

**Agenda Item Details**

Meeting	Mar 11, 2020 - Regular Governing Board Meeting
Category	5. ACTION ITEMS (40 min.)
Subject	5.1 Contract: Segal Waters Consulting for Classification and Compensation Study
Type	Action
Fiscal Impact	Yes
Dollar Amount	270,000.00
Budgeted	Yes
Budget Source	Human Resources Operating Budget
Recommended Action	The Chancellor recommends the Governing Board authorize the Chancellor or designee to execute an agreement with Segal Waters Consulting to conduct an employee classification and compensation study and to provide recommendations based on the study results. Total costs for the agreement are not expected to exceed \$351,000.
Goals	

Contact Person:

Jeffrey Lanuez
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for Human Resources, Acting
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Contact Person:

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Finance and Administration
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Contributing Authors:

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Justification:

In 2017, College Administration and the Governing Board began a conversation related to the needs for a comprehensive classification and compensation study ("study"), as some position types were falling out of alignment with market value. Due to competing priorities and limited fiscal resources, the implementation of the study was delayed.

The last College-wide review began in November 1999, with the approval of a contract with Fox Lawson and Associates of Phoenix to design a classification system and conduct a compensation study. The recommended outcomes of the study were approved by the Board for implementation in June 2001, and the College implemented a classification system based on the Decision Band Method.

Vendor Selection:

On July 19, 2019, the College issued a Request for Proposals ([RFP 20/10012](#)) seeking qualified firms for consulting services to conduct a College-wide Employee Classification and Compensation Study. The RFP sought the following activities:

- Classification Study

- Gather position information by conducting individual or group interviews or Position Description Questionnaires
- Utilize information gathered to review and revise or establish job functions, job families, and job family ladders
- Create job descriptions for the College positions
- Compensation Study
 - Gather market data for each job family level
 - Prepare a new salary structure based on best practices
 - Determine which current employees are under proposed salary
 - Develop an implementation/transition plan for installing the proposed classification and compensation system
 - Propose a detailed timeline for communicating to College employees of ongoing developments in the review process
 - Produce a draft and a final study report of findings, recommendations, and supporting compensation-related data

Questions on the RFP were due [August 15, 2019](#), and final answers were posted for vendor review to the College's website on August 22, 2019. Proposals were due to the College on September 5, 2019, and were presented to the Proposal Committee ("Committee") for their individual review on September 6, 2019. The Committee review meeting to discuss the individual evaluations was held September 23, 2019, and finalists were invited to present to the Committee on December 11, 2019. After presentations, the Committee put forward a recommended award to Segal Waters Consulting ("Segal").

On January 31, 2020, the Best and Final request was sent to the successful proposer; it was received back to the College on February 5, 2020. The final Best and Final agreement was reviewed and accepted by both parties on February 7, 2020.

As the successful proposer, Segal will conduct the classification and compensation study utilizing the following project management approach:

- Phase 1: Discovery & Project Initiation
 - Conduct Initial Meetings
 - Conduct Stakeholder Interviews
 - Develop Communications Change Management Strategy and Plan
- Phase 2: Staff Job Structure Redesign
 - Develop Position Description Questionnaire
 - Create Job Families
 - Create Role Level Guides and Develop Standardized Titles
 - Draft Job Descriptions
- Phase 3: Compensation Market Assessment and Salary Structure Development (Staff and Faculty)
 - Identify Benchmark Jobs to Price
 - Determine Comparison Markets
 - Conduct Market Assessment
 - Perform Variance Analysis
 - Salary Structure Review and Redesign
- Phase 4: Implementation Strategy
 - Determine Employee and Cost Implications Analysis
 - Recommend Pay Administration Guidelines
 - Assist with Implementation (Optional)

Segal is based in Phoenix and will have a local presence during the study.

Financial Considerations:

Total costs for the agreement are not expected to exceed \$351,000 and are described in the table below. The College expects to utilize all the fixed fee services and recommends preserving the ability to add optional services that would enhance the study and facilitate implementation of the recommendations, up to \$81,000.

Project Management	Cost
Phase 1	\$25,000
Phase 2	\$36,000
Phase 3	\$81,000
Phase 4	\$160,000

Best and Final Fixed Fee Discount	-\$26,000
Fixed Fee with Discount	\$270,000
Optional additional services	\$81,000
Total with additional optional services	\$351,000

Funds for this study have been allocated to the Human Resources Operating Budget. The College will work with the Human Resources Advisory Committee to set expectations for implementation of the results of the study, and the budget will also need to be aligned with any implementation activities.

[Segal Classification and Compensation Study Agreement 2020.pdf \(12,289 KB\)](#)

[Class-Comp presentation 1 03-11-2020.pdf \(362 KB\)](#)

Motion & Voting

The Chancellor recommends the Governing Board authorize the Chancellor or designee to execute an agreement with Segal Waters Consulting to conduct an employee classification and compensation study and to provide recommendations based on the study results. Total costs for the agreement are not expected to exceed \$351,000.

Motion by Meredith Hay, second by Maria D Garcia.

Final Resolution: Motion Carries

Yea: Mark Hanna, Meredith Hay, Demion Clinco, Luis L Gonzales, Maria D Garcia

Human Resources is excited to announce the beginning of a College-wide Classification and Compensation Study!

Pima Community College has embarked on a comprehensive classification and compensation study. Human Resources recognizes that this is a major endeavor for everyone involved, but we believe it is vitally important to our job structure and salary administration. This Study will help us improve our practices of defining job tasks and responsibilities and updating our compensation program. Our goal is to implement a compensation program that is externally competitive, internally equitable, regularly updated, easily understood, and financially responsible to attract and retain a diverse and highly qualified workforce.

The study includes three primary components:

- **Classification Study** - This involves conducting job analysis and evaluating current job classifications, and creating job descriptions. Job analysis examines the position, and not the talents and qualifications, of the person in the position.
- **Compensation Study** - This involves a comprehensive market salary survey of targeted public and private sector organizations. The study examines pay equity issues, identifies corrective solutions as needed, and provides recommendations for strategies to avoid problems with pay equity in the future.
- **Pay Administration Review** - This involves a review of the College's current compensation rules and guidelines, with recommendations for changes to ensure that compensation remains competitive in future years.

Consulting Firm

The College selected [Segal](#), a Human Resources consulting firm that is nationally recognized in Higher Education, to assist us with this project and provide expert advice and guidance. They will be working with us to reassess and update our entire compensation program in order to ensure compensation is competitive and our tools, resources, and processes are in alignment with a new program.

The Human Resources Project Team, with assistance from Segal, will develop the appropriate comparison markets and peer groups, targeted market pay position, a process and tools for updating job descriptions, a job structure with job level guides for staff positions, determine market competitiveness of salaries; and determine if any necessary changes are needed to salary structures, policies, and practices and develop an implementation strategy. This initiative started with initial project-planning meetings in June and is expected to run through Mid 2022.

Committees

The compensation study will include all regular staff and faculty jobs.

The classification and compensation study will include Steering Committees to provide perspectives and feedback. Committee members can expect a monthly commitment over 2-years. The Human Resources project team will provide updates to all users throughout the process, in addition to working with the Steering Committees.

Employee Involvement

This Study is designed to give all employees the opportunity to provide input and information regarding their job and responsibilities, along with their manager. In the coming weeks, you will be asked to fill out a Position Description Questionnaire (PDQ) to describe your job and current duties. This information will be used to create new job descriptions and salary grades and establish competitive compensation for these positions.



PimaCountyCommunityCollegeDistrict Board Policy

<i>Board Policy Title:</i>	Personnel Governance and Policy for College Employees
<i>Board Policy Number:</i>	BP 1.25
<i>Adoption Date:</i>	2/17/82
<i>Schedule for Review & Update:</i>	Every three years
<i>Review Date(s):</i>	12/5/14, 10/11/16, 11/17/17
<i>Revision Date(s):</i>	9/13/00, 10/11/16, 11/17/17, 1/10/18
<i>Sponsoring Unit/Department:</i>	Chancellor / Human Resources
<i>Legal Reference:</i>	
<i>Cross Reference:</i>	

The Board delegates to the Chancellor responsibility to develop, implement, and maintain Administrative Procedures and personnel policies/handbooks governing employment with Pima Community College. No Administrative Procedure or personnel policy/handbook may limit or supersede the Board's authority.

The Board values employee input into the decision-making processes of the College. The Board expects management and employees to work toward mutual agreement, guided by the College's vision, mission and strategic goals, and seek input and feedback from employees in an inclusive and systematic manner. Accordingly, the Board recognizes employee representative groups to provide input for the development and revision of personnel Administrative Procedures and policies/handbooks directly and substantially related to wages, salaries and working conditions in a structured Meet and Confer process. Duly elected representative groups will continue to be invited to provide input related to the above to the Board.

Representative groups shall be elected through a fair and open process to represent

- Full-time regular classified employees – non-exempt;
- Full-time regular classified employees – exempt;

- Full-time regular instructional and educational support faculty.
(see AP 1.25.02 — [*pending*])

The Chancellor and All Employee Representative Council (see AP 1.25.01) shall report to the Board on the Meet and Confer process on a regular basis, at least annually.



PimaCountyCommunityCollegeDistrict Administrative Procedure

AP Title:

**Personnel Governance and
Policy for College Employees**

AP Number:

AP 1.25.01

Adoption Date:

10/3/18

Schedule for Review & Update:

Every three years

Review Date(s):

3/11/20

Revision Date(s):

1/24/20

Sponsoring Unit/Department:

Chancellor

Policy Title(s) & No(s).

Personnel Governance and Policy for
College Employees, BP 1.25

Legal Reference:

Cross Reference:

PURPOSE

This procedure establishes the framework for employee input regarding employment-related college policies and procedures.

SECTION 1: Definitions

1.1 All Employee Representative Council (AERC): A group of representatives from all employee classifications. The AERC will meet monthly and will be composed of faculty, adjunct faculty, exempt staff, nonexempt staff, temporary employee representation, and administrators selected from the groups and in the quantities listed below.

Employee Classification	Number of AERC representatives	Note	Term
Exempt	4	One seat chosen by the applicable ERG	2 years

Non-Exempt	4	One seat chosen by the applicable ERG	2 years
Faculty	4	One seat chosen by the applicable ERG	2 years
Adjunct Faculty	2		2 years
Temp Staff	2		2 years
Administration	2		2 years

Administration appoints two representatives and facilitates elections for adjunct faculty and temporary staff representatives.

One seat each for exempt, non-exempt, and faculty is reserved for an appointed ERG member (see 1.2). ERGs will appoint one representative and one alternate to fill the reserved seat. The AERC calls for nominations for the other three seats and holds an election open to all employees in each classification.

All representatives serve terms of two years and may serve multiple terms. The AERC will establish rules for governing its internal processes.

- 1.2 Employee Representative Groups (ERG):** Per BP 1.25, the Board recognizes employee-elected representative groups for the three employee classifications, exempt staff, non-exempt staff, and faculty.
- 1.3 Resolution Team:** Resolution Teams will conduct appropriate research, gather feedback from constituencies, and recommend policy or procedure changes during Meet and Confer (2.3). AERC representatives for administration and employees affected by the policies constitute the basis of each resolution team. Additional members may be added for expertise, to spread a large workload, or other reasons, up to six (6) management and six (6) employee representatives. As much as possible, representatives should have expertise in the item(s) discussed and represent diversity in perspective.
- 1.4 Additional Participants:** The Resolution Team may invite additional subject matter experts or additional affected parties on a temporary basis as needed.

SECTION 2: Process

2.1 Collecting Input

The College encourages all employees to submit their suggestions and concerns regarding personnel policy and terms and conditions of employment to the AERC. The College will provide multiple pathways for employees to submit these suggestions and concerns and develop measures to ensure that, when desired and if possible, anonymity is preserved.

The College will establish and maintain a secure online platform for employees to submit their suggestions and concerns to the AERC that both permits anonymity for the employee and establishes an infrastructure to ensure all submissions are archived and organized to support the AERC's needs for properly reviewing and classifying all suggestions and concerns.

2.2 Categorizing Input

The AERC will review all issues brought forward during input collection (2.1) and determine the appropriate course of action below.

2.2.1 Policy Changes

Compensation and employment-related issues of broad significance best addressed through modification of existing or creation of new Board Policies, Administrative Procedures, the Employee Handbook, or other established handbooks, will be directed to the Meet and Confer process (2.3).

2.2.2 Non-Policy Changes

Employment issues of more limited applicability better addressed on an individual basis or through the processes available from an appropriate responsible unit or department, including potential policy violations, will be directed to that office (e.g., Office of Dispute Resolution, Human Resources, Office of the General Counsel, Equal Employment Opportunity Office, a Dean, etc.).

2.3 Meet and Confer

AERC representatives for each classification will determine whether their employee group would be impacted by items identified in 2.2.1 and work with Administration representatives to convene an item-specific Meet and Confer

session as necessary. The Resolution Team members will jointly identify any representatives on the Resolution Team.

On an annual basis, no later than April, the AERC shall convene a compensation-based Meet and Confer to provide input and recommendations for the budget development process and determine how to utilize funding designated for salaries.

2.3.1 Resolution Teams

Resolution Teams will conduct appropriate research, gather feedback from constituents, and recommend policy or procedure changes.

2.3.2 Meet and Confer Parameters

The AERC shall identify the appropriate decision-maker and set a recommended timeline for the work of each Resolution Team. Prior to commencement of Meet and Confer, the Resolution Team shall establish guidelines for its open meetings. The goal of the process is to reach consensus through an interest-based collaboration process. If consensus cannot be reached, multiple recommendations may be submitted to the AERC for review. The AERC may:

1. move the recommendations forward to the designated decision-maker; or,
2. refer them back to the Resolution Team for revision.

2.3.3 Agreements

Management, in consultation with the Chancellor, shall have full authority to meet and confer and sign agreements with employee representatives on items agreed to during the Meet and Confer process. Such agreements are not considered College policy or procedure until approved by the Board or the Chancellor or designee, as applicable.

2.3.4 Third-Party Facilitation

If a Resolution Team determines that continuing Meet and Confer is unlikely to produce agreement on an issue, that Team may mutually agree to request facilitation by a neutral third party. However, the Board recognizes the responsibility to make decisions and reserves the right to accept or reject any facilitated agreements.

2.4 Communication

The AERC will ensure that all recommendations and resolutions are communicated with rationale to the parties involved and to the College community, when appropriate. Timely communication will occur via numerous mechanisms.

2.5 Quality Assessment

The AERC will review its processes and effectiveness annually or as needed.

Please note the student application will be down beginning 11/10 until 11/14 at 7:00 a.m. for system maintenance

EXHIBIT 5

[Home](#) / [For Faculty & Staff](#) / [Employee Organizations](#) / **AERC**

For Faculty & Staff

Employee Organizations

[AERC](#)

[Faculty Senate](#)

[Staff Council](#)

[ACES - Exempt Staff](#)

[AFSCME - Non-Exempt Staff](#)

[PCCEA - Faculty](#)

[Teaching & Learning Center](#)

[@PimaNews](#)

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[Web Style Guide](#)



All Employee Representative Council (AERC)

The College encourages all employees to submit their comments regarding policy and terms and conditions of employment to the All Employee Representative Council (AERC). The AERC is a group of representatives from all employee classifications serving two-year terms: full-time and adjunct faculty, exempt and non-exempt staff, temporary employees and administrators.

The AERC meets monthly and will review the comments brought forward to determine the appropriate pathway for investigation and resolution.

Pathway 1: Policy Changes

Includes issues that require changes to or a new Board Policy, Administrative Procedure, Employee Personnel Policy Statement, or Handbook. Also includes employment-related issues of broad significance best addressed through the Meet and Confer process, including modification of existing or creation of a new Board Policy, Administrative Procedure, Employee Classification and/or Common Policy Statements, or Annual Compensation Process.

Pathway 2: Non-Policy Changes

Includes issues that do not require a change to policy.

Note: Employment issues of more limited applicability (including potential policy violations) may be better addressed on an individual basis or through the processes available from an appropriate responsible department or through established College-wide complaint processes. The AERC will direct these issues to the most appropriate office (i.e., Office of Dispute Resolution, Human Resources, Office of the General Counsel, Equal Employment Opportunity Office, a Dean, etc.).

Submitting an Issue or Concern

Submit your issue to concern on the [online AERC Request form](#).

Do not include any confidential information in your AERC submission.

You may want to consider whether the [employee](#) or [student](#) complaint process are more appropriate for your concern. You may also want to review:

- [BP 1.25](#) Personnel Governance and Policy for College Employees
- [AP 1.25.01](#) Personnel Governance and Policy for College Employees
- [AP 5.10.03](#) Procedure for Complaints of Discrimination, Harassment and Retaliation

2022 Members

2022 Meeting Schedule

- **Adjunct Faculty**
[Sarah Jansen](#), [Lynn Maners](#) (Alternate - [Sean Mendoza](#))
- **Administration**
[Aubrey Conover](#), [Kate Schmidt](#) (Alternate - Vacant)

- **Exempt Staff**

[Jason Brown](#), [Elvia Bow](#) (For ACES, Alternate - Vacant), [Therese Senne](#)

- **Full-time Faculty**

[Matej Boguszak](#) (for PCCEA, Alternate - [Nan Schmidt](#)), [Jennifer Guajardo](#), [Makyla Hays](#), [Andy Shull](#)

- **Non-Exempt Staff**

[Ricky Gonzalez](#) (for AFSCME, Alternate - Vacant), [Jamie Irvin](#), [Celia Tapetillo](#)

- **Temporary Staff** (full-time advocates)

We have vacancies for Temporary Staff! Contact [Aubrey Conover](#) if you are interested in serving on this committee.



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Section: Introduction to the Employee Handbook

Adoption Date: 8/15/19

Revision Date:

Sponsoring Unit/Department: Human Resources

Mission and Structure of the College

Our mission: Pima Community College is an open-admissions institution providing affordable, comprehensive educational opportunities that support student success and meet the diverse needs of its students and community.

The purpose of this employee handbook and the related procedures is to define the relationship between the College and its employees within a framework for advancing the mission with service to students as the highest priority. The handbook applies to all employees and provides information about terms and conditions of employment, including compensation, working conditions, benefits, standards of conduct, procedures for addressing concerns, and resources for finding additional information. Some benefits or policies differ by employee type and this is noted specifically.

College commitments:

- Offer efficient and high level educational service to the community
- Create a workplace of ethics, integrity, and fairness for all
- Operate in compliance with legal requirements
- Strive for equitable and competitive pay for all employees
- Provide written, clear and equitable procedures
- Respect the professional expertise of all employees
- Provide employees with opportunity for workplace success, including professional development

The Governing Board holds the authority to operate the College and delegates to the Chancellor and its Administration authority and responsibility to administer, manage, direct and control the activities and workforce of the College including, but not necessarily limited to, the right to:

- determine and implement methods, means, assignments, reassignments, and personnel in the best interest of the College
- hire, evaluate, promote, transfer, retain, reassign and relocate personnel
- relieve its employees from duties because of lack of work, financial exigency, or other legitimate reasons
- suspend, discipline, or discharge employees for proper cause

The Administration develops procedures that are necessary for the implementation of all College policies, providing opportunities for employee input through the All Employee Representative Council (AERC). (See [Board Policy 1.25](#) Personnel Governance and Policy for College Employees). The College Human Resources Department is responsible for interpreting and overseeing the implementation of personnel policies and procedures. The most current version of the employee handbook supersedes all prior versions.



MARK BRNOVICH
ATTORNEY GENERAL

OFFICE OF THE ATTORNEY GENERAL
STATE OF ARIZONA

January 30, 2020

Maria Harper-Marinick, Chancellor
Leslie Kyman Cooper, General Counsel
c/o Lynne C. Adams
Osborn Maledon, P.A.
2929 N. Central Ave.
Phoenix, AZ 85012

Re: Opinion Request No. R19-021; Opinion No. I20-001

Pursuant to A.R.S. § 15-1448(H), and after receipt and review of the enclosed opinion to the Chancellor and General Counsel of the Maricopa County Community College District (the "Opinion"), the Attorney General hereby concurs in the analysis section, which is set forth on pages 6-11, as well as the ultimate conclusions reached based on that analysis: (1) the Faculty Association is an "elected employee representative organization" for purposes of A.R.S. § 15-1444(A)(7); (2) the eligibility of Faculty Association members for reassigned load hours and the opportunity to provide input on working conditions and governance constitute "more favorable terms and conditions of employment" for purposes of A.R.S. § 15-1444(A)(7); and (3) provision of these "more favorable terms and conditions" violates A.R.S. § 15-1444(A)(7).

Without analysis, the Opinion accepts as undisputed that the activities in question are being performed "for the District's benefit," and thus are not prohibited by § 15-1444(A)(7)'s prohibition of "compensat[ing] an employee for work performed on behalf of an elected employee representative group." Opinion at 4. To the extent that the Opinion expresses any legal opinion on this underlying assumption in its analysis or conclusions, the Attorney General declines to review that aspect of the Opinion.

A handwritten signature in blue ink that reads "Mark Brnovich".

MARK BRNOVICH
Attorney General

Enclosure

CC: Hon. Kathy Hoffman, Superintendent of Public Instruction



A PROFESSIONAL ASSOCIATION
ATTORNEYS AT LAW

MEMORANDUM

TO: Maria Harper-Marinick, Chancellor
Leslie Kyman Cooper, General Counsel

FROM: Lynne C. Adams

DATE: December 2, 2019

RE: Analysis of HB2750/A.R.S. § 15-1444(A)(7)

General Counsel Leslie Kyman Cooper requested an opinion regarding the appropriate implementation of the portion of A.R.S. § 15-1444(A)(7) that was added last legislative session by HB2750 (codified at Laws 2019, ch. 266, § 1). In particular, I understand that Maricopa County Community College District (the “District”) and the Maricopa Community Colleges Faculty Association (the “Faculty Association”) disagree about the provision of the law that prohibits community college districts from providing more favorable terms and conditions of employment to any employee because that individual belongs to an elected employee representative organization. My analysis of that issue is provided below.

Ms. Cooper has also requested that I transmit a copy of this opinion to the Arizona Attorney General for review pursuant to A.R.S. § 15-1448(H).¹ The Attorney General will have 60 days to concur, revise to decline to review the opinion, although we are requesting expedited review to the extent possible.

¹ The Attorney General has confirmed in the K-12 context that the term “county attorney” in A.R.S. § 15-253(B) (which authorizes the submission of opinions prepared on behalf of school districts to the Attorney General for review) includes elected county attorneys as well as attorneys who represent school districts with the consent of the county attorney. Ariz. Att’y Gen. Op. 188-052, at 2 (Substitute Op.) (June 15, 1988). Thus, the District may submit this opinion to the Attorney General for review although it was not prepared by the Maricopa County Attorney.

Factual Background

Language Added to A.R.S. § 15-1444(A)(7)

HB2750 was introduced near the end of the last legislative session as a budget reconciliation bill (or BRB) for higher education for the 2019-20 fiscal year.² BRBs are bills that include substantive changes to the law that are related to budget appropriations contained in other bills.

Among other provisions and statutory changes, HB2750 added the following language (in **bold**) to A.R.S. § 15-1444(A)(7):

A. Except as otherwise provided, the district board shall:

....

7. Determine the salaries of persons it appoints and employs. **A district may not compensate an employee for work performed on behalf of an elected employee representative group and may not provide more favorable terms and conditions of employment to any employee because that individual belongs to an elected employee representative organization.**

Laws 2019, ch. 266, § 1. Thus, the new statutory provision contains two prohibitions for community college districts: 1) they may not pay employees for work that they perform on behalf of an “elected employee representative group,” and 2) they may not provide “more favorable terms and conditions of employment” to any employee because they belong to such a group.

The Faculty Association, the Faculty Executive Council and the Adjunct Faculty Association

The Faculty Association represents the District’s residential faculty members (full-time faculty) in interactions with the District regarding shared governance, academic freedom and professional standards issues. It also engages in efforts to influence state legislation. *See* Maricopa Community Colleges Faculty Association Constitution (the “Faculty Association Constitution”), art. II, available at <http://www.mccfa.org/Resources/Documents/RFP-Docs/FEC%20Constitution%20aproved%207-22-2014.pdf>. As of December 2, 2019, the Faculty Association indicated that 72% of the District’s residential faculty are Faculty Association members. *See* Maricopa Community Colleges Faculty Association website homepage, at <http://www.mccfa.org/>. To join the Faculty Association, residential faculty members, retired faculty members and other eligible individuals must pay annual dues. *See id.* at “Join Us” tab; Faculty Association Constitution, art. IV.

The Faculty Executive Council (“FEC”) is the executive body of the Faculty Association. It is comprised of the ten college Faculty Senate Presidents and additional members, the number

² HB2750 was the House of Representative’s version of the higher education BRB. SB1552 was the Senate’s version, which was replaced by HB2750.

of which depends on the Faculty Association membership at each college in the District. *See* “Faculty Executive Council,” at <http://www.mccfa.org/FEC>. Only active members of the Faculty Association are eligible to serve as members of the FEC, and the FEC members are elected by the members of the Faculty Association, not by the residential faculty as a whole. *See* Faculty Association Constitution, art. V. The Faculty Association President, Past President and President Elect are selected from the FEC members. *See id.*, art. VI.³

The FEC has established several standing committees that perform the work of the Faculty Association and the FEC, including the Faculty Professional Growth Committee (the “FPG”), which in turn has created a Policy Review Committee (the “FPG Policy Review Committee”). *See id.* art. IX. Only active members of the Faculty Association are eligible to serve on those committees, and the FPG Policy Review Committee membership consists of FEC members or individuals selected by the FEC. *Id.*; “FPG Committees and Representative Job Description” (“FPG Description”) (attached as Ex. 2).

The District and the Faculty Association have agreed upon a set of Residential Faculty Policies, which the District Governing Board has adopted. *See* Maricopa Community Colleges Residential Faculty Policies, 2017-2018, available at <http://mccfa.org/resources/Pictures/Approved%20RFP%202017-18.pdf> (the “Policies”).⁴ Those Policies include many powers, privileges and roles for the Faculty Association, the Faculty Association President, the FEC, and the Faculty Senate Presidents. Among those are the following:

- “Sufficient time” to present “Faculty views” to the District Governing Board at all regular Board meetings. Policies, sec. 2.8.
- A role in the interpretation of the District’s personnel policies. *Id.*, sec. 2.9.
- The right to participate in the District’s budget development process, including access to all budget development materials. *Id.*, sec. 2.10.
- The ability to recommend faculty members to serve on screening and interviewing committees for District and college administrative personnel. *Id.*, sec. 2.11.3.
- Eligibility for annual load hour reassignments to perform work on behalf of the District and the colleges. *Id.*, sec. 2.12.
- The right to appoint one member of a hearing committee to hear the charges against faculty members who are recommended for dismissal and the right to

³ Counsel for the Faculty Association has indicated that the Association is “moving away from the practice of selecting college Senate Presidents only from Faculty Association members and by vote of only Faculty Association members,” but it is not clear whether that move has occurred, and the Faculty Association’s Constitution has apparently not yet been amended to reflect this change. *See* Aug. 13, 2019 Letter to Leslie Cooper from James Barton (attached as Ex. 1). The arguments made by Mr. Barton in that letter regarding the proper interpretation of Section 15-1444(A)(7) are noted and addressed later in this memorandum.

⁴ The Policies adopted as of July 1, 2017 are still in effect, although the District and Faculty Association are currently working to prepare new policies.

representation on an appeal committee for residential faculty members who believe they were inappropriately laid off. *Id.*, secs. 3.12.4 & 3.15.7.1.

The District and the Faculty Association entered into a settlement agreement on June 13, 2019 that affirms that certain members of the Faculty Association will be compensated for performing the activities that are listed in Section 2.12.2 of the Policies and are described as “beneficial to achieving the district’s vision, mission, and values.” *See* June 13, 2019 Settlement Agreement, § 2.12.1 (listing representative activities for which certain faculty members will be granted annual load hour reassignments). At the District level, the Faculty Association President, Past President and President Elect are the only individuals who are eligible for load hour reassignments to perform the activities listed in Section 2.12.1.⁵ At the college level, the FEC Faculty Senate Presidents are eligible for load hour reassignments. *Id.* The FPG Policy Review Committee members are also eligible for load hour reassignments for their work on that committee. *Id.*, sec. 2.12.2.

The Policies authorize the FGP to oversee the implementation of the policies regarding residential faculty salary, sabbatical and leave policies. *See generally id.*, App. A. The FPG “has developed a set of policies and procedures that relate to advancement and reimbursement” for all residential faculty. *Id.*, sec. A.1.1. The FPG also makes determinations regarding interpretations of those policies. *Id.*, A.1.3. The FPG and the FPG Policy Review Committee annually review those policies, and the FEC annually approves them. *Id.*, sec. A.1.4. The FPG Policy Review Committee may also “monitor[] and revis[e] existing policy” related to these areas and recommend changes to be made to the Policies during the meet and confer process with the District. FPG Description at 2 (Ex. 2).

The Adjunct Faculty Association represents all of the District’s part-time instructional faculty. There are no additional membership criteria, such as the payment of dues. *See* “About AFA,” at <https://myafa.org/about-afa>. Instead, the Adjunct Faculty Association accepts donations to fulfill its educational and communication goals. *Id.* Because all adjunct faculty are “members” of the Adjunct Faculty Association, any adjunct faculty member may serve on the Association’s Executive Committee. The Policies do not grant any powers or privileges for the Adjunct Faculty Association or the members of its Executive Committee.

Areas of Agreement Regarding the Implementation of Section 15-1444(A)(7)

The District and the Faculty Association agree that the activities listed in Section 2.12.1 of the Policies are for the District’s benefit. Therefore, Section 15-1444(A)(7) does not prohibit any Faculty Association member from performing those activities, as was confirmed in the parties’ recent settlement agreement. In other words, even assuming that the Faculty Association is an “elected employee representative organization” (something the Faculty Association does not believe is true), the District and the Faculty Association agree that members of the Faculty

⁵ Load hour reassignments refers to the practice of allowing the substitution of faculty teaching hours for hours spent performing duties other than teaching class. *See* Policies, sec. 5.3 (establishing faculty load hours per fiscal year and the processes for calculating load hours).

Association performing the tasks listed in Section 2.12.1 are performing work that benefits the District.

The District and the Faculty Association also agree that the individuals who were elected by the residential faculty members and by the adjunct faculty members to engage with the District in the Faculty Administration Collaboration Team (known as FACT) to agree upon the provisions of new faculty policies are not only performing work that is for the District's benefit, but that those FACT members were selected by all residential faculty members and by all adjunct faculty members, without regard to their membership in the Faculty Association or the Adjunct Faculty Association (although all adjunct faculty are members of the Association).

The District has no concerns about the manner in which the Adjunct Faculty Association selects its Executive Committee. As indicated above, all adjunct faculty members may vote for the officers who will represent their Association in interactions with the District.⁶

Finally, the District and the Faculty Association agree that governance groups that are created by the District to help fulfill the District's mission are not impacted by Section 15-1444(A)(7).

Areas of Disagreement Regarding the Implementation of Section 15-1444(A)(7)

The District and the Faculty Association disagree about the portion of A.R.S. § 15-1444(A)(7) that prohibits the District from providing "more favorable terms and conditions of employment" to any employee because they belong to an "elected employee representative organization."⁷ Because they disagree about the meaning of the terms "elected employee representative organization" and "more favorable terms and conditions of employment," they disagree about the Faculty Association's role in electing or selecting individuals:

- who are eligible for load hour reassignments to perform the activities envisioned by Section 2.12.1 of the Policies;
- who can exercise the powers and privileges that are reserved in the Policies for the Faculty Association, the Faculty Association President, the FEC or the Faculty Senate Presidents;
- to serve on the FPG or the FPG Policy Review Committee; and
- to serve as Faculty Senate Presidents and the Faculty Association President.

In other words, the District and the Faculty Association disagree about whether Faculty Association members' eligibility for load hour reassignments and their ability to provide input to the District on issues and policies and the governance of the District are prohibited by Section 15-1444(A)(7).

⁶ Moreover, as explained above, members of the Adjunct Faculty Association and its Executive Committee are not eligible for load hour reassignments to perform work on behalf of the District or granted additional District governance rights.

⁷ These disagreements and the Faculty Association's position are set forth in Mr. Barton's August 13, 2019 letter (Ex. 1).

Analysis

To determine how the District must implement A.R.S. § 15-1444(A)(7), it is necessary to first determine the meaning of the phrases “elected employee representative organization,” “terms and conditions of employment,” and “more favorable.” Only then will it be clear whether the new statutory language implicates any of the District’s and Faculty Association’s current practices and agreements.

In interpreting the meaning of a statute, its plain language is the determinative factor. *E.g., Janson on Behalf of Janson v. Christensen*, 808 P.2d 1222, 1223 (Ariz. 1991) (noting that the “best and most reliable index of a statute’s meaning is its language”); *see also State v. Reynolds*, 823 P.2d 681, 682 (Ariz. 1992) (stating that courts must “look primarily to the language of the statute itself and give effect to the statutory terms in accordance with their commonly accepted meanings . . . ‘unless the legislature has offered its own definition of the words or it appears from the context that a special meaning was intended’” (citations omitted)). References to dictionaries may be used to determine the meaning of statutory language. *See, e.g., DBT Yuma, L.L.C. v. Yuma Cty. Airport Auth.*, 361 P.3d 379, 381 (Ariz. 2015). All of this is in keeping with the directive of the Arizona Legislature that “[w]ords and phrases shall be construed according to the common and approved use of the language.” A.R.S. § 1-213.

The meaning of words used in a statute also depends on “the context in which they are used.” *DBT Yuma, L.L.C.*, 361 P.3d at 381. In determining that context, it is appropriate to consider the “effects and consequences” of an interpretation, “as well as the spirit and purpose of the law.” *State v. Garza Rodriguez*, 791 P.2d 633, 638 (Ariz. 1990). Finally, interpretations that render a provision insignificant or superfluous or would lead to “absurd results” must be avoided. *E.g., State v. Deddens*, 542 P.2d 1124, 1128 (Ariz. 1975); *Ariz. State Hosp. v. Klein*, 296 P.3d 1003, 1007 (Ariz. Ct. App. 2013). Against this backdrop of statutory interpretation principles, I examine the meaning of the disputed phrases in the A.R.S. § 15-1444(A)(7).

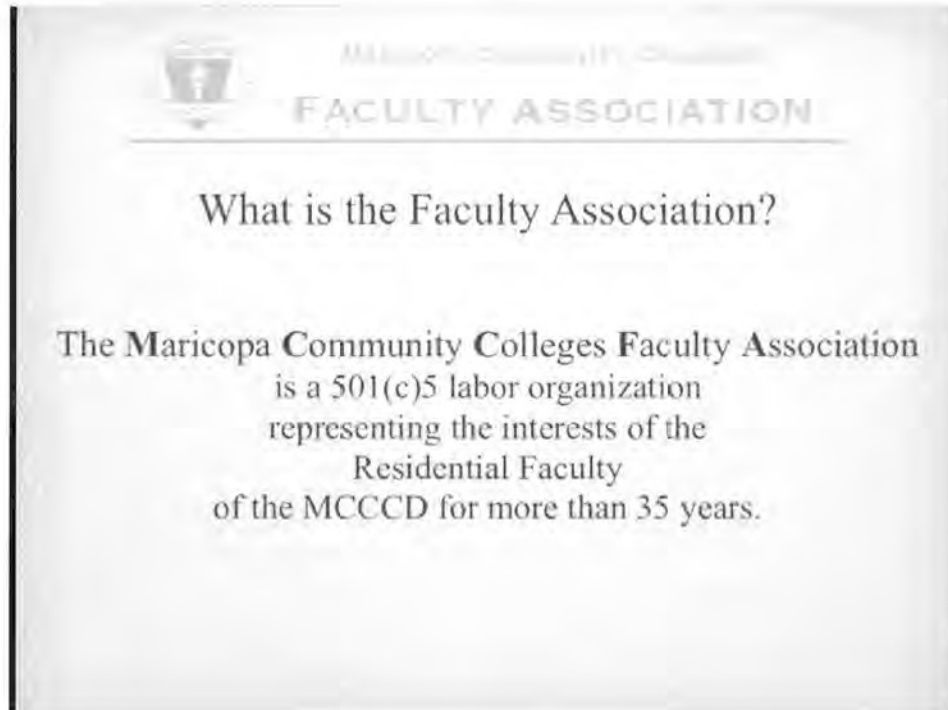
I. The meaning of the phrase “elected employee representative organization.”

The phrase “elected employee representative organization” is not defined by the statute or included in HB2750, nor is it found in any other Arizona statute. Therefore, the meaning of the phrase must be determined using its plain language, while also considering the spirit and purpose of the law and avoiding any interpretation that would lead to an absurd result.

The term “employee representative organization” (or a similar arrangement of those same words) commonly refers to an entity that represents the interests of a defined group of employees in dealings with an employer. *See Cheatham v. DiCiccio*, 379 P.3d 211, 215 (Ariz. 2016) (analyzing a City of Phoenix contract with the Phoenix Law Enforcement Association under which police officers were paid for time spent on behalf of their “authorized representative,” which was characterized as the “authorized employee organization”); *State of Nevada Employees’ Ass’n, Inc. v. Bryan*, 916 F.2d 1384 (9th Cir. 1990) (holding that the Nevada State Employees Association was a “recognized representative” organization of state employees for purposes of the Fair Labor Standards Act despite the fact that state law prohibited collective bargaining); *Sidorova v. East Lyme Bd. of Educ.*, 122 A.3d 656 (Conn. Ct. App. 2015) (noting in

analysis of claims filed by a teacher that Connecticut’s Teacher Tenure Act refers to agreements between the school board and the “employees’ representative organization”); *Calif. Sch. Emp. Ass’n v. Sequoia Union High Sch. Dist.*, 272 Cal App. 2d 98, 100-02 (Cal. Ct. App. 1969) (using the term “employee representative organization” to refer to the association that represented classified public school employees that were employed by the defendant school district).

The Faculty Association itself indicates in an online presentation that it is a “labor organization” that represents “the interests of the Residential Faculty” of the District. Here is a slide from that presentation:



“What is the Faculty Association?” available at <https://vimeo.com/104373611>. The video narrator states that “for more than 35 years, the Faculty Association has been the sole recognized *representative organization* for faculty” employed by the District. *Id.*, at 00.19-00.28 (emphasis added). In other words, the Faculty Association is clearly an “employee representative organization.”

The word “elected” must also have some meaning – it cannot be superfluous – but it cannot have an absurd meaning. The word “elected” in this phrase could logically mean one of two things, but only one reflects the spirit and context of the legislation. That more germane interpretation indicates that the Faculty Association falls within the ambit of the new statutory language.

The first meaning of “elected” in this context is an organization that is “chosen” or “selected” by the residential faculty to represent them in their discussions and negotiations with the District about working conditions. See Merriam-Webster Dictionary (defining “elect” in this sense as “carefully selected” or “chosen”), available at <https://www.merriam->

[webster.com/dictionary/elected](https://www.merriam-webster.com/dictionary/elected). The Faculty Association has clearly been chosen by the residential faculty for this purpose. As the Faculty Association recognizes, it is the “sole” organization that represents the interests of the District’s residential faculty. *See* “What is the Faculty Association?” at 00.19-00.28. Thus, it is the organization that the residential faculty have elected to represent them.

That interpretation also reflects the context and spirit of the legislation. The new statutory language, taken as a whole, was apparently intended to prohibit community colleges from paying employees for performing “union” and similar organization activities or from otherwise receiving special treatment by virtue of their membership in an organization that represents some group of employees in their interactions with the community college. The Arizona Legislature has previously prohibited K-12 school districts from compensating employees for “professional association activities.” A.R.S. § 15-504. This portion of HB2750 appears to be the community college correlative of the K-12 prohibition.⁸ Interpreting the word “elected” to mean the employee representative organization that the residential faculty have chosen to represent them in their communications and relationship with the District regarding their working conditions reflects the spirit of the legislation.

The second potential meaning is that individuals in the representative organization are selected by a vote to join the employee representative organization. *See* Merriam-Webster Dictionary (also defining “elect” as selecting “by vote for an office, position or membership”), available at <https://www.merriam-webster.com/dictionary/elected>. This interpretation has been suggested by the Faculty Association, which asserts that it is not an “elected employee representative organization” because although it represents District employees, residential faculty are not elected to the Association, but instead voluntarily join it. *See* Aug. 13, 2019 Letter at 2-3 (Ex. 1). That interpretation, however, would be illogical and absurd given the context of the word “elected.”

The phrase “employee representative organization” indicates that the entity at issue is a separate organization from the community college, as opposed to a committee or other group within a community college. Individuals may choose to join employee representative organizations – the practical equivalent of unions – but are not generally (or perhaps ever) “elected” to membership. An “election” requirement for individual membership in a representative organization, as opposed to a leadership position within the organization, would be at odds with how such representative organizations form and operate. For that reason, this potential interpretation must be rejected in favor of the previous interpretation, which employs both a plain meaning of the word “elected” and respects the spirit of the statute as a whole.⁹

⁸ There is no legislative history regarding this provision of HB2750.

⁹ There is one other potential meaning of the phrase “elected employee representative organization,” which must be rejected because it would lead to an absurd and illogical result. This interpretation, which the Faculty Association mentioned in an October 3, 2019 email to Ms. Cooper, is an organization that represents “elected employees.” But as the Faculty Association recognizes, such an interpretation would be absurd because the phrase “elected employees” is internally contradictory; Arizona community college employees are hired, not elected. *See* A.R.S. § 15-1444(A)(6) & (7) (authorizing community college governing boards to “appoint and

The Faculty Association is an “elected employee representative organization,” as that phrase is appropriately interpreted in A.R.S. § 15-1444(A)(7).

II. The meaning of the phrase “more favorable terms and conditions of employment.”

A. Analysis of “terms and conditions of employment.”

The Faculty Association has asserted that voting for Faculty Senate Presidents who will be FEC members is not a term or condition of employment, and because being allowed to vote for Faculty Senate Presidents is not a term or condition of employment, Section 15-1444(A)(7) is inapplicable to the Faculty Association’s current operations. *See* Aug. 13, 2019 Letter at 2 (Ex. 1). That position regarding the scope of the statutory provision is too narrow.

A “term or condition of employment” is generally recognized to be any benefit or circumstance with respect to an employee’s employment, including wages, hours and working conditions. *See, e.g., Cheatham*, 379 P.3d at 216; *see also* Merriam-Webster Dictionary (defining “conditions” in this sense as the “attendant circumstances”), available at <https://www.merriam-webster.com/dictionary/condition>. The phrase is also used in the National Labor Relations Act, 29 U.S.C. § 158(d), in the definition of “collective bargaining,” which is defined as discussions between employers and “the representative of the employee” “with respect to wages, hours and other terms and conditions of employment.” The Arizona Supreme Court therefore noted in *Cheatham* that federal courts have recognized that “employer payments for time spent by employees during working hours on certain union activities, are a mandatory subject of collective bargaining because such payments relate to the employees’ ‘wages, hours and other terms and conditions of employment.’” 379 P.3d at 216 (emphasis added; citations omitted).

In other words, although the Faculty Association may be correct that the right to vote for a Senate President is not in and of itself a term and condition of employment, the right to be eligible for load hour reassignments and to provide input on District policies and decisions are terms and conditions of employment of the District’s residential faculty.¹⁰ Those rights, which are included in the Policies, supplement the other terms of the District’s employment of those employees. *See Leikvold v. Valley View Cmty. Hosp.*, 688 P.2d 170, 174 (Ariz. 1984), *superseded on other grounds by statute*, A.R.S. § 23-1501, *et seq.* (recognizing that provisions of an employee manual may refine the terms of employment). They are the “terms and conditions of employment” that are the crux of the appropriate analysis of Section 15-1444(A)(7), not merely the right to vote for the Faculty Senate Presidents, who in turn are members of the FEC.

employ” administration, faculty and staff and to set salaries for the individuals it “appoints and employs”).

¹⁰ Indeed, the Faculty Association has indicated that it believes that “terms and conditions of employment” are “concrete benefits that impact a class of workers.” Aug. 13, 2019 Letter at 2 (Ex. 1).

B. Analysis of “more favorable.”

Although the rights discussed above in the “Factual Background” section of this memorandum are “terms and conditions of employment” for which only members of the Faculty Association are eligible, those terms and conditions of employment must also be “more favorable” than those offered to residential faculty members who are not members of the Faculty Association to be subject to the prohibition in Section 15-1444(A)(7).

In a letter to another community college district regarding the new statutory provision, the Arizona Education Association asserted that although some members of that community college’s employee association were afforded additional powers or rights by virtue of their membership in the association, those “rights” modified the employees’ scope of work and duties, rather than improved them. In other words, the AEA contended that such additional powers are not necessarily “more favorable terms and conditions of employment,” but are simply *different* “terms and conditions.” See June 28, 2019 Letter to Seth Shippee from Jarrett Haskovec at 1-3 (attached as Ex. 3).

But as the AEA itself recognizes, overlaying such a value judgment on a statutory prohibition would be “unworkable in application.” *Id.* at 3. And statutes must be interpreted in a way that would not render any part of the statute “void, superfluous, contradictory or insignificant.” *Cemex Const. Materials South, L.L.C. v. Falcone Bros. & Assocs., Inc.*, 349 P.3d 210, 215 (Ariz. Ct. App. 2015). Thus, we cannot ignore the term “more favorable” because it may imply a value judgment, and instead it must be assigned its plain meaning.

The word “favorable” has several meanings, but as it is used in Section 15-1444(A)(7), it has a meaning that is synonymous with “advantageous,” “good,” and “beneficial,” among other words. See Merriam-Webster Thesaurus, providing synonyms for “favorable” at <https://www.merriam-webster.com/thesaurus/favorable>. Although determining whether terms and conditions of employment offered to members of the Faculty Association are more favorable than those terms and conditions that are offered to other employees involves some value judgment, it is not a value judgment that cannot be made. For example, contracts often include a “most favored nation” clause that provides one party to a contract with the right to the same terms and conditions as other parties that contract with the same entity. The inability to determine whether terms and conditions are “more favorable” in one contract than another has not been a stumbling block to the enforcement of those provisions. See, e.g., *In re Eschelon Telecom of Arizona, Inc. Against Qwest Corp.*, 2004 WL 3417305 (Ariz. Corp. Comm’n April 21, 2004) (determining that a telecommunications company was entitled to a refund based on a “most favored nations” provision of the Telecommunications Act of 1996); cf. *Gust, Rosenfeld & Henderson v. Prudential Ins. Co. of Am.*, 898 P.2d 964, 965 (Ariz. 1995) (noting that a “most favored nations” clause in a lease agreement entitled the lessor to receive the same terms as another tenant regarding lease rental rates and other lease terms). Of course, there may be some outliers who might not think that one term is better than another, but as a society, we typically understand when one term or right is “more favorable” than another. It is that collective sense of a beneficial advantage that must be applied to the phrase “more favorable terms and conditions of employment” in order to avoid rendering the term “more favorable” void or superfluous.

Although members of the Faculty Association are not entitled to additional compensation from the District as the result of their membership, they are afforded the *opportunity* to provide input to the District on a host of issues and policies that are directly related to their working conditions and the governance of the District. In addition, they are eligible for reassigned load hours to perform work that is different from the classroom instructional work that other residential faculty members must perform. It is the opportunity for Faculty Association members to do different work and to provide input about important issues related to working conditions and shared governance that is clearly “more favorable” than what is offered to residential faculty who are not members of the Faculty Association. It is beyond question that the right to be eligible for different opportunities is “more favorable” than a circumstance in which we have fewer, more constrained options. It is therefore clear that the ability to do different work and to shape policies and the interpretation of policies that directly impact the benefits, wages and other working conditions of residential faculty members, as well as the governance of the District, is a “more favorable” term and condition of employment than is available to residential faculty who are not members of the Faculty Association.

III. The application of the statutory language to the District’s current policies and practices.

In light of the interpretation of the key statutory terms, the Faculty Association is an “elected employee representative organization.” The Faculty Association members’ eligibility for reassigned load hours and their opportunity to provide input to the District on their working conditions and the District’s governance are “more favorable terms and conditions of employment” than are available to the residential faculty members who are not members of the Faculty Association. Thus, the provisions of the current Policies that establish and implement these rights and privileges violate the terms of A.R.S. § 15-1444(A)(7).

If the District and the Faculty Association desire to continue to allow members of the residential faculty to be eligible under the Policies to exchange their teaching load hours for other duties; to provide input into the development of and interpretation of the District’s personnel policies, decisions and interpretations; to participate in the District’s budget development (which includes decisions regarding wages); and to have a role in shared governance, the District and the Faculty Association must revise the provisions of the Policies that restrict those rights and privileges to members of the Faculty Association, the Faculty Association President and/or the FEC. In the alternative, the Faculty Association must expand the eligibility for those more favorable working conditions to the entire residential faculty. How the District and the Faculty Association might best accomplish that is beyond the scope of this opinion, but the parties, working together, can certainly determine an appropriate way forward, as have other community colleges and their faculty associations.

/lca

EXHIBIT 1

August 13, 2019

Via Email

Maricopa Community Colleges
Office of General Counsel
Attn: Leslie Cooper
2411 W. 14th St.
Tempe, AZ 85281-6942

leslie.cooper@domail.maricopa.edu

Re: Changes in Faculty Senate Officer Selection Process

Dear Ms. Cooper:

Our firm represents the Maricopa Community Colleges Faculty Association ("MCCFA") and writes you today in response to concerns surrounding the Legislature's enacting House Bill 2750. We hope that MCCFA can serve as a clearing house for understanding the bill's impact on the Faculty Senates to ensure consistency across the colleges. To that end, we would like to explain the steps being taken to alter the Faculty Senate officer selection process, but why that change is neither prompted nor required by HB 2750.

