replaced with “first” (contract year)
- Last sentence added “during his/her first contract year of regular employment”

Appendix H: Faculty Duties and Responsibilities – Joint MOU

General Duties

- In fifth bullet, added “and provides required documentation”
- Last bullet added “Performs other job-related duties and responsibilities as assigned.”

Appendix J: Faculty Success Program – Joint MOU

2. Components of Faculty Evaluation Program

   a. Annual Collegial Conference
      - iv. added “discuss progress on SLO/assessment activities”
      - v. added “and other”

Appendix L. Sabbatical Proposal and Report Cover Forms – PCCEA Proposal

Changes to this appendix were included in Article VII. Faculty Professional Development Program, PCCEA Proposal. Management’s Proposal removes references to additional or supplemental work.

- Introductory paragraph deleted “Working Group” and replaced with “and Sabbatical Standing Committee”
- Steps for completing a Sabbatical Proposal
- 1,3,7 and 8 modified
- 1. Deleted “Documentation” (Form)
- 3. Added “If you are planning to perform supplemental paid work for the College while on sabbatical, include documentation showing that this additional work will not negatively impact your ability to complete the sabbatical.”
  - Deleted “Cover” and replaced with “Sabbatical Proposal Cover (form)”
  - Deleted “Campus President” and replaced with “supervising Vice President” in this section
  - Added “Please submit as much of the proposal as possible in electronic format. The supervising Vice President, in consultation with the appropriate campus administrators, reviews the proposal to ascertain that if approved, it will not seriously hamper the operation of the subject/service area involved and that any proposed additional work will not negatively impact the completion of the sabbatical goals.”
  - Changed “Organizational and Professional Development” to “Organizational Effectiveness and Development”
  - Deleted “(mail code DO-1180)”
  - 9. Renumbered 8. and deleted “in the College library” replaced with “on the College Intranet”

Steps for completing a Sabbatical Report:

- 1. Deleted “Cover” and replaced with “Documentation” (Form)
2. Deleted
3. Added “electronic”
   - Deleted “Campus President” replaced with “supervising Vice President”
   - Deleted “Working Group” replaced with “and Sabbatical Standing Committee”

Sabbatical Proposal Cover Form: Deleted “Documentation” (Sabbatical Proposal Cover Form)
   - Added line “Semester/year of last sabbatical”
   - Added “If awarded this sabbatical, I plan to perform supplemental paid work (e.g., teaching an overload, being Department Chair, etc.) for the College while on sabbatical. Yes__No__ If yes, please include in your proposal documentation showing that this additional work will not negatively affect your ability to complete the sabbatical”
   - Added bullet points and in second bullet added (FPDSSC)
   - In third bullet point deleted “Faculty Professional Development and Sabbatical Standing Committee” replaced with FPDSSC
   - In signature line deleted “Campus President”

Sabbatical Documentation Cover Form:
   - Added “Report” and deleted “Cover” (Sabbatical Report Documentation Form)

Sabbatical Documentation Cover Form (Sample Form):
   - Added “Report” and deleted “Cover (Sabbatical Report Documentation Form)
   - Added bullet points. In first bullet deleted “FPDC” replaced with “FPDSSC”

Sabbatical Report Cover Form:
   - Deleted “Working Group” and replaced with “and Sabbatical Standing Committee”

Appendix N: Step Progression Plan – Management Proposal
   - Added “For the 2015-16 fiscal year, and until further notice, the step progression system is suspended and will be replaced by a new system once one is developed.”

Step Criteria Matrix
   - Column renumbered and reordered

Appendix P: Task Forced to Review Full-Time, Regular Faculty Hiring – Joint MOU
   - Task Force and pilot program extended
   - Background:
     - Added “During the 2015/16 Meet and Confer session, PCCEA and the Management Team agreed to continue the Task Force to complete the following: 1) implementation of final phases of the pilot, 2) surveys of completed aspects, and 3) identify appropriate policy and administrative procedure revisions in preparation for enacting them.”
   - Charge:

(Continued)
Added “Items 1-3 (below) are from the 2014/2015 Task Force charge and were completed.”

4. Added “Where appropriate, survey broadly to capture feedback from both employees and applicants involved in the recruitment process (items 1-3 above). Revise pilot processes based on survey responses.”

Last bullet renumbered 5 and “2015” replaced with “2016”

Task Force Membership, Composition and Meeting Schedule:

1. Added “in 2014/2015” and Those members will be asked to continue their service in the upcoming year. If they can not serve, PCCEA will appoint replacements.”

2. Changed: “will elect” to “elected” and “will determine” to “determined”

3. Change “will appoint” to “appointed”

4. Added “2014/2015” and “Those members will be asked to continue their service in the upcoming year and those who cannot serve will be replaced by the administrators named above.”


Appendix Q: Task Force to Review Horizontal Movement on the Faculty Salary Schedule – Joint MOU

Modified to address changes in charge and extension of task force

Background

- Replaced “2013/2014” with “2014/2015”

Charge

- 4. Added “Where possible, organize recommendations as a range of options and estimate potential budgetary ramifications, so that costs for each option can be assessed and options can be implemented in different years”

- Added the number 5 and replaced “2015” with “2016”

- Replaced “2014/2015” with “2016/2017”

Task Force Membership, Composition, and Meeting Schedule

- 2. Deleted ”management” replaced with “The Chief Human Resources Officer or designee”


- “January 2015” replaced with “2016”

Appendix R: Task Force to Create a Faculty Evaluation

This proposal is pending the outcome of a meeting with the Chancellor and members of PCCEA.

MOU J14 – Joint MOU

- Addresses the deletion of “Administrative Appointment” and replacement with “Provisional Faculty” throughout the Faculty Personnel Policy Statement
**Meeting Date:** 5/13/15  
**Item Number:** 4

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4.1 Reports by Representatives to the Board

4.2 Chancellor’s Report

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**Approval**

Chancellor ________________________________  
Lee D. Lambert, J.D.