Background

In response to the March 2019 AAUP Investigative Report, the college Senates are moving away from the practice of selecting Presidents only from Faculty Association members and by vote of only Faculty Association members. Best practices support distinguishing the work of Faculty Senates—roughly focused on ensuring academic freedom and maintaining the institution's integrity—from employee associations—roughly focused on terms and conditions of employment. This change was afoot prior to the last-minute introduction of the HB 2750 section that concerns us today.

HB 2750, approved by the Governor on May 31, 2019 and effective August 27, 2019, was amended late in the legislative session to provide the following attempted limitations on the powers and duties of the governing board: A District may not compensate an employee for work performed on behalf of an elected employee representative organization and may not provide more favorable terms and conditions of employment to any employee because that individual belongs to an elected employee representative organization. Laws 2019, Ch. 266, § 1 (H.B. 2750).

MCCFA contacted your office when it learned of this bill, which seemed targeted at our on-going settlement negotiations and you assured us that MCCCCD was not behind the amendment. Furthermore, within days of its introduction, MCCFA settled its lawsuit with MCCCCD affirming in part that “reassign time [is] for the purposes set forth in in Section 2.12 of the 2017-2018 RFP,” and “recommending the extension of the current RFP until June 30, 2020.” The RFP contains reassign time for faculty senate officers.

Close Reading of HB 2750

Based on the outcome of the settlement negotiations, MCCFA presumes that the District is interested in moving forward with operations as outlined by the RFP until the new process is developed through FACT. We understand that there may be concern that prior to August 27, 2019 all officers of the Faculty Senates must be selected by a vote of all faculty members in order to qualify for reassign time. This is not the case because (1) voting for Faculty Senate President is *not* a term or condition of employment, and (2) the Faculty Association is not “an elected employee representative organization.” Thus, the District should feel confident in moving forward in the spirit of the negotiated settlement and the recently extended RFP.

Voting for Senate President is not a term or condition of employment. The phrase “term and condition of employment” is used in the employment law context exclusively when concerning mandatory terms of negotiation. Its use in HB 2750 is peculiar and makes the statute vague.

Turning to the law that consider the phrase, we see that “terms and conditions of employment” are concrete benefits that impact a class of workers. They are not highly speculative or insubstantial potential outcomes; thus, excluding retirees from a health plan—although potentially impacting active workers—was not a term or condition of employment. *Allied Chem. & Alkali Workers of Am., Local Union No. 1 v. Pittsburgh Plate Glass Co., Chem. Div.*, 404 U.S. 157, 180, 92 S. Ct. 383, 398, 30 L. Ed. 2d 341 (1971); *N.L.R.B. v. Electro Vector, Inc.*, 539 F.2d 35, 37 (9th Cir. 1976) (a bonus that was discretionary was not a term or condition of employment).

We all agree that the first clause of HB 2750 does not apply to reassign time because “reassign time [is] for the purposes set forth in in Section 2.12 of the 2017-2018 RFP.” Thus, the only way HB 2750 impacts who votes for Senate President is if such voting amounts to a term and condition of employment. It does not. *N. L. R. B. v. Wooster Div. of Borg-Warner Corp.*, 356 U.S. 342, 349–50 (1958) (a ballot clause that merely called for an advisory vote of the employees was not a term or condition of employment).

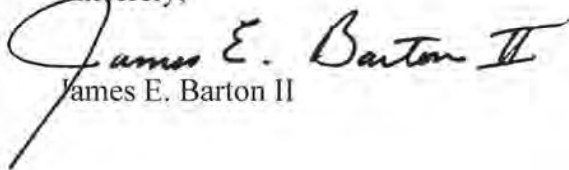
Undefined term that cannot apply to MCCFA. Furthermore, membership in MCCFA is not membership in “an elected employee representative organization.” One is *not* elected to MCCFA. One merely voluntarily joins the group. HB 2750 only applies to special terms or conditions of employment based on membership in “an elected employee representative

organization.” Since MCCFA is not such a group, the restriction does not apply to MCCFA membership.

Of course, this is the product of the amendment transferring concepts from release time for public unions, to reassign time for employee associations. They simply are not the same. “Elected employee representative organization” is not defined. Nonetheless, it plainly cannot refer to an organization to which one is not elected.

MCCFA looks forward to continue working productively with the Administration and the Adjunct Faculty Association to develop a comprehensive employment contract with terms and conditions of employment for all members of the District. To the extent that process sheds light on the operations of Faculty Senates, we welcome it. We hope this letter alleviates any lingering concerns about the impact of HB 2750 on the operations of Faculty Senates at MCCCCD.

Sincerely,

A handwritten signature in cursive script that reads "James E. Barton II". The signature is written in dark ink and is positioned above the printed name.

James E. Barton II

EXHIBIT 2

FPG

Committees and Representative Job Description

The Faculty Professional Growth (FPG) Committee is a Governing Board approved District Committee which consists of the:

- Provost or designee, one Dean of Instruction
- One college Vice President of Academic Affairs
- Two faculty representatives from each college, appointed by the Faculty Senate President.
- The District Faculty Association President or designee will serve ex-officio as a non-voting member. (\$RFP 1.2 Definitions)

See the [FPG contacts area](#) for current members and representatives.

The FPG Committee is divided into two subcommittees. There is a representative from each college on each committee.

The **Advancements/Sabbatical Committee** reviews and signs applications for sabbatical leaves, academic and non-academic advancement requests. These requests include credit hours and clock hours used for horizontal advancement on the salary schedule. This committee also evaluates sabbatical proposals. Representatives on this committee also provide sabbatical proposal support through workshops, materials, and individual assistance.

The **Fees/Travel/Projects Committee** reviews and approves applications that request funds for conference registration fees and related travel expenses. This committee is also responsible for the administration of summer projects.

All representatives of each of the two subcommittees are required to attend District FPG Committee meetings so that they may evaluate applications, allocate funds, and discuss policies/guidelines related to professional growth. Meetings are held on the 1st and 3rd Tuesdays of the month during the Academic year. (See the FPG calendar for dates). The FPG Committee at all times attempts to make determinations in an open and unbiased manner--free from conflict of interest. Accordingly, Department/Division Chairs who are members of the FPG Committee should abstain from decisions that affect professional growth applications of faculty members in their respective departments/divisions. Likewise, faculty members who are on the FPG Committee should abstain from decisions that affect professional growth applications of their respective chairpersons. Other potential conflicts of interest must be treated in a similar manner. (\$ RFP A.2.4)

FPG Committee Responsibilities:

- Review applications prior to meeting and come prepared to discuss them.
- Come ready to discuss common issues at the full FPG meeting.
- Come ready to discuss issues that are applicable to your subcommittee.
- Attend all regularly scheduled meetings of the FPG Committee held at the District Office on the first and third Tuesday of each month during the academic year.
- Read the committee minutes for accuracy and be prepared to note changes.
- Review and evaluate sub-committee specific proposals (sabbaticals and summer projects).
- Evaluate the budgetary impact of decisions and work with sub-committees to develop maximum limits/funding for faculty.
- Assist with Interpreting FPG policies.
- Work with the Policy Review Committee (PRC) on any concerns regarding inconsistencies or necessary changes to policy language.
- Respond to requests by PRC regarding revision to FPG policies.
- Advocate for faculty members regarding qualifying FPG opportunities.

FPG Sub-committee Chair Responsibilities:

- Act as co-chair of joint meetings of the two FPG sub-committees.
- Fulfill duty of college representative for their respective sub-committee.
- Provide leadership for the sub-committee meetings.
- Inform sub-committee representatives of pertinent information and issues, advising them of changes, dates, and needs.
- Stay current with FPG issues.
- Field questions from sub-committee members.
- Facilitate sub-committee meetings.
- Review appropriate sub-committee applications that come to the District for completeness and accuracy.
- Approve/co-sign all completed and accurate FPG applications.
- Evaluate the budgetary impact of decisions and work with sub-committees to develop recommendations for proposed funding for annual budget and annual individual limits.
- Ensure website reflects accurate and up-to-date information and collaborate with appropriate personnel to update website as needed.
- Coordinate and collaborate with MCLI and other appropriate personnel.
- Collaborate with FPG Administrative Assistant.
- Provide access to training for new subcommittee members.
- Provide a process for approving applications during summer. (Compensation may be available)
- Work with college faculty senate presidents to discuss issues relating to FPG sub-committee member's participation and performance.
- Attend FPG PRC meetings or appoint a designee.
- Attend one FEC meeting in the fall at the invitation of FEC.
- Communicate or meet with appropriate Associate Vice Chancellor for Academic Affairs and Provost about sub-committee issues.
- Provide annual report to the FPG Policy Review Committee, Associate Vice Chancellor for Academic Affairs, and the Provost.

FPG College Representative Responsibilities:

- The role of the professional growth representatives is to promote and facilitate professional growth opportunities for the faculty of their college.

Obtain a working knowledge of the FPG Information in the Residential Faculty Policies Appendix A as well as Administrative Regulation 1.15

Work with your college fiscal agents, college administration, and other personnel as appropriate to process applications.

Assist faculty in finding FPG information and completing FPG forms.

Return calls or emails from your college faculty in a timely manner.

Track all date-sensitive FPG correspondence and paperwork.

Review all applications for completeness and accuracy, returning forms for revising if necessary.

Keep faculty on your college informed of FPG Committee decisions.

Host a minimum of one FPG workshop or equivalent per semester at your college.

Advocate for your faculty members regarding qualifying FPG opportunities.

If applicable, chair the college travel committee.

Report to College Faculty Senate, a minimum of once per semester.

Inform faculty of summer application and approval process.

Remuneration:

Per Residential Faculty Policies 2.12.2 each of the Faculty Professional Growth Committee representatives shall be awarded reassigned time according to the following scale:

Number of RFP Faculty at College	Reassigned Time Per Year
20-125	3 hours
126-199	4.5 hours
200-270	6 hours
Over 270	9 hours

Subcommittee Chairs receive an additional 3 load or release hours/academic year.

Policy Review Committee

Purpose: The committee will serve as the policy writing and review body for the Faculty Professional Growth (FPG) Guidelines (§ FEC Bylaws Article V, Section E. 1.)

Responsibility: Faculty Executive Council (FEC) has charged the FPG Policy Review Committee with the following responsibilities:

Monitoring and revising existing policy for the FPG Programs

Recommending FPG changes for inclusion in the Meet and Confer process;

Facilitating communication between FEC, the FPG Committee and the faculty regarding faculty professional growth; and

Reviewing and monitoring the FPG budget expenditure and unexpended funds.

Serving as the FPG appeals committee (§RFP 1.2)

Committee Structure: Members serve a one-year term.

Each FPG Subcommittee Chair of designee

Two members of the FEC Council, which will consist of the past president and president-elect

One or two members of the faculty at large elected by FEC

Chair of this committee is approved by FEC

It is strongly urged that a minimum of three members from the current committee continue for the coming year.

Committee Meetings: This committee meets as needed throughout the academic year.

Committee Process:

The PRC will respond to issues raised by the FPG Committee and FEC regarding inconsistencies, difficulties and new issues as a result of changes

The PRC will write or revise policy as needed.

The PRC will refer the policy back to the FPG Committee or the Faculty at Large for feedback/input.

Once revised, the committee will bring the policy to FEC for approval.

In group processes differing points of view provide much needed input in discussions of policy. This small group has the opportunity to be very productive while also working for the good of the faculty. Once the policies are drafted, debated and refined, all groups have opportunity for input.

Committees and Job Description

Frequently Asked Questions

Professional Obligation and Eligibility

Programs

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ABOUT MARICOPA

Our students' success is reflected in the health and economic vitality of our community. That's why we're proud of our 10 individually accredited Maricopa Community Colleges. In our pursuit of educational excellence,

EXHIBIT 3

June 28, 2019

Via Email to: rshippee@pima.edu

Seth Shippee, Esq.
Deputy General Counsel
Pima Community College

Dear Mr. Shippee:

I am writing to you on behalf of the Pima Community College Education Association (PCCEA) to address recent legislative changes concerning community college employees represented by employee representative organizations. More specifically, the purpose of my letter is to both offer some input on the application of HB 2750 in this context and to suggest some lawful options for continuing to allow Pima Community College (PCC) employees to engage in certain work on a paid basis. Put simply, much of the work PCCEA officers and members do while reassigned under the terms of the Faculty Personnel Policy Statement (the Policy) may properly be characterized as work performed for PCC's benefit and on its behalf. As such, PCC retains the authority to compensate employees for such work and to continue to offer PCCEA officers and members reassignment so that they may engage in this work, notwithstanding the passage of HB 2750.

On May 31, 2019, the Governor signed HB 2750 into law. While HB2750 includes a wide range of changes, the portion of the bill that is most relevant to PCCEA is the language added to A.R.S. § 15-1444(A)(7), as follows:

A. Except as otherwise provided, the district board shall:

7. Determine the salaries of persons it appoints and employs. **A DISTRICT MAY NOT COMPENSATE AN EMPLOYEE FOR WORK PERFORMED ON BEHALF OF AN ELECTED EMPLOYEE REPRESENTATIVE ORGANIZATION AND MAY NOT PROVIDE MORE FAVORABLE TERMS AND CONDITIONS OF EMPLOYMENT TO ANY EMPLOYEE BECAUSE THAT INDIVIDUAL BELONGS TO AN ELECTED EMPLOYEE REPRESENTATIVE ORGANIZATION.**

The amendment includes two separate prohibitions, each of which is underlined above. In the following discussion, I will examine these prohibitions in reverse order.

(1) The Prohibition on Providing Any Employee With "More Favorable Terms and Conditions of Employment Because That Individual" Is Associated With PCCEA

The second part of the amendment prohibits a community college district from providing “more favorable terms and conditions of employment to any employee *because that individual belongs to an elected employee representative organization.*” (Emphasis added). The simple response is that PCCEA members do not receive “more favorable terms and conditions of employment . . . because” of their membership or involvement in PCCEA. Almost without exception, the terms and conditions of employment for faculty are generally applicable and are set without reference to membership or participation in PCCEA. Under the Faculty Personnel Policy Statement, faculty receive particular terms and conditions by virtue of the fact that they are full-time, regular faculty members and thus considered “Faculty” under the Policy; their entitlement to these terms and conditions of employment emphatically does not depend on their PCCEA membership status. For example, faculty members receive a particular salary based on (1) their inclusion within the definition of “Faculty” under the Policy and (2) their salary placement in view of their step and grade.

The principal portion of the Faculty Personnel Policy Statement that pertains to PCCEA is Article XII, entitled “Faculty Representative Group (PCCEA) Rights.” As the title suggests, most of the rights contained therein are afforded to PCCEA as a group and not to any specific individual employee. For instance, the College agrees to provide PCCEA with bulletin board space at several campuses. None of these group-based rights is implicated here because the prohibition relates to “more favorable terms and conditions of employment” provided “*to any employee because that individual* belongs to an elected employee representative organization,” and not to rights afforded to the association itself. (Emphasis and underscore added).

In the few instances in which these “rights” are arguably afforded to individual PCCEA officers or members, it cannot be unequivocally said that these “rights” provide “more favorable” or better terms and conditions of employment to PCCEA members. Rather, these “rights” modify or expand the PCCEA officers’ or members’ scope of work and duties. In other words, PCCEA officers or members occasionally perform different, but not necessarily better, work duties compared with some other faculty. For example, under Article XII of the Policy, PCCEA officers or members may represent faculty members in the meet-and-confer process and in grievance processing and may be reassigned, within strict, group-wide limits, to do this work rather than exclusively carrying the normal instructional faculty workload. This representational work serves important employer interests, as the Policy recognizes in the Preamble. Specifically, it is done “to promote harmonious relations between the Faculty and the Board, and to permit input for the development of personnel policies directly and substantially related to wages, salaries, working conditions for Faculty in order to encourage an efficient and high level of educational service to the community, and to foster open and honest relations among the Faculty, Administration, and the general College community.” In addition, it may facilitate the resolution of grievances and other employer-employee disputes and overall improve communications, morale, and labor relations at the College.

In light of these realities, there can be no clear judgment that the conferral of these “rights” to PCCEA constitutes providing “more favorable” or better terms and conditions of employment to any employee. It is not the case that PCCEA officers or members receive better

pay or more unrestricted leave, for instance, than other employees by virtue of their association with PCCEA. Any suggestion that these “rights” confer “more favorable” or better terms and conditions of employment represents a mere value judgment – that is, a subjective assessment or opinion about the value and importance of this work. Such a subjective, value-laden standard would prove unworkable in application and cannot be what the legislature had in mind.

(2) The Prohibition on “Compensat[ing] an Employee for Work Performed on Behalf of” PCCEA

The first portion of this amendment is similar to an existing prohibition on compensating school district employees that has been in place for a decade: “School district employment contracts shall not include compensated days for professional association activities.” A.R.S. § 15-504. Since this law became effective in November 2009, neither courts nor the Arizona Attorney General have weighed in on what this language means and what it specifically prohibits. That being said, a number of school districts have continued to compensate employees who are associated with their local education associations for performing a range of work that is for the districts’ benefit. Such work includes meeting and working with employees, administrators, and other stakeholders for a variety of purposes, such as to provide input, to assist in resolving disputes, to maintain relationships, and to facilitate effective communications with these groups. This arrangement, sometimes known as the “ombudsperson/liaison” model, represents a recognition that much of the work performed by association officers and members redounds to the benefit of the district (and therefore is not compensation solely “for professional association activities”). Accordingly, the school district may properly pay for that part of an employee’s work that is performed for the employer in this capacity.

Included below in Appendix A are two examples of district-paid, “ombudsperson/liaison”-type arrangements that school districts have in place.

Please let me know if you have any questions. I’d be happy to discuss this further with you at your convenience.

Sincerely yours,

Jarrett J. Haskovec
AEA General Counsel

Appendix A:

Paradise Valley Unified School District:

Article I

B. GOVERNING BOARD

1. Recognition of Responsibilities and Rights of the Association

a. The Board recognizes that the responsibilities of the Association require a considerable amount of time and often constitute actions that are considered district business. The Board agrees to appoint the District Ombudsman/Liaison to be responsible for the tasks that are considered district business. . . .

C. PARADISE VALLEY EDUCATION ASSOCIATION

. . . .

2. Release Days

Employees who desire to be released to perform Association business must use personal leave time as outlined in Bargaining Agreement IV.F.4.a, b, c, d.

3. President

The Association President will use personal release time as outlined in Bargaining Agreement IV.F.4.a, b, c, d for any Association business he/she elects to conduct during the professional day. . . .

Glendale Union High School District:

Release time-

- c. The President of the Association shall have available 20% of each semester of released time, non-accumulative at the District's expense, for the purpose of community relations and Association/District communications.

15-1461. District budget; annual estimate; computation; notice; hearing; adoption

- A. Not later than June 5, each district established pursuant to this chapter, and any other community college established prior to the enactment of this chapter, shall prepare a proposed budget for the budget year on a form which the auditor general prescribes to be transmitted to the district board. The proposed budget shall be accompanied by an estimate of the amount of funds needed for the ensuing year as determined by the district based on the proposed budget prepared by it.
- B. The district shall establish and set forth in the proposed budget the per capita expenditure per full-time equivalent student, which shall be the total operational expenses.
- C. The district shall establish and set forth in the proposed budget the per capita expenditure per full-time equivalent student, which shall be the total capital outlay expenses.
- D. The number of basic full-time equivalent students shall be computed by dividing the total community college credit units by fifteen per semester and shall be based on regular day enrollment. The number of additional short-term full-time equivalent students shall be computed by dividing the total community college credit units from additional short-term classes by thirty. The number of skill center full-time equivalent students shall be computed by dividing the total number of clock hours in approved vocational training programs by six hundred forty.
- E. The governing board of each district shall prepare a notice fixing a time not later than June 20 and designating a public place within each district at which a public hearing and special board meeting shall be held. The governing board of each district shall publish a notice of the public hearing and special board meeting not later than fifteen days before the meeting. The governing board shall publish the proposed budget on its website and present the proposed budget for consideration of the residents and the taxpayers of the district at such meeting.
- F. The proposed budget shall contain but need not be limited to the following information:
1. The estimated cost of all operational, capital outlay and debt service expenses.
 2. The percentage of increase or decrease in each budget category as compared to each category of the budget for the current year.
 3. The total amount of revenues by source that was necessary to meet the district's budget for the current year.
 4. The total amount of revenues by source that will be necessary to meet the proposed district budget.
 5. The total property tax levy of the district for the current year.
 6. The levy for primary property taxes and the levy for secondary property taxes for the current year.
 7. The primary property tax rate and secondary property tax rate for the current year.
 8. The estimated amount of total property tax levies for the district and the primary property tax and secondary property tax components thereof necessary for the budget year.
 9. The maximum amount of primary property tax dollars which the district is permitted to levy pursuant to title 42, chapter 17, article 2 for the budget year.
 10. The amount of secondary property tax dollars which the district will levy for the budget year.
 11. The amount of monies received from primary property taxation in the previous fiscal year in excess of the maximum allowable amount as calculated pursuant to title 42, chapter 17, article 2.

12. Beginning in fiscal year 2013-2014, the total estimated personnel compensation, which shall separately include employee salaries and employee related expenses for retirement costs and health care costs.

13. Beginning in fiscal year 2013-2014, all unencumbered cash, both restricted and unrestricted.

G. The governing board shall publish the proposed budget and the notice of the public hearing and special board meeting a second time not later than five days prior to the meeting. Publication shall be made in a newspaper of general circulation within the district. The cost of publication shall be a charge against the district. If a truth in taxation notice and hearing is required under section 15-1461.01, the district may combine the notice and hearing under this section with the truth in taxation notice and hearing. Beginning in fiscal year 2013-2014, within seven days after the adoption of the proposed budget presented before the governing board, the budget finally adopted under this section shall be accessible in a prominent location on the district's official website and the final adopted budget shall be retained on the website for at least sixty months.

H. If the district fails to publish the proposed budget, notice and statements required by subsection F of this section, the board of supervisors shall levy on the property in the district the lesser of the amount of primary property taxes which were levied for the district in the current year or the amount which would be produced by the primary property tax rate which was levied for the district in the current year.

I. At the time and place fixed in the notice, the members of the governing board shall hold the public hearing and present the proposed budget to the persons attending the hearing. Upon request of any person, the governing board shall explain the budget and any resident or taxpayer of the district may protest the inclusion of any item in the proposed budget.

J. Immediately following the public hearing the chairman shall call to order the special board meeting for the purpose of adopting the budget. The governing board shall adopt the budget making deductions from the budget as it sees fit but making no additions to the budget and shall enter the budget as adopted in its minutes. The governing board shall not adopt the budget if the property tax requirements of the budget, excluding amounts budgeted and levied for secondary property taxes, exceed the amounts authorized pursuant to title 42, chapter 17, article 2.

**Agenda Item Details**

Meeting	Jun 08, 2022 - Public Hearing, Special and Regular Meeting
Category	5. ACTION (20 min.)
Subject	5.2 Fiscal Year 2023 Proposed Budget
Type	Action
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	The Chancellor recommends the Governing Board, through a roll call vote, adopt the proposed budget for the Pima County Community College District for Fiscal Year July 1, 2022 through June 30, 2023, which contains parameters set by the Board at their meetings in Spring 2022.
Goals	

Contact Person:

Dr. David Bea,
Executive Vice Chancellor for
Finance and Administration
(520) 206-4519

Contributing Author:

Keri Hill, Executive Assistant

Justification:

The Fiscal Year 2023 budget development process began with the creation of a [budget development calendar](#), which was presented to the Governing Board on November 10, 2021.

The Governing Board's participation began with a Study Session to review the Fiscal Year 2023 Budget Plans on [November 29, 2021](#). A second Study Session, held [February 21, 2022](#) followed, and the Governing Board provided direction in advance of [setting tuition rates](#) and a recommendation to prioritize employee compensation and implement the outcomes of the classification and compensation study. The Finance and Audit Committee reviewed various components of the budget throughout the year, [providing a recommendation on the proposed budget and considerations for the next three-year budget plan](#).

The Board continued with a series of actions, including the approval of plan structures for [employee medical and pharmaceutical benefits](#), a budget allocation in support of the [funding strategy for the Public Safety Personnel Retirement System](#), and approval of the [capital budget plan for Fiscal Year 2023](#). The Governing Board reviewed the Fiscal Year 2023 proposed budget at its [May 11, 2022 meeting](#), concluding with recommendations for salaries and property tax rates, as well as approval to publish the proposed budget in advance of the June 8, 2022, Public Hearing and Special Meeting and in accordance with [Arizona Revised Statute § 15-1461](#).

Financial Considerations:

The Fiscal Year 2023 General Fund budget is \$223.8M, and the total budget for All Funds is \$363.4M. Significant items of note include:

Revenues

- In-State Resident tuition of \$89.00 per credit hour
- Property Taxes, \$7.0M
- Proposed Revenues - All Funds, \$363.4M

- Proposed Revenues - General Funds, \$223.8M

Expenditures

- Budget allocated for salary adjustments, \$9.0M
- Capital Budget, \$49.0M
- Debt Service, \$5.1M
- Proposed Expenditures - All Funds, \$363.4M
- Proposed Expenditures - General Funds, \$223.8M

The adoption of the College's budget establishes maximum spending capacity for the fiscal year and utilizes projections for enrollment, revenues, and expenditures. The budget provides reserves to support new or changing priorities, and the classroom funding model provides the ability to meet actual enrollment demand. The College is not required to expend all funds if fewer programs or services are needed and if actual enrollment, revenues, and expenses are not aligned with the projections. In accordance with [Arizona Revised Statute § 15-1461](#), the budget may not exceed the maximum expenditures set at the time of Governing Board adoption.

[pcc-fy2023-arizona-budget-forms-pima-community-college.pdf \(1,026 KB\)](#)

Motion & Voting

The Chancellor recommends the Governing Board, through a roll call vote, adopt the proposed budget for the Pima County Community College District for Fiscal Year July 1, 2022 through June 30, 2023, which contains parameters set by the Board at their meetings in Spring 2022.

Motion by Demion Clinco, second by Meredith Hay.

Final Resolution: Motion Carries

Yea: Meredith Hay, Demion Clinco, Maria D Garcia, Catherine Ripley

Nay: Luis L Gonzales

Engagement Summary

Phases and Timing (Estimated: Spring 2020– Early 2022)

EXHIBIT 10



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Q2-Q4 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Q1 2022

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Identify job families, create role and level guidelines and develop standardized titles

Review PDQs and draft job descriptions

Q3 2020 - Q4 2021

Staff Market Assessment

Gather and analyze survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

Q3-Q4 2021

Salary Structure Design

Create market-informed salary structure/ranges that aligns with PCC's market strategy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Q1 2022

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Q1 2022

☐ Work step complete

☐ Work step in progress

☐ Upcoming steps

Pima Community College

Classification & Compensation Study

Staff Steering Committee Kick Off Meeting

September 24, 2020

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Agenda

Introductions

Background & Engagement Summary

Committee Members & Perspectives

Next Steps

Interview Questions

Appendix

Introductions

Pima Community College	Segal Team Members
Jeffrey Lanuez Engagement Leader, Chief Human Resources Officer & Assistant Vice Chancellor for Human Resources, Acting	Carol Mercer Engagement Leader Vice President cm Mercer@segalco.com 480.586.1963
Aida Vasquez Project Manager, Advanced Program Manager, Classification & Compensation	Andrea Averill Project Manager Senior Consultant aaverill@segalco.com 347.880.2121
Chip Reineberg Interim Program Manager, Compensation & Classification	Megan Ayers Analytics Associate mayers@segalco.com 602.381.4053
Rachel Araiza Human Resources Specialist	David Ko Analytics Technical Advisor Consultant dko@segalco.com 424.365.2161

An Overview of Our Firm

National consulting firm with
1,100+ employees and
celebrating over **80 years**
serving clients

Mission driven:
Providing trusted advice
that improves lives

Independent, objective,
and **employee-owned**

Not any solution—**your**
solution; personalized advice
and help



Background & Engagement Summary

Background

Pima Community College (“PCC”) engaged Segal to conduct a competitive market assessment and pay administration study for both faculty and staff with the following objectives:

1

Create and implement a new job structure and compensation program for both faculty and staff. Develop a communications change management strategy and plan.

2

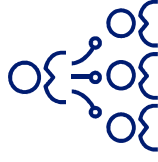
Develop staff job classification analyses, including Position Description Questionnaires (PDQ), job families, role level guides, and job descriptions.

3

Conduct a market assessment for both staff and faculty positions as well as a new market based salary structure design. Provide implementation strategy.

Engagement Summary

Overview (Estimated: March 2020–December 2021)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

September–October

Faculty Market Assessment & Salary Ranges

Request and fulfill detailed census data request and CIP code assignments

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

September–December

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Review PDQs and draft job descriptions

Identify job families, create role and level guidelines and develop standardized titles

September– March

Staff Market Assessment

Gather and clean survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

April–July

Salary Structure Design

Create market-informed salary structure/ranges that align with the philosophy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

August–October

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

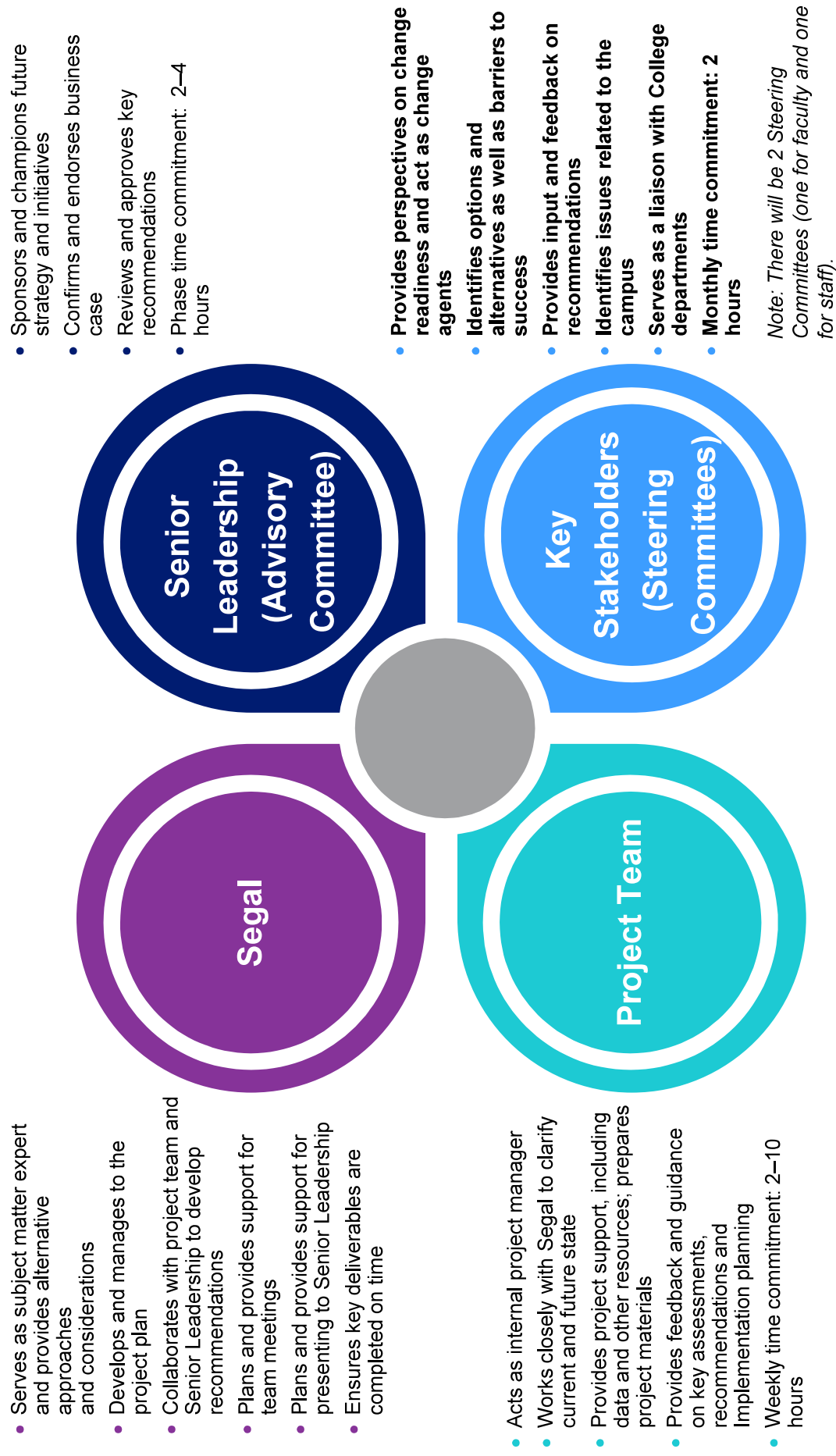
Incorporate feedback as needed

Prepare and share samples of materials for consideration

November–December

Engagement Summary

PCC and Segal Collaboration Approach



Engagement Summary

Key Work Steps Completed to Date

- Prepared draft general study announcement
- Requested and reviewed data items
- Reviewed PCC intranet site and communications
- Prepared detailed project plan
- Provided guidance on steering committee selection process
- Developed a schedule of regular project team check in calls with structured agenda, project dashboard and timing updates (i.e., full project team and project manager check in calls bi-weekly)
- Met with Chancellor and Chief of Staff to provide the study overview and obtain perspectives





Committee Members & Perspectives

Steering Committees

Staff Members

Staff Steering Committee Members:

Andrew Plucker
Director, Business and Travel
Services

Danielle Johnson
Assistant Program Manager, Multi
Campus Instructional Sup Services

Denise Morrison
Executive Director, Employee Service
Center Operations

Edie Pearson
Student Service Advanced Specialist,
Enrollment Services

Gayle Bell
Executive Assistant, Chancellor
Operations

Gonzalez Ricky
Materials Management Specialist,
M&S Materials Management

Hal Melfi
Facilities & Operations Manager,
Plant Operations

Hector Acosta
Director, Military and Veterans
Services

Jewel Mideau
Director, Hospitality - Culinary

Joshua Blum
Police Sergeant, Department of
Public Safety

Laurence M Redmond
Acting Director, IT Technical Services

Laurie Kierstead-Joseph
Acting Vice President, Adult Basic
Education for College & Career

LeighAnn Sotomayor
Manager, Center for the Arts

Linda Cordier
Director, PimaOnline Partnerships &
Operations

Marcos Ameneiros
Student Services Specialist, College
Readiness & Testing

Maricruz Ruiz
Program Coordinator, Santa Cruz Ed
Services Partnership

Mike Posey
Director, Facilities Operations

Sandee Seitzinger
Support Coordinator, NW-Campus Vice
President Office

Stephen Ebel
Research Analyst, Academic Quality
Improvement

Susan Kramer
Laboratory Supervisor, Science Division

Teresa Noon
Program Manager, Workforce
Development

Victoria Vertein
Assistant Program Manager, Multi
Campus Instructional Sup Services

Your Perspectives

Project objectives

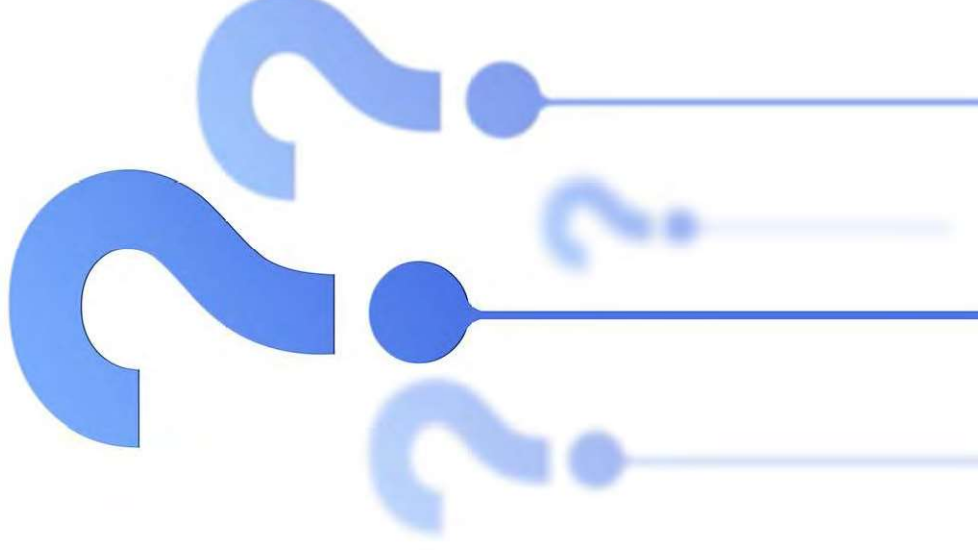
- When this engagement is successfully completed what will be the same/different? (i.e. what does project success look like?)
- What challenges and obstacles, if any, stand in the way of this engagement's success?
- Whose perspectives should we gather and who should be involved in the outcomes of this project to ensure a successful engagement?
- From your perspective, what's working/not working with the current compensation program? Are there aspects which absolutely must change/must stay the same?



Next Steps

Next Steps

- Conduct kick off meeting with faculty steering committee
- Conduct stakeholders interviews and focus groups
 - Cabinet members (e.g., 8 interviews)
 - Focus groups (e.g., 2 for staff and 2 for faculty, managers and non-managers in separate sessions, up to 20 participants per focus group)
 - On the following slides we would like to gather your feedback on potential interview questions
- Develop communication strategy and plan
 - Includes a PCC communications representative and a few members from each steering committee
- Facilitate a college-wide town hall
- Launch job description phase for staff
- Develop PCC higher education compensation comparison group



Interview Guide

Interview Guide

Interview Questions

All interviews will be kept confidential and key themes will be aggregated. No feedback will be attributed to any one individual.

1. How would you describe the culture and operating environment at PCC (i.e., what is it like to work here)?
2. What attracted you to PCC? Why do you continue to stay?
3. In general, what is your perspective on PCC's compensation program? What is working well with the current compensation program? What could be improved? What are the critical changes you would like to see in the process and program? What key outcomes would you like to see? What should PCC consider in designing its future pay programs?
4. Do you think PCC's base pay (or salary) is competitive? Would you consider base pay or salary to be competitive, below the average or above the average? What types of organizations do you feel are appropriate comparators for compensation? Does this differ by role, level, or area/departments?
5. Think back to the time of being hired. How much did pay enter into your decision when taking other factors into consideration such as: job itself, benefits package, PCC reputation, working relationships, etc.?
6. How well do you think the current processes for making pay decisions (e.g., starting salaries, promotional increases, etc.) work? How do you think they are perceived and understood by employees?
7. Do you feel PCC's salaries are fair and equitable? To what extent should pay differ by length of service, performance, or other factors?
8. Is there anything we haven't discussed that you think would be helpful for us to know?

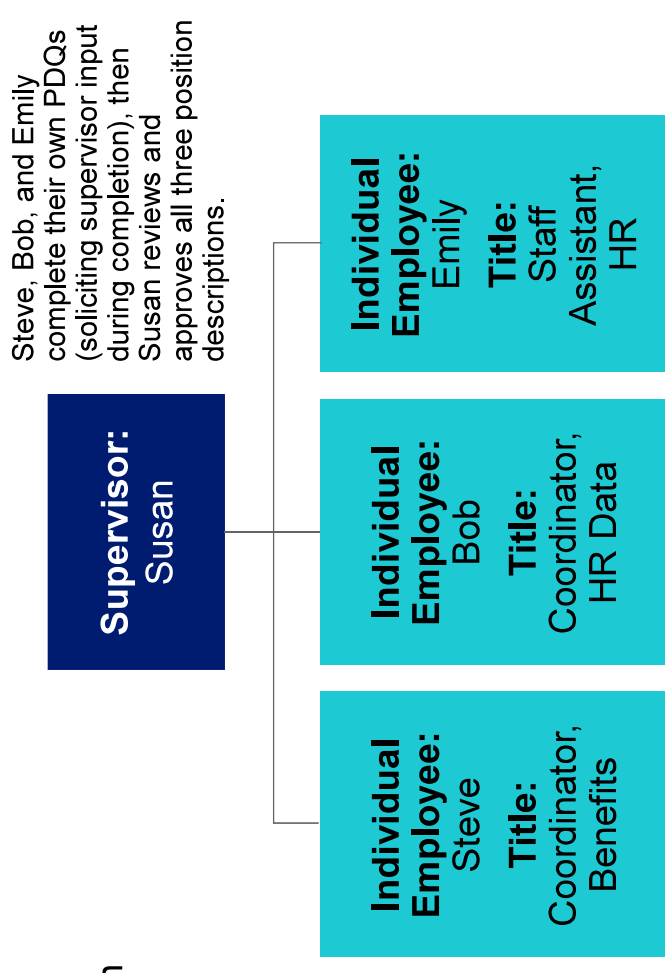
Appendix

Position Description Questionnaire

Roles in Completing PDQs

- **Individual employees** are responsible for ensuring that:
 - Position description questionnaires are complete and submitted on time
 - Reference documents (e.g., job description, performance review document) are utilized when available to ensure completeness of PDQs
- **Supervisors** are responsible for:
 - Ensuring all position description questionnaires within their department have been completed and are accurate
 - Signing off on their direct reports completed questionnaires
 - Ensuring that employee and supervisor have consensus on the final PDQ
- **Human Resources** will be responsible for ensuring that:
 - Position description questionnaires have been reviewed and discrepancies have been addressed
 - PDQs are consolidated for different employees in the same jobs

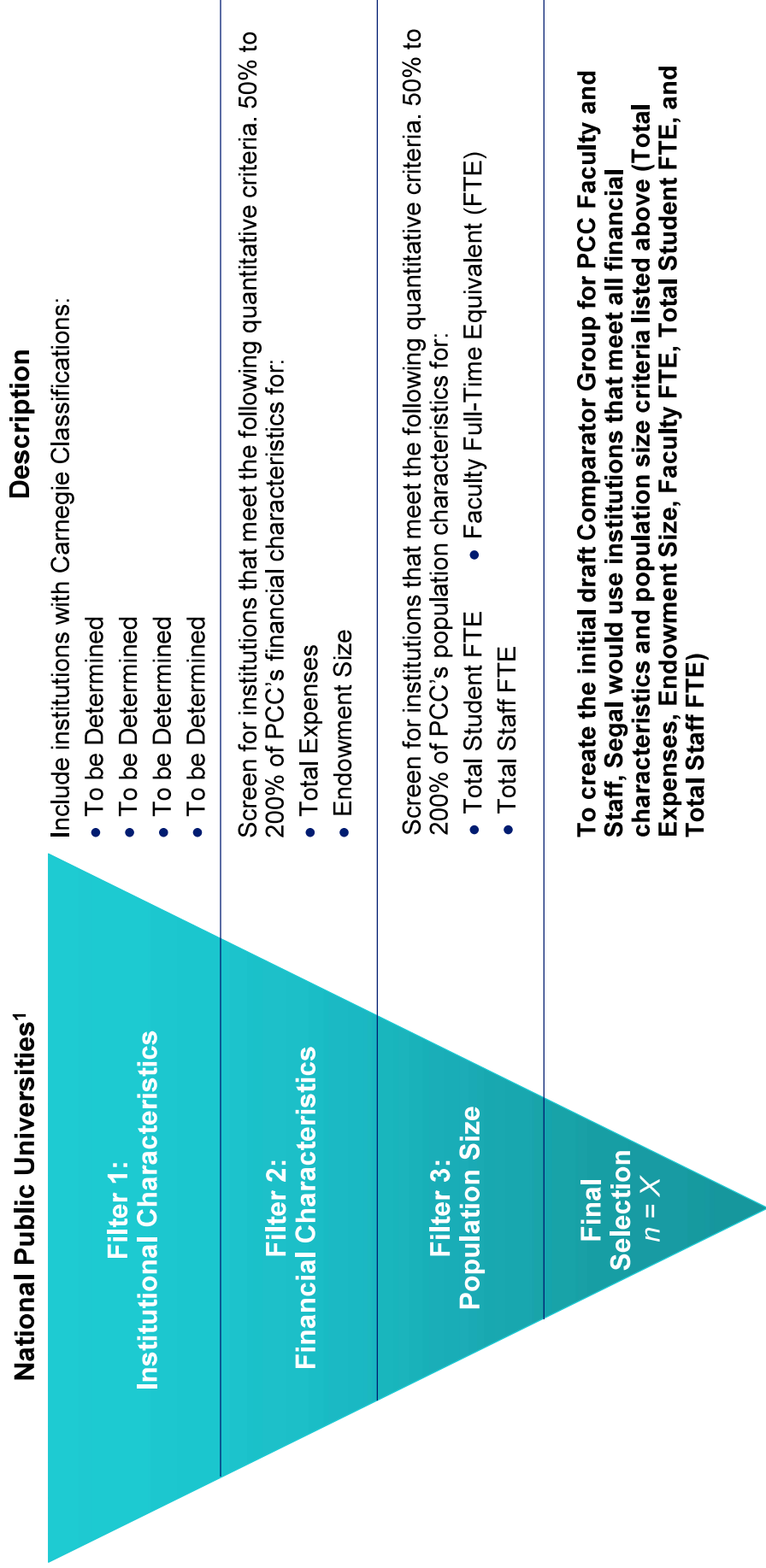
Illustrative Example



Human Resources uses the consolidated PDQs to ensure job descriptions are current and accurate.

Methodology for Selecting Comparable Institutions

- Segal will identify a custom comparator group of similar institutions to Pima Community College.
- Segal will utilize the “funnel filter” approach described below:



¹ Comparator Institution data will be obtained from most recent IPEDS data.

Comparison Group/Market Development

- An institution uses comparison market groups for several reasons:
 - Student and program comparisons
 - Benchmarking institutional performance
- These groups may overlap with or be different from a **compensation comparison group or market**. These groups reflect the talent market specific to the organization:
 - Higher education for positions unique to higher education
 - Both higher education and general industry data for jobs that exist outside of higher education
- Considerations in developing a higher education-specific comparison group:
 - Similar type institutions (e.g., Carnegie Classification)
 - Similar size institutions (e.g., total expenses, student enrollment)
 - Geography
 - A sufficient sample for a reliable data set
 - May include some aspirational institutions
 - Other criteria (e.g., funding sources, retention rate, graduation rate, admission yield, etc.) may also be evaluated
- Initial higher education market comparison groups identified for the study:
 - Current peer group
 - Local area (Baltimore-Washington metro) and regional (northeast) institutions
 - Art and design peer institutions across the country (i.e., 11 institutions)

A local/regional general industry market comparison group will be included for jobs not specific to higher education.

Survey Sources

- Surveys used in the market assessment are high quality, credible survey sources (e.g., are not self-reported) that have jobs and scope categories reflecting PCC's appropriate talent markets, and sufficient data points for the survey matches selected
- Potential surveys to be used in this assessment include:

Publisher	Survey Title	Type
CUPA-HR	National Administrator, Professional, and Staff Salary Surveys	Higher Education
Willis Towers Watson (WTW)	Information Technology, Office and Business Support, Professional Administrative & Sales, Professional Technical & Operations, Supervisory & Middle Management, Technical Support and Production	General Industry/ Geographic
PayFactors	Compensation Database	General Industry/ Geographic
CompAnalyst	Compensation Database	General Industry/ Geographic

Other credible sources may be added to study as relevant and applicable.

Questions You May Have

- **Will pay decrease or increase as a result of the study?**

There will be no pay decreases as a result of the study. In terms of pay increases, we don't know what the implications will be until the study is complete. Any changes depends on the results of the study, the College's strategic priorities and budget.

- **Will jobs be added or eliminated as a result of this study?**

The compensation study does not include any objectives to add or eliminate jobs or determine appropriate staffing levels.

- **Will Segal be meeting individually or in groups with employees to discuss job content?**

No, Human Resources will be your point of contact for any PDQ process or job content questions.

- **Will my job title change?**

Job titles will not change now. Some titles may change later to ensure consistency across jobs or to make a title describe a particular job more accurately.

- **How transparent will the study process and results be to employees?**

The Chancellor and Human Resources are committed to and will actively support, and communicate progress and the resulting compensation program to staff. Information about the study is accessible to all employees in [EmployeeConnect](#).

- **What if I have additional questions?**

Please direct all questions to Aida Vasquez or Rachel Araiza in Human Resources.

Thank You!

Additional Questions?

Aida Vasquez

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Rachel Araiza

Human Resources Specialist
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520.206.4622



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- Strategic Planning (institution-wide and school level)
- Organizational Assessment and Business Process Improvement
- Cultural Transformation
- Resource Management and Revenue Generation
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- Compensation (faculty, executive, administration and staff)
- Benefits
- Retirement
- Performance Management
- Talent Management and Skill/Competency Models
- Human Resources Function Assessments
- HR Metrics
- Communications
- Pay Equity

Partnerships



- College and University Professional Association for Human Resources (CUPA-HR)
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- American Council on Education (ACE)
- Network for Change and Continuous Innovation (NCCI)

Pima Community College

Classification & Compensation Study

Faculty Steering Committee Kick Off Meeting

October 30, 2020

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Agenda

Introductions

Background & Engagement Summary

Interview Guide

Next Steps

Appendix

Introductions

Pima Community College

Jeffrey Lanuez
Engagement Leader, Chief Human
Resources Officer & Assistant Vice
Chancellor for Human Resources, Acting

Aida Vasquez
Project Manager, Advanced Program
Manager, Classification & Compensation

Chip Reineberg
Interim Program Manager, Compensation &
Classification

Rachel Araiza
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An Overview of Our Firm

National consulting firm with
1,100+ employees and
celebrating over **80 years**
serving clients

Mission driven:
Providing trusted advice
that improves lives

Independent, objective,
and **employee-owned**

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solution; personalized advice
and help

Background

Pima Community College (“PCC”) engaged Segal to conduct a competitive market assessment and pay administration study for both faculty and staff with the following objectives:

1

Create and implement a new job structure and compensation program for both faculty and staff. Develop a communications change management strategy and plan.

2

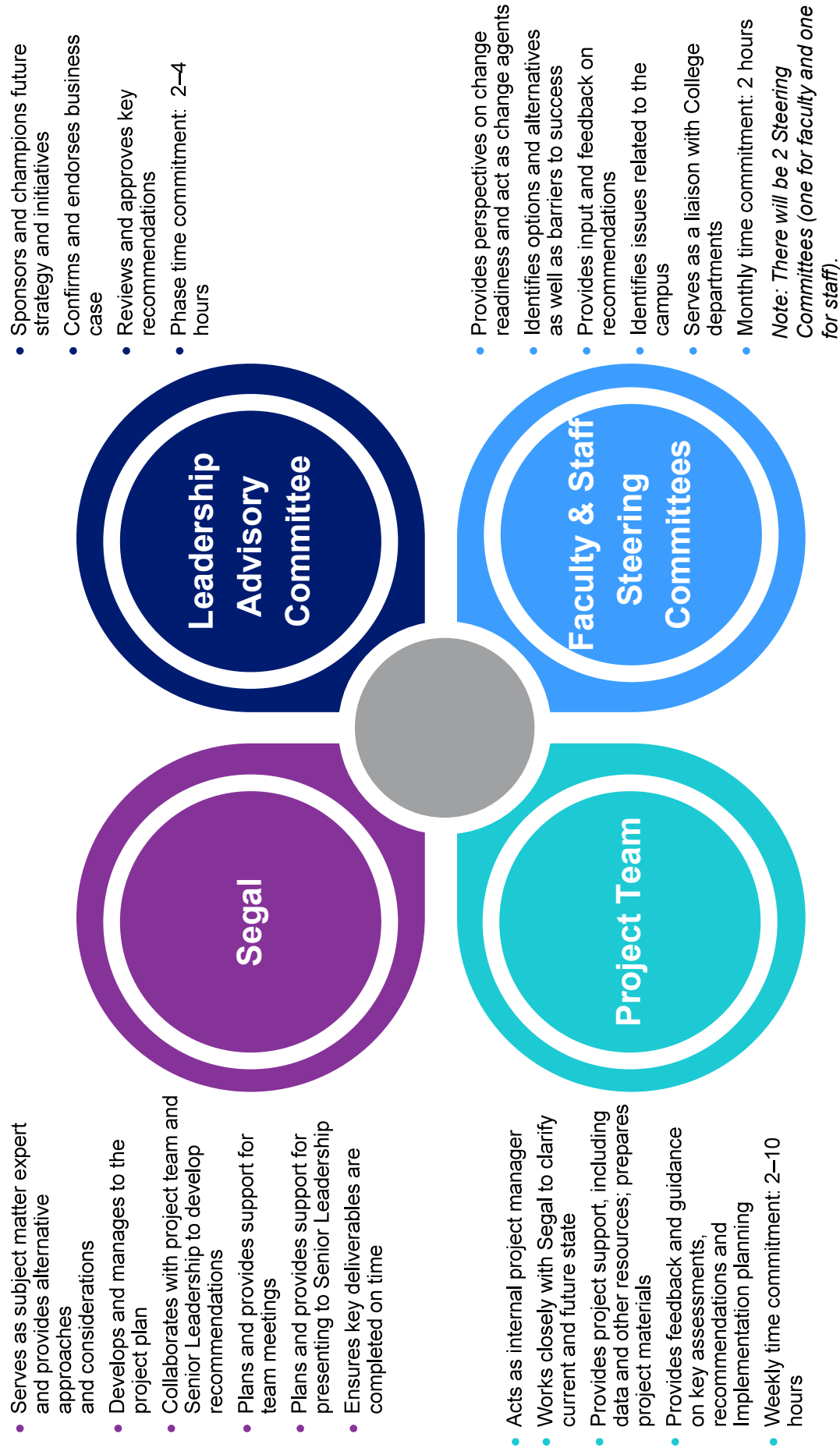
Develop staff job classification analyses, including Position Description Questionnaires (PDQ), job families, role level guides, and job descriptions.

3

Conduct a market assessment for both staff and faculty positions as well as a new market based salary structure design. Provide implementation strategy.

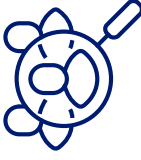
Engagement Summary

PCC and Segal Collaboration Approach



Engagement Summary

Overview (Estimated: Spring 2020– Early 2022)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Fall 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Winter 2020

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Review PDQs and draft job descriptions

Identify job families, create role and level guidelines and develop standardized titles

Winter 2020

Staff Market Assessment

Gather and clean survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

Spring/Summer 2021

Salary Structure Design

Create market-informed salary structure/ranges that align with the philosophy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Summer/Fall 2021

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Early 2022

Engagement Summary

Key Work Steps Completed to Date

- Prepared draft general study announcement
- Requested and reviewed data items
- Reviewed PCC intranet site and communications
- Prepared detailed project plan
- Provided guidance on steering committee selection process
- Developed a schedule of regular project team check in calls with structured agenda, project dashboard and timing updates (i.e., full project team and project manager check in calls bi-weekly)
- Met with Chancellor and Chief of Staff to provide the study overview and obtain perspectives
- Met with Staff Steering Committee and completed staff focus groups



Interview Guide

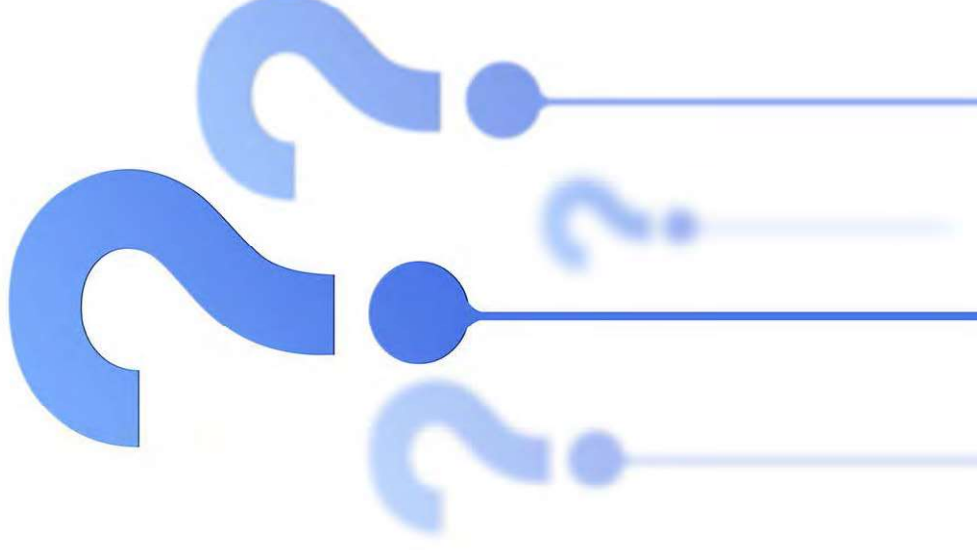
Interview Questions

All interviews will be kept confidential and key themes will be aggregated. No feedback will be attributed to any one individual.

1. How would you describe the culture and operating environment at PCC (i.e., what is it like to work here)?
2. What attracts people to PCC? Why do they stay?
3. In general, what is your perspective on PCC's compensation program? What is working well with the current compensation program? What could be improved? What are the critical changes you would like to see in the process and program? What key outcomes would you like to see? What should PCC consider in designing its future pay programs?
4. Do you think PCC's base pay (or salary) is competitive? Would you consider base pay or salary to be competitive, below the average or above the average? What peer institutions does PCC compete with for talent?
5. Think back to the time of being hired. How much did pay enter into your decision when taking other factors into consideration such as: job itself, benefits package, PCC reputation, working relationships, etc.?
6. How well do you think the current processes for making pay decisions (e.g., starting salaries, promotional increases, etc.) work? How do you think they are perceived and understood by employees?
7. Do you feel PCC's salaries are fair and equitable? To what extent should pay differ by length of service, performance, rank, or other factors?
8. Is there anything we haven't discussed that you think would be helpful for us to know?

Next Steps

- Conduct stakeholders interviews and focus groups
 - Leadership Advisory Committee
 - Focus groups (e.g., 2 for faculty, managers and non-managers in separate sessions, up to 20 participants per focus group)
- Develop communication strategy and plan
 - Includes a PCC communications representative and a few members from each steering committee
- Facilitate a college-wide town hall
- Launch job description phase for staff
- Develop PCC higher education compensation comparison group



Thank You!

Additional Questions?

Aida Vasquez

Advanced Program Manager,
Classification & Compensation
avasquez66@pima.edu
520.206.4632

Rachel Araiza

Human Resources Specialist
raraiza5@pima.edu
520.206.4622



Appendix

Steering Committees

Faculty Members

Faculty Steering Committee Members:

Amanda Abens

Dean of Workforce Development & Continuing Education

Aubrey Conover

West Campus Vice President

Guadalupe Cruikshank

Instructional Faculty, Communications

Jen Switzer

Instructional Faculty, Mathematics

John Gerard

Instructional Faculty, Applied Technology

Josie Milliken

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Executive Director for Faculty Affairs and Development

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Lamata Mitchell

Vice Provost for Academic Affairs & Student Learning

Makyla Hays

Instructional Faculty, Mathematics

Monica Gouker

Instructional Faculty, Nursing

Sean Mendoza

Adjunct Faculty, Computer Applications

Questions You May Have

- **Will pay decrease or increase as a result of the study?**

There will be no pay decreases as a result of the study. In terms of pay increases, we don't know what the implications will be until the study is complete. Any changes depends on the results of the study, the College's strategic priorities and budget.

- **Will jobs be added or eliminated as a result of this study?**

The compensation study does not include any objectives to add or eliminate jobs or determine appropriate staffing levels.

- **Will Segal be meeting individually or in groups with employees to discuss job content?**

No, Human Resources will be your point of contact for any PDQ process or job content questions.

- **Will my job title change?**

Job titles will not change now. Some titles may change later to ensure consistency across jobs or to make a title describe a particular job more accurately.

- **How transparent will the study process and results be to employees?**

The Chancellor and Human Resources are committed to and will actively support, and communicate progress and the resulting compensation program to staff. Information about the study is accessible to all employees in [EmployeeConnect](#).

- **What if I have additional questions?**

Please direct all questions to Aida Vasquez or Rachel Araiza in Human Resources.

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Our Higher Education *Expertise and Partnerships*

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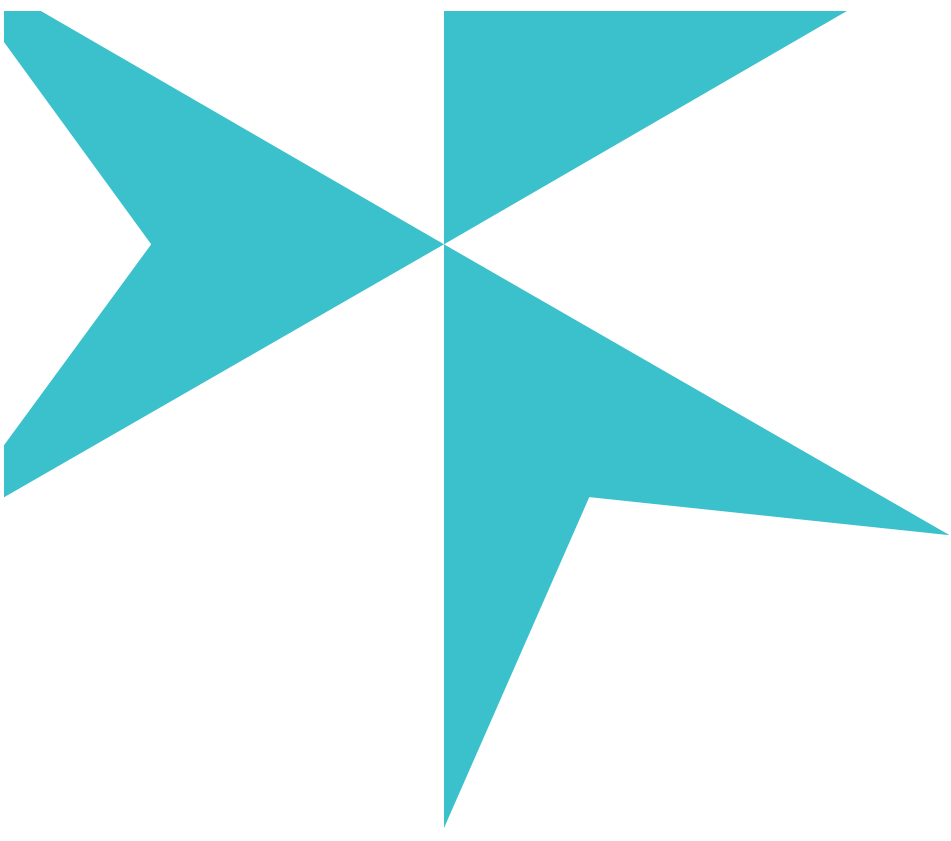


- Strategic Planning (institution-wide and school level)
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Pima Community College

Classification & Compensation Study

Faculty Steering Committee Update

Key Themes from Faculty Focus Groups & Draft Market Strategy

December 4th, 2020

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Segal

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- Introduction
- Key Themes from Faculty Focus Groups
- Market Strategy
- Proposed Comparison Markets and Peer Groups
- Appendix

Introduction

- Segal conducted discussions in October and November for various stakeholder groups (listed below) to gain insight and context around the current and desired state of faculty and staff compensation at Pima Community College (PCC)
 - Leadership Advisory Committee (comprised of PCC leadership)
 - Staff Steering Committee
 - Faculty Steering Committee
 - Two staff focus groups
 - Two faculty focus groups
 - Human Resources department
- Information that can attribute a comment to a specific individual has been removed to preserve confidentiality. Draft themes reflect the perceptions and perspectives of focus group attendees. Interview findings are detailed in this document as well as a draft of the market strategy
- Comparison markets will be developed based on:
 - Stakeholder perspectives
 - Desired future state
 - Segal's knowledge of and experience with effective practices in higher education compensation

These themes will be further refined based the input from the broader PCC population in late December.

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- Introduction
- **Key Themes from Faculty Focus Groups**
- **Market Strategy**
- **Proposed Comparison Markets and Peer Groups**
- **Appendix**

Key Faculty Focus Group Themes

- **Culture and Attraction**

- **Culture:** Among the faculty groups interviewed, many feel a strong attachment to the PCC due to the mission and values of the College, ability to make an impact on students, and the collegial, collaborative environment. There is also a general perception that faculty are overworked and under paid. Interviewees did not feel appreciated by the College (especially adjunct faculty) and believe they are required to do more administrative work than their job description requires. There is an overall perception of a disconnect between faculty members and administration.
- **Attraction:** Interviewees stated the ability to make an impact on students and a passion for teaching were the primary attractions of PCC. Interviewees appreciate the direct interaction with students and the autonomy and flexibility in their teaching roles in contrast to other larger institutions.
- **Retention:** Overall interviewees cited the mission of PCC as the reason they remain at the college. Interviewees feel PCC is a workplace that allows them to have an impact on students and plays a part in impacting future generations.
- **Trust:** Many interviewees stated a general lack of trust in College administration based on limited, eroding input from faculty on key decisions impacting students and faculty. Many interviewees expressed concern regarding administrators receiving annual pay increases, while faculty have not received increases in several years.

Notable remarks

- “I chose PCC because I love to teach and have the ability to teach the way I want to teach.”
- “The students truly make the job worth staying for.”
- “Over the last decade my job requirements have increased, especially in terms of administrative duties.”
- “There is an unhealthy relationship with leadership and the disparity between groups has really chipped away at mutual trust.”

Key Faculty Focus Group Themes

- **Compensation and Benefits:**

- **Competitiveness:** Faculty are generally pleased with the current salary schedule used at PCC, however interviewees stated because increases haven't been provided in several years, wages have fallen behind competitive levels. Overall interviewees do not believe pay is competitive compared to the market.
- **Cost of Living Adjustments:** Many interviewees mentioned that salaries fall behind because they do not receive annual adjustments for cost of living.
- **Need for More Transparency:** Interviewees mentioned a desire for more transparency stating the compensation program is understood however increases have been frozen and the College is not clear in its intentions to change or reinstate the current salary schedule.
- **Benefits:** Interviewees believe that benefits at PCC have become less competitive over the last few years, particularly due to the higher cost for health care benefits. Some cited their appreciation for the retirement benefits as a boost to total compensation.
- **Compression:** Interviewees mentioned new hires are often brought in at salaries higher than those who have been with PCC for years.
- **Adjuncts:** It is perceived as unfair that adjunct faculty are not able to receive benefits. Interviewees also cited the lack of a salary schedule provided for adjunct faculty. Interviewees are displeased that all adjuncts are paid the same regardless of experience.

Notable remarks

- “If I was looking for a job now I would not apply to PCC.”
- “At some point, passion and love for students hits the wall of not being able to afford to work at PCC due to wage stagnation.”
- “Many benefits have been taken away from faculty in recent years.”
- “We have adjuncts who have been here 20 years and are making less than new hires.”
- “I have to choose between groceries and medication.”

Key Faculty Focus Group Themes

- **Additional Pay Opportunities:**

- **Pay for Educational Attainment:** Interviewees expressed concerns with the current step increase program not being utilized, but described general favor of the program that allows them to move horizontally based on educational attainment.
- **Pay for Additional Responsibilities:** Interviewees unanimously are weary of the additional time and responsibilities added without commensurate compensation. Interviewees cited a lack of pay for additional responsibilities such as serving on committees, developing new programs, serving in leadership roles and administrative duties.
- **Differentiated Pay by Discipline:** There are mixed perceptions around providing discipline adjustments to faculty at PCC. Interviewees agree there are difficulties recruiting faculty in certain industries due to competitiveness with the market, however many interviewees also want to preserve the equity and fairness between faculty as a means to maintain a collaborative rather than competitive teaching environment.

Notable remarks

“I work way more than the 32 hour week I am paid for.”

“We have a salary schedule but no way to move, it is very disheartening.”

“I hope we maintain guaranteed increases for educational attainment.”

“There is no additional reward or incentive to take a leadership position. It equates to more work with no pay.”

“Some disciplines need higher wages to keep up with general industry.”

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PCC Compensation Market Strategy

- The compensation market strategy sets the foundation for the compensation market assessment and helps to secure PCC as an employer of choice. Based on information collected from the PCC project team, stakeholder/executive interviews, focus groups, review of the data received, and consideration of market and best practices, Segal prepared a draft compensation market strategy for PCC's review.
- The compensation market strategy plays a key role in compensation effectiveness to:
 - Align with the overall total rewards of work at the College
 - Define comparison markets and pay positioning
 - Describe the link to performance and prominence of internal equity
 - Provide a foundation of principles for pay administration
- A summary is provided on the following page. Likely the compensation market strategy statements will be similar for faculty and staff, however the factors for selecting the higher education comparison market may vary.

PCC Compensation Market Strategy

Total Compensation Components & Prominence	<p>Pima Community College (PCC) strives to provide competitive compensation and benefits that balance both market competitiveness and internal equity while remaining fiscally responsible. Aside from base compensation, PCC recognizes additional components including competitive benefits, an inclusive culture, impactful work content, growth opportunities, and other workplace attributes as key elements of a robust program.</p>
Comparison Markets	<p>The comparison markets for similar higher education institutions to PCC reflect a number of factors including Carnegie classification, institution size (based on financial and other demographic metrics), geography, reputation, and metrics of student success and operational efficiency. Additionally, for staff positions that exist outside of higher education, local and regional employers across public and private sector entities are considered as well.</p>
Pay Positioning	<p>PCC will generally target the market 50th percentile for competitive positioning in the aggregate. Pay positioning may vary for some jobs (higher or lower) based on the external competitive market, criticality of the role to support the College's strategic objectives, scarcity of talent, internal equity, and the incumbent's skills, experience, and/or education in comparison to the minimum requirements set forth for the role.</p>
Beyond Market Factors	<p>PCC promotes an emerging pay for performance culture, fair and equitable rewards, increases to salaries, and advancement opportunities. PCC also recognizes other elements such as level of education, prior experience, length of service, and overall contributions to PCC as factors that affect pay decision-making.</p>

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- **Proposed Comparison Markets and Peer Groups**
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Proposed Comparison Markets and Peer Groups

Use of Geographic Differentials

- There are two types of geographic differentials, which are often related, but can be quite different
 - *Cost of Labor*: Differences in salaries in a location based on the talent market
 - *Cost of Living*: Reflects the cost for housing, groceries, etc. in a certain location. May be used to adjust broader cuts to local data, when local market data are not reported
- Geographic differentials are typically not used for nationally-recruited jobs (e.g., Director level and above)
- Geographic differentials may be applied to market data when the *cost of labor* in a particular geographic location is significantly higher or lower than the market data being used in the benchmarking
 - Tucson's cost of labor is approximately 96% of the United States average.

The living wage will also be a consideration in the review and update of the salary ranges.

¹ Source: Economic Research Institute (ERI) Geographic Assessor as of October 2020. Reflects the average of differentials between salaries of \$25,000 to \$345,000 as compared to the US average.

Proposed Comparison Markets and Peer Groups

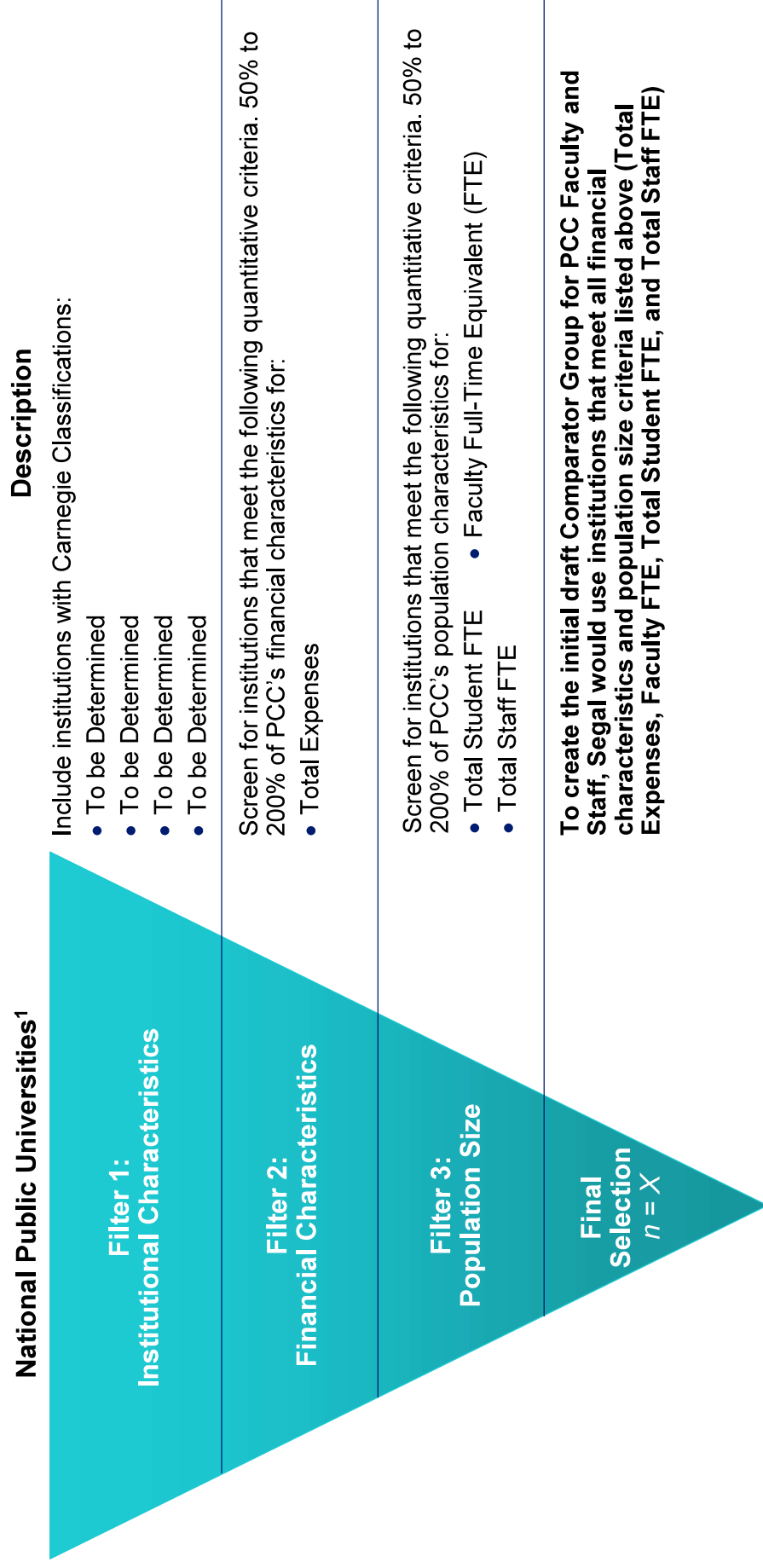
Introduction to Peer Group Development

- A college uses peer (or comparison) groups for several reasons, including student and program comparisons and benchmarking college performance
- A peer group for the purposes of compensation benchmarking may or may not be the same as the group(s) used for other purposes; in many cases, there is some overlap in the institutions selected
- In our experience, a compensation comparison group:
 - Includes institutions of similar type (i.e., Carnegie Classification) and size (e.g., total expenses, student enrollment) within a reasonable and defensible range
 - Includes at least 40+ institutions to ensure sufficiency of data and a representative sample of compensation practices when compared over time
 - Considers the compensation implications of colleges located in similar and different cost of living and cost of labor areas (although recruitment may be national in scope)
 - May include a small group of aspirational colleges to reflect compensation implications related to the institution's future growth
 - May include additional criteria such as: programs offered, funding sources, retention rate, graduation rate, admission yield, student to faculty ratio, etc.

Proposed Comparison Markets and Peer Groups

Methodology for Selecting Comparable Institutions

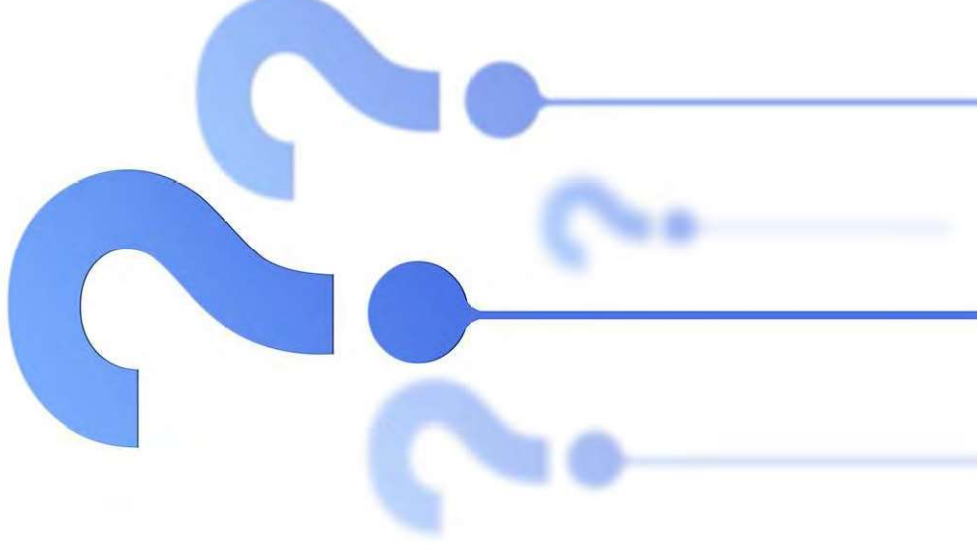
- Segal will identify a custom comparator group of similar institutions to PCC
- Segal will utilize the “funnel filter” approach described below:



¹ Comparator Institution data will be obtained from most recent IPEDS data.

Next Steps

- Facilitate a college-wide town hall (Dec. 4)
- Conduct staff training on PDQ process (Dec. 8 and Dec. 10)
- Continue work steps on PCC compensation market strategy
- Prepare communications strategy and plan



Thank You!

Additional Questions?

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Leadership Advisory Committee

Leadership Advisory Committee Members:

Bruce Moses
Vice Chancellor, Educational Services & Institutional Integrity

David Bea
Executive Vice Chancellor, Finance & Administration

David Dore
President of Campuses and Executive Vice Chancellor

Dolores Duran-Cerda
Executive Vice Chancellor and Provost

Jeff Silvyn
General Counsel

Morgan Phillips
Vice Chancellor for Academic Excellence

Nic Richmond
Chief Strategist, Assistant Vice Chancellor of Strategy, Analytics, and Research (STAR)

Faculty Steering Committee

Faculty Steering Committee Members:

Amanda Abens

Dean of Workforce Development & Continuing Education

Aubrey Conover

West Campus Vice President

Guadalupe Cruikshank

Instructional Faculty, Communications

Jen Switzer

Instructional Faculty, Mathematics

John Gerard

Instructional Faculty, Applied Technology

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Instructional Faculty, Distance Education

Kate Schmidt

Executive Director for Faculty Affairs and Development

Kenneth R. Scott, CPA

Instructional Faculty, Accounting (Business)

Kris Swank

Librarian, NWC Library

Lamata Mitchell

Vice Provost for Academic Affairs & Student Learning

Makyla Hays

Instructional Faculty, Mathematics

Monica Gouker

Instructional Faculty, Nursing

Sean Mendoza

Adjunct Faculty, Computer Applications

Staff Steering Committee

Staff Steering Committee Members:

Andrew Plucker
Director, Business and Travel
Services

Danielle Johnson
Assistant Program Manager, Multi
Campus Instructional Sup Services

Denise Morrison
Executive Director, Employee Service
Center Operations

Edie Pearson
Student Service Advanced Specialist,
Enrollment Services

Gayle Bell
Executive Assistant, Chancellor
Operations

Ricky Gonzalez
Materials Management Specialist,
M&S Materials Management

Hal Melfi
Facilities & Operations Manager,
Plant Operations

Hector Acosta
Director, Military and Veterans
Services

Jewel Mideau
Director, Hospitality - Culinary

Joshua Blum
Police Sergeant, Department of
Public Safety

Laurence M Redmond
Acting Director, IT Technical Services

Laurie Kierstead-Joseph
Acting Vice President, Adult Basic
Education for College & Career

LeighAnn Sotomayor
Manager, Center for the Arts

Linda Cordier
Director, PimaOnline Partnerships &
Operations

Marcos Ameneiros
Student Services Specialist, College
Readiness & Testing

Maricruz Ruiz
Program Coordinator, Santa Cruz Ed
Services Partnership

Mike Posey
Director, Facilities Operations

Sandee Seitzinger
Support Coordinator, NW-Campus Vice
President Office

Stephen Ebel
Research Analyst, Academic Quality
Improvement

Susan Kramer
Laboratory Supervisor, Science Division

Teresa Noon
Program Manager, Workforce
Development

Victoria Vertein
Assistant Program Manager, Multi
Campus Instructional Sup Services

Communications Committee

Communications Committee Members:

Alma Yubeta
Marketing & Public Relations Manager

Francine Tupiken Ruelas
Support Coordinator

Gayle Bell
Executive Assistant

Jamila Caamano
Marketing & Public Relations
Coordinator

Jesus Diaz
Advanced Program Manager

John Farrell
Program Coordinator

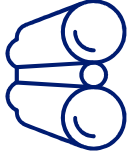
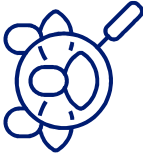




Makyla Hays
Instructional Faculty, Mathematics

Monica Gouker
Instructional Faculty, Nursing

Teresa Noon
Program Manager

Engagement Summary

Overview (Estimated: Spring 2020– Early 2022)

 Discovery & Project Initiation	 Faculty Market Assessment & Salary Ranges*	 Staff Job Structure Redesign	 Staff Market Assessment	 Salary Structure Design	 Implementation Strategy
Request and review data/materials	Analyze market data	Review data/materials and develop PDQ	Gather and clean survey data from pre-determined sources	Create market-informed salary structure/ranges that aligns with PCC's market strategy	Review current pay guidelines and recommend revisions
Form Two Steering Committees (Faculty and Staff)	Conduct variance analysis	Conduct training sessions on how to fill out PDQ and begin PDQ process	Review job descriptions for accuracy, relevancy, and strength	Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report	Prepare draft implementation plan
Gather stakeholder input (interviews/focus groups)	Develop salary ranges	Review PDQs and draft job descriptions	Match benchmark jobs to survey descriptions and conduct assessment	Conduct employee impact and costing analyses	Incorporate feedback as needed
Develop peer groups for market comparison	Review results with Faculty Steering Committee	Identify job families, create role and level guidelines and develop standardized titles	Draft, review, and finalize results		Prepare and share samples of materials for consideration
Develop communications strategy and plan					
Fall 2020	Spring 2021 (tentative)	Winter 2020	Spring/Summer 2021	Summer/Fall 2021	Early 2022

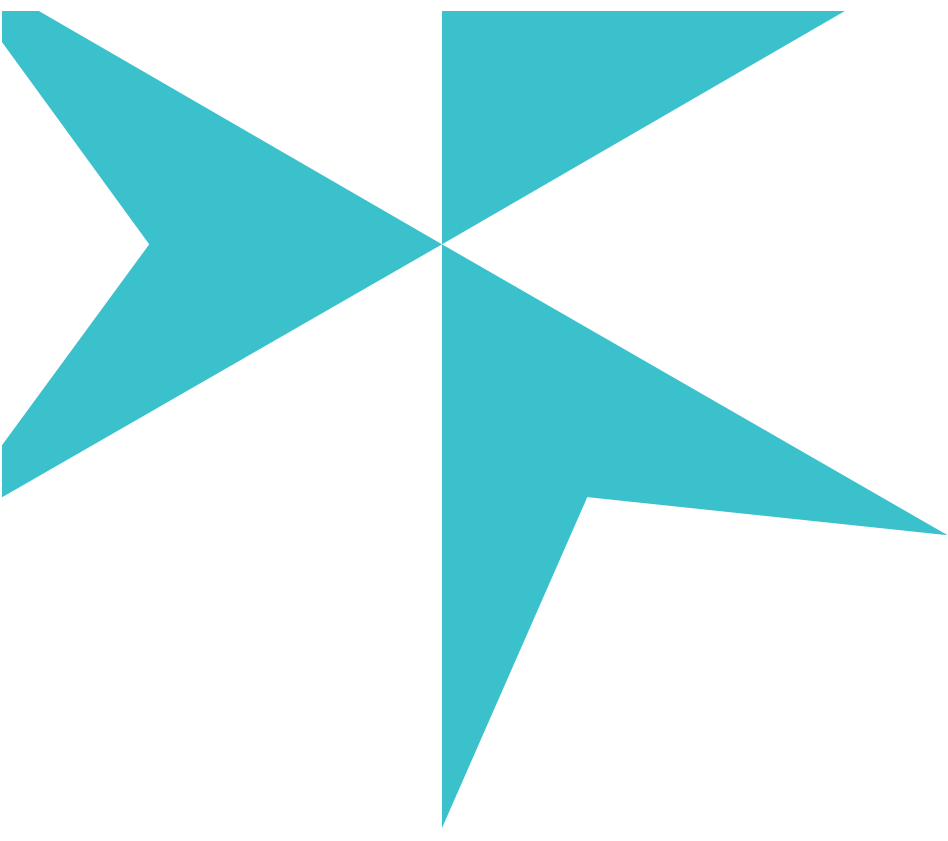
*Work phase will begin when PCC's Instructional Transformation project team has defined the instructional roles and responsibilities.

Interview Guide

Interview Questions

All interviews will be kept confidential and key themes will be aggregated. No feedback will be attributed to any one individual.

1. How would you describe the culture and operating environment at PCC (i.e., what is it like to work here)?
2. What attracts people to PCC? Why do they stay?
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4. Do you think PCC's base pay (or salary) is competitive? Would you consider base pay or salary to be competitive, below the average or above the average? What types of organizations do you feel are appropriate comparators for compensation? Does this differ by role, level, or area/department?
5. Think back to the time of being hired. How much did pay enter into your decision when taking other factors into consideration such as: job itself, benefits package, PCC reputation, working relationships, etc.?
6. How well do you think the current processes for making pay decisions (e.g., starting salaries, promotional increases, etc.) work? How do you think they are perceived and understood by employees?
7. Do you feel PCC's salaries are fair and equitable? To what extent should pay differ by length of service, performance, or other factors?
8. Is there anything we haven't discussed that you think would be helpful for us to know?



Pima Community College

Classification & Compensation Study

Staff Steering Committee Update

Key Themes from Staff Focus Groups & Draft Market Strategy

December 3, 2020

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Segal

| Agenda

- Introduction
- Key Themes from Staff Focus Groups
- Market Strategy
- Proposed Comparison Markets and Peer Groups
- Staff Position Description Questionnaire Update
- Appendix

Introduction

- Segal conducted discussions in October and November with various stakeholder groups (listed below) to gain insight and context around the current and desired state of faculty and staff compensation at Pima Community College (PCC)
 - Leadership Advisory Committee (comprised of PCC leadership)
 - Staff Steering Committee
 - Faculty Steering Committee
 - Two staff focus groups
 - Two faculty focus groups
 - Human Resources department
- Information that can attribute a comment to a specific individual has been removed to preserve confidentiality. Draft themes reflect the perceptions and perspectives of focus group attendees. Interview findings are detailed in this document as well as a draft of the market strategy
- Comparison markets will be developed based on:
 - Stakeholder perspectives
 - Desired future state
 - Segal's knowledge of and experience with effective practices in higher education compensation

The key themes will be further refined based on input from the broader employee population in late December.

| Agenda

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- **Key Themes from Staff Focus Groups**
- **Market Strategy**
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- **Staff Position Description Questionnaire Update**
- **Appendix**

Key Themes from Staff Focus Groups

- **Culture and Attraction**

- **Culture:** The general perception is that the culture at PCC has been improving over the past few years but still there is desire for a more clearly defined strategy, stronger collaboration and improved efficiency. Almost all interviewees stated that their fellow College employees is one of the reasons they stay at the College. Interviewees felt PCC had a strong emphasis on supporting the students and making a difference.
- **Attraction:** Interviewees stated that the benefits and compensation package was the primary attraction of PCC. Interviewees suggested the College has very competitive benefits, provides parking, tuition waivers, and competitive pay, which makes PCC a great place to work. Interviewees also noted pay competitiveness depends on the position, and not all jobs are paid competitively.
- **Retention:** Overall interviewees cited the mission of PCC and benefits as the two primary reasons they remain at the college. Interviewees feel PCC is a workplace that allows them to have an impact on students and plays a part in impacting future generations. Interviewees also cited retirement benefits, tuition waivers, and paid leave as reasons why they stay at the College.

Notable remarks

“I have never worked in a community with such dedication as PCC.”

“There is a passion for serving students, which is what initially attracted me to PCC.”

“There are a lot of competing priorities within PCC, which can be overwhelming.”

“Where we are now is very different from where we were less than 5 years ago. Previously the culture was very oppressive.”

Key Themes from Staff Focus Groups

- **Compensation and Benefits:**

- **Competitiveness:** There is a mix of perceptions on the competitiveness of compensation; some interviewees consider it below average, average, or above average. Overall, most employees agree competitiveness varies by position and division.
- **Merit Pay:** Interviewees had mixed opinions surrounding pay for performance. Some seemed interested in a merit pay system in which high performers are rewarded for their above and beyond performance and others didn't think PCC was at a point to manage this successfully and fairly.
- **Cost of Living Adjustments:** Many interviewees mentioned that salaries fall behind because they do not receive annual adjustments for cost of living.
- **Need for More Transparency:** Interviewees mentioned a desire for more transparency stating the compensation program is not widely understood and information on the College website is not current.
- **Benefits:** Interviewees almost unanimously agree that PCC provides great benefits. Tuition waivers, paid leave, and retirement contributions were the three benefits mentioned most frequently.
- **Compression:** Interviewees mentioned new hires are often brought in at salaries that are higher than those who have been with PCC for years.
- **Classification:** Many interviewees cited the need for better job titling, stating the current job titles are outdated and too broad. They also agree that there is a lack of consistency in job titling making the hiring process difficult.

Notable remarks

"PCC has very broad job titles that are not indicative of what employees are doing."

"I am considered a high performer, but in the last ten years I have only received two salary raises."

"Information may be passed from Leadership to Supervisors, but isn't always passed to the employees."

"Above and beyond contributions are not rewarded with additional compensation."

Key Themes from Staff Focus Groups

- **Career Development:**

- **Pay for Education Attainment:** Some interviewees noted the desire for additional pay for personal career development such as additional education.
- **Promotions:** The promotions process was described by interviewees as being difficult to complete and overall inhibited the ability to receive a promotion.
- **Career Growth:** Several interviewees mentioned a lack of career progression or understanding of career progression. Interviewees feel that in order to move up in their career they have to leave PCC.

Notable remarks

“I applied for a promotion in which I was already doing all but one of the duties of the new position and was denied because of the one.”

“Clear career and advancement path information would be an improvement.”

“Position levels in some departments are not clearly defined or don’t exist. With nowhere for employees to go, this often causes people to leave.”

“An increase in skill or education should result in a pay increase.”

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PCC Compensation Market Strategy

- The compensation market strategy sets the foundation for the compensation market assessment and helps to secure PCC as an employer of choice. Based on information collected from the PCC project team, stakeholder/executive interviews, focus groups, review of the data received, and consideration of market and best practices, Segal prepared a draft compensation market strategy for PCC's review.
- The compensation market strategy plays a key role in compensation effectiveness to:
 - Align with the overall total rewards of work at the institution
 - Define comparison markets and pay positioning
 - Describe the link to performance and prominence of internal equity
 - Provide a foundation of principles for pay administration
- A summary is provided on the following page. Likely the compensation market strategy for faculty will share a similar framework and principles.

PCC Compensation Market Strategy

Total Compensation Components & Prominence	<p>Pima Community College (PCC) strives to provide competitive compensation and benefits that balance both market competitiveness and internal equity while remaining fiscally responsible. Aside from base compensation, PCC recognizes additional components including competitive benefits, an inclusive culture, impactful work content, growth opportunities, and other workplace attributes as key elements of a robust program.</p>
Comparison Markets	<p>The comparison markets for similar higher education institutions to PCC reflect a number of factors including Carnegie classification, institution size (based on financial and other demographic metrics), geography, reputation, and metrics of student success and operational efficiency. Additionally, local and regional employers across public and private sector entities are considered as well.</p>
Pay Positioning	<p>PCC will generally target the market 50th percentile for competitive positioning in the aggregate. Pay positioning may vary for some jobs (higher or lower) based on the external competitive market, criticality of the role to support the College's strategic objectives, scarcity of talent, internal equity, and the incumbent's skills, experience, and/or education in comparison to the minimum requirements set forth for the role.</p>
Beyond Market Factors	<p>PCC promotes an emerging pay for performance culture, fair and equitable rewards, increases to salaries, and advancement opportunities. PCC also recognizes other elements such as level of education, prior experience, length of service, and overall contributions to PCC as factors that affect pay decision-making.</p>

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Proposed Comparison Markets and Peer Groups

Published Data Sources

- Segal plans to use the following surveys to benchmark PCC jobs¹:

Survey Sources		Industry
CompAnalyst		General Industry Higher Education
Payfactors		General Industry Higher Education
Willis Towers Watson		General Industry
CUPA-HR ²		Higher Education
Other association surveys (as applicable)		Higher Education

¹ Segal will apply a scope cut for industry and location as applicable and apply geographic differentials when scope cuts are not available

² See next slide for details on CUPA-HR peer groups

Proposed Comparison Markets and Peer Groups

Use of Geographic Differentials

- There are two types of geographic differentials, which are often related, but can be quite different
 - *Cost of Labor*: Differences in salaries in a location based on the talent market
 - *Cost of Living*: Reflects the cost for housing, groceries, etc. in a certain location. May be used to adjust broader cuts to local data, when local market data are not reported
- Geographic differentials are typically not used for nationally-recruited jobs (e.g., Director level and above)
- Geographic differentials may be applied to market data when the *cost of labor* in a particular geographic location is significantly higher or lower than the market data being used in the benchmarking
 - Tucson's cost of labor is approximately 96% of the United States average

The living wage will also be a consideration in the development of competitive salary ranges.

¹ Source: Economic Research Institute (ERI) Geographic Assessor as of October 2020. Reflects the average of differentials between salaries of \$25,000 to \$345,000 as compared to the US average.

Proposed Comparison Markets and Peer Groups

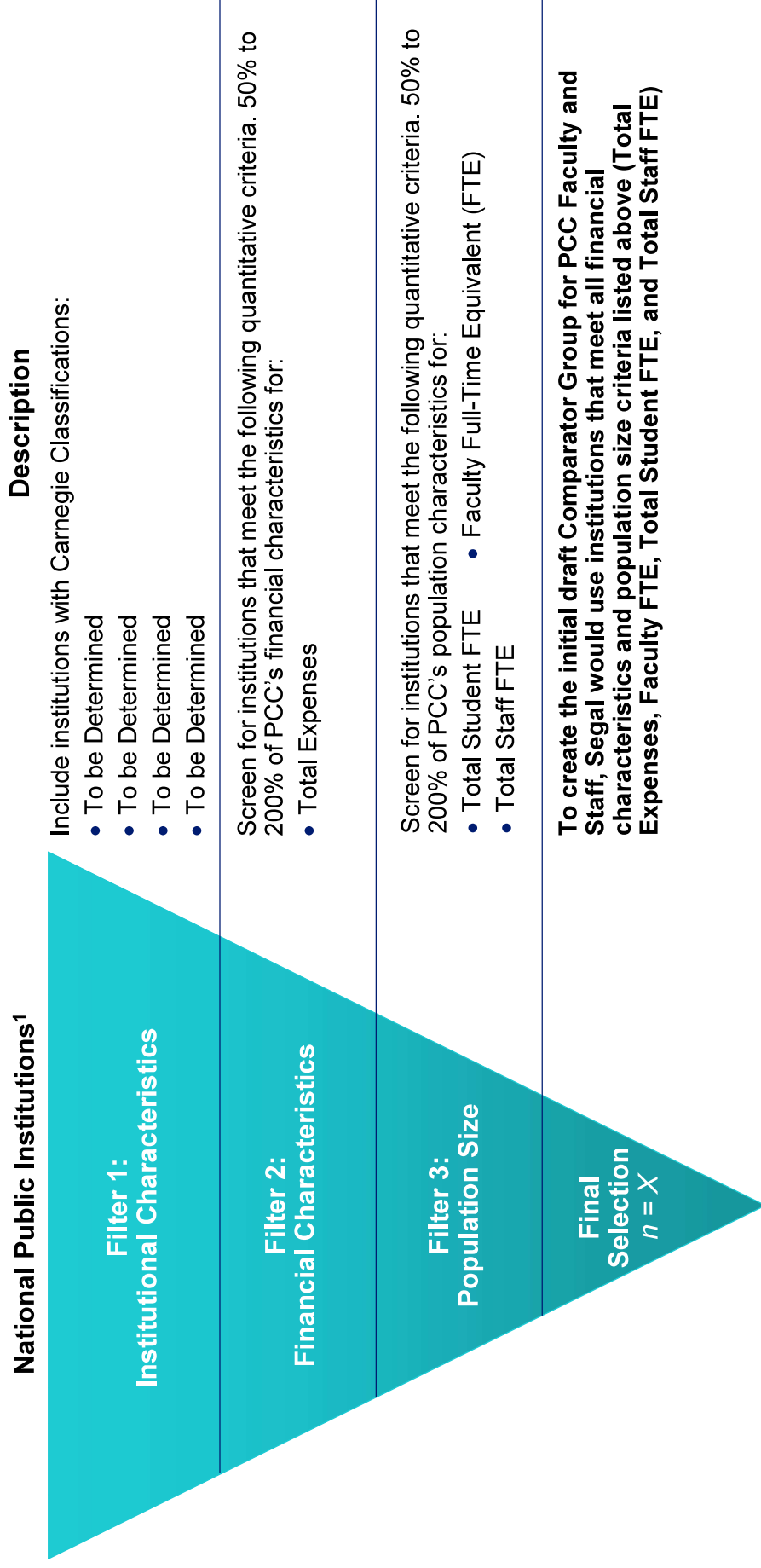
Introduction to Peer Group Development

- A college uses peer (or comparison) groups for several reasons, including student and program comparisons and benchmarking college performance
- A peer group for the purposes of compensation benchmarking may or may not be the same as the group(s) used for other purposes; in many cases, there is some overlap in the institutions selected
- In our experience, a compensation comparison group:
 - Includes institutions of similar type (i.e., Carnegie Classification) and size (e.g., total expenses, student enrollment) within a reasonable and defensible range
 - Includes at least 40+ institutions to ensure sufficiency of data and a representative sample of compensation practices when compared over time
 - Considers the compensation implications of colleges located in similar and different cost of living and cost of labor areas (although recruitment may be national in scope)
 - May include a small group of aspirational colleges to reflect compensation implications related to the institution's future growth
 - May include additional criteria such as: programs offered, funding sources, retention rate, graduation rate, admission yield, student to faculty ratio, etc.

Proposed Comparison Markets and Peer Groups

Methodology for Selecting Comparable Institutions

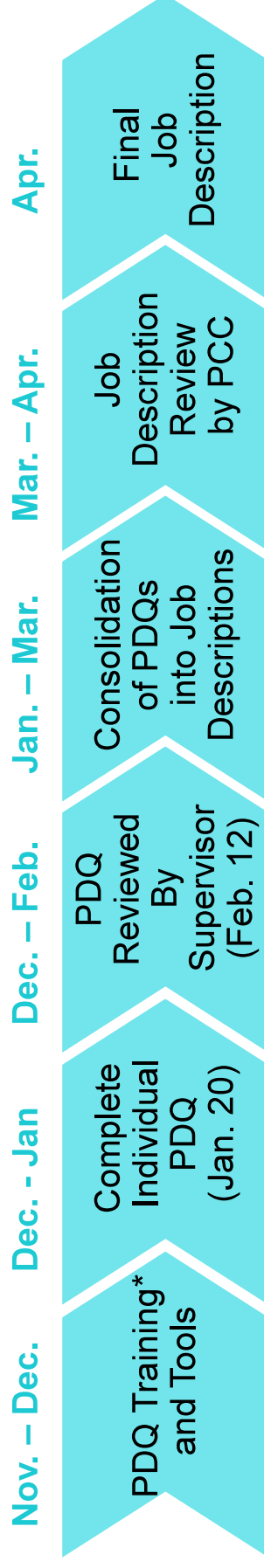
- Segal will work with PCC to identify a custom comparator group of similar institutions for compensation comparison and utilize the “funnel filter” approach described below:



¹ Comparator Institution data will be obtained from most recent IPEDS data.

Staff Position Description Questionnaire Update

Process Steps

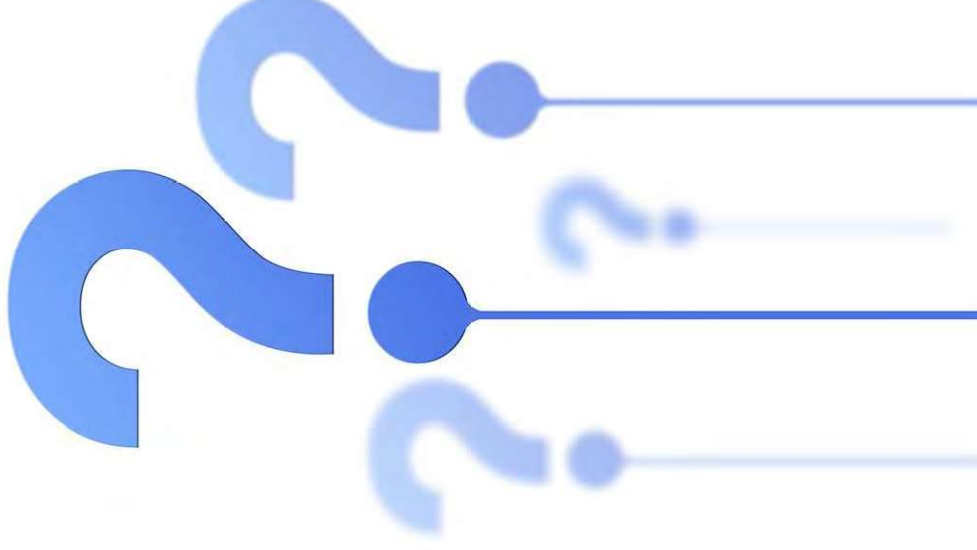


* Scheduled for December 8 and 10.

The result is a complete, up-to-date set of PCC job descriptions.

Next Steps

- Meet with Faculty Steering Committee (Dec. 4)
- Facilitate a college-wide town hall (Dec. 4)
- Conduct training on PDQ process (Dec. 8 and Dec. 10)
- Continue work steps on PCC compensation market strategy
- Prepare communications strategy and plan



Thank You!

Additional Questions?

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Leadership Advisory Committee

Leadership Advisory Committee Members:

Bruce Moses
Vice Chancellor, Educational Services & Institutional Integrity

David Bea
Executive Vice Chancellor, Finance & Administration

David Dore
President of Campuses and Executive Vice Chancellor

Dolores Duran-Cerda
Executive Vice Chancellor and Provost

Jeff Silvyn
General Counsel

Morgan Phillips
Vice Chancellor for Academic Excellence

Nic Richmond
Chief Strategist, Assistant Vice Chancellor of Strategy, Analytics, and Research (STAR)

Faculty Steering Committee

Faculty Steering Committee Members:

Amanda Abens

Dean of Workforce Development & Continuing Education

Aubrey Conover

West Campus Vice President

Guadalupe Cruikshank

Instructional Faculty, Communications

Jen Switzer

Instructional Faculty, Mathematics

John Gerard

Instructional Faculty, Applied Technology

Josie Milliken

Instructional Faculty, Distance Education

Kate Schmidt

Executive Director for Faculty Affairs and Development

Kenneth R. Scott, CPA

Instructional Faculty, Accounting (Business)

Kris Swank

Librarian, NWC Library

Lamata Mitchell

Vice Provost for Academic Affairs & Student Learning

Makyla Hays

Instructional Faculty, Mathematics

Marina Cholanian

Adjunct Faculty, Biology

Monica Gouker

Instructional Faculty, Nursing

Sean Mendoza

Adjunct Faculty, Computer Applications

Staff Steering Committee

Staff Steering Committee Members:

Andrew Plucker
Director, Business and Travel
Services

Danielle Johnson
Assistant Program Manager, Multi
Campus Instructional Sup Services

Denise Morrison
Executive Director, Employee Service
Center Operations

Edie Pearson
Student Service Advanced Specialist,
Enrollment Services

Gayle Bell
Executive Assistant, Chancellor
Operations

Ricky Gonzalez
Materials Management Specialist,
M&S Materials Management

Hal Melfi
Facilities & Operations Manager,
Plant Operations

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Director, Military and Veterans
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Public Safety

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Acting Vice President, Adult Basic
Education for College & Career

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Manager, Center for the Arts

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President Office

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Research Analyst, Academic Quality
Improvement

Susan Kramer
Laboratory Supervisor, Science Division

Teresa Noon
Program Manager, Workforce
Development

Victoria Vertein
Assistant Program Manager, Multi
Campus Instructional Sup Services

Communications Committee

Communications Committee Members:

Alma Yubeta
Marketing & Public Relations Manager

Francine Tupiken Ruelas
Support Coordinator

Gayle Bell
Executive Assistant

Jamila Caamano
Marketing & Public Relations
Coordinator

Jesus Diaz
Advanced Program Manager

John Farrell
Program Coordinator

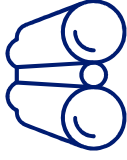
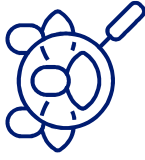
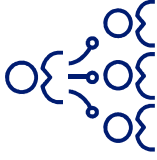



Makyla Hays
Instructional Faculty, Mathematics

Monica Gouker
Instructional Faculty, Nursing

Teresa Noon
Program Manager

Engagement Summary

Overview (Estimated: Spring 2020– Early 2022)

 Discovery & Project Initiation	 Faculty Market Assessment & Salary Ranges*	 Staff Job Structure Redesign	 Staff Market Assessment	 Salary Structure Design	 Implementation Strategy
Request and review data/materials	Analyze market data	Review data/materials and develop PDQ	Gather and clean survey data from pre-determined sources	Create market-informed salary structure/ranges that aligns with PCC's market strategy	Review current pay guidelines and recommend revisions
Form Two Steering Committees (Faculty and Staff)	Conduct variance analysis	Conduct training sessions on how to fill out PDQ and begin PDQ process	Review job descriptions for accuracy, relevancy, and strength	Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report	Prepare draft implementation plan
Gather stakeholder input (interviews/focus groups)	Develop salary ranges	Review PDQs and draft job descriptions	Match benchmark jobs to survey descriptions and conduct assessment	Conduct employee impact and costing analyses	Incorporate feedback as needed
Develop peer groups for market comparison	Review results with Faculty Steering Committee	Identify job families, create role and level guidelines and develop standardized titles	Draft, review, and finalize results		Prepare and share samples of materials for consideration
Develop communications strategy and plan					
Fall 2020	Spring 2021 (tentative)	Winter 2020	Spring/Summer 2021	Summer/Fall 2021	Early 2022

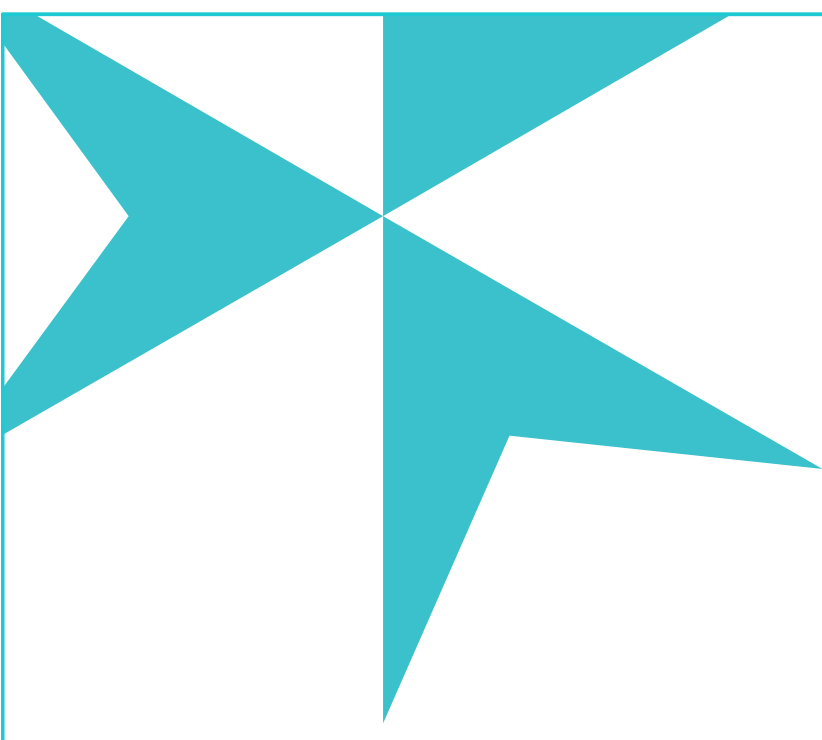
*Work phase will begin when PCC's Instructional Transformation project team has defined the instructional roles and responsibilities.

Interview Guide

Interview Questions

All interviews will be kept confidential and key themes will be aggregated. No feedback will be attributed to any one individual.

1. How would you describe the culture and operating environment at PCC (i.e., what is it like to work here)?
2. What attracts people to PCC? Why do they stay?
3. In general, what is your perspective on PCC's compensation program? What is working well with the current compensation program? What could be improved? What are the critical changes you would like to see in the process and program? What key outcomes would you like to see? What should PCC consider in designing its future pay programs?
4. Do you think PCC's base pay (or salary) is competitive? Would you consider base pay or salary to be competitive, below the average or above the average? What types of organizations do you feel are appropriate comparators for compensation? Does this differ by role, level, or area/departments?
5. Think back to the time of being hired. How much did pay enter into your decision when taking other factors into consideration such as: job itself, benefits package, PCC reputation, working relationships, etc.?
6. How well do you think the current processes for making pay decisions (e.g., starting salaries, promotional increases, etc.) work? How do you think they are perceived and understood by employees?
7. Do you feel PCC's salaries are fair and equitable? To what extent should pay differ by length of service, performance, or other factors?
8. Is there anything we haven't discussed that you think would be helpful for us to know?



Pima Community College

Salary Structure Design Considerations

Discussion Document for the Faculty Steering Committee

January 7, 2022

Agenda

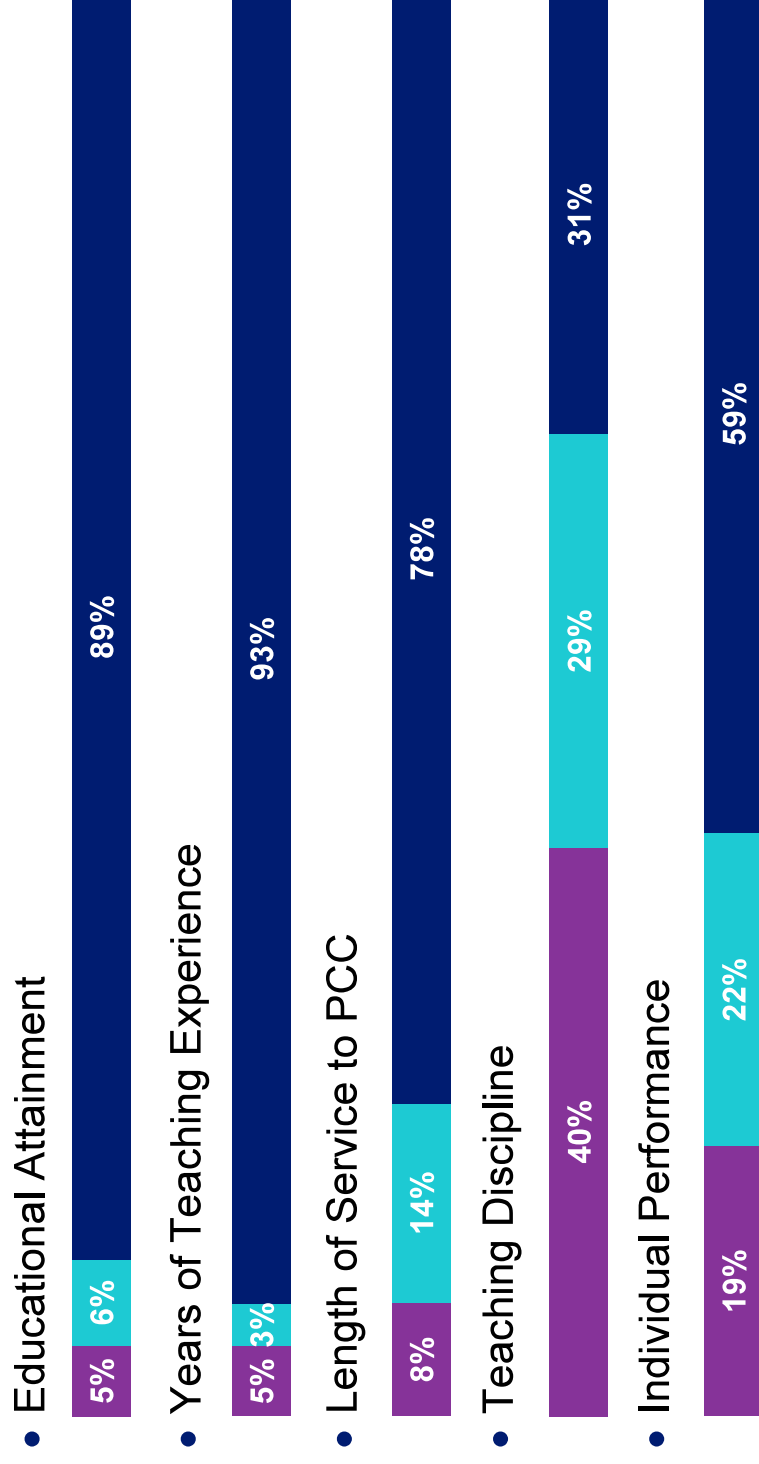
1. Faculty Survey Results
2. Salary Structure Design Alternatives
3. Managing Pay within a Band Using Multiple Factors
4. Next Steps & Questions

Appendix: PCC's Current Faculty Salary Structure

Faculty Survey Results

Pima Community College sent out a survey considering different factors that faculty believe should/should not influence pay. PCC received the following responses from the faculty who completed the survey, representing about 42% of all faculty.

What factors should influence pay at Pima Community College?



Additionally, the majority of faculty who completed the survey (64%) believe that both market competitiveness and internal consistency are equally important in deciding pay.

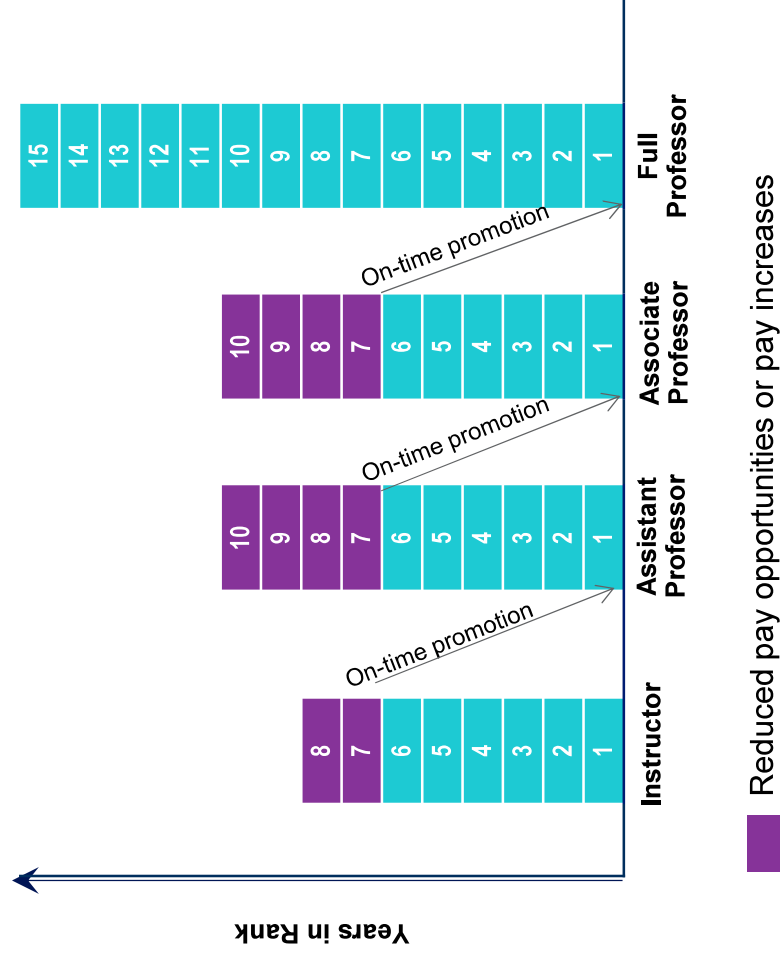


■ Market Competitiveness ■ Equally Important ■ Internal Consistency

Salary Structure Design Alternatives

Illustrative Model 1: Step-Rate System

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- Pay moves in consistent increments between steps from first year in rank to expected promotion time
- Movement through salary range based on additional time in rank
- Multiple rates may be established that differentiate by discipline
- Pay may be frozen or pay increases may be sharply reduced after expected promotion period for next level rank

Advantages

- Provides predictable, objective movement within rank
- Provides consistency in setting and administering salaries

Limitations

- Does not allow salaries to be differentiated by performance of faculty member
- Highly structured, limited to no flexibility
- Difficult to adjust for market movement

Faculty Survey Responses

- Aligns with faculty's desire to recognize educational attainment, years of teaching experience and length of service
- Does not align with faculty's desire to recognize individual performance
- Emphasizes internal consistency, while a majority of faculty consider market competitiveness and internal consistency equally important

Salary Structure Design Alternatives

Illustrative Model 2: Individual Pay Ranges

Market Median

\$ Competitive Market Salary Range for Assistant Professor \$\$

Market Ratio¹

- 0.85 – 0.95
- X – X years in rank
- Getting started as expected
- Establishing rigor/quality in teaching

- 0.95 – 1.05
- X – X years in rank
- Building teaching capabilities as expected

- 1.05 – 1.15
- X – X years in rank
- Highly seasoned
- Meeting teaching and service expectations
- On track for promotion to next rank

- Each faculty member has a range of opportunity around a target market rate, typically for their rank and discipline
- Guidelines reflect the institution's expectations for time in rank, contribution, and performance

¹ Market Ratio is the ratio of actual salary to market median.

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Advantages

Highly aligned to market

Limitations

Administratively burdensome

Creates minute differences in pay opportunities

Requires frequent updates to market data

Faculty Survey Responses

Emphasizes market rates by discipline, which received mixed responses by faculty

Emphasizes market competitiveness, while a majority of faculty consider market competitiveness and internal consistency equally important

Does not align with faculty's desire to recognize individual performance, although performance thresholds could be added to the design

Salary Structure Design Alternatives

Illustrative Model 3: Salary Grades



- May have multiple salary grades for certain disciplines
- Pay within a grade may be determined by multiple factors such as time in rank and performance
- Guidelines for managing pay within each grade are critical for ensuring consistency and equity in administration and decision making

* A mix of responses were noted by faculty that teaching discipline should or should not influence pay.

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Advantages

Allows for differentiation by multiple factors (i.e., discipline, performance)
Can be easily updated according to changes in the market

Limitations

Can create perceived inequities within a rank if guidelines are not clearly communicated

Faculty Survey Responses

Aligns with faculty's desire to equally balance market competitiveness and internal consistency

Aligns with faculty's desire to recognize individual performance

Considers multiple factors in determining pay reflecting faculty survey responses (educational attainment, years of teaching experience, length of service, individual performance, market rates for teaching discipline*)

Salary Structure Design Alternatives

Illustrative Model 4: Faculty Placement in Range

Each range is divided into four quartiles based on the institution's expectations for progression of faculty and for time in rank

Rank	Years in Rank			
	1 st Quartile	2 nd Quartile	3 rd Quartile	4 th Quartile
Instructor/Lecturer	0 – 2	2 – 4	4 – 6	6+
Assistant Professor	0 – 2	2 – 4	4 – 6	6+
Associate Professor	0 – 3	3 – 5	5 – 8	8+
Professor	0 – 5	5 – 10	10 – 15	15+

This approach can also be modified to reflect desired market positioning and/or performance

Instructor, Assistant and Associate Professor		Professor	
Years in Rank	Percent to Market Median	Years in Rank	Percent to Market Median
0 – 2	85% – 95%	0 – 5	85% – 95%
2 – 4	95% – 105%	5 – 10	95% – 105%
4 – 6	105% – 115%	10 – 15	105% – 115%
6+	115%+	15+	115%+

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Advantages

Allows for differentiation by time in position and reduces risk of compression
Can be aligned to target market ranges and/or performance thresholds

Limitations

Complexity and communication challenges

Faculty Survey Responses

Aligns with faculty's desire to recognize years of experience and/or length of service

Can be developed to balance both market competitiveness (each quartile linked to a percent of market) and internal consistency (each quartile linked to years of experience and/or length of service)

Can be developed to align with faculty's desire to recognize individual performance (performance threshold required to move to next quartile in addition to years of experience and/or length of service)

Salary Structure Design Alternatives

Illustrative Model 5: Market Index

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- Segal can develop a faculty market index to show how each discipline relates to average market levels by rank and the relationship between ranks. The index helps determine which disciplines require a premium or discount in the market.
- The faculty market index is used to group disciplines with similar market rates to create a “tier” approach when creating salary ranges

Discipline	CIP Code	Professor		Associate Professor		Assistant Professor		Instructor		Initial Tier
		50 th Percentile	Market Index	50 th Percentile	Market Index	50 th Percentile	Market Index	50 th Percentile	Market Index	
Accounting And Related Services	52.03	\$126,000	139%	\$111,000	150%	\$105,000	173%	\$75,000	120%	3
Finance And Financial Management Services	52.08	\$122,000	136%	\$108,000	147%	\$105,000	173%	\$75,000	120%	3
Marketing	52.14	\$116,000	128%	\$105,000	142%	\$102,000	154%	\$70,000	120%	3
Educational Administration And Supervision	13.04	\$86,000	96%	\$75,000	102%	\$63,000	96%	\$60,000	93%	2
Design And Applied Arts	50.04	\$81,000	101%	\$70,000	105%	\$63,000	96%	\$60,000	93%	2
Education, General	13.01	\$95,000	105%	\$75,000	107%	\$63,000	96%	\$55,000	93%	2
Social Sciences, Other	45.99	\$87,000	96%	\$69,000	94%	\$62,000	94%	\$55,000	93%	2
Sociology	45.11	\$87,000	96%	\$68,000	92%	\$60,000	91%	\$50,000	87%	1
Physics	40.08	\$84,000	93%	\$68,000	92%	\$60,000	91%	\$50,000	87%	1
Foods, Nutrition, And Related Services	19.05	\$82,000	91%	\$66,000	90%	\$60,000	90%	\$50,000	87%	1
Political Science And Government	45.10	\$91,000	101%	\$69,000	94%	\$60,000	90%	\$45,000	87%	1
Communication And Media Studies	09.01	\$83,000	92%	\$67,000	91%	\$60,000	90%	\$45,000	87%	1

Salary Structure Design Alternatives

Illustrative Model 5: Market Index

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Rank/Salary Grouping	Minimum	Midpoint	Maximum	Range Minimum	Range Maximum
Professor 3	\$92,000	\$122,000	\$138,000	80%	120%
Professor 2	\$71,000	\$89,000	\$106,000	80%	120%
Professor 1	\$67,000	\$84,000	\$100,000	80%	120%
Associate Professor 3	\$81,000	\$101,000	\$121,000	80%	120%
Associate Professor 2	\$56,000	\$71,000	\$85,000	80%	120%
Associate Professor 1	\$54,000	\$67,000	\$81,000	80%	120%
Assistant Professor 3	\$79,000	\$99,000	\$119,000	80%	120%
Assistant Professor 2	\$49,000	\$62,000	\$74,000	80%	120%
Assistant Professor 1	\$46,000	\$58,000	\$70,000	80%	120%
Instructor 3	\$55,000	\$69,000	\$83,000	80%	120%
Instructor 2	\$42,000	\$52,000	\$63,000	80%	120%
Instructor 1	\$41,000	\$51,000	\$62,000	80%	120%

- Each rank may have multiple groupings, depending on the spread of market data
- Multiple rates are established for a given rank

Advantages

Allows for differentiation by discipline and rank with the ability to distinguish based on incumbent differences (e.g., time in positions, performance)

Limitations

Distinctions within ranks must be made and can be viewed as “unfair”
Rank placements must be clearly communicated

Faculty Survey Results

Emphasizes market rates by discipline, which received mixed responses

Multiple factors can be used to determine actual pay (educational attainment, years of teaching experience, length of service, individual performance)

Salary Structure Design Alternatives

Design Alternative	Advantages	Limitations	Implications Based on Faculty Survey Results
Step Rate System (Model 1) <i>Emphasizes Internal Consistency</i>	<ul style="list-style-type: none"> Provides predictable, objective movement within rank Provides consistency in setting and administering salaries 	<ul style="list-style-type: none"> Does not allow salaries to be differentiated by performance of faculty member or market rates by discipline Highly structured, limited to no flexibility 	<ul style="list-style-type: none"> Aligns with faculty's desire to recognize educational attainment, years of teaching experience and length of service Does not align with faculty's desire to recognize individual performance Emphasizes internal consistency, while a majority of faculty consider market competitiveness and internal consistency equally important
Individual Pay Ranges (Model 2) <i>Emphasizes Market Competitiveness</i>	<ul style="list-style-type: none"> Highly aligned to market 	<ul style="list-style-type: none"> Administratively burdensome Creates minute differences in pay opportunities Requires frequent updates to market data 	<ul style="list-style-type: none"> Emphasizes market rates by discipline, which received mixed responses by faculty Emphasizes market competitiveness, while a majority of faculty consider market competitiveness and internal consistency equally important Does not align with faculty's desire to recognize individual performance, although performance thresholds could be added to the design
Salary Grades (Model 3) <i>Emphasizes Market Competitiveness and Performance</i>	<ul style="list-style-type: none"> Allows for differentiation by multiple factors (i.e., discipline, performance) Can be easily updated according to changes in the market 	<ul style="list-style-type: none"> Can create perceived inequities within a rank if guidelines are not clearly communicated 	<ul style="list-style-type: none"> Aligns with faculty's desire to equally balance market competitiveness and internal consistency Aligns with faculty's desire to recognize individual performance Considers multiple factors in determining pay reflecting faculty survey responses (educational attainment, years of teaching experience, length of service, individual performance, market rates for teaching discipline*)

* A mix of responses were noted by faculty that teaching discipline should or should not influence pay.

Salary Structure Design Alternatives (*continued*)

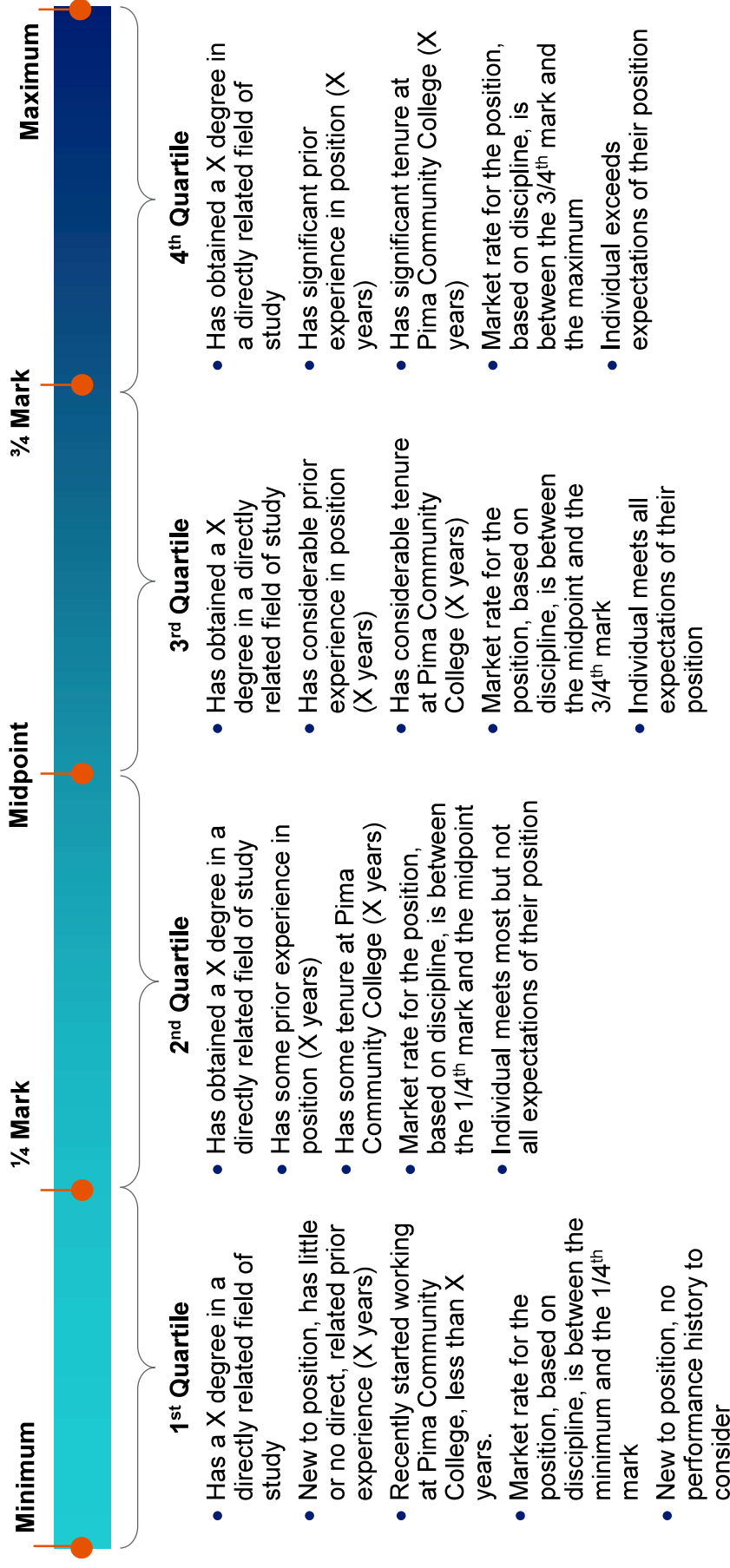
Design Alternative	Advantages	Limitations	Implications Based on Faculty Survey Results
<p>Faculty Placement in Range (Model 4) <i>Emphasizes Time in Position - may include Market Competitiveness and/or Performance</i></p>	<ul style="list-style-type: none"> Allows for differentiation by time in position and reduces risk of compression Can be aligned to target market ranges and/or performance thresholds 	<ul style="list-style-type: none"> Complexity and communication challenges 	<ul style="list-style-type: none"> Aligns with faculty's desire to recognize years of experience and/or length of service Can be developed to balance both market competitiveness (each quartile linked to a percent of market) and internal consistency (each quartile linked to years of experience and/or length of service) Can be developed to align with faculty's desire to recognize individual performance (performance threshold required to move to next quartile in addition to years of experience and/or length of service)
<p>Market Index (Model 5) <i>Emphasizes Market Competitiveness & Internal Value of Positions - may include Time in Position and Performance</i></p>	<ul style="list-style-type: none"> Allows for differentiation by discipline and rank with the ability to distinguish based on incumbent differences (e.g., time in position, performance) 	<ul style="list-style-type: none"> Distinctions within ranks must be made and can be viewed as "unfair" Rank placements must be clearly communicated 	<ul style="list-style-type: none"> Emphasizes market rates by discipline, which received mixed responses by faculty Multiple factors can be used to determine actual pay reflective of faculty survey responses (educational attainment, years of teaching experience, length of service, individual performance)*

* See next two slides on how multiple factors can be used to make pay decisions within a band.

Managing Pay within a Band Using Multiple Factors

Shown below are illustrative guidelines that could be used for managing compensation decisions. These are examples of how the individual factors surveyed for could differentiate pay. The example is intentionally vague as specific metrics can be developed once a structure is chosen.

Illustrative Quartile Definitions



Illustrative Example of Using Multiple Factors

Shown below is an illustrative example of how multiple factors can be used to determine where an individual should be placed within their position's assigned salary range. The example is intentionally vague as specific definitions can be developed once a structure is chosen.

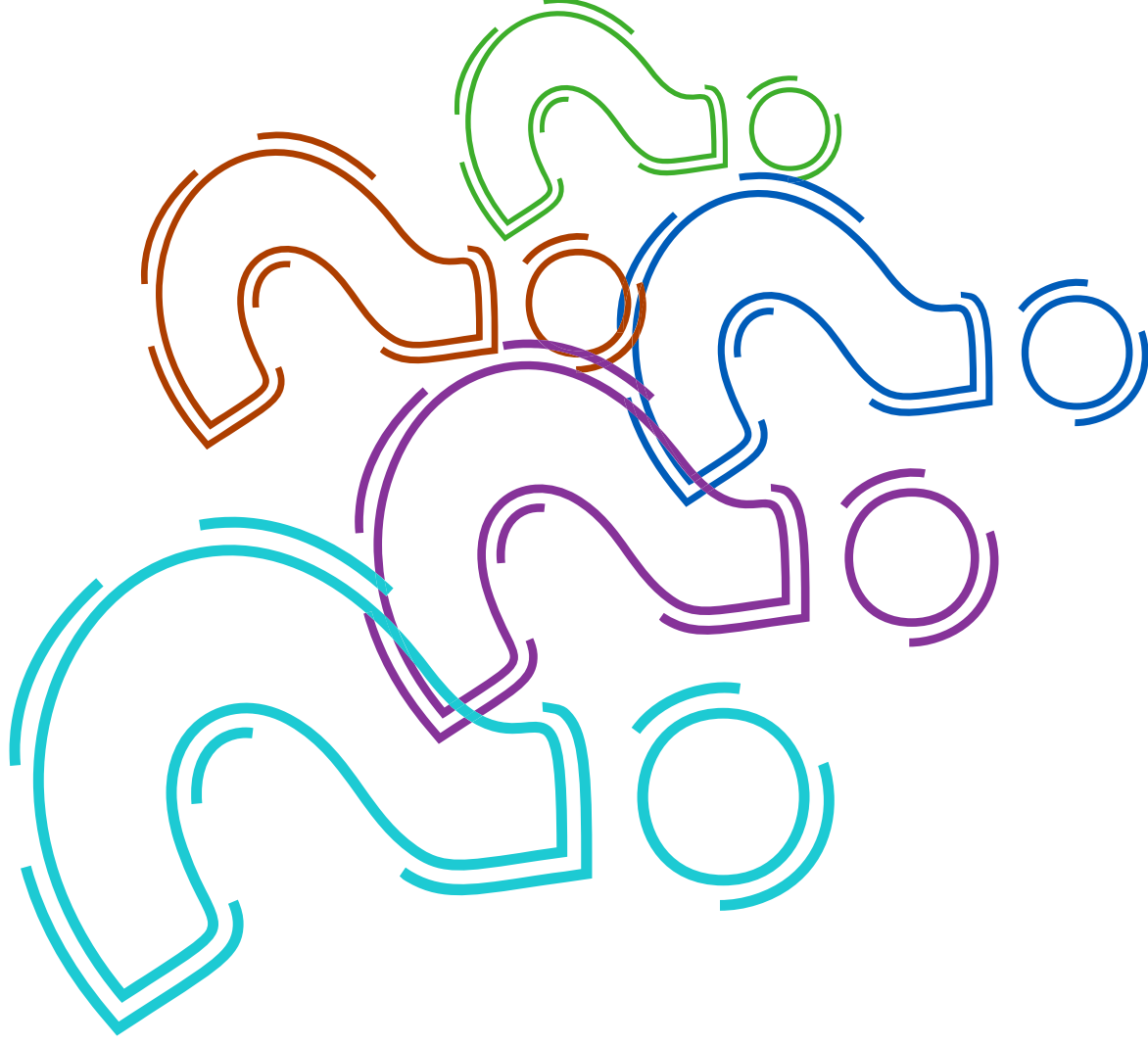
Criterion	Example Assessment	
Educational Attainment	Lower Attainment	★ Higher Attainment
Years of Teaching Experience	Less Experience	★ More Experience
Length of Service to PCC	Less	★ More
Teaching Discipline	Market Rate Closer to Min	★ Market Rate Closer to Max
Individual Performance	Does not Meet	★ Exceeds
<div> <div>Minimum</div> <div>Midpoint</div> <div>Maximum</div> </div>		

Since the pattern is skewed towards the maximum of the range, the example individual may be placed between the midpoint and the maximum of their positions' salary range.

Next Steps & Questions



Questions?



| Appendix

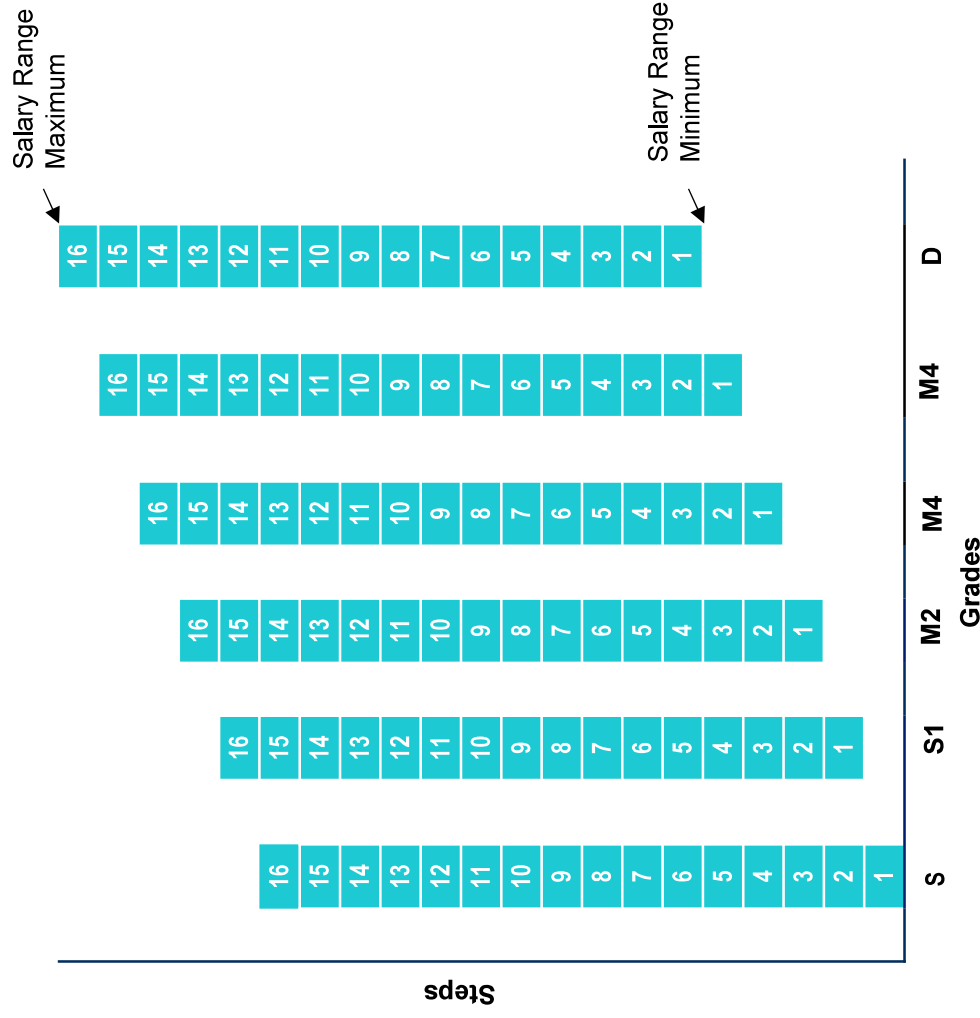
Salary Structure Development

PCC's Current Salary Structure

Grade Educational Attainment	
S	Associate's degree or equivalent and five years of experience or Bachelor's degree or equivalent and three years of experience or Master's degree only
S1	Master's degree plus 15 semester credits
M2	Master's degree plus 30 semester credits or M.F.A degree or Ed. S. degree
M3	Master's degree plus 45 semester credits
M4	Master's degree plus 60 semester credits
D	Doctoral degree

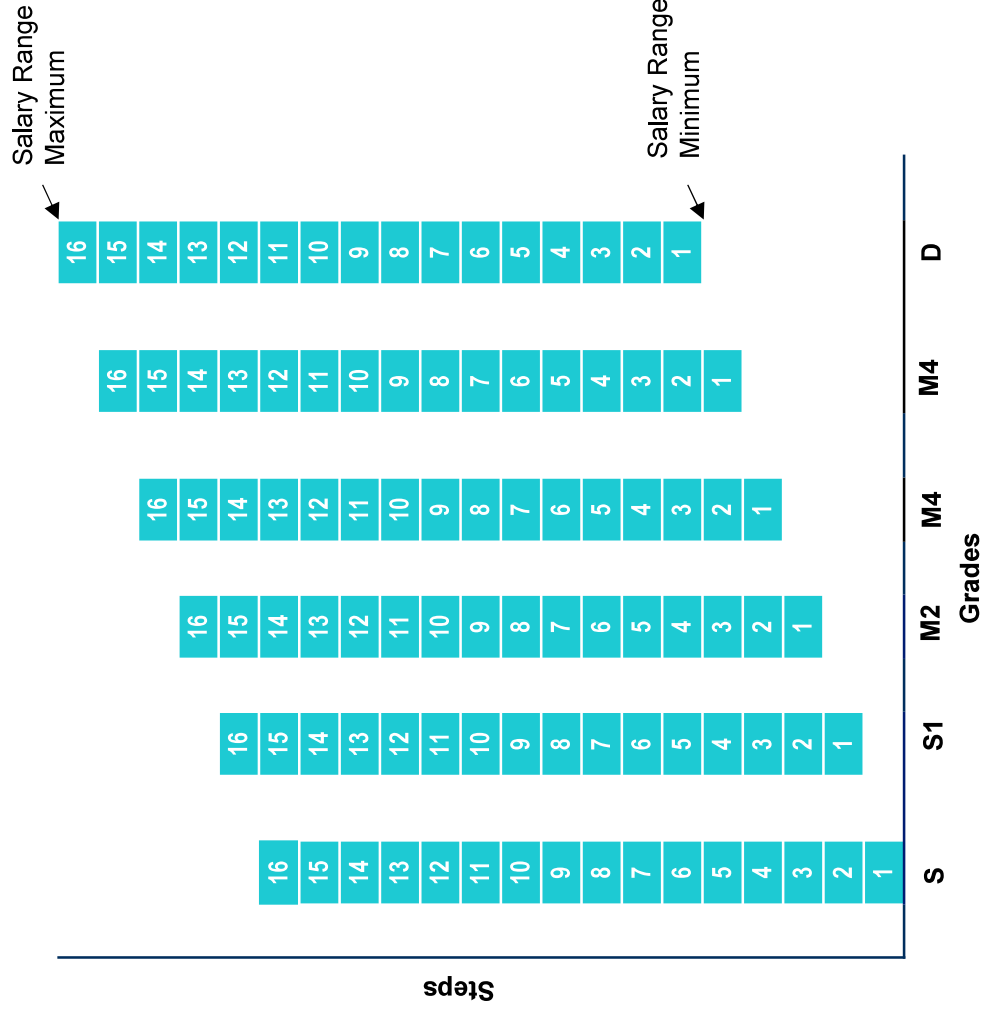
Step Advancement

- Step advancement requires a recommendation from the Meet and Confer process and approval of funding by the Board of Governors. It will be effective the beginning of the contract year following approval. After initial placement on the salary schedule, a Faculty member will be approved for step advancement provided that he/she has met established Step criteria.
- When the Board grants Step advancement to the Faculty group, Faculty members who are on steps 1 through 15 and are approved for step advancement will move to the next higher step within the appropriate column. No vertical movement is possible from Step 16.



Salary Structure Development

PCC's Current Salary Structure



Pros

- Provides predictable, objective criteria for step assignment and movement
- Provides consistency in setting and administering salaries

Cons

- Does not allow salaries to be differentiated by the market (except Instructional Faculty Nursing) or performance of faculty member
- Highly structured, limited to no flexibility

Key Themes from PCC Focus Groups

- Because increases haven't been provided in several years, there is a perception that pay is not market competitive
- Compression concerns (i.e., perception that new hires are often brought in at salaries higher than those who have been with PCC for years)
- General favor for movement based on educational attainment
- Mixed perceptions on the use of discipline adjustments

Pima Community College

Salary Structure Review

DRAFT Faculty Structure Alternatives

February 4, 2022

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Segal

Agenda

1. Engagement Summary
2. Faculty Structure Alternatives (2 Selected)
3. Next Steps and Questions
4. Appendices
 - I. Faculty Survey Results
 - II. Current Faculty Salary Structure

Engagement Summary

Phases and Timing (Estimated: Spring 2020– Early 2022)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Q2-Q4 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Q1 2022

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Identify job families, create role and level guidelines and develop standardized titles

Review PDQs and draft job descriptions

Q3 2020 - Q4 2021

Staff Market Assessment

Gather and analyze survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

Q3-Q4 2021

Salary Structure Design

Create market-informed salary structure/ranges that aligns with PCC's market strategy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Q1 2022

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Q1 2022

☐ Work step complete

☐ Work step in progress

☐ Upcoming steps

| Agenda

1. Engagement Overview
2. **Faculty Structure Alternatives**
3. Next Steps and Questions
4. Appendices
 - I. Faculty Survey Results
 - II. Current Faculty Salary Structure

Faculty Salary Structure Alternatives

Alternative One (Model 1)

Steps	15	\$67,000	\$75,000	\$84,000	\$94,100
	14	\$65,300	\$73,200	\$81,900	\$91,800
	13	\$63,700	\$71,300	\$79,900	\$89,500
	12	\$62,100	\$69,600	\$77,900	\$87,200
	11	\$60,500	\$67,800	\$75,900	\$85,100
	10	\$59,000	\$66,100	\$74,000	\$82,900
	9	\$57,600	\$64,500	\$72,200	\$80,900
	8	\$56,100	\$62,800	\$70,400	\$78,800
	7	\$54,700	\$61,300	\$68,600	\$76,900
	6	\$53,300	\$59,700	\$66,900	\$74,900
	5	\$52,000	\$58,300	\$65,200	\$73,100
	4	\$50,700	\$56,800	\$63,600	\$71,200
	3	\$49,400	\$55,400	\$62,000	\$69,500
	2	\$48,200	\$54,000	\$60,500	\$67,700
	1	\$47,000	\$52,600	\$59,000	\$66,000
	Band 1	Band 2	Band 3	Band 4	

\$50-\$94,100

Structure Overview	
4 Bands Based on Years of Experience and Terminal Degree	
Midpoint Differential Between Bands of 12% Step Differential of 2.56%	
Range Spread of 43%	
Minimum Annual Salary ¹ : \$47,000	
Maximum Annual Salary: \$94,100	

Salary Structure Notes

- All ranges were rounded to the nearest \$100 and annual salaries assume a 9-month teaching contract
- 228 individuals are included within the structure
- On average the structure midpoint (step 8) is about 105% competitive to the market median²
- Step progression is based on time in position

¹ Reflects a minimum salary above the living wage for a single adult with no children in Tucson Arizona (\$13.80/hr. or \$28,704). Source: MIT Living wage calculator as of January 2022.

² Market median data as of July 1st, 2022.

Advantages

Provides predictable, objective movement within rank
Provides consistency in setting and administering salaries

Limitations

Does not allow salaries to be differentiated by performance of faculty member
Highly structured, limited to no flexibility
Difficult to adjust for market movement

Faculty Survey Responses

Aligns with faculty's desire to recognize educational attainment, years of teaching experience and length of service
Does not align with faculty's desire to recognize individual performance
Emphasizes internal consistency, while a majority of faculty consider market competitiveness and internal consistency equally important

Faculty Salary Structure Alternatives

Alternative Two (Model 3)

Salary Band	Proposed Ranges			Midpoint Differential	Range Spread	Count Below Range Min	Count Above Range Max
	Minimum	Midpoint	Maximum				
1	\$47,500	\$57,000	\$66,500	N/A	40%	0	0
2	\$53,200	\$63,800	\$74,500	12%	40%	7	0
3	\$59,600	\$71,500	\$83,400	12%	40%	46	2
4	\$66,800	\$80,100	\$93,500	12%	40%	37	0
Total:						90	2

Salary Structure Notes

- All ranges were rounded to the nearest \$100 and annual salaries assume a 9-month teaching contract
- 228 individuals are included within the structure
- On average, the structure bands are 106.4% competitive to the market median²
- Placement and progression through the ranges is based on multiple factors

Structure Overview
4 Bands Based on Years of Experience and Terminal Degree
Midpoint Differential of 12%
Range Spread of 40%
Minimum Annual Salary: \$47,500 ¹
Maximum Annual Salary: \$93,500

¹ Reflects a minimum salary above the living wage for a single adult with no children in Tucson Arizona (\$13.80/hr. or \$28,704). Source: MIT Living wage calculator as of January 2022.

² Market median data as of July 1st, 2022.

Advantages

Allows for differentiation by multiple factors (i.e., discipline, performance)
Can be easily updated according to changes in the market

Limitations

Can create perceived inequities within a rank if guidelines are not clearly communicated

Faculty Survey Responses

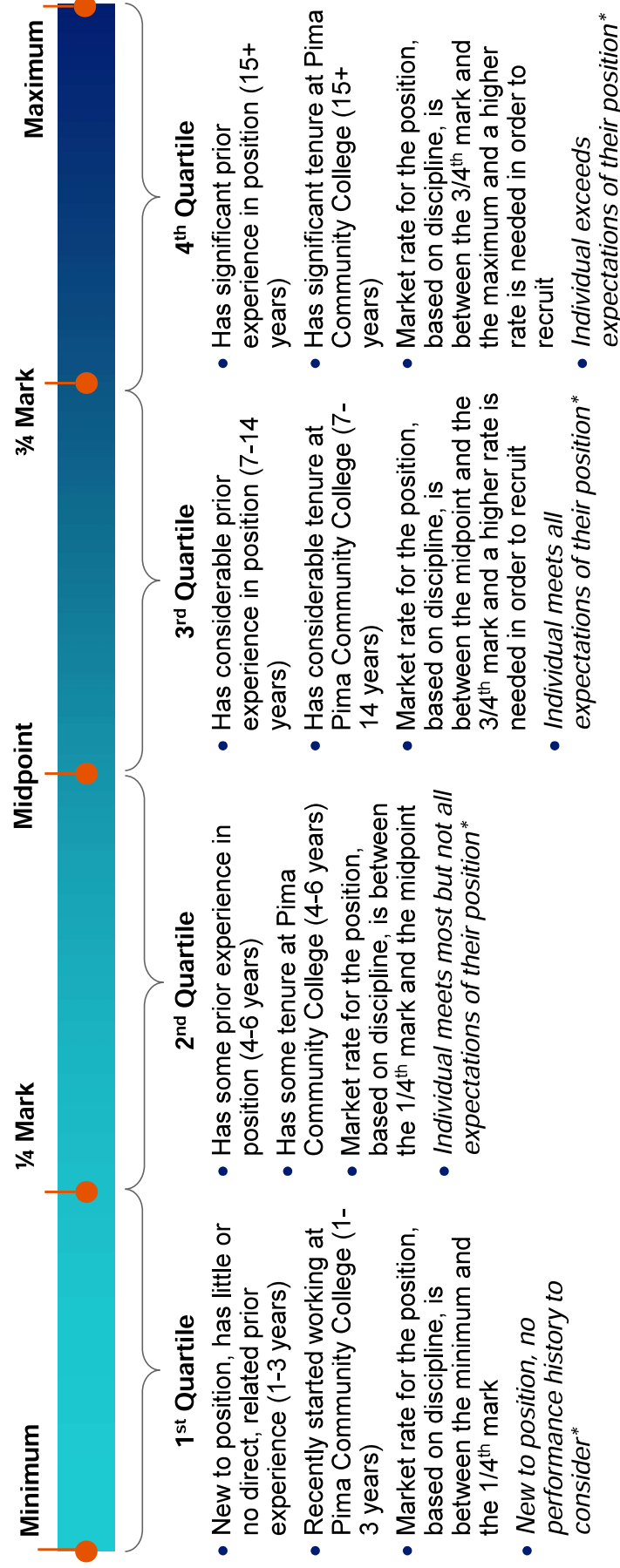
Aligns with faculty's desire to equally balance market competitiveness and internal consistency
Aligns with faculty's desire to recognize individual performance
Considers multiple factors in determining pay reflecting faculty survey responses (educational attainment, years of teaching experience, length of service, individual performance, market rates for teaching discipline²)

Faculty Salary Structure Alternatives

Managing Pay within a Band Using Multiple Factors

Shown below are illustrative guidelines that could be used for managing compensation decisions. These are examples of how the individual factors surveyed for could differentiate pay. The example is intentionally vague as specific metrics can be developed once a structure is chosen.

Illustrative Quartile Definitions



*Segal understands that in the current state PCC does not have a performance management program that is well defined enough to link to pay. However, we have included the illustrative definitions here to show what it could look like in the future if PCC implemented a new performance management program.

Faculty Salary Structure Alternatives

Illustrative Example of Using Multiple Factors

Shown below is an illustrative example of how multiple factors can be used to determine where an individual should be placed within their position's assigned salary range. The example is intentionally vague as specific definitions can be developed once a structure is chosen.

Criterion	Example Assessment		
Years of Teaching Experience	Less Experience	★	More Experience
Length of Service to PCC	Less	★	More
Teaching Discipline	Market Rate Closer to Min	★	Market Rate Closer to Max
<i>Individual Performance*</i>	<i>Does not Meet</i>	★	<i>Exceeds</i>
<div>Minimum</div> <div>Midpoint</div> <div>Maximum</div>			

Since the pattern is skewed towards the higher end of the range, the example individual may be placed between the midpoint and the maximum of their positions' salary range.

*Segal understands that in the current state PCC does not have a performance management program that is well defined enough to contribute to pay. However, we have included the illustrative definitions here to show what it could look like in the future if PCC implemented a new performance management program.

| Agenda

1. Engagement Overview
2. Faculty Structure Alternatives
3. **Next Steps and Questions**
4. Appendices
 - I. Faculty Survey Results
 - II. Current Faculty Salary Structure

Next Steps and Questions

1

Decide

Decide on which of the two faculty salary structures and finalize the staff salary structure

2

Approve

Review salary structure with Board to gain approval

3

Implement

Prepare implementation and communication plan
Create overview of the new compensation program

| Agenda

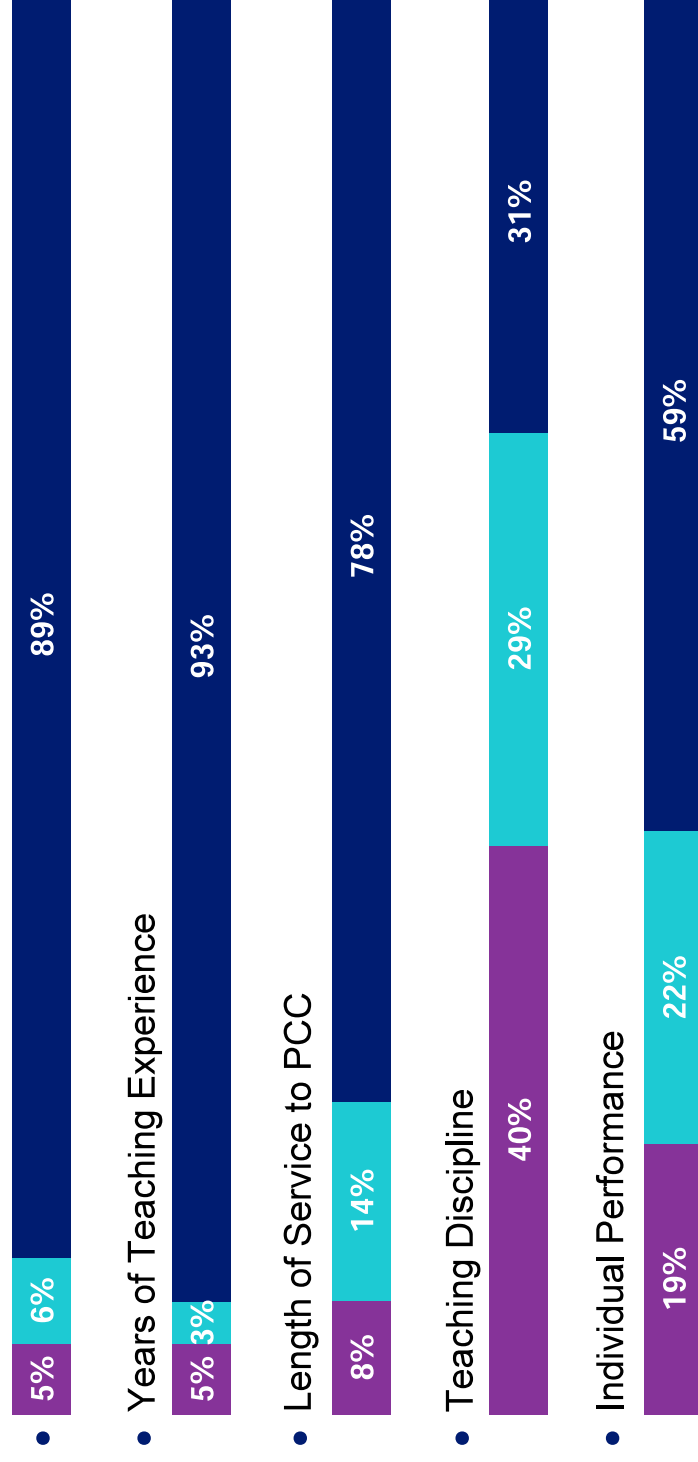
1. Engagement Overview
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 - I. Faculty Survey Results
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Appendix I: Faculty Salary Structure Alternatives

Faculty Survey Results

Pima Community College sent out a survey considering different factors that faculty believe should/should not influence pay. PCC received the following responses from the faculty who completed the survey, representing about 42% of all faculty.

What factors should influence pay at Pima Community College?



Additionally, the majority of faculty who completed the survey (64%) believe that both market competitiveness and internal consistency are equally important in deciding pay.



Appendix II: Current Faculty Salary Structure

FY2021/2022

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

Step	Grade					
	S	S1	M2	M3	M4	D
1	\$46,709	\$48,579	\$50,448	\$52,316	\$54,184	\$56,053
2	\$49,045	\$50,913	\$52,782	\$54,653	\$56,520	\$58,390
3	\$51,379	\$53,249	\$55,119	\$56,986	\$58,855	\$60,724
4	\$53,715	\$55,585	\$57,454	\$59,323	\$61,191	\$63,060
5	\$56,050	\$57,920	\$59,789	\$61,658	\$63,527	\$65,395
6	\$58,387	\$60,254	\$62,124	\$63,994	\$65,861	\$67,731
7	\$60,721	\$62,591	\$64,461	\$66,329	\$68,197	\$70,066
8	\$63,057	\$64,925	\$66,795	\$68,665	\$70,533	\$72,403
9	\$65,392	\$67,262	\$69,132	\$71,000	\$72,868	\$74,736
10	\$67,728	\$69,597	\$71,466	\$73,336	\$75,204	\$77,073
11	\$70,063	\$71,932	\$73,801	\$75,672	\$77,539	\$79,408
12	\$72,400	\$74,267	\$76,137	\$78,007	\$79,874	\$81,744
13	\$74,733	\$76,604	\$78,473	\$80,342	\$82,210	\$84,079
14	\$77,070	\$78,938	\$80,807	\$82,677	\$84,546	\$86,415
15	\$79,405	\$81,275	\$83,143	\$85,013	\$86,881	\$88,749
16	\$81,741	\$83,609	\$85,479	\$87,348	\$89,216	\$91,086

Appendix II: Current Faculty Salary Structure

FY2021/2022

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

	Grade					
Step	S	S1	M2	M3	M4	D
1	\$61,127	\$63,572	\$66,015	\$68,460	\$70,904	\$73,349
2	\$64,184	\$66,628	\$69,071	\$71,516	\$73,961	\$76,406
3	\$67,240	\$69,684	\$72,128	\$74,573	\$77,018	\$79,463
4	\$70,296	\$72,741	\$75,186	\$77,631	\$80,075	\$82,520
5	\$73,353	\$75,798	\$78,241	\$80,686	\$83,132	\$85,577
6	\$76,410	\$78,854	\$81,298	\$83,743	\$86,188	\$88,632
7	\$79,467	\$81,912	\$84,356	\$86,801	\$89,245	\$91,690
8	\$82,524	\$84,969	\$87,413	\$89,857	\$92,302	\$94,747
9	\$85,581	\$88,025	\$90,469	\$92,914	\$95,359	\$97,803
10	\$88,638	\$91,083	\$93,527	\$95,972	\$98,416	\$100,861
11	\$91,694	\$94,139	\$96,583	\$99,028	\$101,473	\$103,918
12	\$94,751	\$97,195	\$99,639	\$102,084	\$104,529	\$106,974
13	\$97,807	\$100,252	\$102,696	\$105,141	\$107,585	\$110,030
14	\$100,865	\$103,310	\$105,754	\$108,198	\$110,642	\$113,087
15	\$103,922	\$106,366	\$108,810	\$111,254	\$113,699	\$116,143
16	\$106,978	\$109,423	\$111,866	\$114,311	\$116,755	\$119,200

Appendix II: Current Faculty Salary Structure

FY2021/2022

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

Step	Grade					
	S	S1	M2	M3	M4	D
1	\$61,082	\$63,526	\$65,967	\$68,411	\$70,855	\$73,299
2	\$64,137	\$66,579	\$69,022	\$71,466	\$73,909	\$76,353
3	\$67,190	\$69,634	\$72,077	\$74,520	\$76,964	\$79,408
4	\$70,246	\$72,690	\$75,131	\$77,575	\$80,019	\$82,462
5	\$73,301	\$75,744	\$78,187	\$80,631	\$83,074	\$85,518
6	\$76,354	\$78,798	\$81,241	\$83,684	\$86,129	\$88,573
7	\$79,409	\$81,853	\$84,295	\$86,739	\$89,183	\$91,626
8	\$82,464	\$84,908	\$87,350	\$89,794	\$92,237	\$94,680
9	\$85,519	\$87,963	\$90,406	\$92,849	\$95,292	\$97,736
10	\$88,574	\$91,017	\$93,460	\$95,903	\$98,347	\$100,790
11	\$91,627	\$94,071	\$96,514	\$98,958	\$101,401	\$103,845
12	\$94,683	\$97,126	\$99,567	\$102,011	\$104,455	\$106,899
13	\$97,737	\$100,180	\$102,623	\$105,067	\$107,511	\$109,954
14	\$100,791	\$103,235	\$105,678	\$108,122	\$110,565	\$113,009
15	\$103,846	\$106,290	\$108,732	\$111,176	\$113,620	\$116,064
16	\$106,902	\$109,345	\$111,787	\$114,231	\$116,675	\$119,118

Appendix II: Current Faculty Salary Structure

FY2021/2022

**Exempt Classified Nursing Staff –
40 Hour Work Week (NI/NS)**

Step	Grade	
	C41 (NI)	C42 (NS)
1	\$74,152	\$84,029
2	\$76,005	\$86,130
3	\$77,906	\$88,284
4	\$79,854	\$90,492
5	\$81,848	\$92,755
6	\$83,895	\$95,073
7	\$85,993	\$97,450
8	\$88,143	\$99,887
9	\$90,348	\$102,384
10	\$92,607	\$104,943
11	\$94,921	\$107,566
12	\$97,294	\$110,256
13	\$99,727	\$113,013
14	\$102,219	\$115,838
15	\$104,775	\$118,735
16	\$107,395	\$121,703

**12M Nursing Instructional
Faculty (N2) – 221 Days of
Accountability**

Step	Grade S
1	\$79,935
2	\$83,932
3	\$87,929
4	\$91,928
5	\$95,924
6	\$99,920
7	\$103,920
8	\$107,916
9	\$111,912
10	\$116,062
11	\$119,908
12	\$123,905
13	\$127,903
14	\$131,899
15	\$135,478

Appendix II: Current Faculty Salary Structure

Faculty Overload Rate		
Title	Rate Per Over Load Hour	Description
Faculty	\$870.00	Effective Fall Semester 2021

Faculty Supplemental Assignments		
Grade	Title	Rate Per Hour
ADJSA	Supplemental Assignment Adjunct Faculty	\$31.00
DCSAL	Department Chair	\$33.00
FACSA	Supplemental Assignment Regular Faculty	\$31.00

Provides short-term limited contracted training assignments to meet specific goals/needs of the department.

Grade	Title	Rate Per Hour	Description
ADJSA	Supplemental Assignment Adjunct Faculty	\$31.00	Non teaching assignment.
DCSAL	Department Chair	\$33.00	Non teaching assignment.
FACSA	Supplemental Assignment Regular Faculty	\$31.00	Non teaching assignment.

Adjunct Faculty Rate		
Grade	Title	Rate Per Load Hour
FACOR	Adjunct Faculty	\$870.00

Effective Fall Semester 2021

Pima Community College

Faculty Steering Committee Update

DRAFT Faculty Structure Alternatives and Considerations

March 4, 2022

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Segal

Agenda

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2. Faculty Structure Alternatives (2 Selected)
3. Faculty Comments and Implications
4. Implementation Considerations
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Engagement Summary

Phases and Timing (Estimated: Spring 2020– Early 2022)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Q2-Q4 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Q1 2022

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Identify job families, create role and level guidelines and develop standardized titles

Review PDQs and draft job descriptions

Q3 2020 - Q4 2021

Staff Market Assessment

Gather and analyze survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

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Create market-informed salary structure/ranges that aligns with PCC's market strategy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Q1 2022

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Q1 2022

☐ Work step complete

☐ Work step in progress

☐ Upcoming steps

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Faculty Salary Structure Alternatives

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1	\$47,000	\$52,600	\$59,000	\$66,000
	Band 1	Band 2	Band 3	Band 4

\$50-\$94K

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Midpoint Differential Between Bands of 12% Step Differential of 2.56%	
Range Spread of 43%	
Minimum Annual Salary ¹ : \$47,000	
Maximum Annual Salary: \$94,100	

Salary Structure Notes

- All ranges were rounded to the nearest \$100 and annual salaries assume a 9-month teaching contract
- 228 individuals are included within the structure
- On average the structure midpoint (step 8) is about 105% competitive to the market median²
- Step progression is based on time in position

¹ Reflects a minimum salary above the living wage for a single adult with no children in Tucson Arizona (\$13.80/hr. or \$28,704). Source: MIT Living wage calculator as of January 2022.

² Market median data as of July 1st, 2022.

Advantages

Provides predictable, objective movement within rank
Provides consistency in setting and administering salaries

Limitations

Does not allow salaries to be differentiated by performance of faculty member
Highly structured, limited to no flexibility
Difficult to adjust for market movement

Faculty Survey Responses

Aligns with faculty's desire to recognize educational attainment, years of teaching experience and length of service
Does not align with faculty's desire to recognize individual performance
Emphasizes internal consistency, while a majority of faculty consider market competitiveness and internal consistency equally important

Faculty Salary Structure Alternatives

Alternative Two (Model 3)

Salary Band	Proposed Ranges			Midpoint Differential	Range Spread	Count Below Range Min	Count Above Range Max
	Minimum	Midpoint	Maximum				
1	\$47,500	\$57,000	\$66,500	N/A	40%	0	0
2	\$53,200	\$63,800	\$74,500	12%	40%	7	0
3	\$59,600	\$71,500	\$83,400	12%	40%	46	2
4	\$66,800	\$80,100	\$93,500	12%	40%	37	0
Total:						90	2

Salary Structure Notes

- All ranges were rounded to the nearest \$100 and annual salaries assume a 9-month teaching contract
- 228 individuals are included within the structure
- On average, the structure bands are 106.4% competitive to the market median²
- Placement and progression through the ranges is based on multiple factors

Structure Overview
4 Bands Based on Years of Experience and Terminal Degree
Midpoint Differential of 12%
Range Spread of 40%
Minimum Annual Salary: \$47,500 ¹
Maximum Annual Salary: \$93,500

¹ Reflects a minimum salary above the living wage for a single adult with no children in Tucson Arizona (\$13.80/hr. or \$28,704). Source: MIT Living wage calculator as of January 2022.

² Market median data as of July 1st, 2022.

Advantages

Allows for differentiation by multiple factors (i.e., discipline, performance)
Can be easily updated according to changes in the market

Limitations

Can create perceived inequities within a rank if guidelines are not clearly communicated

Faculty Survey Responses

Aligns with faculty's desire to equally balance market competitiveness and internal consistency
Aligns with faculty's desire to recognize individual performance
Considers multiple factors in determining pay reflecting faculty survey responses (educational attainment, years of teaching experience, length of service, individual performance, market rates for teaching discipline²)

Agenda

1. Engagement Overview
2. Faculty Structure Alternatives
3. **Faculty Comments and Implications**
4. Implementation Considerations
5. Next Steps and Questions
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Faculty Comments & Alternatives/Implications

Faculty Comment

Draft Alternatives & Implications

<p>1 Vertical movement wants (ways a faculty has control over):</p> <ul style="list-style-type: none"> Professional advancement (Well defined) Education Most of our faculty are in the masters band, need to be sure that there is enough in this/these bands to pay people appropriately throughout career Certifications in the area that are appropriate Outside licensing relevant to subject matter Professional development (clear established criteria) 	<ul style="list-style-type: none"> To maintain the current job progression and vertical movement, the number of bands could be increased from 4 to 6; criteria for placement would be maintained: S (Associate's degree or equivalent and five years of experience or Bachelor's degree or equivalent and three years of experience or Master's degree only) = Band 1 S1 (Master's degree plus 15 semester credits) = Band 2 (-5%) M2 (Master's degree plus 30 semester credits or M.F.A degree or Ed.S. degree = Band 2 M3 (Master's degree plus 45 semester credits = Band 2 (+5%) M4 (Master's degree plus 60 semester credits = Band 3 D (Doctoral degree) = Band 4
<p>2 Horizontal movement wants (based on time and meeting expectations of job):</p> <ul style="list-style-type: none"> Placement within the band can be based on years of service/experience Years of service/experience used to move once in band 	<ul style="list-style-type: none"> This can be accommodated in both salary structure options, however for both options based on the number of years of experience of faculty (many with over 15 years of experience) would be positioned at high step in Option 1: Step Structure, or at the top quartile of Option 2: Salary Bands, which could limit pay progression. Years of experience increments would need to be considered to allow for pay progression, yet keep the ranges in line with market and financially sustainable.
<p>3 Merit-based movement: We do not have a system that supports this and at this time we do not feel this would be an appropriate measure.</p>	<ul style="list-style-type: none"> Guidelines for administering salaries would not include performance rating or performance assessment results at this time until a program is developed that clearly identifies performance expectations, provides a fair and equitable assessment process before linking salary adjustments to performance (this may be considered in the longer term, based on the results of the faculty survey to desire to recognize and reward individual performance; see Appendix 1 for details).

Faculty Comments & Implications

Faculty Comment

Draft Alternatives & Implications

4 Discipline-based pay:

- This is the challenge, to get agreement on the best way to equitably address this issue
- Understand the need to attract people, harder for higher paying industry jobs
- Struggle to justify paying people differently for the same work
- Concern about de-motivating people who working to improve student experience for our dev-ed students, i.e., those working on equitable grading practices and other initiatives for our gen ed students through faculty senate or in their divisions
- Concerned about increasing pay disparities for traditionally marginalized groups, need more information about what this would look like and what the differences would be.
- Could possibly work with starting salary placement
- Could possibly be a discipline multiplier on the posted salary schedule

- A market stipend for disciplines with significantly higher market rates of pay (e.g., Nursing and Computer Technology) and other disciplines that are challenging to recruit and retain based on the market would receive a market premium (e.g., 10% of step or band quartile) paid separately from base salary.
- The need for market stipends will be reviewed periodically and the disciplines eligible for an adjustment will be reviewed.

5 Concerns:

- Need to know how this is going to be implemented beyond initial placement. How is the college going to prioritize paying employees vs other expenses at the college? Would like to see a budget structure to show that faculty/staff pay increases based on these new structures should not be the first line cut when the economy dips.

- Neither structure can prevent financial constraints or budget limitations.

- Development of the criteria for placement, movement within the bands can impact cost.

- An approach for implementing the structure will likely be a phased approach (e.g., bring individuals to 80% of their target placement in the 1st year, 85% in the 2nd year, 90% in the 3rd year, etc.).

6

- The current maximum of M4 (Step 16) is higher than the maximum in the proposed salary bands

- Increasing the maximum closer to \$89,216 would result in the maximum being significantly greater than the 75th percentile (121% of the market 75th percentile)

Faculty Comments & Implications

Faculty Comment

Draft Alternatives & Implications

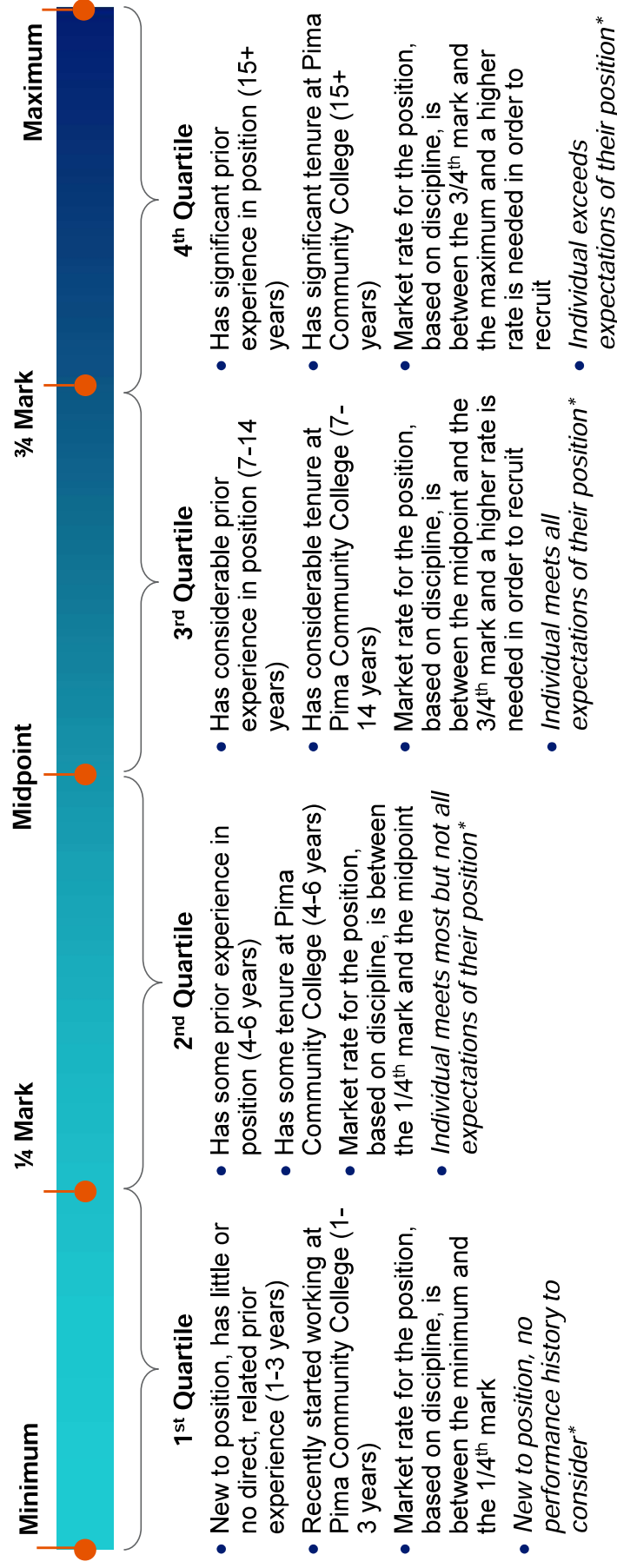
- 7** Will Instructors be included in the staff or faculty salary structure?
- Instructors are currently in the proposed staff salary structure; however, the market data reflects faculty Instructor market data (i.e., an average of the median market data by discipline at the Instructor level was matched to the closest midpoint in the staff salary structure to determine the salary band assignment).
 - Based on prior conversations regarding the Instructors, it was our understanding that the College preferred to keep the Instructors on the staff salary structure due to the change required to move Instructors to the days of accountability faculty structure and for benefits purposes.
- 8** Would faculty whose current salary is above the median be placed in the salary band at their current salary? And only those Faculty whose current salary is below the median would have their salary adjusted? Could you please confirm if this is how faculty were evaluated.
- Placement in the appropriate step (Option 1) or quartile of the range (Option 2) would depend on such factors as years in position, years at PCC and/or years of experience (both at PCC or outside of PCC).
 - The salary adjustment a faculty member would ultimately receive would be the difference between their current salary and their appropriate step (Option 1) or the quartile of the range (Option 2).
 - Typically, during implementation for affordability reasons, different approaches can be utilized to move individuals to their proper placement over time (e.g., first year target is getting individuals to 80% of their target rate, then 85% the next year and so on until they reach 100% of their targeted rate). The market moves and that will need to be considered as well in the costing estimates.
 - Current salary would not be a consideration in determining placement in range but is a consideration in determining the cost to move individuals to their proper placement in the range.
- 9** Request for examples on how pay would be administered for Option 2: Salary Bands. I noticed there was a lot of concern with Model 3 (2nd option presented) having a lot of potential for inequities. How a faculty member would be placed in their respective quadrant?
- See next section for examples

Option 2 Faculty Salary Bands - Overview

Managing Pay within a Band Using Multiple Factors

Shown below are illustrative guidelines that could be used for managing compensation decisions. These are examples of how the individual factors surveyed for could differentiate pay. The example is intentionally vague as specific metrics can be developed once a structure is chosen.

Illustrative Quartile Definitions



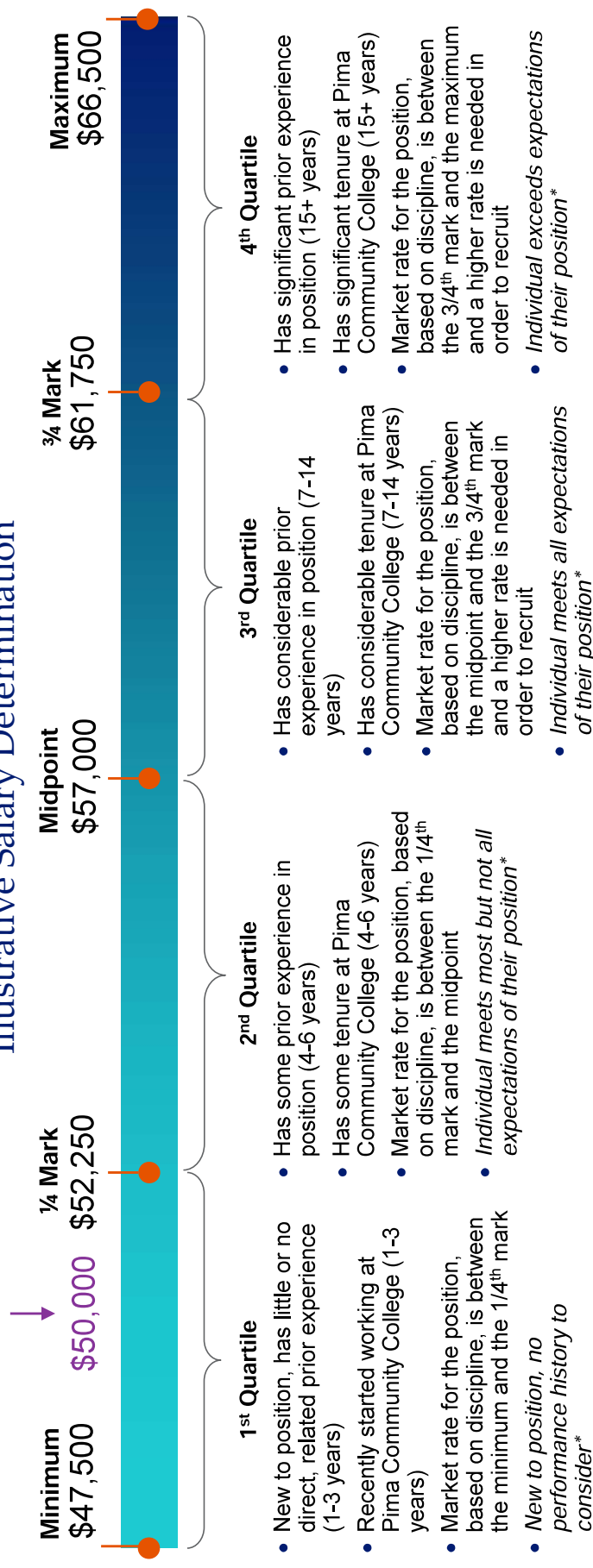
*Segal understands that in the current state PCC does not have a performance management program that is well defined enough to link to pay. However, we have included the illustrative definitions here to show what it could look like in the future if PCC implemented a new performance management program.

Option 2 Faculty Salary Bands - Example 1

Managing Pay within a Band Using Multiple Factors

A faculty member with a Bachelor's degree and 2 years of teaching experience in Math will be assigned to Salary Band 1. Because the individual has less than 3 years of experience, the individual's salary would be in the 1st quartile range of \$47,500 to \$52,250. Because other faculty members with 3 years of experience are at \$52,000 and \$52,250, this individual's starting salary would be \$50,000

Illustrative Salary Determination



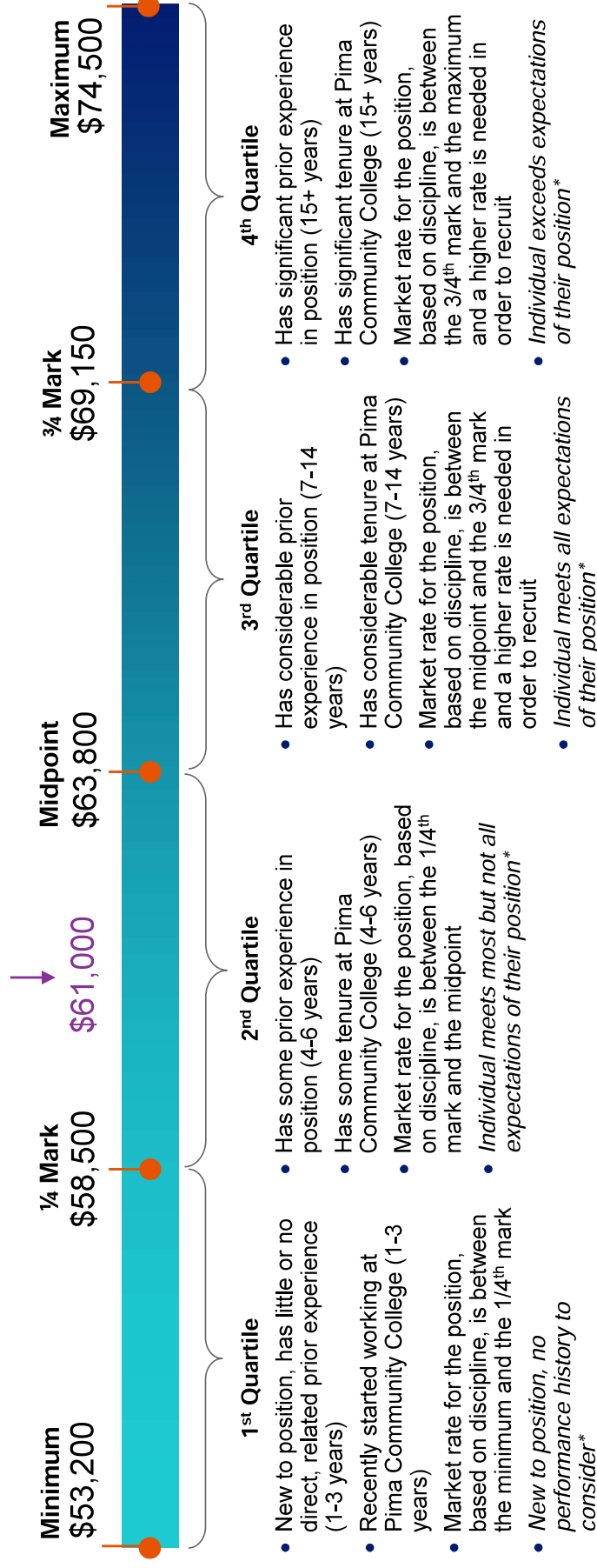
* Performance would not be considered until a performance management program is developed, which would be a longer-term design consideration.

Option 2 Faculty Salary Bands - Example 2

Managing Pay within a Band Using Multiple Factors

A faculty member with a Master's degree and 5 years of teaching experience in Accounting will be assigned to Salary Band 2. Because the individual has 5 years of experience, the individual's salary would be in the 2nd quartile of the range from \$58,500 to \$63,800. Because other faculty members with 4 years of experience salaries are at \$59,000 and others with 6 years are at \$63,000 the starting salary would be \$61,000

Illustrative Salary Determination



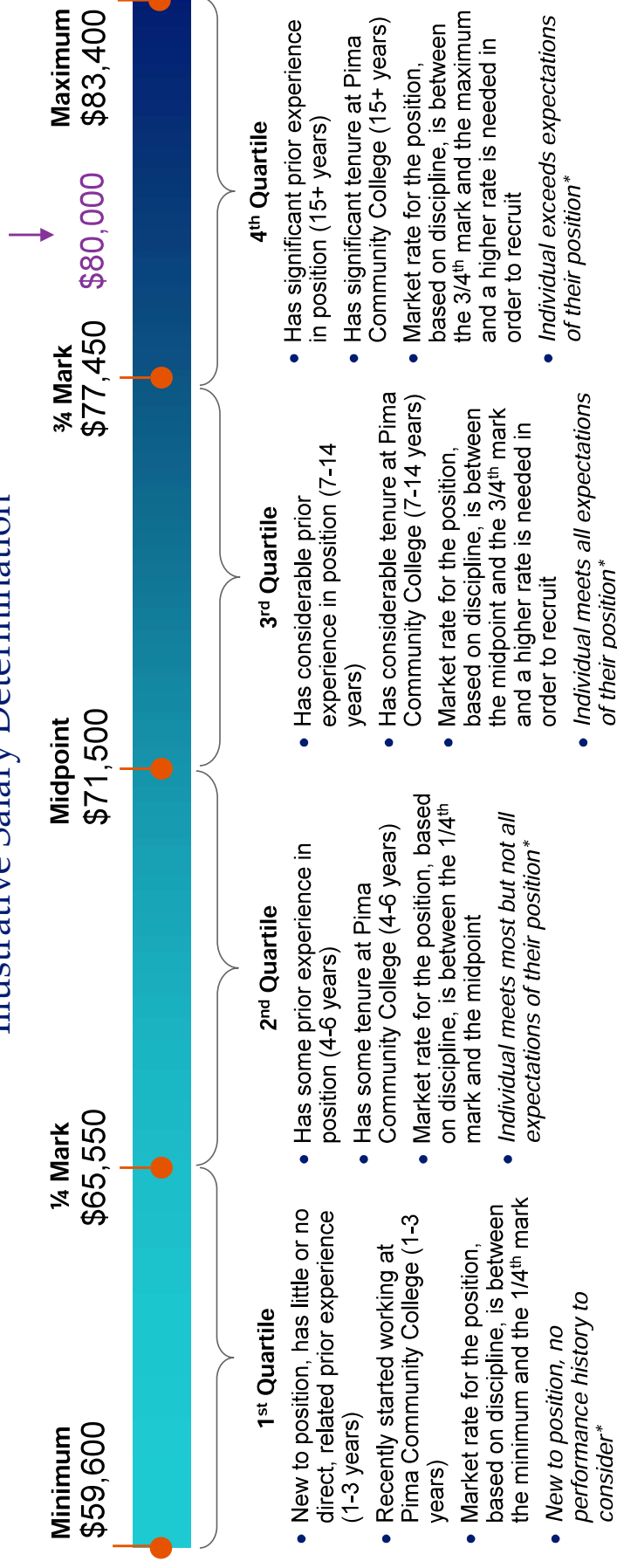
* Performance would not be considered until a performance management program is developed, which would be a longer-term design consideration.

Option 2 Faculty Salary Bands - Example 3

Managing Pay within a Band Using Multiple Factors

A faculty member with a Master's degree and 10 years of teaching experience in Nursing will be assigned to Salary Band 3. Because the individual has 10 years of experience, the individual's salary would be in the 3rd quartile, however based on the market data for Nursing, the 4th quartile is more closely aligned with the market median rate. Because other nursing faculty members with 8 years of experience are at \$78,000, this individual's starting salary would be \$80,000

Illustrative Salary Determination



* Performance would not be considered until a performance management program is developed, which would be a longer-term design consideration.

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Implementation Considerations

- Institutions will take different approaches to determine adjustments based on affordability considerations. In the example below, a priority (high, medium, and low) for making adjustments can be established:

Illustrative Implementation Approach

Priority Level	Adjustment Criteria
High Priority (Year 1-3)	Salaries below 80% of the new step or quartile
Medium Priority (Year 4)	Salaries within the 80% - 90% of the new step or quartile
Low Priority (Year 5)	Salaries above 90% of the new step or quartile

The implementation of suggested faculty salary adjustments will need to consider the amount and number of adjustments stemming from the compensation study as well as the budgetary constraints of the institution.

Implementation Options

Based on Pima's financial resources, the implementation options below can also be considered. Any of these options can be applied in conjunction with the proposed implementation approaches

1	Lower Market Positioning (e.g., 90% of market)	<ul style="list-style-type: none">• Allows for full implementation of the salary structure• Can be perceived as "below market"• Limits inequities in implementation but does not always address existing compression issues• May introduce future recruiting and retention challenges
2	Varied Market Positioning by Area or Job	<ul style="list-style-type: none">• Retains and attracts talent in key areas• Addresses immediate organizational needs• May create inequities, salary compression and impact employee morale
3	Salary Adjustment Prioritization	<ul style="list-style-type: none">• Prioritizes lower salary bands, incumbents with a significant gap to market, and areas with pervasive compression• Addresses immediate employee concerns• May be perceived by some as unfair and impact employee morale

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Next Steps and Questions

1

Decide

Decide on which of the two faculty salary structures and finalize the staff salary structure

2

Approve

Review salary structure with Board to gain approval

3

Implement

Prepare implementation and communication plan
Create overview of the new compensation program

Agenda

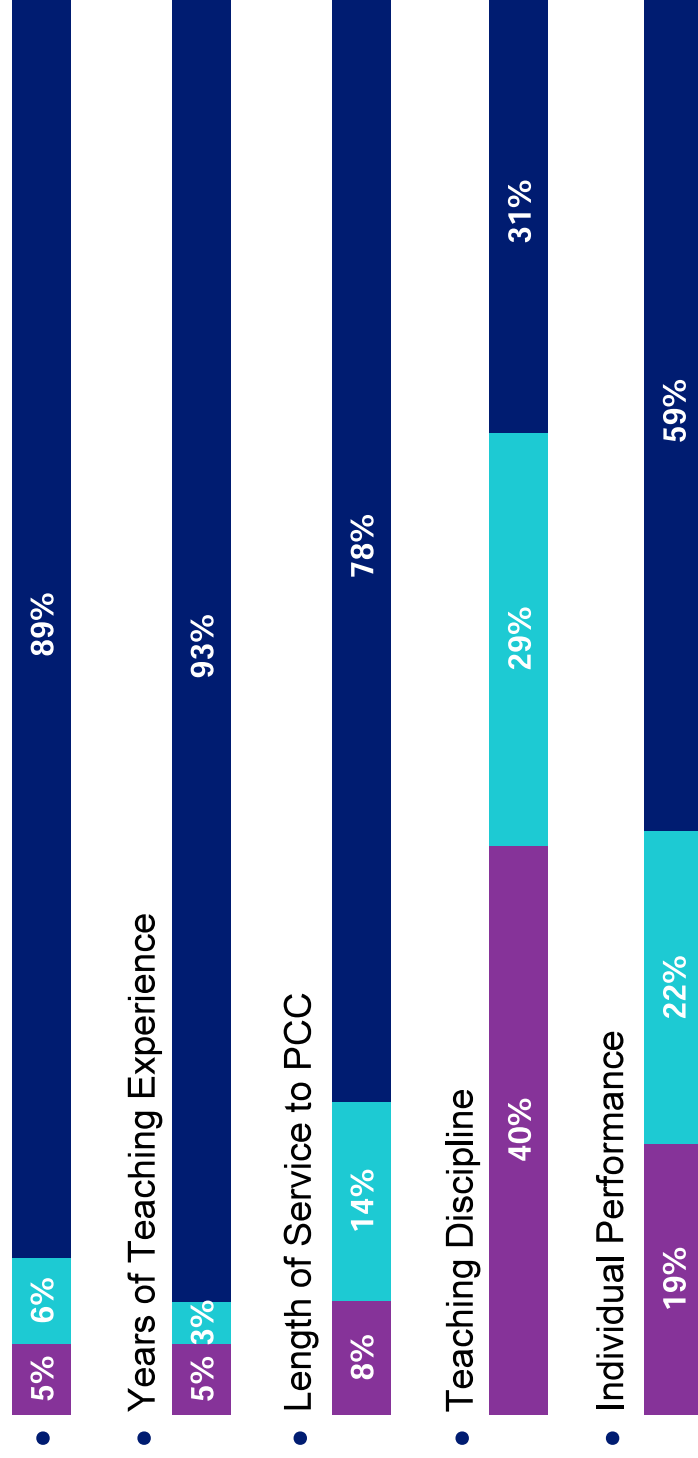
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Appendix I: Faculty Salary Structure Alternatives

Faculty Survey Results

Pima Community College sent out a survey considering different factors that faculty believe should/should not influence pay. PCC received the following responses from the faculty who completed the survey, representing about 42% of all faculty.

What factors should influence pay at Pima Community College?



Additionally, the majority of faculty who completed the survey (64%) believe that both market competitiveness and internal consistency are equally important in deciding pay.



Appendix II: Current Faculty Salary Structure

FY2021/2022

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

Step	Grade				
	S	S1	M2	M3	M4
1	\$46,709	\$48,579	\$50,448	\$52,316	\$54,184
2	\$49,045	\$50,913	\$52,782	\$54,653	\$56,520
3	\$51,379	\$53,249	\$55,119	\$56,986	\$58,855
4	\$53,715	\$55,585	\$57,454	\$59,323	\$61,191
5	\$56,050	\$57,920	\$59,789	\$61,658	\$63,527
6	\$58,387	\$60,254	\$62,124	\$63,994	\$65,861
7	\$60,721	\$62,591	\$64,461	\$66,329	\$68,197
8	\$63,057	\$64,925	\$66,795	\$68,665	\$70,533
9	\$65,392	\$67,262	\$69,132	\$71,000	\$72,868
10	\$67,728	\$69,597	\$71,466	\$73,336	\$75,204
11	\$70,063	\$71,932	\$73,801	\$75,672	\$77,539
12	\$72,400	\$74,267	\$76,137	\$78,007	\$79,874
13	\$74,733	\$76,604	\$78,473	\$80,342	\$82,210
14	\$77,070	\$78,938	\$80,807	\$82,677	\$84,546
15	\$79,405	\$81,275	\$83,143	\$85,013	\$86,881
16	\$81,741	\$83,609	\$85,479	\$87,348	\$89,216

Appendix II: Current Faculty Salary Structure

FY2021/2022

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

	Grade					
Step	S	S1	M2	M3	M4	D
1	\$61,127	\$63,572	\$66,015	\$68,460	\$70,904	\$73,349
2	\$64,184	\$66,628	\$69,071	\$71,516	\$73,961	\$76,406
3	\$67,240	\$69,684	\$72,128	\$74,573	\$77,018	\$79,463
4	\$70,296	\$72,741	\$75,186	\$77,631	\$80,075	\$82,520
5	\$73,353	\$75,798	\$78,241	\$80,686	\$83,132	\$85,577
6	\$76,410	\$78,854	\$81,298	\$83,743	\$86,188	\$88,632
7	\$79,467	\$81,912	\$84,356	\$86,801	\$89,245	\$91,690
8	\$82,524	\$84,969	\$87,413	\$89,857	\$92,302	\$94,747
9	\$85,581	\$88,025	\$90,469	\$92,914	\$95,359	\$97,803
10	\$88,638	\$91,083	\$93,527	\$95,972	\$98,416	\$100,861
11	\$91,694	\$94,139	\$96,583	\$99,028	\$101,473	\$103,918
12	\$94,751	\$97,195	\$99,639	\$102,084	\$104,529	\$106,974
13	\$97,807	\$100,252	\$102,696	\$105,141	\$107,585	\$110,030
14	\$100,865	\$103,310	\$105,754	\$108,198	\$110,642	\$113,087
15	\$103,922	\$106,366	\$108,810	\$111,254	\$113,699	\$116,143
16	\$106,978	\$109,423	\$111,866	\$114,311	\$116,755	\$119,200

Appendix II: Current Faculty Salary Structure

FY2021/2022

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

Step	Grade					
	S	S1	M2	M3	M4	D
1	\$61,082	\$63,526	\$65,967	\$68,411	\$70,855	\$73,299
2	\$64,137	\$66,579	\$69,022	\$71,466	\$73,909	\$76,353
3	\$67,190	\$69,634	\$72,077	\$74,520	\$76,964	\$79,408
4	\$70,246	\$72,690	\$75,131	\$77,575	\$80,019	\$82,462
5	\$73,301	\$75,744	\$78,187	\$80,631	\$83,074	\$85,518
6	\$76,354	\$78,798	\$81,241	\$83,684	\$86,129	\$88,573
7	\$79,409	\$81,853	\$84,295	\$86,739	\$89,183	\$91,626
8	\$82,464	\$84,908	\$87,350	\$89,794	\$92,237	\$94,680
9	\$85,519	\$87,963	\$90,406	\$92,849	\$95,292	\$97,736
10	\$88,574	\$91,017	\$93,460	\$95,903	\$98,347	\$100,790
11	\$91,627	\$94,071	\$96,514	\$98,958	\$101,401	\$103,845
12	\$94,683	\$97,126	\$99,567	\$102,011	\$104,455	\$106,899
13	\$97,737	\$100,180	\$102,623	\$105,067	\$107,511	\$109,954
14	\$100,791	\$103,235	\$105,678	\$108,122	\$110,565	\$113,009
15	\$103,846	\$106,290	\$108,732	\$111,176	\$113,620	\$116,064
16	\$106,902	\$109,345	\$111,787	\$114,231	\$116,675	\$119,118

Appendix II: Current Faculty Salary Structure

FY2021/2022

**Exempt Classified Nursing Staff –
40 Hour Work Week (NI/NS)**

Step	Grade	
	C41 (NI)	C42 (NS)
1	\$74,152	\$84,029
2	\$76,005	\$86,130
3	\$77,906	\$88,284
4	\$79,854	\$90,492
5	\$81,848	\$92,755
6	\$83,895	\$95,073
7	\$85,993	\$97,450
8	\$88,143	\$99,887
9	\$90,348	\$102,384
10	\$92,607	\$104,943
11	\$94,921	\$107,566
12	\$97,294	\$110,256
13	\$99,727	\$113,013
14	\$102,219	\$115,838
15	\$104,775	\$118,735
16	\$107,395	\$121,703

**12M Nursing Instructional
Faculty (N2) – 221 Days of
Accountability**

Step	Grade S
1	\$79,935
2	\$83,932
3	\$87,929
4	\$91,928
5	\$95,924
6	\$99,920
7	\$103,920
8	\$107,916
9	\$111,912
10	\$116,062
11	\$119,908
12	\$123,905
13	\$127,903
14	\$131,899
15	\$135,478

Appendix II: Current Faculty Salary Structure

Faculty Overload Rate		
Title	Rate Per Over Load Hour	Description
Faculty	\$870.00	Effective Fall Semester 2021

Faculty Supplemental Assignments		
Grade	Title	Rate Per Hour
ADJSA	Supplemental Assignment Adjunct Faculty	\$31.00
DCSAL	Department Chair	\$33.00
FACSA	Supplemental Assignment Regular Faculty	\$31.00

Provides short-term limited contracted training assignments to meet specific goals/needs of the department.

Grade	Title	Rate Per Hour	Description
			Non teaching assignment.
			Non teaching assignment.
			Non teaching assignment.

Adjunct Faculty Rate		
Grade	Title	Rate Per Load Hour
FACOR	Adjunct Faculty	\$870.00

Effective Fall Semester 2021



Pima Community College

Staff Market Assessment

Preliminary Results and Draft Salary Structure Alternatives

Discussion Guide for the Staff Steering Committee

January 6, 2022

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Segal

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2. Preliminary Market Assessment Results
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 2. PCC Compensation Market Strategy
 3. Peer Group Selection Criteria and List
 4. Survey Sources
 5. PCC's Current Job Evaluation Approach
 6. PCC's Staff Focus Group Findings
 7. Key Compensation Terms and Definitions

Engagement Summary

Background

Pima Community College (“PCC”) engaged Segal to conduct a competitive market assessment and pay administration study for both faculty and staff with the following objectives:

1

Create and implement a new job structure and compensation program for both faculty and staff. Develop a communications change management strategy and plan.

2

Develop staff job classification analyses, including Position Description Questionnaires (PDQ), job families, role level guides, and job descriptions.

3

Conduct a market assessment for both staff and faculty positions as well as a new market-based salary structure design. Provide implementation strategy.

Engagement Summary

Phases and Timing (Estimated: Spring 2020– Early 2022)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Q2-Q4 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Q1 2022

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Review PDQs and draft job descriptions

Identify job families, create role and level guidelines and develop standardized titles

Q3 2020 - Q4 2021

Staff Market Assessment

Gather and analyze survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

Q3-Q4 2021

Salary Structure Design

Create market-informed salary structure/ranges that aligns with PCC's market strategy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Q1 2022

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Q1 2022

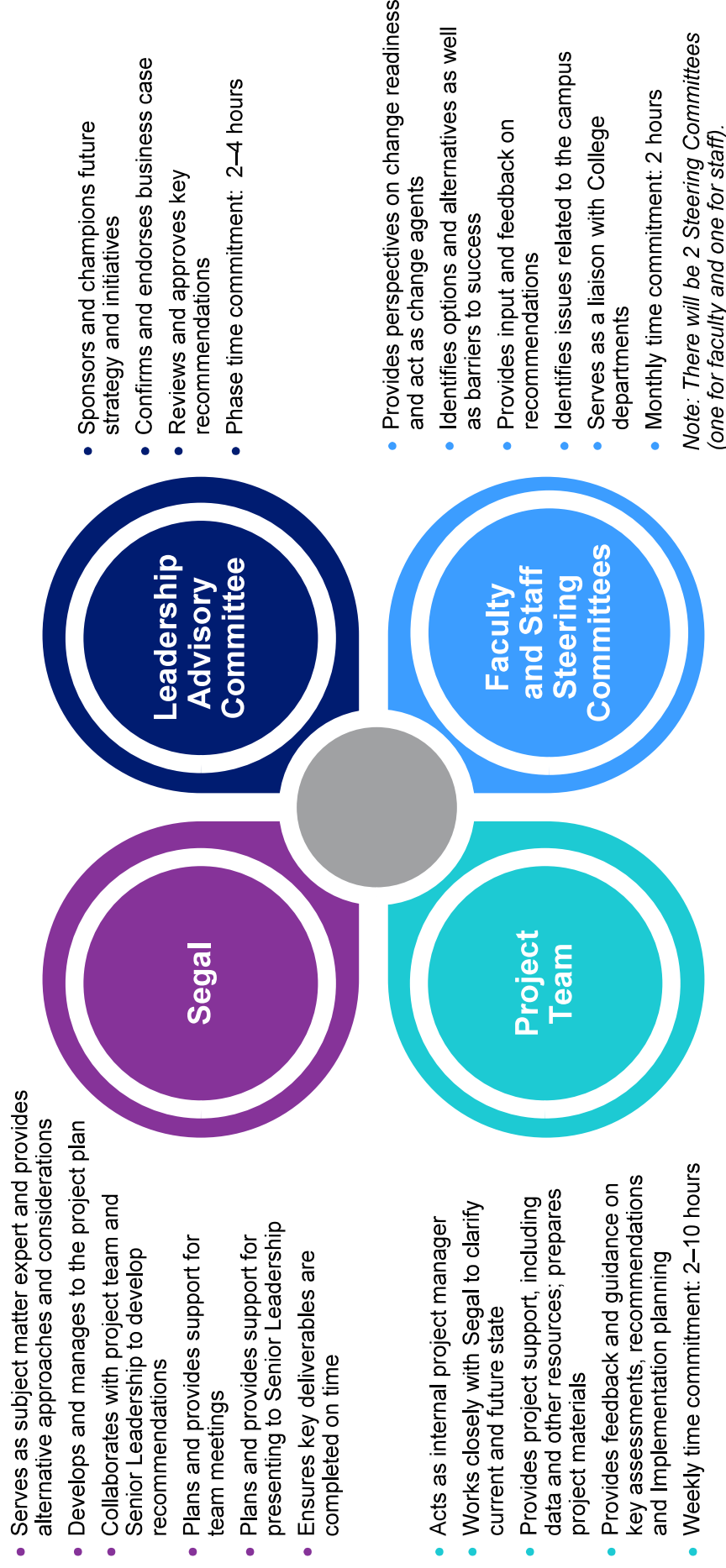
☐ Work step complete

☐ Work step in progress

☐ Upcoming steps

Engagement Summary


PCC and Segal Collaboration Approach



Engagement Summary

Staff Market Assessment Work Steps

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 Project Initiation/ Market Strategy	 Market Assessment	 Pay Guidelines and Findings and Recommendations
<ul style="list-style-type: none"> • Conduct kick-off meeting • Collect and review data • Conduct staff focus groups • Develop market strategy • Develop comparator peer group 	<ul style="list-style-type: none"> • Develop benchmarking methodology • Obtain data for market pricing • Perform variance analysis • Identify outliers for review • Conduct cost implications analysis • Prepare and share report of findings <ul style="list-style-type: none"> – Compensation and Classification Project Team – Staff Steering Committee – Leadership Advisory Committee 	<ul style="list-style-type: none"> • Develop salary structure and pay administration guidelines • Prepare draft implementation and communication plan • Create overview of the new compensation program • Conduct Town Hall session
Complete	In Progress	Upcoming

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Staff Market Assessment

Methodology

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- 1. Survey Sources:** CUPA-HR Administrators, Professionals and Staff Salary Surveys, CompAnalyst, Payfactors, and Willis Towers Watson were used for the assessment. The CUPA-HR surveys provide data from PCC's peers. CompAnalyst, Payfactors and Willis Towers Watson provides general industry data. Each of the surveys provide results in a summary format only (i.e., percentile data by job). No individual organization's data are shown to preserve confidentiality and no data are shown when there are less than 5 survey participants¹
- 2. Comparison Markets:** Identified a custom group of peer institutions, defined by key objective criteria, through the focus groups, meetings with the Faculty and Staff Steering Committees and the Leadership Advisory Group. General industry data reflects national data from all industries for organizations of all sizes. For Directors and above, the appropriate scope category reflecting PCC's size were used for the analysis
- 3. Market Data Collection:** Segal analyzed base salary market data at the 25th, 50th, and 75th percentiles for 94% of PCC's staff. This includes a very high representation of market comparable for the study as not all jobs are included in published survey sources
- 4. Published Data Aging:** Survey data were aged to January 1, 2022 for this analysis. The annual aging percentage is 2.8%
- 5. Geographic Differentials:** The data in this draft report has not been geographically adjusted. Based on the CUPA-HR peer group a geographic adjustment of 95.3% may be added to adjust the market data for the cost of labor in Tucson, Arizona. Results with and without the geographic differential will be reviewed

¹ The survey sources used in the assessment provide percentile data (e.g., 25th percentile, 50th percentile or median and 75th percentile) when 5 or more survey responses were available in order to comply with the Safe Harbor Guidelines established by the US Department of Justice and the Federal Trade Commission (FTC), which requires all compensation data to be reported in a summary format only and that no data should be reported for any job at any level where there are less than 5 organizations matching.

Preliminary Staff Market Assessment Results

Summary and Distribution of Individual Competitiveness

DRAFT and subject to change with inclusion of additional benchmark jobs

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Aggregate Spend Market Comparison

	Base Salary
PCC ¹	\$50,352,014
Market Median	\$57,737,036
PCC College as % of Market	87%

PCC's aggregate spend for base salary, at 87% of the market median, is within the competitive range (defined as 85% to 115% of the market median)

Distribution of Individual Competitiveness²



Distribution of Individual Competitiveness²



55% of incumbents are within or above the market competitive range and 45% are below the market competitive range.

¹ Represents the sum of base salaries for all PCC staff that were benchmarked (n=871)

² Individual competitiveness represents PCC staff that were benchmarked (n=871). Percentages may not add up to 100% due to rounding

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 6. PCC's Staff Focus Group Findings
 7. Key Compensation Terms and Definitions

Salary Structure Development

The Purpose of a Salary Structure

Effective Salary Structure Characteristics

Salary structure is an effective tool that provides a framework for managing salaries as part of a compensation program

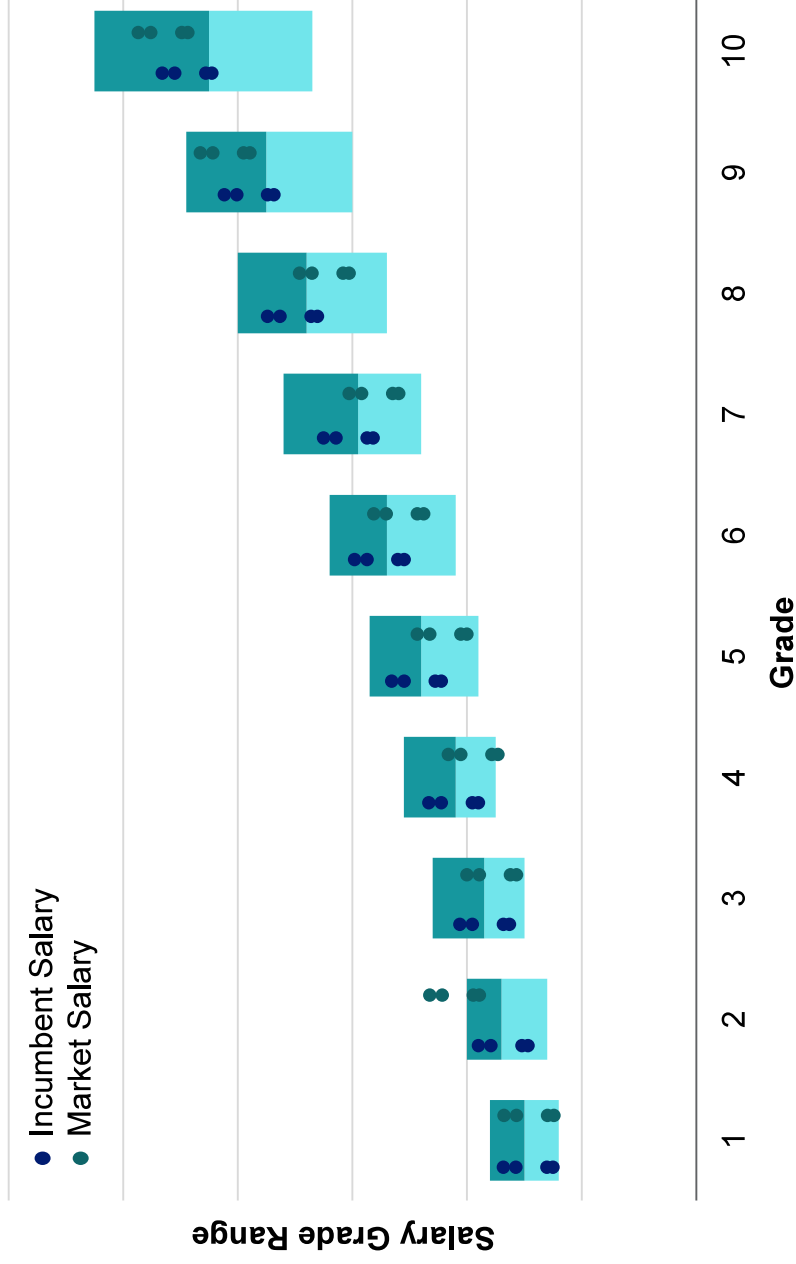
- Aligns pay levels to the external market
- Groups jobs with similar characteristics together (e.g., scope of responsibility, autonomy, complexity, level of discretion, skills/experience required)
- Simplifies, streamlines, and reduces the burden of pay maintenance and administration
- Can provide flexibility in managing pay and recognizing individual factors (years in position, experience, skills, performance, etc.)
- Creates a career path/progression for moving from one job to another
- Sets minimum standards (e.g., minimum wage, living wage considerations) for compliance and other strategic priorities
- Sets maximum standards (e.g., approximate percentage of the targeted market pay position) to manage cost

Salary Structure Development

Definition of a Salary Structure

A salary range structure (or salary structure) is a hierarchical group of jobs and salary ranges within an organization. Salary structures often are expressed as pay grades or job grades that reflect the value of a job in the external market and/or the internal value to an organization

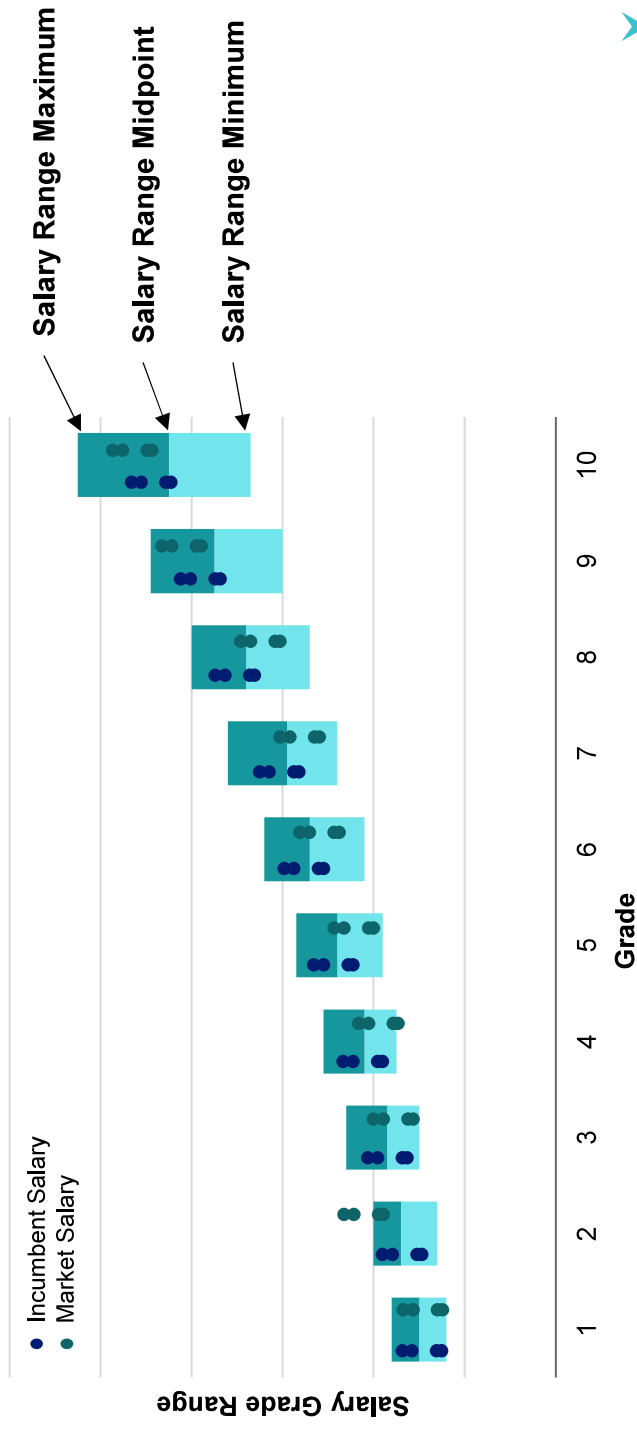
Illustrative Salary Structure



Salary Structure Development

Anatomy of a Salary Structure

- **Salary Range Minimum**
 - An established minimum rate, or entry pay, for an individual in any given job.
- **Salary Range Midpoint**
 - The middle of each pay band, which commonly represents pay for a fully competent and contributing individual in a given job.
- **Salary Range Maximum**
 - An established maximum rate for an individual in any given job.
- **Salary Band Width (or Spread)**
 - The breadth of salary range. i.e., the percentage distance between the bottom and top of the salary range.
- **Salary Progression Guidelines**
 - Guidance on how individuals will move through the salary ranges.

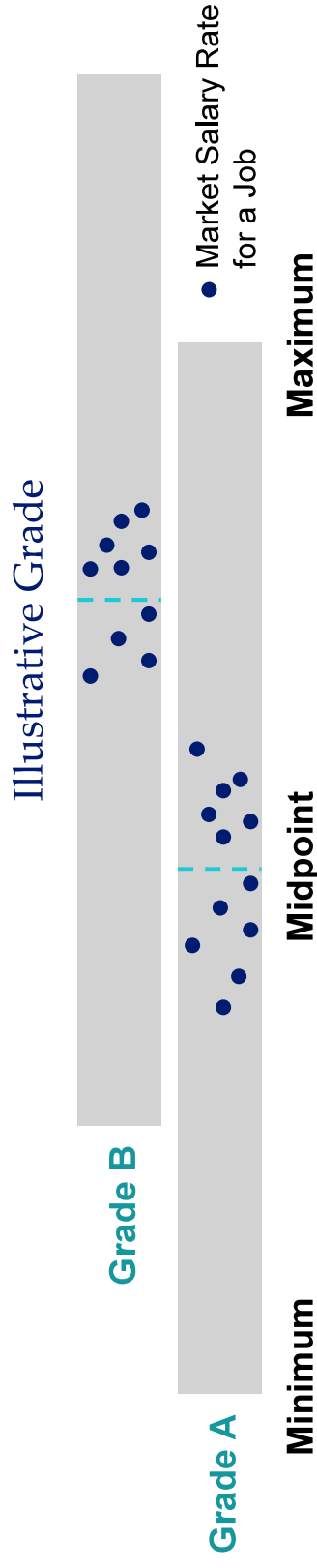


Salary Structure Development

Methodology

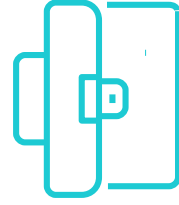
Development Methodology

- Market data are used as a reference for creating the salary structure
- Jobs are assigned to a salary grade with the midpoint closest to the market for the job to ensure competitiveness; assignments are also reviewed and modified as needed to ensure internal equity and consistent job progression within the organizational structure
- Non-benchmark jobs are assigned to the structure based on internal job comparison to other benchmark jobs



Determining Individual Placement in Range

In the simplest terms, the salary program design must address two broad issues:

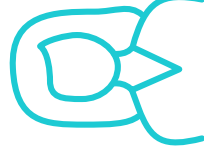


Paying for the Job

Salary Grade

Considerations:

- Comparison markets
- Pay position relative to market
- Balance of external versus internal focus



Paying for the Individual

Pay Guidelines/Policies

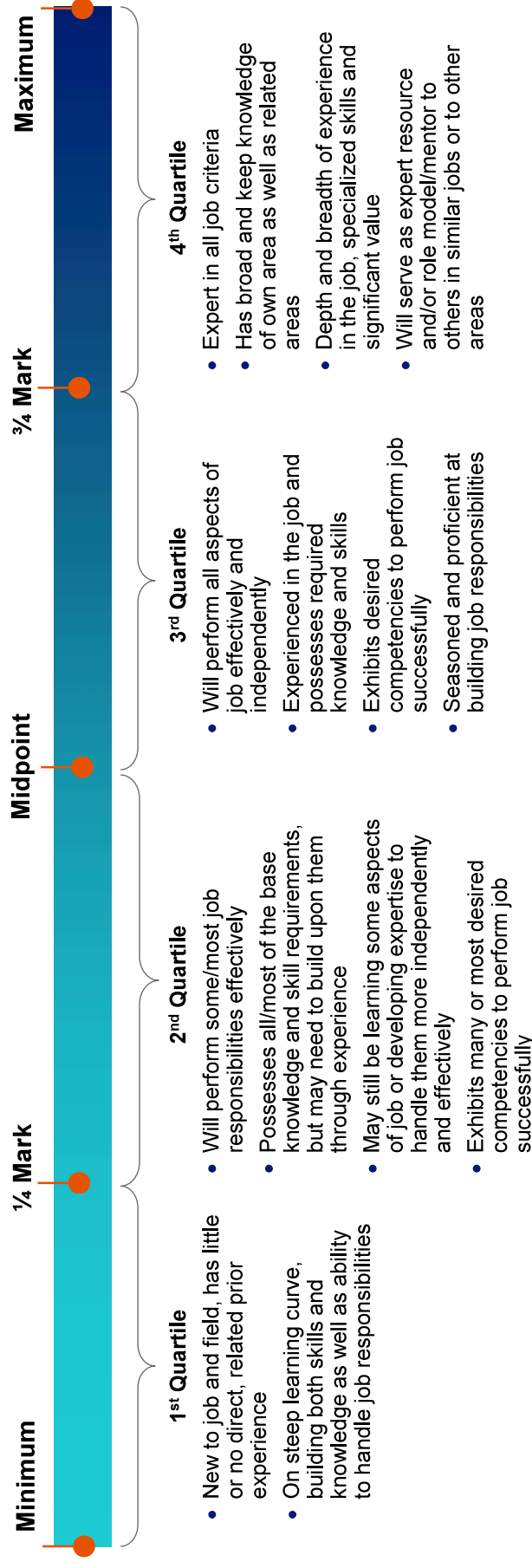
Considerations:

- Level of expertise, skills, knowledge and experience
- Performance
- Years in position/tenure
- Internal equity

Determining Individual Placement in Range

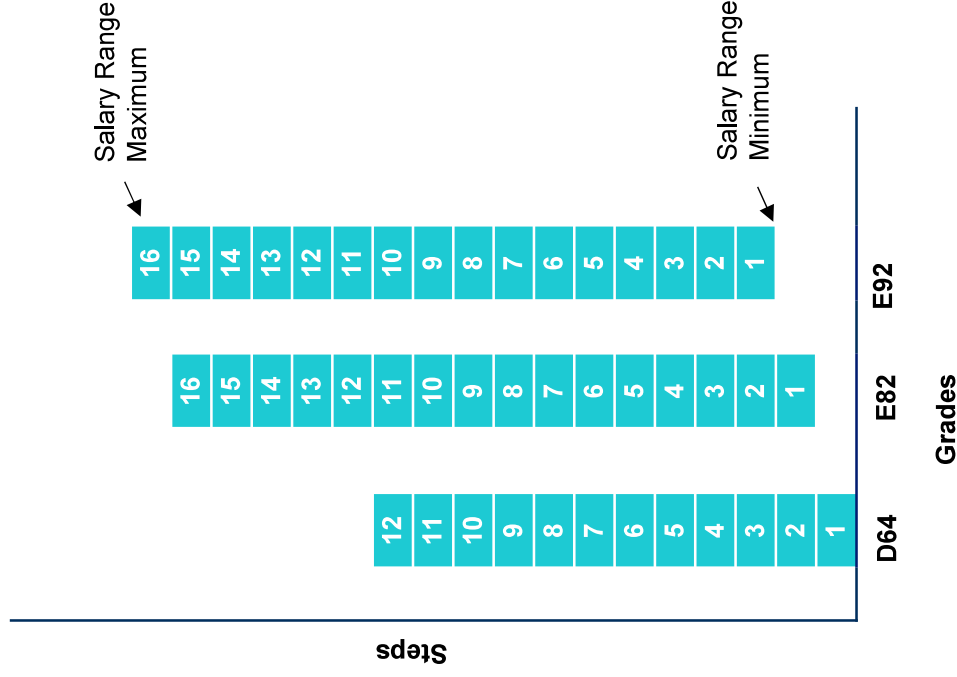
Shown below are how guidelines can be applied for managing compensation decisions. These take into account the individual factors described on the previous page.

Determining Individual Placement in Range



Salary Structure Development

PCC's Current Salary Structure – Administrators



Decision Band Method™*

- The Decision Band Method™ of position classification focuses on work performed and decision making required, not the attributes of an incumbent
- The process focuses on the duties and class responsibilities, supervisory responsibilities, and difficulty and complexity of typical duties, including essential skills, knowledge required to perform the job, consequences of error and other related factors
- Classification reflects meaningful differences in the level of work within each occupational group while allowing flexibility in the assignment of specific duties based on the operating department or work unit requirements

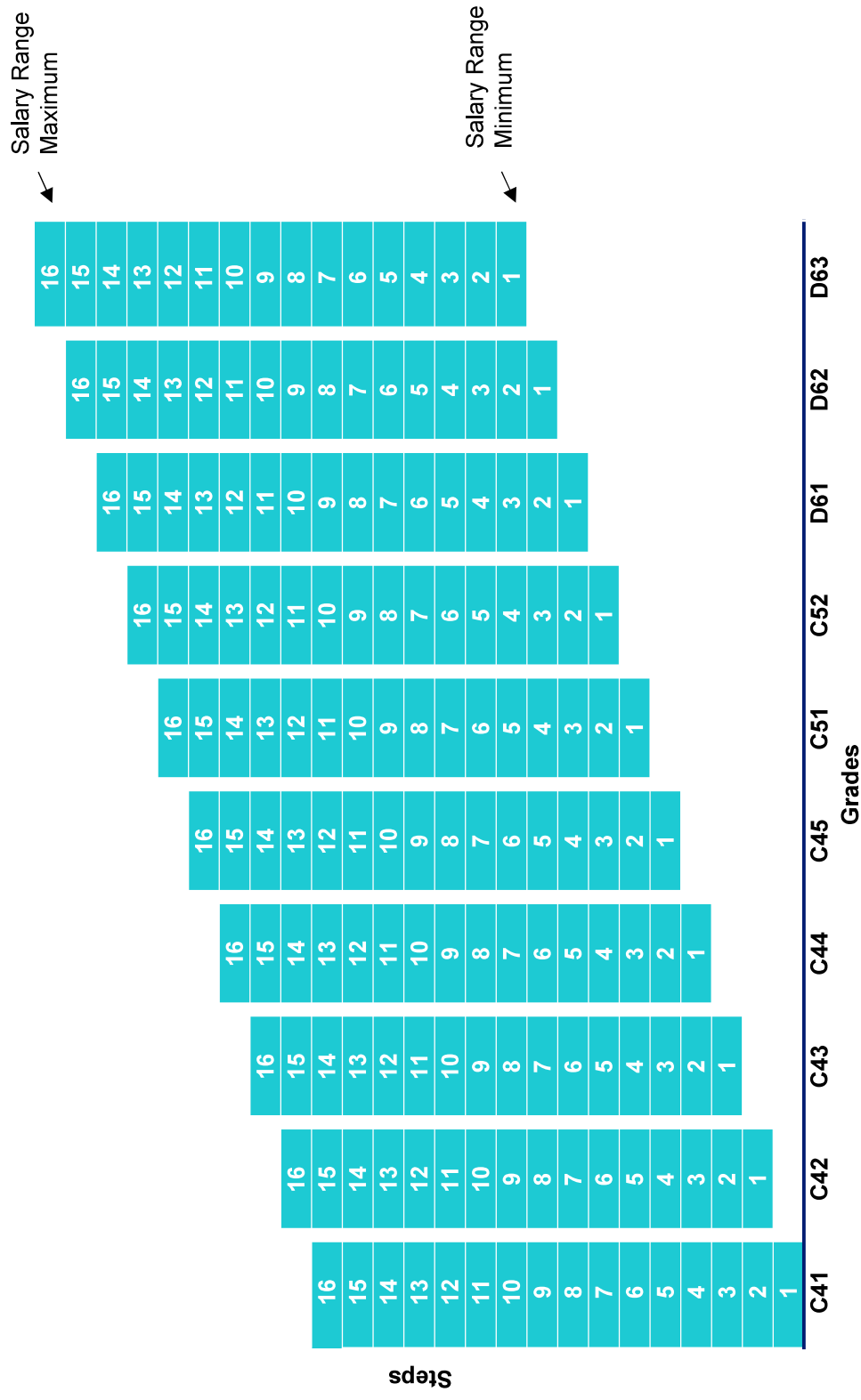
Classification Review Cycle

- A broad review of job families and classifications conducted in a three-year cycle
- The review is undertaken to ensure that classification specifications continue to appropriately meet current and ongoing operational needs of the College
- The purpose is to identify and include significant changes to all the specifications within a job family

* See Appendix for additional details on the DBM job evaluation approach.

Salary Structure Development

PCC's Current Salary Structure – Exempt Positions*

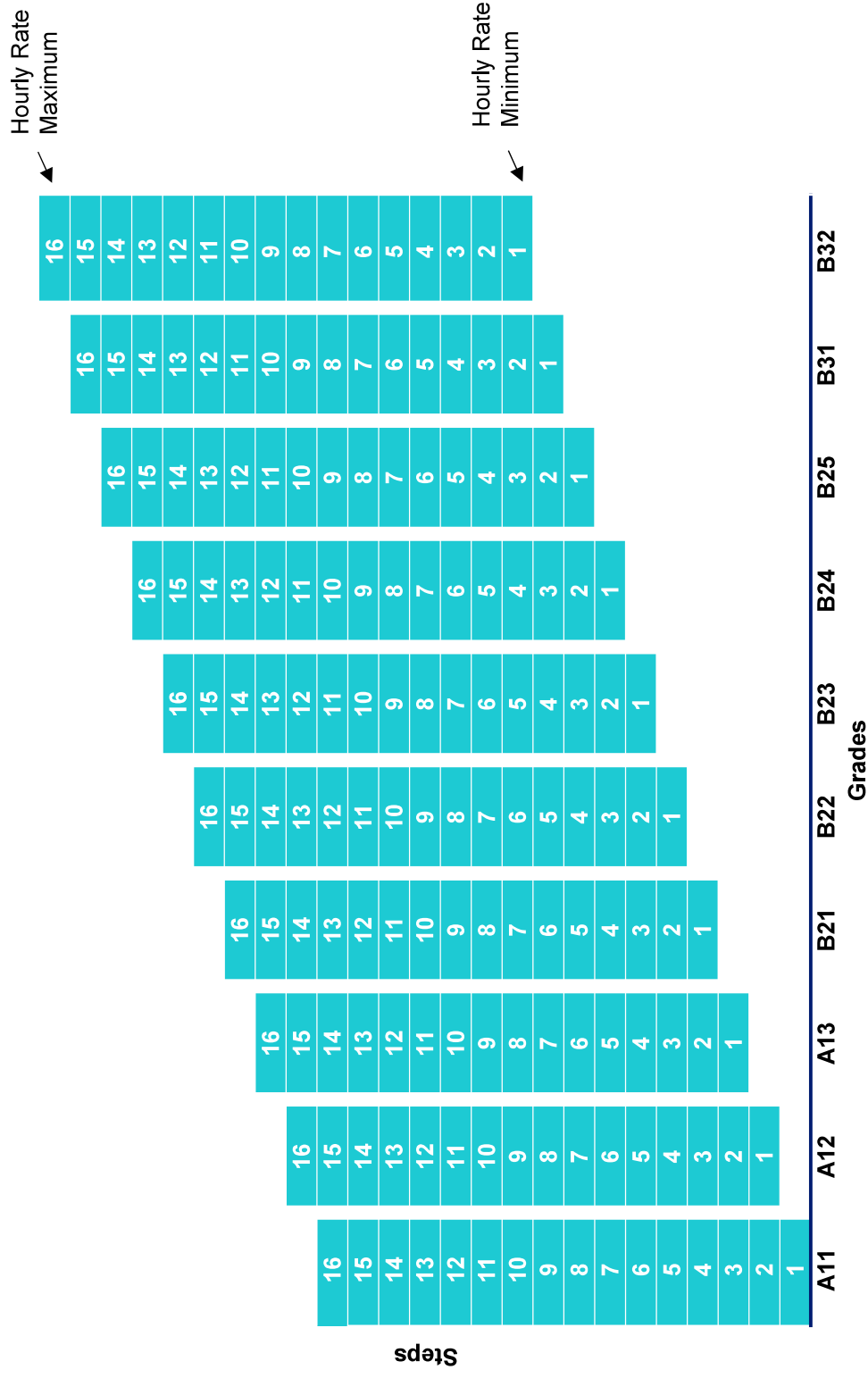


The Decision Band Method™ of position classification is used for Exempt positions.

* Pima Community College has a separate salary structure for some campus safety positions.

Salary Structure Development

PCC's Current Salary Structure – Non-Exempt Positions*

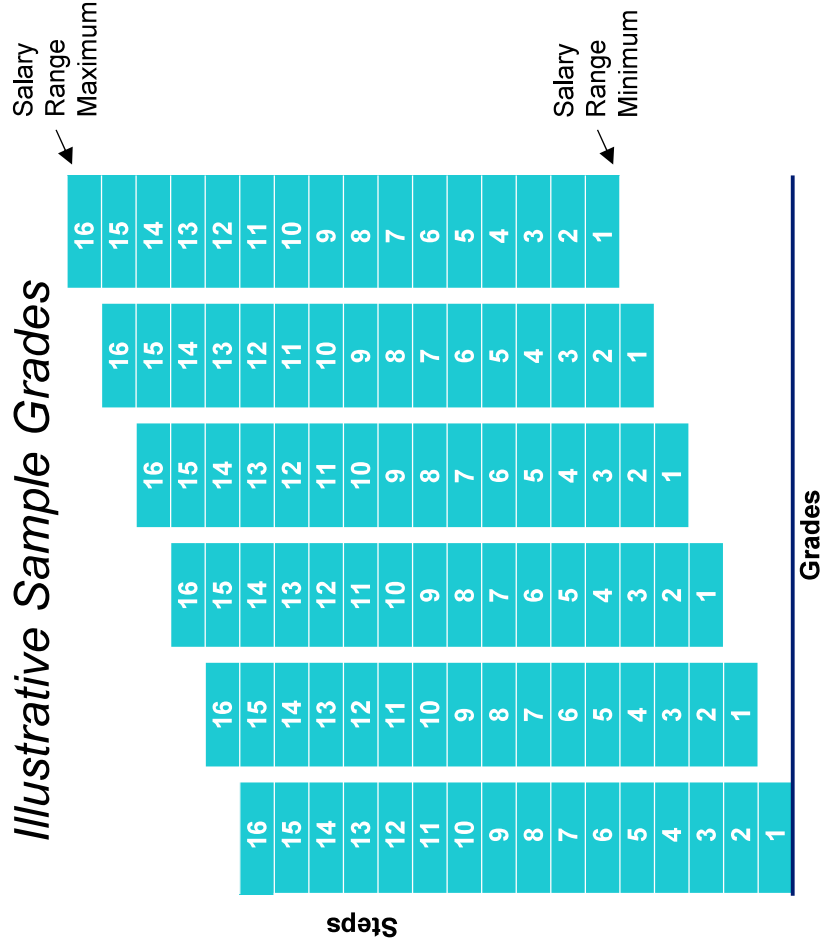


The Decision Band Method™ of position classification is also used for Non-Exempt positions.

* Pima Community College has a separate salary structure for some campus safety positions.

Salary Structure Development

PCC's Current Salary Structure Design



Advantages

- Provides predictable, objective criteria for step assignment and movement
- Provides consistency in setting and administering salaries

Limitations

- Does not allow salaries to be differentiated by the market or performance of staff member
- Highly structured, limited to no flexibility

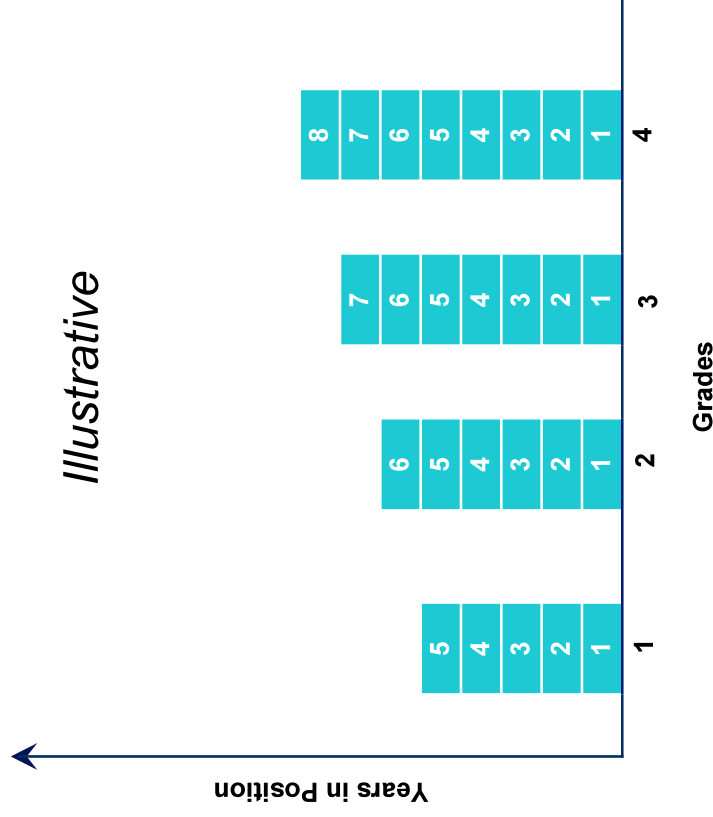
Key Themes from PCC Focus Groups

- Because increases haven't been provided in several years, there is a perception that pay is not market competitive and varies by position and division
- Compression concerns (i.e., perception that new hires are often brought in at salaries higher than those who have been with PCC for years)
- Current job titles are outdated and too broad
- No differentiation in compensation based on performance and no rewards for high performers

Salary Structure Design Considerations

Illustrative Model 1: Step-Rate System

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Advantages

Provides predictable, objective movement within rank

Provides consistency in setting and administering salaries

Limitations

Does not allow salaries to be differentiated by performance

Highly structured, limited to no flexibility

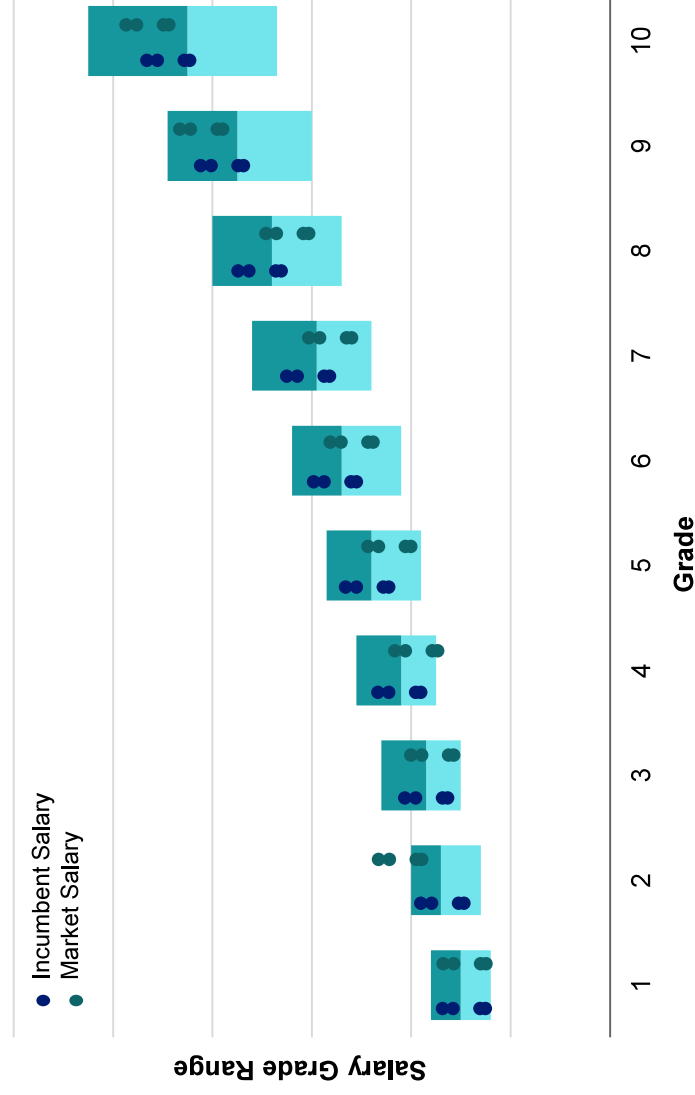
Difficult to adjust for market movement

- Grade assignments based on internal job considerations (e.g., similar scope of responsibilities, complexity, decision making and autonomy, skills/knowledge)
- Pay moves in consistent increments between steps based on time in position

Salary Structure Design Considerations

Illustrative Model 2: Salary Bands

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Advantages

Allows for differentiation by multiple factors (i.e., market, performance)

Can be easily updated according to changes in the marketplace

Limitations

Can create perceived inequities if guidelines are not clearly applied and communicated

- Jobs assigned to salary bands based on similar market rates and interval value (e.g., similar scope of responsibilities, level of decision making, autonomy, skills/education/knowledge)
- Pay within a band may be determined by multiple factors such as skills/education, competency, time in position and performance
- Guidelines for managing pay within each band are critical for ensuring consistency and equity in administration and decision making

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Next Steps and Questions

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1

Decide

Decide on which salary structure design is most appropriate for the College going forward

2

Develop

Develop salary structure and guidelines for movement within the pay structure

3

Implement

Prepare implementation and communication plan
Create overview of the new compensation program

Agenda

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Appendix 1

PCC Study Committees

Project Team

Carleen Thompson

Assistant Vice Chancellor of Human Resources (Chief Human Resources Officer)

Aida Vasquez

Advanced Program Manager for Classification and Compensation

Joseph Murrieta

Classification and Compensation Analyst

Rachel Araiza

Human Resources Specialist

Appendix 1

PCC Study Committees

Leadership Advisory Committee Members

Bruce Moses
Vice Chancellor, Educational Services & Institutional Integrity

David Bea
Executive Vice Chancellor, Finance & Administration

David Dore
President of Campuses and Executive Vice Chancellor

Dolores Duran-Cerda
Executive Vice Chancellor and Provost

Jeff Silvyn
General Counsel

Morgan Phillips
Vice Chancellor for Academic Excellence

Nic Richmond
Chief Strategist, Assistant Vice Chancellor of Strategy, Analytics, and Research (STAR)

Appendix 1

PCC Study Committees

Faculty Steering Committee Members

Amanda Abens

Dean of Workforce Development & Continuing Education

Aubrey Conover

West Campus Vice President

Guadalupe Cruikshank

Instructional Faculty, Communications

Jen Switzer

Instructional Faculty, Mathematics

John Gerard

Instructional Faculty, Applied Technology

Josie Milliken

Instructional Faculty, Distance Education

Kate Schmidt

Executive Director for Faculty Affairs and Development

Kenneth R. Scott, CPA

Instructional Faculty, Accounting (Business)

Kris Swank

Librarian, NWC Library

Lamata Mitchell

Vice Provost for Academic Affairs & Student Learning

Makyla Hays

Instructional Faculty, Mathematics

Marina Cholanian

Adjunct Faculty, Biology

Monica Gouker

Instructional Faculty, Nursing

Sean Mendoza

Adjunct Faculty, Computer Applications

Appendix 1

PCC Study Committees

Staff Steering Committee Members

Andrew Plucker
Director, Business and Travel Services

Danielle Johnson
Assistant Program Manager, Multi
Campus Instructional Sup Services

Denise Morrison
Executive Director,
Employee Service Center Operations

Edie Pearson
Student Service Advanced Specialist,
Enrollment Services

Gayle Bell
Executive Assistant,
Chancellor Operations

Ricky Gonzalez
Materials Management Specialist,
M&S Materials Management

Hal Melfi
Facilities & Operations Manager,
Plant Operations

Hector Acosta
Director, Military and
Veterans Services

Jewel Mideau
Director, Hospitality — Culinary

Joshua Blum
Police Sergeant,
Department of Public Safety

Laurence M Redmond
Acting Director, IT Technical
Services

Laurie Kierstead-Joseph
Acting Vice President, Adult Basic
Education for College & Career

LeighAnn Sotomayor
Manager, Center for the Arts

Linda Cordier
Director, PimaOnline
Partnerships & Operations

Marcos Ameneiros
Student Services Specialist,
College Readiness & Testing

Maricruz Ruiz
Program Coordinator, Santa Cruz
Ed Services Partnership

Mike Posey
Director, Facilities Operations

Sandee Seitzinger
Support Coordinator, NW-Campus
Vice President Office

Stephen Ebel
Research Analyst,
Academic Quality Improvement

Susan Kramer
Laboratory Supervisor,
Science Division

Teresa Noon
Program Manager, Workforce
Development

Victoria Vertein
Assistant Program Manager, Multi
Campus Instructional Sup Services

Appendix 1

PCC Study Committees

Communications Committee Members

Alma Yubeta
Marketing & Public Relations Manager

Francine Tupiken Ruelas
Support Coordinator

Gayle Bell
Executive Assistant

Jamila Caamano
Marketing & Public Relations Coordinator

Jesus Diaz
Advanced Program Manager

John Farrell
Program Coordinator

Makyla Hays
Instructional Faculty, Mathematics

Monica Gouker
Instructional Faculty, Nursing

Teresa Noon
Program Manager

Appendix 2

PCC Compensation Market Strategy

The compensation market strategy sets the foundation for the compensation market assessment and helps to secure PCC as an employer of choice. Based on information collected from the PCC project team, stakeholder/executive interviews, focus groups, review of the data received, and consideration of market and best practices, Segal prepared a draft compensation market strategy for PCC's review.

The compensation market strategy plays a key role in compensation effectiveness to:

- Align with the overall total rewards of work at the institution
- Define comparison markets and pay positioning
- Describe the link to performance and prominence of internal equity
- Provide a foundation of principles for pay administration

A summary is provided on the following page. Likely the compensation market strategy for faculty will share a similar framework and principles.

Appendix 2

PCC Compensation Market Strategy

Total Compensation Components and Prominence

Pima Community College (PCC) strives to provide competitive compensation and benefits that balance both market competitiveness and internal equity while remaining fiscally responsible. Aside from base compensation, PCC recognizes additional components including competitive benefits, an inclusive culture, impactful work content, growth opportunities, and other workplace attributes as key elements of a robust program.

Comparison Markets

The comparison markets for similar higher education institutions to PCC reflect a number of factors including Carnegie classification, institution size (based on financial and other demographic metrics), geography, reputation, and metrics of student success and operational efficiency. Additionally, local and regional employers across public and private sector entities are considered as well.

Pay Positioning

PCC will generally target the market 50th percentile for competitive positioning in the aggregate. Pay positioning may vary for some jobs (higher or lower) based on the external competitive market, criticality of the role to support the College's strategic objectives, scarcity of talent, internal equity, and the incumbent's skills, experience, and/or education in comparison to the minimum requirements set forth for the role.

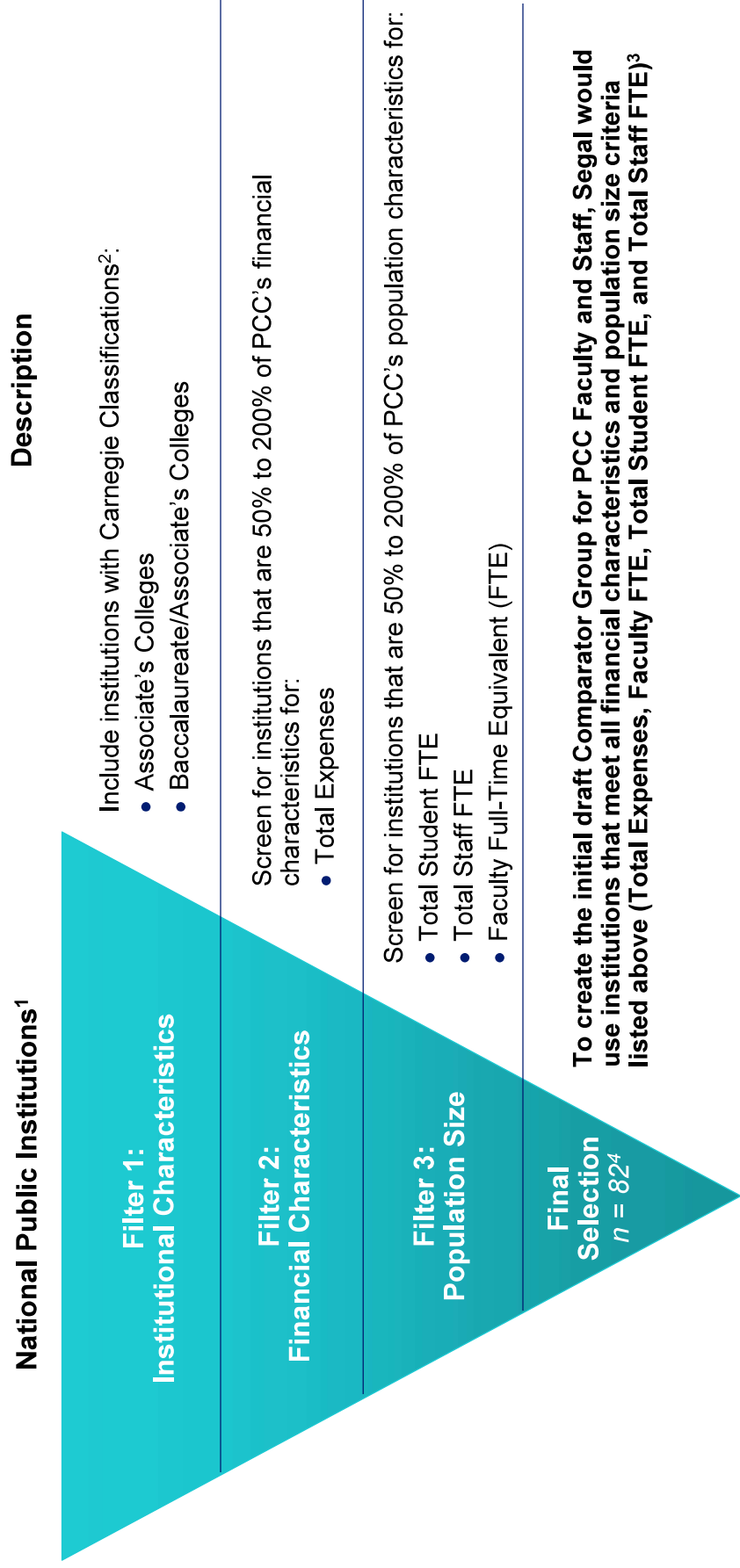
Beyond Market Factors

PCC promotes an emerging pay for performance culture, fair and equitable rewards, increases to salaries, and advancement opportunities. PCC also recognizes other elements such as level of education, prior experience, length of service, and overall contributions to PCC as factors that affect pay decision-making.

Appendix 3

Peer Group Selection Criteria and List

A custom comparator group of similar institutions was developed for compensation comparison using the “funnel filter” approach described below:



¹ Comparator institution data was obtained from most recent IPEDS data (2018).

² See next slide for details on included Carnegie Classifications.

³ All College's within Maricopa Community College District and Arizona Community Colleges were manually included in the peer group.

⁴ In order to obtain a large enough sample size of participating peers, eight additional institutions that met filter one as well as at least three of the four criteria for filters two and three and participated in the CUPA-HR faculty survey for 2020-21, were added to the peer group.

Appendix 3

PCC Peer Group ($n=82$)

Institution Name¹

Anne Arundel Community College	Community College of Rhode Island ²	Georgia State University-Perimeter College ²	Palm Beach State College
Arizona Western College	CUNY Borough of Manhattan Community College	Glendale Community College	Paradise Valley Community College
Brookdale Community College ²	CUNY Bronx Community College	Harrisburg Area Community College	Phoenix College
Broward College ²	CUNY Kingsborough Community College	Hillsborough Community College	Portland Community College
Central Arizona College	CUNY LaGuardia Community College	Hinds Community College	Prince George's Community College
Central New Mexico Community College	CUNY New York City College of Technology	Indian River State College	Rio Salado College
Central Piedmont Community College	CUNY Queensborough Community College	Johnson County Community College	Saint Louis Community College
Central Texas College	Cuyahoga Community College District	Kirkwood Community College	Salt Lake Community College
Chandler-Gilbert Community College	Daytona State College	Lansing Community College ²	San Jacinto Community College
City College of San Francisco	Delaware Technical Community College-Terry ²	Macomb Community College	Scottsdale Community College
Cochise County Community College District	Dixie State University ²	Madison Area Technical College	Seminole State College of Florida
Coconino Community College	Eastern Arizona College	Maricopa Community College System Office	Sinclair Community College
College of DuPage	El Paso Community College	Mesa Community College	South Texas College
College of Southern Nevada	Erie Community College	Metropolitan Community College-Area	St Petersburg College
Collin County Community College District	Estrella Mountain Community College	Metropolitan Community College-Kansas City	Suffolk County Community College
Columbus State Community College	Florida State College at Jacksonville	Milwaukee Area Technical College	Tallahassee Community College
Community College of Allegheny County	GateWay Community College	Mohave Community College	Texas State Technical College
Community College of Baltimore County		Monroe Community College	Tidewater Community College
Community College of Philadelphia ²		Montgomery College	Tulsa Community College
		Mt San Antonio College	Vincennes University
		Nassau Community College	Wake Technical Community College
		Northland Pioneer College	William Rainey Harper College
			Yavapai College

Note: Institutions in [blue](#) are Arizona Community Colleges.

Note: Institutions in [purple](#) are part of Maricopa Community College District.

¹ All College's within Maricopa Community College District and Arizona Community Colleges were included in the peer group.

² Added to the peer group to obtain a large enough sample size of participating peers in the CUPA-HR surveys. Eight additional institutions that met filter one (Carnegie Classification), as well as at least three of the four criteria for filters two (Financial Characteristics) and three (Population Size) and participated in the CUPA-HR faculty survey for 2020-21, were added to the peer group.

Appendix 4

Published Data Sources

Segal plans used the following surveys to benchmark PCC jobs:

Survey Sources		Industry
CompAnalyst		General Industry Higher Education
Payfactors		General Industry Higher Education
Willis Towers Watson		General Industry
CUPA-HR		Higher Education
Other association surveys (as applicable)		Higher Education

Appendix 5

PCC's Current Job Evaluation Approach

Decision Band Method

Premise

- The value of a job should reflect the importance of the job to the organization.
- The importance of a job is directly related to the decision-making requirements of the job.
- Decision-making is common to all jobs.
- Decision-making is measurable.

Appendix 5: DBM Step 1 – Bands

PCC's Current Job Evaluation Approach

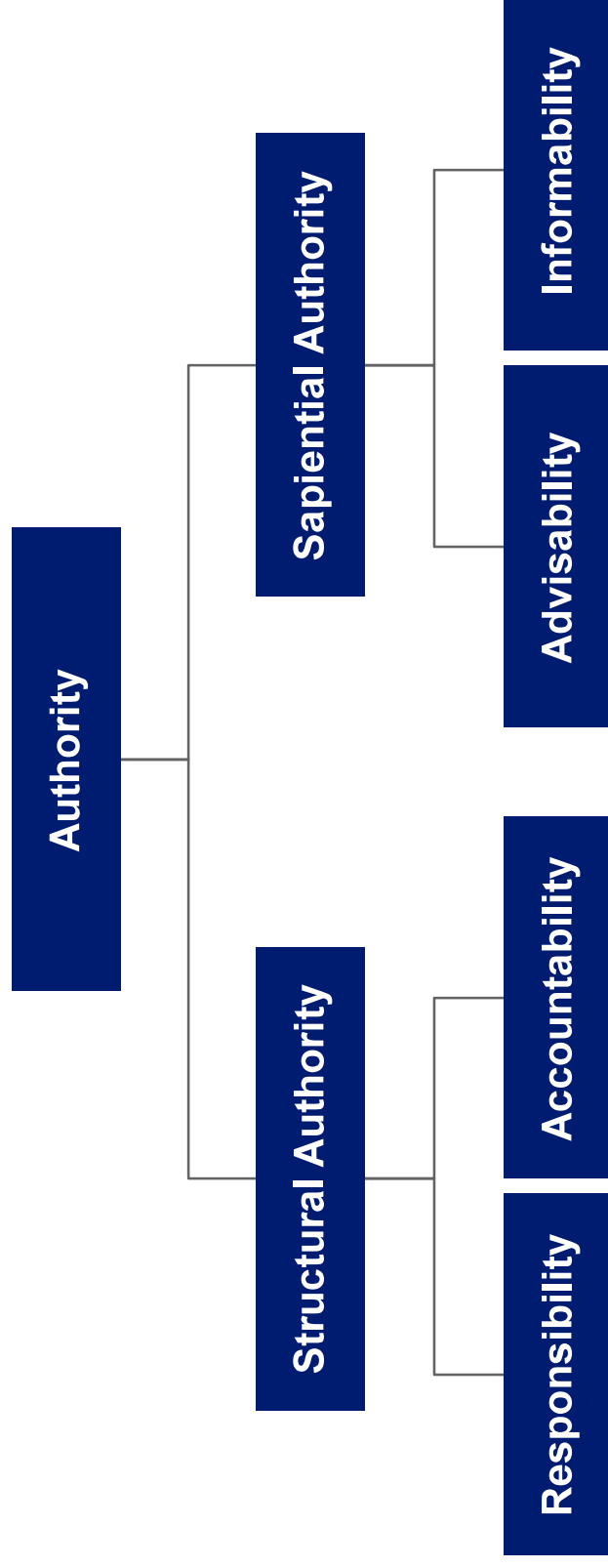
Decision Band Method

Band A	Band B	Band C	Band D	Band E	Band F
Defined	Operational	Process	Interpretive	Programming	Policy
Determines manner and speed of performing defined steps of an operation	Determines how and when to perform steps of processes	Selects appropriate process to accomplish operations of programs	Interprets programs into operational plans and deploys resources	Plans strategies, programs and allocates resources to meet goals	Organization scope, direction, and goals

Appendix 5: DBM Step 2 – Grades

PCC's Current Job Evaluation Approach

Decision Band Method



Appendix 5: DBM Structure

PCC's Current Job Evaluation Approach

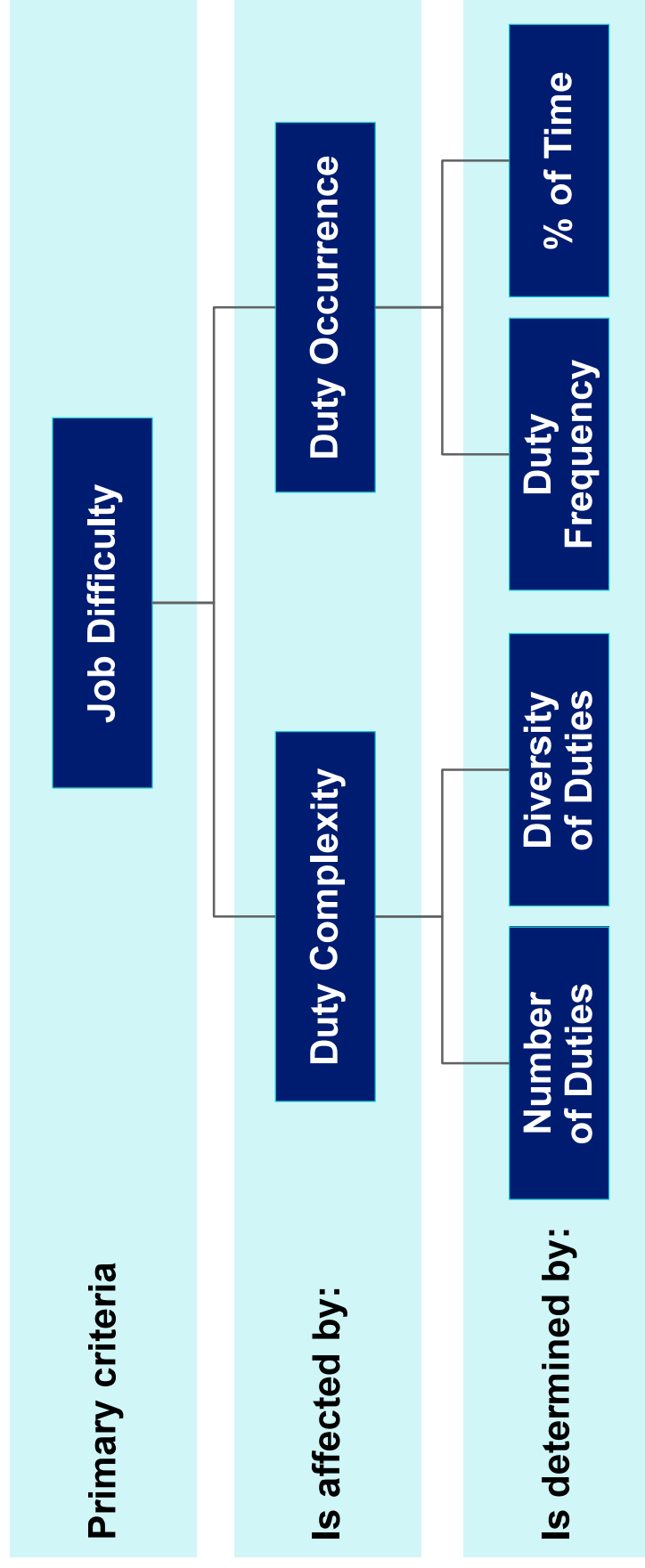
Decision Band Method

Band	Grade
F	11 Coordinating/Supervisory
	10 Non-coordinating
E	9 Coordinating/Supervisory
	8 Non-coordinating
D	7 Coordinating/Supervisory
	6 Non-coordinating
C	5 Coordinating/Supervisory
	4 Non-coordinating
B	3 Coordinating/Supervisory
	2 Non-coordinating
A	1 Non-Coordinating
	0 Non-Coordinating

Appendix 5: DBM Step 3 – Subgrade

PCC's Current Job Evaluation Approach

Decision Band Method



Appendix 5: DBM Structure

PCC's Current Job Evaluation Approach

Decision Band Method

Band	Grade	Subgrade
F – Policy	11 - Coordinating	2(5)
		1(4)
	10 - Non-coordinating	3
		2
		1
E – Programming	9 - Coordinating	2(5)
		1(4)
	8 - Non-coordinating	3
		2
		1
D – Interpretive	7 - Coordinating	2(5)
		1(4)
	6 - Non-coordinating	3
		2
		1
C – Process	5 - Coordinating	2(5)
		1(4)
	4 - Non-coordinating	3
		2
		1
B – Operational	3 - Coordinating	2(5)
		1(4)
	2 - Non-coordinating	3
		2
		1
A – Defined	1 –Non-coordinating	3
		2
		1
	0 - Non-coordinating	3
		2
		1

Appendix 6

Staff Focus Group Findings

Culture and Attraction

Culture: The general perception is that the culture at PCC is that it has been improving over the past few years but still there is desire for more a more clearly defined strategy, stronger collaboration and improved efficiency. Almost all interviewees stated that their fellow College employees as one of the reasons they stay at the College. Interviewees felt that PCC had a strong emphasis on supporting the students and making a difference.

Attraction: Interviewees stated that the benefits and compensation package was the primary attraction of PCC. Interviewees suggested that the College has very competitive benefits, provides parking, tuition waivers, and competitive pay, making PCC a great place to work. Interviewees also noted that pay competitiveness depends on the position, not all jobs are paid competitively.

Retention: Overall interviewees cited as the mission of PCC and the benefits as the two biggest reasons they remain at the college. Interviewees feel that PCC is a workplace that allows them to have an impact on students and play a part in really impacting future generations. Interviewees also cited retirement benefits, tuition waiver, and paid leave as reasons why they stay at the College.

Notable remarks

“I have never worked in a community with such dedication as PCC”

“There is a passion for serving students, which is what initially attracted me to PCC”

“There are a lot of competing priorities within PCC, which can be overwhelming”

“Where we are now is very different from where we were less than 5 years ago. Previously culture was very oppressive”

Appendix 6

Staff Focus Group Findings

Compensation and Benefits

Competitiveness: There is a mix of perceptions on the competitiveness of compensation; some interviewees consider it below average, average or above average. Overall, most employees agree competitiveness varies by position and division.

Merit Pay: Interviewees had mixed opinions surrounding pay for performance. Some seemed interested in a merit pay system in which high performers are rewarded for their above and beyond performance and others didn't think PCC was at a point to manage this successfully and fairly.

Cost of Living Adjustments: Many interviewees mentioned that salaries fall behind because they do not receive annual adjustments for cost of living.

Need for More Transparency: Interviewees mentioned a desire for more transparency stating the compensation program is not widely understood and information on the College website is not current.

Benefits: Interviewees almost unanimously agree that PCC provides great benefits. Tuition waivers, paid leave, and retirement contributions were the three benefits mentioned most.

Compression: Interviewees mentioned that often new hires are brought in at salaries that are higher than those who have been with PCC for years.

Classification: Many interviewees cited the need for better job titling, stating the current job titles are outdated and too broad. They also agree that there is a lack of consistency in job titling making the hiring process difficult.

Notable remarks

"PCC has very broad job titles that are not indicative of what employees are doing."

"I am considered a high performer, but in the last ten years I have only received two salary raises."

"Information may be passed from Leadership to Supervisors, but isn't always passed to the employees."

"Above and beyond contributions are not rewarded with additional compensation."

Appendix 6

Staff Focus Group Findings

Career Development

Pay for Education Attainment: Some interviewees noted the desire for additional pay for personal career development such as additional education.

Promotions: The promotions process was described by interviewees as being difficult to complete and overall inhibited the ability to receive a promotion.

Career Growth: Several interviewees mentioned a lack of career progression or understanding of career progression. Interviewees feel that in order to move up in their career they have to leave PCC.

Notable remarks

“I applied for a promotion in which I was already doing all but one of the duties of the new position and was denied because of the one.”

“Clear career and advancement path information would be an improvement.”

“Position levels in some departments are not clearly defined or don’t exist. With nowhere for employees to go, this often causes people to leave.”

“An increase in skill or education should result in a pay increase.”

Key Compensation Terms and Definitions

- **Base Pay (Base Salary)**
 - The fixed rate of pay for a specific work period (typically expressed as an hourly rate or as a weekly, monthly, or annual salary) or position. It does not include other additional pay or allowances such as benefits, incentives, shift differentials, stipends, etc.
- **Comparison Markets/Peer Groups**
 - Defines groups of organizations and/or geographies for market assessment purposes. Comparison markets are defined based on where PCC competes for talent and may vary by type of position. Markets may include other colleges as well as general industry organizations for jobs that also exist outside of higher education.
- **Market Strategy**
 - Strategic statements and guiding principles adopted by an organization that serves as a foundation for guiding compensation benchmarking.
- **Market Assessment**
 - The process used by Segal to analyze salary rates paid in the market for similar positions. Market data may be local or national and may include other colleges and general industry data depending on the type of position and the defined comparison markets/peers groups.
- **Compression**
 - Compression, also known as wage compression or salary compression, is a condition where there are negligible differences in salary between individuals with varying skillsets or time in position. Examples include when newer hires are paid more than individuals with more seniority or when a direct report is paid more than their supervisor.
- **Benchmark Job**
 - A job used to make pay comparisons to similar jobs that exist in other organizations. Pay data for these jobs are readily available in valid and reputable published salary surveys.

Key Compensation Terms and Definitions

- ***Geographic Differential***

- The variance in pay for similar jobs that are based in different geographic locations. This typically includes a review of Cost of Labor and Cost of Living geographic differentials that can be applied when there are significant differences between PCC's location and the comparison markets
- *Cost of Labor*: Differences in salaries in a location based on the talent market
- *Cost of Living*: Reflects the cost for housing, groceries, etc. in a certain location. May be used to adjust broader cuts to local data, when local market data are not reported
- Geographic differentials are typically not used for nationally-recruited jobs (e.g., Director level and above)

- ***Internal Equity***

- Principles that fairly establish levels of pay and subsequently correlate to each position's relative value within an organization, essentially ensuring similar pay for similar work.

- ***Job***

- A generic role within an organization that is independent of any single individual.

- ***Job Classification***

- A system of jobs usually arranged into various hierarchical classes or pay Grades according to some form of job evaluation. This includes identification of the job family such as Finance, Accounting, Information Systems and job levels such as Director, Manager, Professional and Support.

- ***Job Description***

- A general description of the job, including work performed and skills, level of responsibility, required skills and knowledge and working conditions of the work performed that is used to help inform and qualify potential candidates. Job descriptions are specific to the requirements of the position, rather than personalized for an individual.

Key Compensation Terms and Definitions

- **Job Evaluation**

- A formal process used to accurately and objectively determine the relative value of a job within an organization. The end result typically consists of an assignment of jobs to a particularly job hierarchy and salary structure. This typically includes a balance between both the market rate, if available for the position, and internal job comparisons (i.e., jobs doing similar work across PCC)

- **Job Family**

- A group of jobs affiliated with one another that involve similar duties and require similar skills, knowledge, training, or expertise. Examples of job families include Finance, Accounting, Information Systems, etc.

- **Job Level**

- A group of jobs that have similar scope of responsibility, level of autonomy and decision making and level of skills, knowledge and experience. Examples of job levels include Director, Manager, Professional and Support, etc.

- **Market Rate**

- The rate of pay for a position based on the market data from salary surveys.

- **Salary Structure**

- A management tool designed to define pay levels that are internally equitable and externally competitive. A salary structure consists of a series of salary grades that group positions of similar external and/or internal value.

- **Salary Survey**

- Salary surveys compile and report salary information for a variety of positions across many industries. Data from salary surveys are typically used by organizations to determine competitive salary rates. Each survey contains pay data reported by Human Resources from many employers.

Pima Community College

Salary Structure Review

Draft Staff Salary Structure

February 3, 2022

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Segal

Agenda

1. Engagement Summary
2. Market Assessment Results
3. Draft Staff Salary Structure
4. Next Steps and Questions
5. Appendices
 - I. Current Staff Salary Structures
 - II. PCC's Current Job Evaluation Approach

Engagement Summary

Phases and Timing (Estimated: Spring 2020– Early 2022)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Q2-Q4 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Q1 2022

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Identify job families, create role and level guidelines and develop standardized titles

Review PDQs and draft job descriptions

Q3 2020 - Q4 2021

Staff Market Assessment

Gather and analyze survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

Q3-Q4 2021

Salary Structure Design

Create market-informed salary structure/ranges that aligns with PCC's market strategy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Q1 2022

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Q1 2022

☐ Work step complete

☐ Work step in progress

☐ Upcoming steps

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Staff Market Assessment Results

Summary and Distribution of Individual Competitiveness

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Aggregate Spend Market Comparison

	Base Salary (\$000)
PCC ¹	\$50,560,000
Market Median	\$58,697,000
PCC College as % of Market	86%

PCC's aggregate spend for base salary, at 86% of the market median, is within the competitive range (defined as 85% to 115% of the market median)

Distribution of Individual Competitiveness²



Distribution of Individual Competitiveness²



51% of incumbents are within or above the market competitive range and 49% are below the market competitive range.

¹ Represents the sum of base salaries for all PCC staff that were benchmarked (n=873)

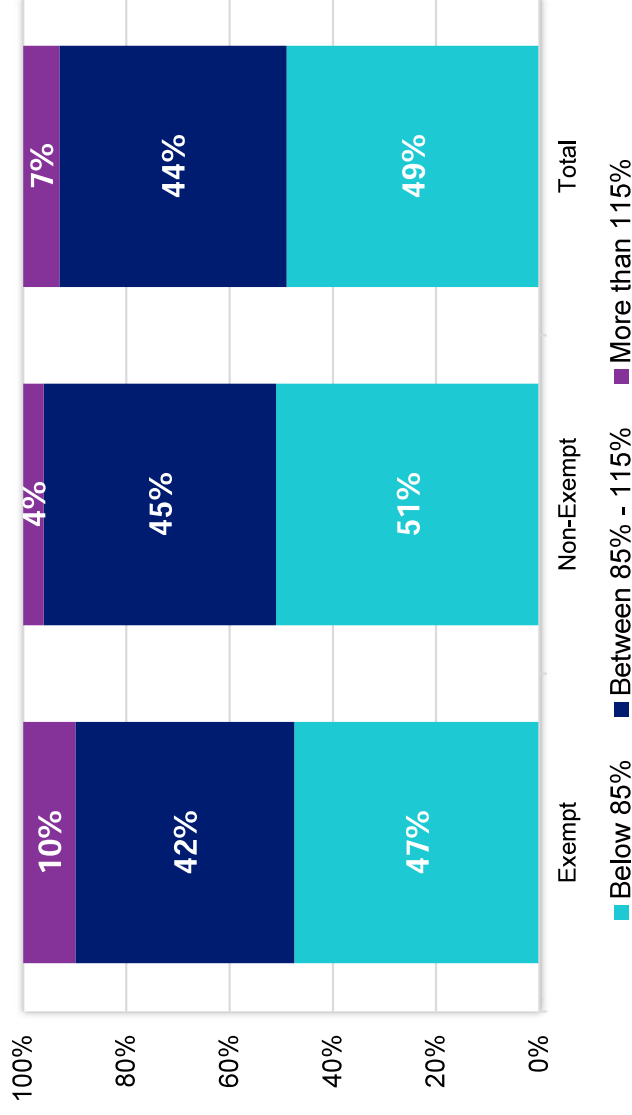
² Individual competitiveness represents PCC staff that were benchmarked (n=873). Percentages may not add up to 100% due to rounding

Market Assessment by Exemption Status¹

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- In aggregate across the College, pay levels are within the competitive range
- Exempt and Non-Exempt staff in aggregate are equally as competitive to the market median. Non-Exempt staff have slightly more employees below 85% of the median at 51% compared to Exempt staff with 47%.
- Overall exemption status competitiveness aligns to the overall aggregate competitiveness

Distribution of Competitiveness Against Market Median²



Exemption Status	# of Incumbents	# of Incumbents Priced	% of Incumbents Priced	PCC Aggregate Spend (\$'000)	Market Median Aggregate Spend (\$'000)	PCC as % of Market Median
Exempt	507	479	94%	\$33,962,000	\$39,435,000	86%
Non-Exempt	416	394	95%	\$16,597,000	\$19,262,000	86%
Total	923	873	95%	\$50,560,000	\$58,697,000	86%

¹ 85% - 115% of market median is considered the target range for staff who are meeting expectations.

² Percentages may not equal 100% due to rounding.

Market Assessment by Job Group¹

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Distribution of Competitiveness Against Market Median^{2,3}



- In aggregate across the College, pay levels are within the competitive range
- Executive Administration is the most competitive job group shown below at 92% of the market median while Academic Affairs is the least competitive at 75%

Job Groups ³	# of Incumbents	# of Incumbents Priced	% of Incumbents Priced	PCC Aggregate Spend (\$000)	Market Median Aggregate Spend (\$000)	PCC as % of Market Median
Academic Affairs	59	46	78%	\$3,417,000	\$4,549,000	75%
Academic Support	5	5	100%	\$299,000	\$341,000	88%
Administrative Support	116	116	100%	\$4,793,000	\$5,538,000	87%
Athletics	12	12	100%	\$693,000	\$912,000	76%
Campus Police ⁴	41	31	76%	\$1,708,000	\$1,918,000	89%
Executive Administration	41	36	88%	\$5,100,000	\$5,565,000	92%
Facilities	71	70	99%	\$3,283,000	\$4,110,000	80%
Financial Services	76	73	96%	\$4,263,000	\$5,167,000	83%
Grants Administration	6	6	100%	\$391,000	\$468,000	84%
Human Resources	22	21	95%	\$1,358,000	\$1,626,000	84%

¹ 85% - 115% of market median is considered the target range for staff who are meeting expectations.

² Percentages may not equal 100% due to rounding.

³ Job Groups with less than 5 benchmarked incumbents are excluded from the graph above – Compliance and Faculty Affairs.

⁴ Campus Police comparisons are draft and under review.

Market Assessment by Job Group¹

Continued....

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Distribution of Competitiveness Against Market Median^{2,3}



- In aggregate across the College, pay levels are within the competitive range
- Student Services is the most competitive at job group shown below at 105% of the market median while Media and Digital Media Production is the least competitive at 74%

Job Groups ³	# of Incumbents	# of Incumbents Priced	% of Incumbents Priced	PCC Aggregate Spend (\$'000)	Market Median Aggregate Spend (\$'000)	PCC as % of Market Median
Information Technology	74	74	100%	\$4,924,000	\$6,225,000	79%
Institutional Research	8	8	100%	\$507,000	\$616,000	82%
Instructional Support	92	81	88%	\$4,045,000	\$5,174,000	78%
Instructors	44	44	100%	\$2,450,000	\$2,713,000	90%
Library	15	15	100%	\$679,000	\$785,000	86%
Marketing & Communications	8	8	100%	\$543,000	\$673,000	81%
Materials Management	14	14	100%	\$498,000	\$600,000	83%
Media and Digital Media Production	12	12	100%	\$607,000	\$820,000	74%
Registrar & Admissions	23	23	100%	\$1,287,000	\$1,315,000	98%
Student Services	163	161	99%	\$8,569,000	\$8,160,000	105%

¹ 85% - 115% of market median is considered the target range for staff who are meeting expectations.

² Percentages may not equal 100% due to rounding.

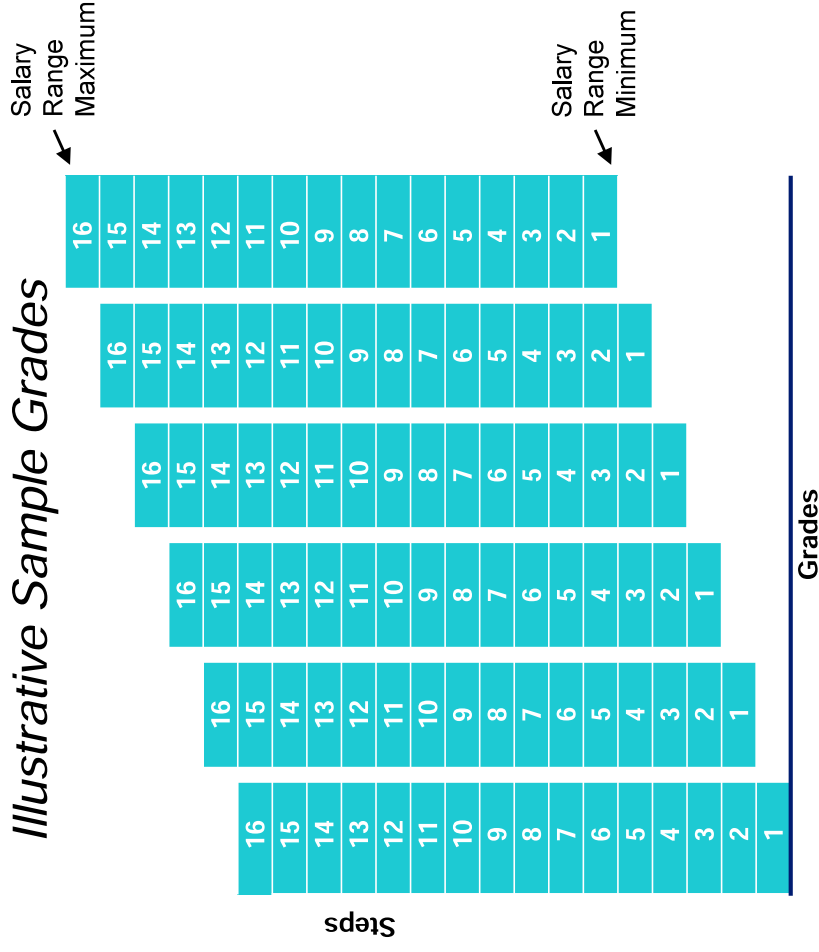
³ Job Groups with less than 5 benchmarked incumbents are excluded from the graph above – Legal, Media Support, Production Theater, and Workforce Development.

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Proposed Staff Salary Structure

PCC's Current Salary Structure Design



Advantages

- Provides predictable, objective criteria for step assignment and movement
- Provides consistency in setting and administering salaries

Limitations

- Does not allow salaries to be differentiated by the market or performance of staff member
- Highly structured, limited to no flexibility

Key Themes from PCC Focus Groups

- Because step increases haven't been provided in several years, there is a perception that pay is not market competitive and varies by position and division
- Compression concerns (i.e., perception that new hires are often brought in at salaries higher than those who have been with PCC for years)
- Current job titles are outdated and too broad
- No differentiation in compensation based on performance and no rewards for high performers

Proposed Staff Salary Structure

Draft Details¹

Proposed Ranges							Advantages Allows for differentiation by multiple factors (i.e., market, performance) Can be easily updated according to changes in the marketplace
Salary Band	Minimum	Midpoint	Maximum	Midpoint Differential	Range Spread	Count Below Range Min	Count Above Range Max
1	\$34,300	\$42,000	\$49,700	N/A	45%	62	9
2	\$38,400	\$47,000	\$55,700	12.0%	45%	6	21
3	\$42,900	\$52,600	\$62,200	12.0%	45%	48	4
4	\$48,100	\$58,900	\$69,700	12.0%	45%	18	16
5	\$52,500	\$66,900	\$81,400	13.5%	55%	32	2
6	\$59,500	\$75,900	\$92,200	13.5%	55%	36	0
7	\$67,500	\$86,100	\$104,600	13.5%	55%	38	0
8	\$76,600	\$97,700	\$118,700	13.5%	55%	11	0
9	\$84,800	\$112,400	\$139,900	15.0%	65%	22	4
10	\$97,600	\$129,300	\$161,000	15.0%	65%	10	1
11	\$112,200	\$148,700	\$185,100	15.0%	65%	7	0
12	\$129,100	\$171,000	\$213,000	15.0%	65%	5	0
Total:						295	57
Limitations Can create perceived inequities if guidelines are not clearly applied and communicated							

Salary Structure Notes

- All ranges were rounded to the nearest \$100 and annual salaries assume a total of 2080 work hours
- 885 individuals (235 jobs) are included within the structure
- There are 2 “ramping” points where the midpoint differential and range spreads increase; first from bands 4 to 5 and again from bands 8 to 9
- On average, the structure bands are 99.5% competitive to the market median³

Structure Overview	
12 Salary Bands	
Midpoint Differential of 12% to 15%	
Range Spread of 45% to 65%	
Minimum Annual Salary ² : \$34,300	
Maximum Annual Salary: \$213,000	

¹ Executive Administrators and Executive Directors/Deans are excluded from the structure.

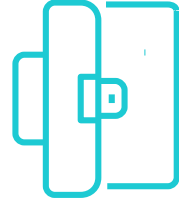
² Reflects a minimum salary above the living wage for a single adult with no children in Tucson Arizona (\$13.80/hr. or \$28,704).
Source: MIT Living wage calculator as of January 2022.

³ Market median data as of July 1st, 2022.

Proposed Staff Salary Structure

Determining Individual Placement in Range

In the simplest terms, the salary program design must address two broad issues:

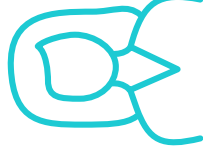


Paying for the Job

Salary Band

Considerations:

- Comparison markets
- Pay position relative to market
- Balance of external versus internal focus



Paying for the Individual

Pay Guidelines/Policies

Considerations:

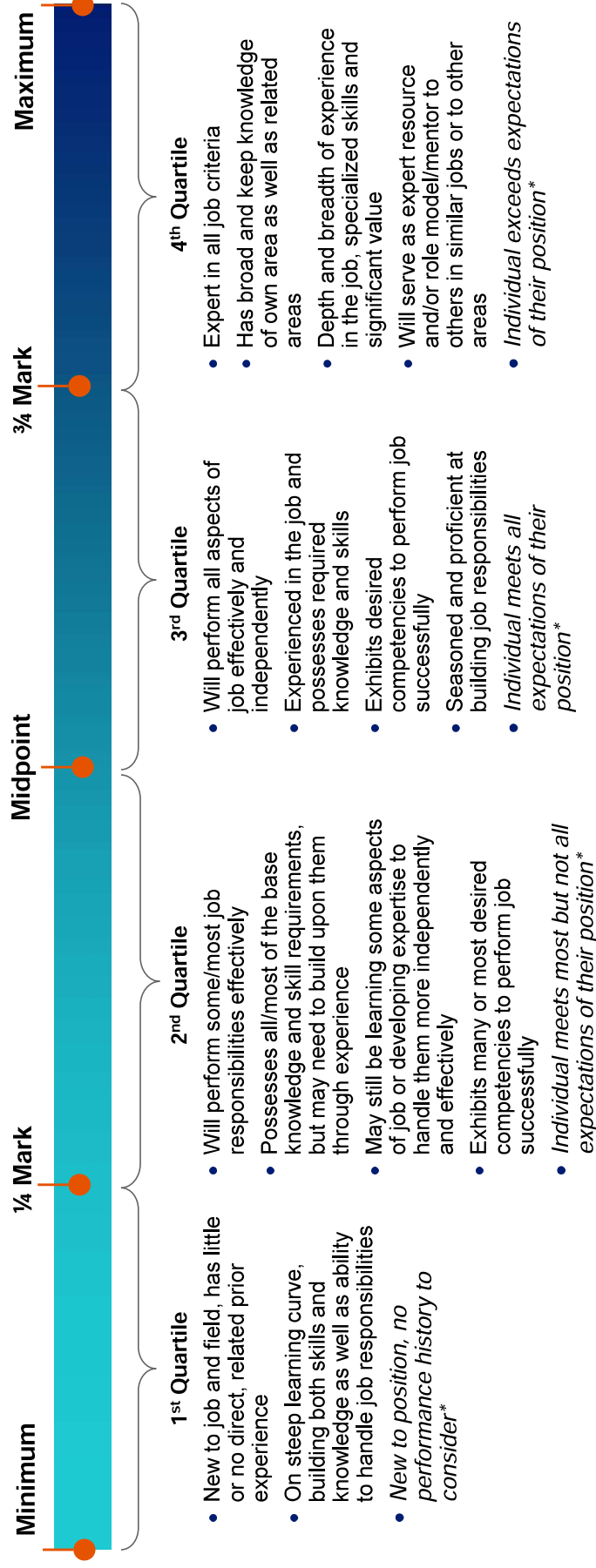
- Level of expertise, skills, knowledge and experience
- Performance
- Years in position/tenure
- Internal equity

Proposed Staff Salary Structure

Determining Individual Placement in Range

Shown below are how guidelines can be applied for managing compensation decisions. These consider the individual factors described on the previous page.

Determining Individual Placement in Range



*Segal understands that in the current state PCC does not have a performance management program that is well defined enough to link to pay. However, we have included the illustrative definitions here to show what it could look like in the future when PCC has a fully functioning performance management program.

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Next Steps and Questions

1

Finalize

Finalize the staff salary structure

2

Approve

Review salary structure with Board to gain approval

3

Implement

Prepare implementation and communication plan
Create overview of the new compensation program

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Appendix I: PCC Current Staff Salary Structures

FY2021/2022 Administrator Personnel (AM)

Step	Grade		
	D64	E82	E92
1	\$107,891	\$124,928	\$166,275
2	\$110,478	\$127,926	\$170,267
3	\$113,131	\$130,997	\$174,353
4	\$115,844	\$134,140	\$178,537
5	\$118,626	\$137,358	\$182,823
6	\$121,474	\$140,657	\$187,211
7	\$124,386	\$144,032	\$191,703
8	\$127,371	\$147,490	\$196,303
9	\$130,428	\$151,030	\$201,014
10	\$133,560	\$154,652	\$205,840
11	\$136,765	\$158,365	\$210,781
12	\$140,046	\$162,166	\$215,838

Appendix I: PCC Current Staff Salary Structures

FY2021/2022
Exempt Classified (XE)

Step	Grade									
	C41	C42	C43	C44	C45	C51	C52	D61	D62	D63
1	\$47,656	\$54,001	\$60,351	\$68,301	\$77,829	\$68,301	\$77,829	\$85,780	\$92,125	\$98,474
2	\$48,846	\$55,350	\$61,858	\$70,010	\$79,774	\$70,010	\$79,774	\$87,923	\$94,431	\$100,935
3	\$50,067	\$56,734	\$63,404	\$71,759	\$81,770	\$71,759	\$81,770	\$90,122	\$96,791	\$103,459
4	\$51,318	\$58,150	\$64,989	\$73,553	\$83,814	\$73,553	\$83,814	\$92,375	\$99,209	\$106,044
5	\$52,603	\$59,607	\$66,616	\$75,393	\$85,908	\$75,393	\$85,908	\$94,685	\$101,690	\$108,695
6	\$53,916	\$61,095	\$68,282	\$77,277	\$88,058	\$77,277	\$88,058	\$97,051	\$104,231	\$111,414
7	\$55,265	\$62,623	\$69,986	\$79,208	\$90,259	\$79,208	\$90,259	\$99,478	\$106,837	\$114,200
8	\$56,647	\$64,190	\$71,737	\$81,189	\$92,516	\$81,189	\$92,516	\$101,964	\$109,507	\$117,055
9	\$58,061	\$65,795	\$73,530	\$83,219	\$94,827	\$83,219	\$94,827	\$104,511	\$112,246	\$119,982
10	\$59,513	\$67,437	\$75,368	\$85,300	\$97,200	\$85,300	\$97,200	\$107,126	\$115,052	\$122,982
11	\$61,000	\$69,123	\$77,252	\$87,430	\$99,630	\$87,430	\$99,630	\$109,803	\$117,928	\$126,055
12	\$62,526	\$70,851	\$79,184	\$89,617	\$102,119	\$89,617	\$102,119	\$112,548	\$120,874	\$129,206
13	\$64,089	\$72,623	\$81,163	\$91,859	\$104,673	\$91,859	\$104,673	\$115,363	\$123,896	\$132,438
14	\$65,691	\$74,440	\$83,191	\$94,154	\$107,290	\$94,154	\$107,290	\$118,247	\$126,996	\$135,748
15	\$67,334	\$76,301	\$85,272	\$96,509	\$109,972	\$96,509	\$109,972	\$121,204	\$130,170	\$139,144
16	\$69,017	\$78,206	\$87,404	\$98,920	\$112,720	\$98,920	\$112,720	\$124,232	\$133,424	\$142,623

Appendix I: PCC Current Staff Salary Structures

**12M Nursing Instructional
Faculty (N2) – 221 Days of
Accountability**

Step	Grade	
	S	
1	\$79,935	
2	\$83,932	
3	\$87,929	
4	\$91,928	
5	\$95,924	
6	\$99,920	
7	\$103,920	
8	\$107,916	
9	\$111,912	
10	\$116,062	
11	\$119,908	
12	\$123,905	
13	\$127,903	
14	\$131,899	
15	\$135,478	

**FY2021/2022
Exempt Classified Nursing Staff
– 40 Hour Work Week (NI/NS)**

Step	Grade	
	C41 (NI)	C42 (NS)
1	\$74,152	\$84,029
2	\$76,005	\$86,130
3	\$77,906	\$88,284
4	\$79,854	\$90,492
5	\$81,848	\$92,755
6	\$83,895	\$95,073
7	\$85,993	\$97,450
8	\$88,143	\$99,887
9	\$90,348	\$102,384
10	\$92,607	\$104,943
11	\$94,921	\$107,566
12	\$97,294	\$110,256
13	\$99,727	\$113,013
14	\$102,219	\$115,838
15	\$104,775	\$118,735
16	\$107,395	\$121,703

Appendix I: PCC Current Staff Salary Structures

FY2021/2022

Non-Exempt Classified Staff (HR)

Step	Grade										
	A11	A12	A13	B21	B22	B23	B24	B25	B31	B32	
1	\$15.00	\$15.66	\$16.77	\$17.90	\$19.03	\$20.19	\$21.60	\$23.27	\$21.60	\$23.27	
2	\$15.30	\$16.05	\$17.20	\$18.35	\$19.52	\$20.69	\$22.15	\$23.86	\$22.15	\$23.86	
3	\$15.67	\$16.45	\$17.62	\$18.81	\$20.00	\$21.20	\$22.70	\$24.45	\$22.70	\$24.45	
4	\$16.04	\$16.86	\$18.06	\$19.29	\$20.50	\$21.73	\$23.26	\$25.06	\$23.26	\$25.06	
5	\$16.43	\$17.29	\$18.51	\$19.76	\$21.01	\$22.28	\$23.85	\$25.70	\$23.85	\$25.70	
6	\$16.82	\$17.72	\$18.96	\$20.26	\$21.55	\$22.83	\$24.44	\$26.34	\$24.44	\$26.34	
7	\$17.23	\$18.18	\$19.44	\$20.77	\$22.09	\$23.41	\$25.04	\$27.00	\$25.04	\$27.00	
8	\$17.64	\$18.64	\$19.92	\$21.30	\$22.64	\$23.97	\$25.68	\$27.68	\$25.68	\$27.68	
9	\$18.06	\$19.11	\$20.42	\$21.81	\$23.21	\$24.57	\$26.32	\$28.38	\$26.32	\$28.38	
10	\$18.50	\$19.59	\$20.92	\$22.36	\$23.80	\$25.18	\$26.98	\$29.08	\$26.98	\$29.08	
11	\$18.94	\$20.09	\$21.44	\$22.91	\$24.39	\$25.82	\$27.66	\$29.81	\$27.66	\$29.81	
12	\$19.40	\$20.59	\$21.97	\$23.50	\$24.99	\$26.48	\$28.36	\$30.55	\$28.36	\$30.55	
13	\$19.86	\$21.09	\$22.52	\$24.07	\$25.63	\$27.13	\$29.06	\$31.30	\$29.06	\$31.30	
14	\$20.34	\$21.63	\$23.08	\$24.67	\$26.25	\$27.82	\$29.78	\$32.09	\$29.78	\$32.09	
15	\$20.83	\$22.19	\$23.65	\$25.30	\$26.93	\$28.50	\$30.53	\$32.90	\$30.53	\$32.90	
16	\$21.33	\$22.73	\$24.26	\$25.92	\$27.60	\$29.20	\$31.28	\$33.73	\$31.28	\$33.73	

FY2021/2022

**Non-Exempt Public Safety
Classified Staff (PS)**

Step	Grade		
	PS0	PS1	PS2
1	\$22.16	\$24.37	\$26.80
2	\$22.71	\$24.97	\$27.46
3		\$25.60	\$28.14
4		\$26.23	\$28.85
5		\$26.90	\$29.57
6		\$27.56	\$30.32
7		\$28.25	\$31.09
8		\$28.96	\$31.85
9		\$29.68	\$32.65
10		\$30.43	\$33.47
11		\$31.18	\$34.30
12		\$31.98	\$35.16
13		\$32.76	\$36.04
14		\$33.58	\$36.93
15		\$34.41	\$37.85
16		\$35.28	\$38.81

Appendix II: PCC's Current Job Evaluation Approach

Decision Band Method

Premise

- The value of a job should reflect the importance of the job to the organization.
- The importance of a job is directly related to the decision-making requirements of the job.
- Decision-making is common to all jobs.
- Decision-making is measurable.

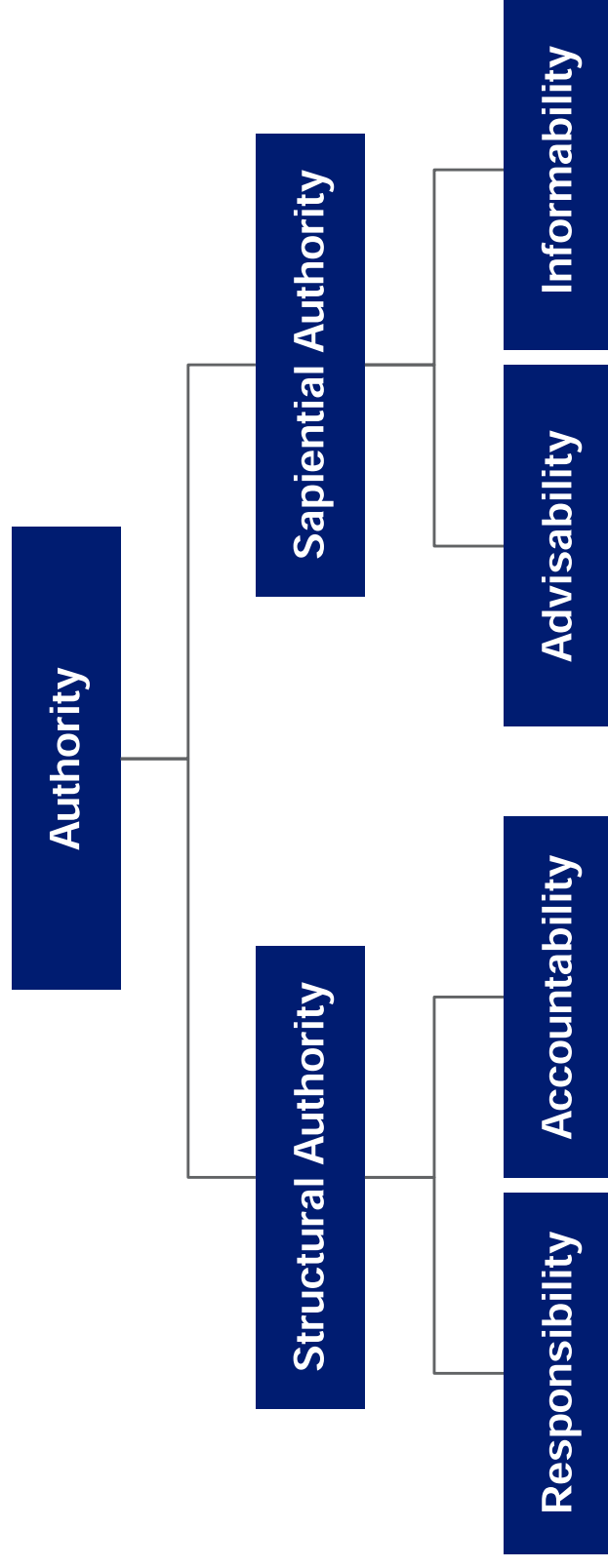
Appendix II: PCC's Current Job Evaluation Approach

Decision Band Method - Bands

Band A	Band B	Band C	Band D	Band E	Band F
Defined	Operational	Process	Interpretive	Programming	Policy
Determines manner and speed of performing defined steps of an operation	Determines how and when to perform steps of processes	Selects appropriate process to accomplish operations of programs	Interprets programs into operational plans and deploys resources	Plans strategies, programs and allocates resources to meet goals	Organization scope, direction, and goals

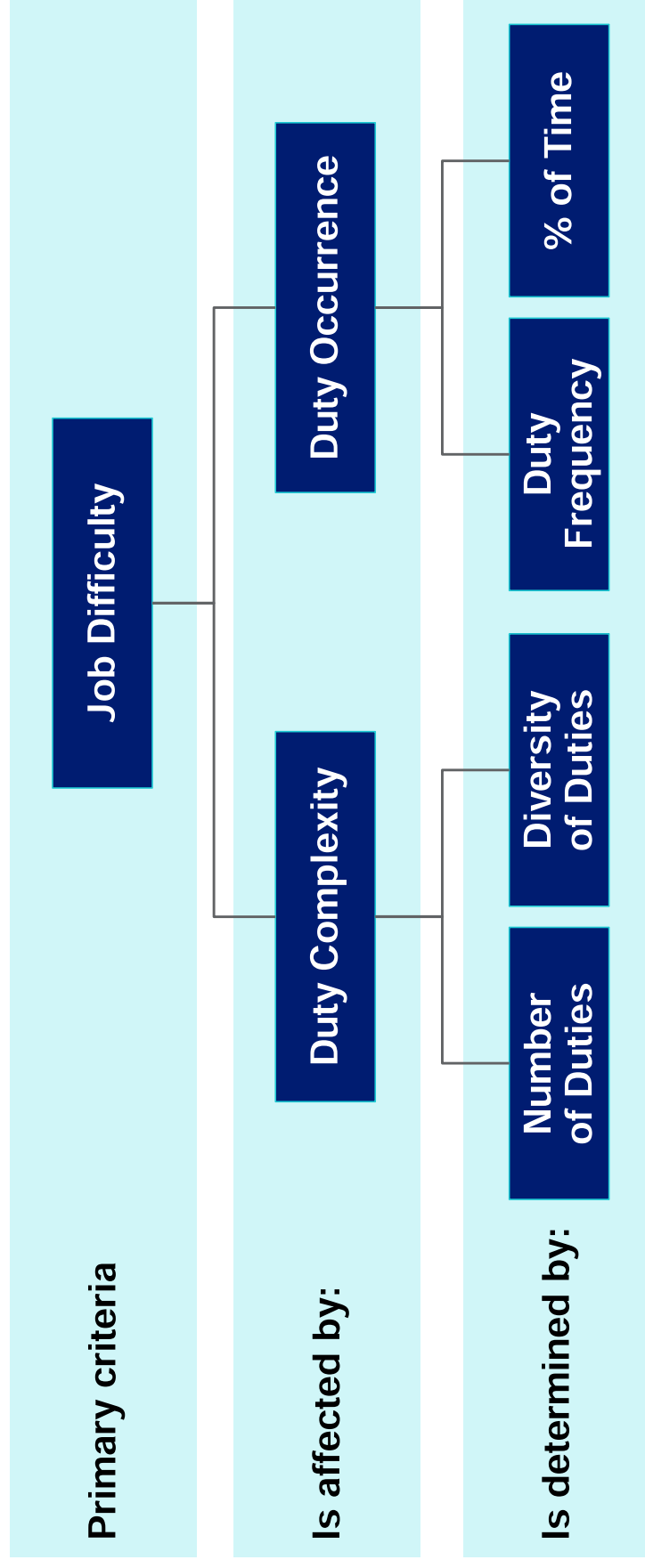
Appendix II: PCC's Current Job Evaluation Approach

Decision Band Method - Grades



Appendix II: PCC's Current Job Evaluation Approach

Decision Band Method - Subgrade



Appendix II: PCC's Current Job Evaluation Approach

Decision Band Method - Structure

Band	Grade
F	11 Coordinating/Supervisory
	10 Non-coordinating
E	9 Coordinating/Supervisory
	8 Non-coordinating
D	7 Coordinating/Supervisory
	6 Non-coordinating
C	5 Coordinating/Supervisory
	4 Non-coordinating
B	3 Coordinating/Supervisory
	2 Non-coordinating
A	1 Non-Coordinating
	0 Non-Coordinating

Appendix II: PCC's Current Job Evaluation Approach

Decision Band Method - Structure

Band	Grade	Subgrade
F – Policy	11 - Coordinating	2(5)
		1(4)
	10 - Non-coordinating	3
		2
		1
E – Programming	9 - Coordinating	2(5)
		1(4)
	8 - Non-coordinating	3
		2
		1
D – Interpretive	7 - Coordinating	2(5)
		1(4)
	6 - Non-coordinating	3
		2
		1
C – Process	5 - Coordinating	2(5)
		1(4)
	4 - Non-coordinating	3
		2
		1
B – Operational	3 - Coordinating	2(5)
		1(4)
	2 - Non-coordinating	3
		2
		1
A – Defined	1 –Non-coordinating	3
		2
		1
	0 - Non-coordinating	3
		2
		1

Pima Community College

Staff Steering Committee Update

Draft Staff Salary Structure

March 3, 2022

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Agenda

1. Engagement Summary
2. Proposed Staff Salary Structure
3. Staff Comments and Implications
4. Implementation Considerations
5. Next Steps and Questions
6. Appendices
 - I. Staff Market Assessment Methodology
 - II. Market Assessment Results
 - III. Determining Individual Placement in Range
 - IV. Current Staff Salary Structures
 - V. PCC's Current Job Evaluation Approach

Engagement Summary

Phases and Timing (Estimated: Spring 2020– Early 2022)



Discovery & Project Initiation

Request and review data/materials

Form Two Steering Committees (Faculty and Staff)

Gather stakeholder input (interviews/focus groups)

Develop peer groups for market comparison

Develop communications strategy and plan

Q2-Q4 2020

Faculty Market Assessment & Salary Ranges

Analyze market data

Conduct variance analysis

Develop salary ranges

Review results with Faculty Steering Committee

Q1 2022

Staff Job Structure Redesign

Review data/materials and develop PDQ

Conduct training sessions on how to fill out PDQ and begin PDQ process

Identify job families, create role and level guidelines and develop standardized titles

Review PDQs and draft job descriptions

Q3 2020 - Q4 2021

Staff Market Assessment

Gather and analyze survey data from pre-determined sources

Review job descriptions for accuracy, relevancy, and strength

Match benchmark jobs to survey descriptions and conduct assessment

Draft, review, and finalize results

Q3-Q4 2021

Salary Structure Design

Create market-informed salary structure/ranges that aligns with PCC's market strategy

Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report

Conduct employee impact and costing analyses

Q1 2022

Implementation Strategy

Review current pay guidelines and recommend revisions

Prepare draft implementation plan

Incorporate feedback as needed

Prepare and share samples of materials for consideration

Q1 2022

☐ Work step complete

☐ Work step in progress

☐ Upcoming steps

Proposed Staff Salary Structure

Draft Details¹

Proposed Ranges							Advantages Allows for differentiation by multiple factors (i.e., market, performance) Can be easily updated according to changes in the marketplace
Salary Band	Minimum	Midpoint	Maximum	Midpoint Differential	Range Spread	Count Below Range Min	Count Above Range Max
1	\$34,300	\$42,000	\$49,700	N/A	45%	62	9
2	\$38,400	\$47,000	\$55,700	12.0%	45%	6	21
3	\$42,900	\$52,600	\$62,200	12.0%	45%	48	4
4	\$48,100	\$58,900	\$69,700	12.0%	45%	18	16
5	\$52,500	\$66,900	\$81,400	13.5%	55%	32	2
6	\$59,500	\$75,900	\$92,200	13.5%	55%	36	0
7	\$67,500	\$86,100	\$104,600	13.5%	55%	38	0
8	\$76,600	\$97,700	\$118,700	13.5%	55%	11	0
9	\$84,800	\$112,400	\$139,900	15.0%	65%	22	4
10	\$97,600	\$129,300	\$161,000	15.0%	65%	10	1
11	\$112,200	\$148,700	\$185,100	15.0%	65%	7	0
12	\$129,100	\$171,000	\$213,000	15.0%	65%	5	0
Total:						295	57

Limitations

Can create perceived inequities if guidelines are not clearly applied and communicated

Salary Structure Notes

- All ranges were rounded to the nearest \$100 and annual salaries assume a total of 2080 work hours
- 885 individuals (235 jobs) are included within the structure
- There are 2 “ramping” points where the midpoint differential and range spreads increase; first from bands 4 to 5 and again from bands 8 to 9
- On average, the structure bands are 99.5% competitive to the market median³

Structure Overview
12 Salary Bands
Midpoint Differential of 12% to 15%
Range Spread of 45% to 65%
Minimum Annual Salary ² : \$34,300
Maximum Annual Salary: \$213,000

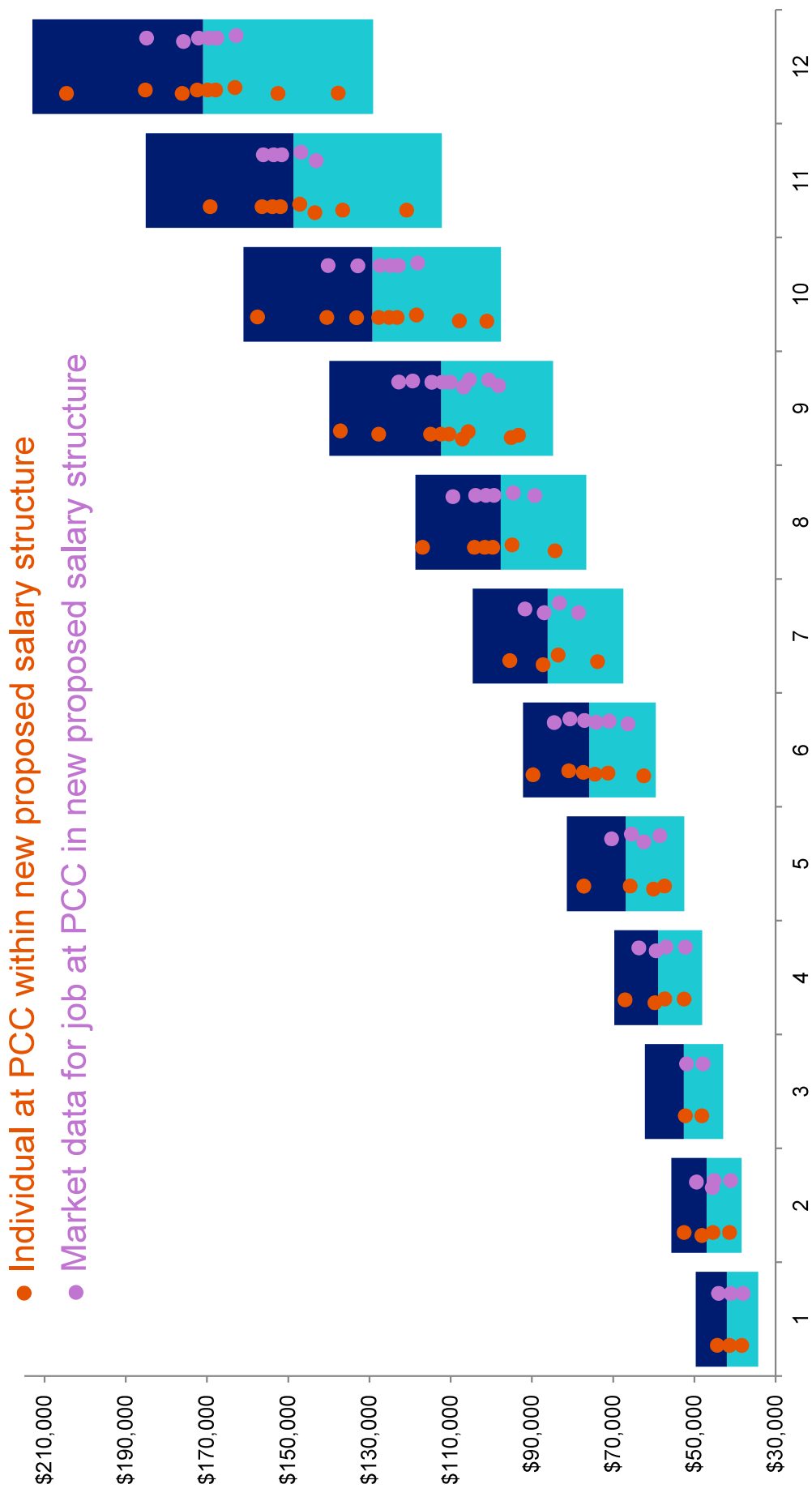
¹ Executive Administrators and Executive Directors/Deans are excluded from the structure.

² Reflects a minimum salary above the living wage for a single adult with no children in Tucson Arizona (\$13.80/hr. or \$28,704).
Source: MIT Living wage calculator as of January 2022.

³ Market median data as of July 1st, 2022.

Proposed Staff Salary Structure

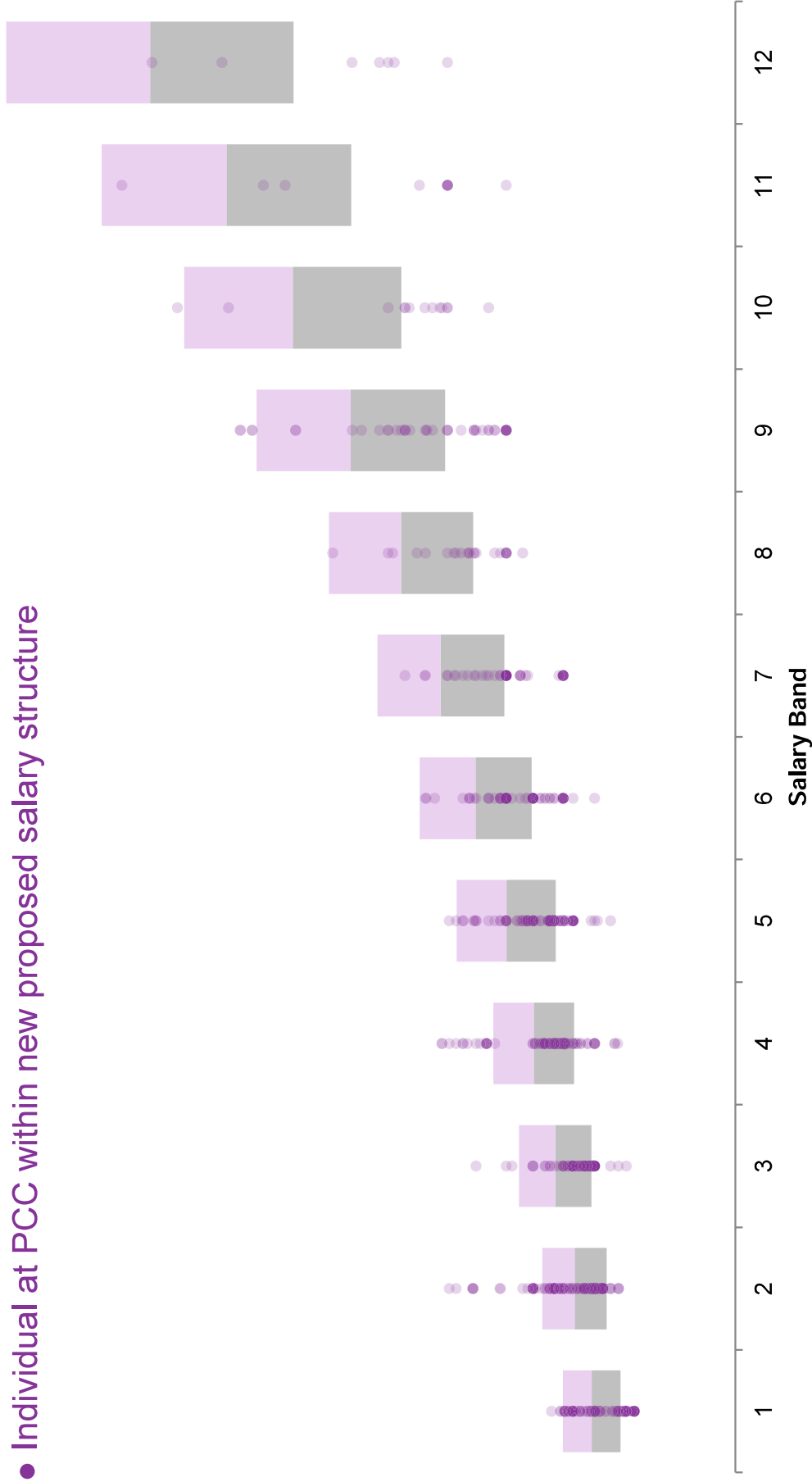
Job Placement Methodology - Illustrative



Proposed Staff Salary Structure

Draft Job Placement

- Individual at PCC within new proposed salary structure



Staff Questions & Responses

Staff Questions

Draft Responses

1 Cost of market:

- Is the process of analyzing external salary survey data to establish the worth of jobs, as represented by the data, based upon the “scope” of the job (company size, industry type, geography, etc.). In this method, job rates are set based on the organization’s best estimate of the typical wage rates in the external marketplace for that job. Market pricing has become the most common method of valuing jobs.
- Question(s):
- What are the ranges identified from the survey data in relation to the newly classified positions that would attract and retain talent?
- Is there a cutoff range above or below that the College agreed upon outside of what Segal and the data suggests? What is that range?

- Salary band ranges were developed using current market median data aged to July 1, 2022. All PCC jobs were assigned to a salary band either based on median market data to the closest midpoint in the salary structure or based on a relative job comparison, if market data were not available for a PCC job and adjusted for internal equity as needed.
- The proposed salary range minimum would be the lowest starting rate of pay for jobs in their respective salary band. The proposed salary range maximum would be the highest rate of pay for jobs in their respective bands.
- The College has committed to not reduce anyone’s salary as a result of the study. Individuals below the new salary range minimum would be eligible for a market adjustment and individuals above the new salary range maximum may experience slowed salary growth (e.g., salary increases could be paid in the form of a lump sum payment), which depends on the implementation plan and guidelines.

2 Variance analysis:

- Is the process of calculating the deviation of the actual costs from the standards and of interpreting the results. Variance analysis helps to ascertain the magnitude of each of the variances and causes of variance so that corrective actions can be taken.
- Question(s):
- What are the current actual costs by employee group i.e.: full time temporary, non-exempt, exempt?
- What are the aggregated deviations of cost to the budgeted standard in respect to those 250+ positions slated for compensation increases?
- How will the compensation be phased in over time?
- Which employee group will have their reclassification compensation founded first?

- The variance analysis reflects a comparison of current salaries to the market 25th, median, and 75th percentiles, including aggregate spend overall, by FLSA classification, by job group, and individual comparisons to market.
- Actual cost, in aggregate, is about 3.4% percent of payroll for administrators and staff.
- Temporary jobs are not typically included in the salary structure and budgeted for cost purposes.
- The initial cost to move individuals to the minimum for nonexempt and exempt is still being finalized.
- There are many approaches institutions will take to phase in a new compensation program. These considerations are provided in the Implementation Considerations section.
- We are currently in the process of finalizing the design of the salary structures for both faculty and staff. No implementation strategy has been defined at this point; however, this will be a next step.

Staff Questions & Responses (*continued*)

Staff Questions

Draft Responses

3 Variable Pay:

- Is compensation given to an employee based on the results of their performance. It is usually offered in addition to the employee's fixed salary and comes in various forms.
- Question(s):
- Will variable pay be part of the new compensation scheme?
- Will the new compensation scheme have within it a non-biased, clearly defined, achievable system in place independent of our evaluation process?
- Will Pima's current evaluation tool be modified in connection with a goal attaining ratio over time as a means for additional pay?

- Variable pay can come in various forms, more typically a bonus or annual incentive that is in addition to an employee's fixed salary. This is very uncommon in higher education.
- The use of merit pay or providing salary increases or lump sum payments as a result of performance is used by many organizations, both higher education and general industry. Typically, those with higher ratings would receive higher merit increases and those with lower ratings would receive no or lower merit increases.
- Guidelines for administering salaries would not include performance rating or performance assessment results at this time until a program is developed that clearly identifies performance expectations, provides a fair and equitable assessment process before linking salary adjustments to performance (this may be considered in the longer term).

4 Pay Equity analysis: (must have)

- Is a method of researching pay rates within an organization and assessing any differences in pay relative to age, race, gender, job description and responsibilities, seniority, and a wide range of other criteria.
- Question(s):
- What are the survey criterion results in comparison to our current job grades?
- Were there any anomalies in the data that were omitted, and why?
- Were there any stark deviations beyond the ranges that called into question Pay Equity? If any, how were these inequities addressed in the new system? What are the stopgap measures?

- Pay equity analyses were not included in the scope of the compensation study, however the College's Compensation and Classification department regularly reviews pay equity

Staff Questions & Responses (*continued*)

Staff Questions

Draft Responses

- 5** Slide 12 shows four quartiles in each band. In reality will there be more than 4 cut points where folks will be placed based on experience and expertise?
- As you know, we have several part-time/temp staff in our division and some of our part-timers have masters' degrees and lots of years of experience. Will part-time/temps be placed in a band based on their experience and expertise, just like full-timers?
 - Thinking about timeline and process... I know the new structure will get finalized and sent to board for approval in the coming couple of months. Once approved, will supervisors be part of the process of placing their direct reports within a band or will that be more of a formula-based process? I'm hoping supervisors will be able to weigh in, but I'm also worried about how long that might take and how close we are getting to the new fiscal year before we will know individual salaries for budget projections in grants/designated funds.
 - What if we think a particular job classification is not placed appropriately in the new structure? Will there be an appeal process or discussion?

- Based the date of this draft structure, four quartiles are recommended, and the actual years noted for each quartile and definitions is still in draft form.
- Part-time staff will be included in the structure and the salary range will be adjusted based on their percent of full-time status (e.g., if someone has a 50% full time equivalent, then the salary range for that individual will be adjusted by 50%). Typically, the same standards and definitions would apply. Temporary employees are not typically included the structure.
- As first step to determine the appropriate placement in the salary range, time in position will be considered, then typically the manager reviews to confirm that placement. Actual placement can be modified up or down to reflect the particular skills/knowledge of the individual, years of experience outside of PCC and/or performance (see next page for an example).
- Some institutions will utilize an appeals process, however the time frame for an appeal is typically limited (e.g., 30 days). Whether an appeals process will be available, will be part of the implementation plan.
- See next page for an example.

- 6** This may have been mentioned in one of the presentations and I just do not remember, but will the committee have a chance to review the proposed job description before they become finalized?

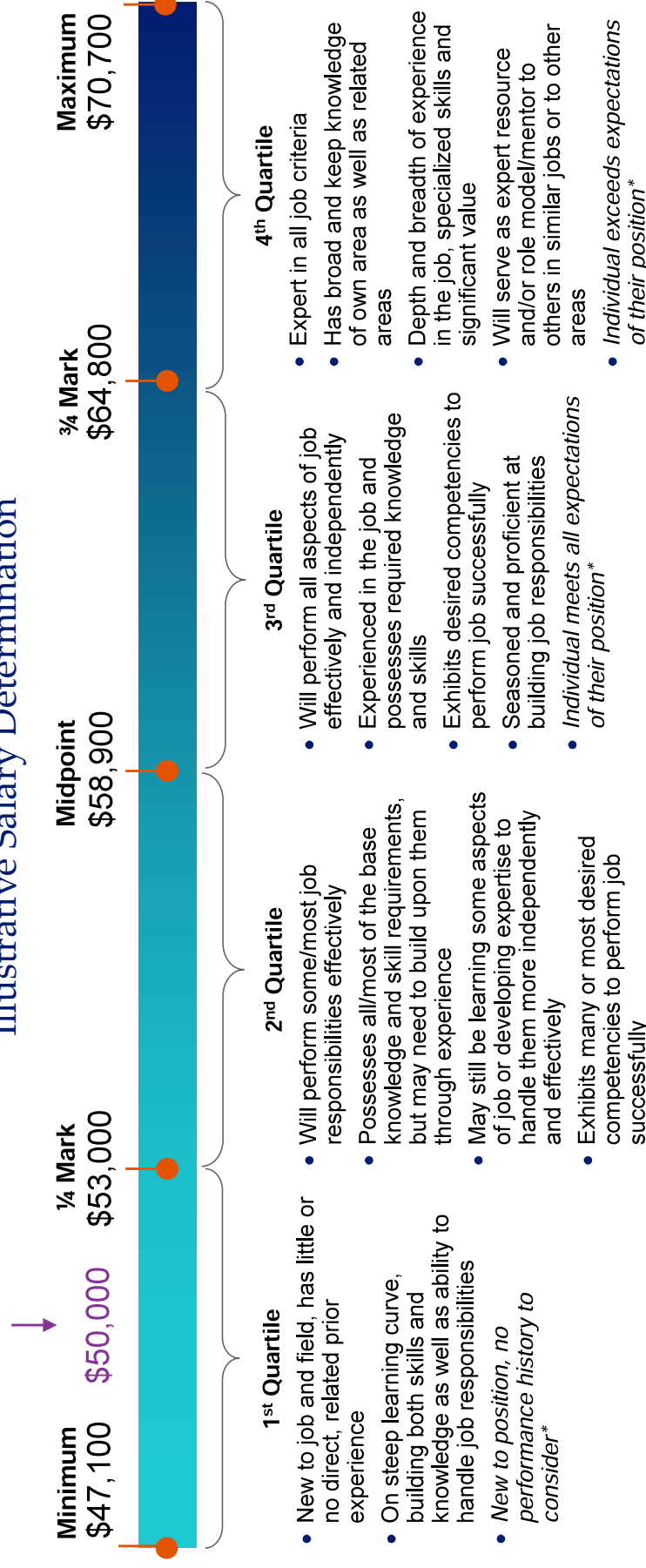
- Typically, after Human Resources/Compensation reviews the job description, managers will be able to review and provide comments on the job descriptions. Typically, that's not a task for the committee.

Placement in Range - Example

Managing Pay within a Band Using Multiple Factors

An Analyst 1, Accounting has a market median rate of \$60,000. This puts the position in salary band 4 with a midpoint of \$58,000. Because the individual has less the 3 years of experience, the individual's salary would be in the 1st quartile range of \$47,100 to \$53,000. Because other Analyst 1, Accounting with 3 years of experience are at \$52,000, this individual's starting salary would be \$50,000

Illustrative Salary Determination



* Performance would not be considered until a performance management program is developed, which would be a longer-term design consideration.

Implementation Considerations

- Institutions will take different approaches to determine adjustments based on affordability considerations. In the example below, a priority (high, medium, and low) for making adjustments can be established:

Illustrative Implementation Approach

Priority Level	Adjustment Criteria
High Priority (Year 1-3)	Salaries below 80% of targeted quartile
Medium Priority (Year 4)	Salaries within the 80% - 90% of targeted quartile
Low Priority (Year 5)	Salaries above 90% of targeted quartile

The implementation of salary adjustments will need to consider the amount and number of adjustments stemming from the compensation study as well as the budgetary constraints of the institution.

Implementation Options

Based on Pima's financial resources, the implementation options below can also be considered. Any of these options can be applied in conjunction with the proposed implementation approaches

1	Lower Market Positioning (e.g., 90% of market)	<ul style="list-style-type: none">• Allows for full implementation of the salary structure• Can be perceived as “below market”• Limits inequities in implementation but does not always address existing compression issues• May introduce future recruiting and retention challenges
2	Varied Market Positioning by Area or Job	<ul style="list-style-type: none">• Retains and attracts talent in key areas• Addresses immediate organizational needs• May create inequities, salary compression and impact employee morale
3	Salary Adjustment Prioritization	<ul style="list-style-type: none">• Prioritizes lower salary bands, incumbents with a significant gap to market, and areas with pervasive compression• Addresses immediate employee concerns• May be perceived by some as unfair and impact employee morale

Next Steps and Questions

1

Finalize

Finalize the staff salary structure

2

Approve

Review salary structure with Board to gain approval

3

Implement

Prepare implementation and communication plan
Create overview of the new compensation program

Appendices

- I. Staff Market Assessment Methodology
- II. Market Assessment Results
- III. Determining Individual Placement in Range
- IV. Current Staff Salary Structures
- V. PCC's Current Job Evaluation Approach

Appendix I: Staff Market Assessment

Methodology

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- Survey Sources:** CUPA-HR Administrators, Professionals and Staff Salary Surveys, CompAnalyst, Payfactors, and Willis Towers Watson were used for the assessment. The CUPA-HR surveys provide data from PCC's peers. CompAnalyst, Payfactors and Willis Towers Watson provides general industry data. Each of the surveys provide results in a summary format only (i.e., percentile data by job). No individual organization's data are shown to preserve confidentiality and no data are shown when there are less than 5 survey participants¹
- Comparison Markets:** Identified a custom group of peer institutions, defined by key objective criteria, through the focus groups, meetings with the Faculty and Staff Steering Committees and the Leadership Advisory Group. General industry data reflects national data from all industries for organizations of all sizes. For Directors and above, the appropriate scope category reflecting PCC's size were used for the analysis
- Benchmarking:** Segal does not match positions based on job title. Segal reviewed job descriptions and completed position description questionnaires (PDQs) to match jobs to those within published survey sources.
- Market Data Collection:** Segal analyzed base salary market data at the 25th, 50th, and 75th percentiles for 94% of PCC's staff. This includes a very high representation of market comparable for the study as not all jobs are included in published survey sources
- Published Data Aging:** Survey data were aged to July 1, 2022 for this analysis. The annual aging percentage is 2.8%
- Geographic Differentials:** The data in this draft report has not been geographically adjusted. Based on the CUPA-HR peer group a geographic adjustment of 95.3% may be added to adjust the market data for the cost of labor in Tucson, Arizona. Results with and without the geographic differential will be reviewed

¹ The survey sources used in the assessment provide percentile data (e.g., 25th percentile, 50th percentile or median and 75th percentile) when 5 or more survey responses were available in order to comply with the Safe Harbor Guidelines established by the US Department of Justice and the Federal Trade Commission (FTC), which requires all compensation data to be reported in a summary format only and that no data should be reported for any job at any level where there are less than 5 organizations matching.

Appendix II: Market Assessment Results

Summary and Distribution of Individual Competitiveness

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Aggregate Spend Market Comparison

	Base Salary (\$000)
PCC ¹	\$50,560,000
Market Median	\$58,697,000
PCC College as % of Market	86%

PCC's aggregate spend for base salary, at 86% of the market median, is within the competitive range (defined as 85% to 115% of the market median)

Distribution of Individual Competitiveness²



■ Below 85% of Median ■ Between 85% - 115% of Median ■ Above 115% of Median

Distribution of Individual Competitiveness²



■ Below 100% of Median ■ Greater than or Equal to 100% of Median

51% of incumbents are within or above the market competitive range and 49% are below the market competitive range.

¹ Represents the sum of base salaries for all PCC staff that were benchmarked (n=873)

² Individual competitiveness represents PCC staff that were benchmarked (n=873). Percentages may not add up to 100% due to rounding

Appendix II: Market Assessment Results

Market Assessment by Exemption Status¹

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- In aggregate across the College, pay levels are within the competitive range
- Exempt and Non-Exempt staff in aggregate are equally as competitive to the market median. Non-Exempt staff have slightly more employees below 85% of the median at 51% compared to Exempt staff with 47%.
- Overall exemption status competitiveness aligns to the overall aggregate competitiveness

Exemption Status	# of Incumbents	# of Incumbents Priced	% of Incumbents Priced	PCC Aggregate Spend (\$'000)	Market Median Aggregate Spend (\$'000)	PCC as % of Market Median
Exempt	507	479	94%	\$33,962,000	\$39,435,000	86%
Non-Exempt	416	394	95%	\$16,597,000	\$19,262,000	86%
Total	923	873	95%	\$50,560,000	\$58,697,000	86%

¹ 85% - 115% of market median is considered the target range for staff who are meeting expectations.

² Percentages may not equal 100% due to rounding.

Appendix II: Market Assessment Results

Market Assessment by Job Group¹

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Distribution of Competitiveness Against Market Median^{2,3}



- In aggregate across the College, pay levels are within the competitive range
- Executive Administration is the most competitive job group shown below at 92% of the market median while Academic Affairs is the least competitive at 75%

Job Groups ³	# of Incumbents	# of Incumbents Priced	% of Incumbents Priced	PCC Aggregate Spend (\$000)	Market Median Aggregate Spend (\$000)	PCC as % of Market Median
Academic Affairs	59	46	78%	\$3,417,000	\$4,549,000	75%
Academic Support	5	5	100%	\$299,000	\$341,000	88%
Administrative Support	116	116	100%	\$4,793,000	\$5,538,000	87%
Athletics	12	12	100%	\$693,000	\$912,000	76%
Campus Police ⁴	41	31	76%	\$1,708,000	\$1,918,000	89%
Executive Administration	41	36	88%	\$5,100,000	\$5,565,000	92%
Facilities	71	70	99%	\$3,283,000	\$4,110,000	80%
Financial Services	76	73	96%	\$4,263,000	\$5,167,000	83%
Grants Administration	6	6	100%	\$391,000	\$468,000	84%
Human Resources	22	21	95%	\$1,358,000	\$1,626,000	84%

¹ 85% - 115% of market median is considered the target range for staff who are meeting expectations.

² Percentages may not equal 100% due to rounding.

³ Job Groups with less than 5 benchmarked incumbents are excluded from the graph above – Compliance and Faculty Affairs.

⁴ Campus Police comparisons are draft and under review.

Appendix II: Market Assessment Results

Market Assessment by Job Group¹

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Continued...

Distribution of Competitiveness Against Market Median^{2,3}



- In aggregate across the College, pay levels are within the competitive range
- Student Services is the most competitive at job group shown below at 105% of the market median while Media and Digital Media Production is the least competitive at 74%

Job Groups ³	# of Incumbents	# of Incumbents Priced	% of Incumbents Priced	PCC Aggregate Spend (\$'000)	Market Median Aggregate Spend (\$'000)	PCC as % of Market Median
Information Technology	74	74	100%	\$4,924,000	\$6,225,000	79%
Institutional Research	8	8	100%	\$507,000	\$616,000	82%
Instructional Support	92	81	88%	\$4,045,000	\$5,174,000	78%
Instructors	44	44	100%	\$2,450,000	\$2,713,000	90%
Library	15	15	100%	\$679,000	\$785,000	86%
Marketing & Communications	8	8	100%	\$543,000	\$673,000	81%
Materials Management	14	14	100%	\$498,000	\$600,000	83%
Media and Digital Media Production	12	12	100%	\$607,000	\$820,000	74%
Registrar & Admissions	23	23	100%	\$1,287,000	\$1,315,000	98%
Student Services	163	161	99%	\$8,569,000	\$8,160,000	105%

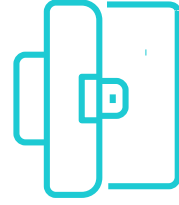
¹ 85% - 115% of market median is considered the target range for staff who are meeting expectations.

² Percentages may not equal 100% due to rounding.

³ Job Groups with less than 5 benchmarked incumbents are excluded from the graph above – Legal, Media Support, Production Theater, and Workforce Development.

Appendix III: Determining Individual Placement in Range

In the simplest terms, the salary program design must address two broad issues:

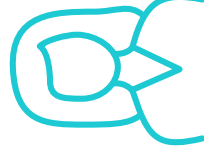


Paying for the Job

Salary Band

Considerations:

- Comparison markets
- Pay position relative to market
- Balance of external versus internal focus



Paying for the Individual

Pay Guidelines/Policies

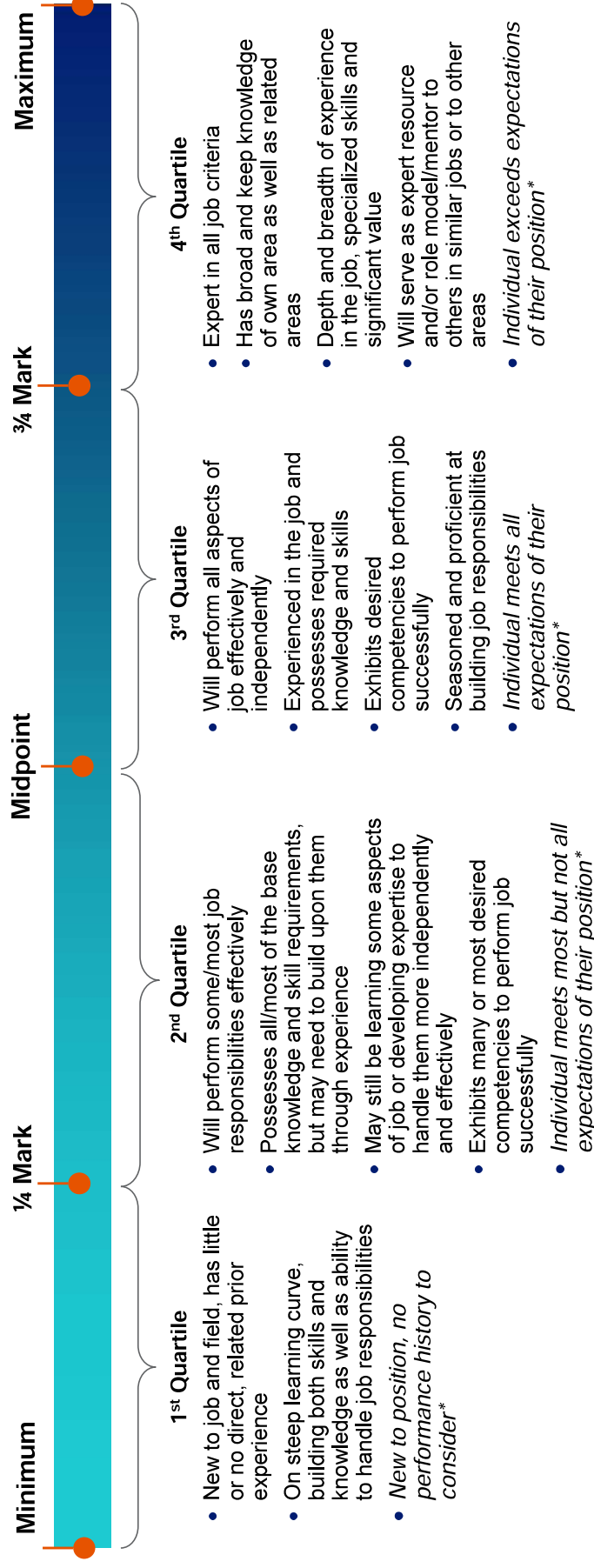
Considerations:

- Level of expertise, skills, knowledge and experience
- Performance
- Years in position/tenure
- Internal equity

Appendix III: Determining Individual Placement in Range

Shown below are how guidelines can be applied for managing compensation decisions. These consider the individual factors described on the previous page.

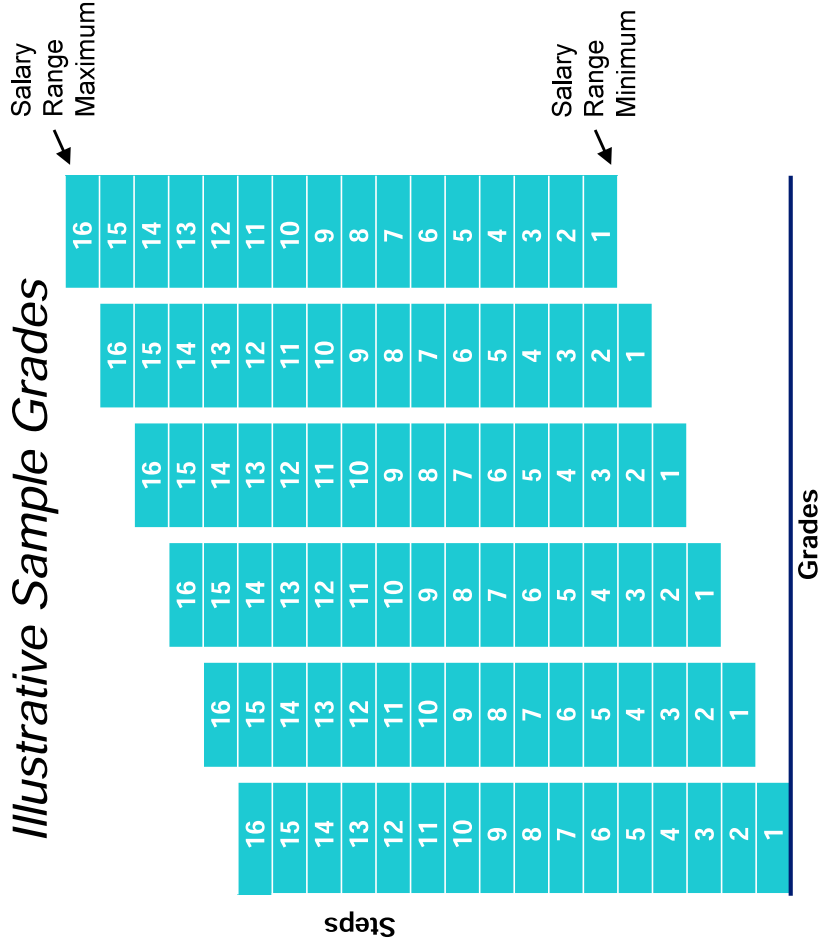
Determining Individual Placement in Range



*Segal understands that in the current state PCC does not have a performance management program that is well defined enough to link to pay. However, we have included the illustrative definitions here to show what it could look like in the future when PCC has a fully functioning performance management program.

Appendix IV: PCC Current Salary Structure Design

Illustrative Sample Grades



Advantages

- Provides predictable, objective criteria for step assignment and movement
- Provides consistency in setting and administering salaries

Limitations

- Does not allow salaries to be differentiated by the market or performance of staff member
- Highly structured, limited to no flexibility

Key Themes from PCC Focus Groups

- Because step increases haven't been provided in several years, there is a perception that pay is not market competitive and varies by position and division
- Compression concerns (i.e., perception that new hires are often brought in at salaries higher than those who have been with PCC for years)
- Current job titles are outdated and too broad
- No differentiation in compensation based on performance and no rewards for high performers

Appendix IV: PCC Current Staff Salary Structures

FY2021/2022 Administrator Personnel (AM)

Step	Grade		
	D64	E82	E92
1	\$107,891	\$124,928	\$166,275
2	\$110,478	\$127,926	\$170,267
3	\$113,131	\$130,997	\$174,353
4	\$115,844	\$134,140	\$178,537
5	\$118,626	\$137,358	\$182,823
6	\$121,474	\$140,657	\$187,211
7	\$124,386	\$144,032	\$191,703
8	\$127,371	\$147,490	\$196,303
9	\$130,428	\$151,030	\$201,014
10	\$133,560	\$154,652	\$205,840
11	\$136,765	\$158,365	\$210,781
12	\$140,046	\$162,166	\$215,838

Appendix IV: PCC Current Staff Salary Structures

FY2021/2022
Exempt Classified (XE)

Step	Grade									
	C41	C42	C43	C44	C45	C51	C52	D61	D62	D63
1	\$47,656	\$54,001	\$60,351	\$68,301	\$77,829	\$68,301	\$77,829	\$85,780	\$92,125	\$98,474
2	\$48,846	\$55,350	\$61,858	\$70,010	\$79,774	\$70,010	\$79,774	\$87,923	\$94,431	\$100,935
3	\$50,067	\$56,734	\$63,404	\$71,759	\$81,770	\$71,759	\$81,770	\$90,122	\$96,791	\$103,459
4	\$51,318	\$58,150	\$64,989	\$73,553	\$83,814	\$73,553	\$83,814	\$92,375	\$99,209	\$106,044
5	\$52,603	\$59,607	\$66,616	\$75,393	\$85,908	\$75,393	\$85,908	\$94,685	\$101,690	\$108,695
6	\$53,916	\$61,095	\$68,282	\$77,277	\$88,058	\$77,277	\$88,058	\$97,051	\$104,231	\$111,414
7	\$55,265	\$62,623	\$69,986	\$79,208	\$90,259	\$79,208	\$90,259	\$99,478	\$106,837	\$114,200
8	\$56,647	\$64,190	\$71,737	\$81,189	\$92,516	\$81,189	\$92,516	\$101,964	\$109,507	\$117,055
9	\$58,061	\$65,795	\$73,530	\$83,219	\$94,827	\$83,219	\$94,827	\$104,511	\$112,246	\$119,982
10	\$59,513	\$67,437	\$75,368	\$85,300	\$97,200	\$85,300	\$97,200	\$107,126	\$115,052	\$122,982
11	\$61,000	\$69,123	\$77,252	\$87,430	\$99,630	\$87,430	\$99,630	\$109,803	\$117,928	\$126,055
12	\$62,526	\$70,851	\$79,184	\$89,617	\$102,119	\$89,617	\$102,119	\$112,548	\$120,874	\$129,206
13	\$64,089	\$72,623	\$81,163	\$91,859	\$104,673	\$91,859	\$104,673	\$115,363	\$123,896	\$132,438
14	\$65,691	\$74,440	\$83,191	\$94,154	\$107,290	\$94,154	\$107,290	\$118,247	\$126,996	\$135,748
15	\$67,334	\$76,301	\$85,272	\$96,509	\$109,972	\$96,509	\$109,972	\$121,204	\$130,170	\$139,144
16	\$69,017	\$78,206	\$87,404	\$98,920	\$112,720	\$98,920	\$112,720	\$124,232	\$133,424	\$142,623

Appendix IV: PCC Current Staff Salary Structures

**12M Nursing Instructional
Faculty (N2) – 221 Days of
Accountability**

Grade	
Step	S
1	\$79,935
2	\$83,932
3	\$87,929
4	\$91,928
5	\$95,924
6	\$99,920
7	\$103,920
8	\$107,916
9	\$111,912
10	\$116,062
11	\$119,908
12	\$123,905
13	\$127,903
14	\$131,899
15	\$135,478

**FY2021/2022
Exempt Classified Nursing Staff
– 40 Hour Work Week (NI/NS)**

Grade	
Step	C41 (NI) C42 (NS)
1	\$74,152 \$84,029
2	\$76,005 \$86,130
3	\$77,906 \$88,284
4	\$79,854 \$90,492
5	\$81,848 \$92,755
6	\$83,895 \$95,073
7	\$85,993 \$97,450
8	\$88,143 \$99,887
9	\$90,348 \$102,384
10	\$92,607 \$104,943
11	\$94,921 \$107,566
12	\$97,294 \$110,256
13	\$99,727 \$113,013
14	\$102,219 \$115,838
15	\$104,775 \$118,735
16	\$107,395 \$121,703

Appendix IV: PCC Current Staff Salary Structures

FY2021/2022

Non-Exempt Classified Staff (HR)

Step	Grade										
	A11	A12	A13	B21	B22	B23	B24	B25	B31	B32	
1	\$15.00	\$15.66	\$16.77	\$17.90	\$19.03	\$20.19	\$21.60	\$23.27	\$21.60	\$23.27	
2	\$15.30	\$16.05	\$17.20	\$18.35	\$19.52	\$20.69	\$22.15	\$23.86	\$22.15	\$23.86	
3	\$15.67	\$16.45	\$17.62	\$18.81	\$20.00	\$21.20	\$22.70	\$24.45	\$22.70	\$24.45	
4	\$16.04	\$16.86	\$18.06	\$19.29	\$20.50	\$21.73	\$23.26	\$25.06	\$23.26	\$25.06	
5	\$16.43	\$17.29	\$18.51	\$19.76	\$21.01	\$22.28	\$23.85	\$25.70	\$23.85	\$25.70	
6	\$16.82	\$17.72	\$18.96	\$20.26	\$21.55	\$22.83	\$24.44	\$26.34	\$24.44	\$26.34	
7	\$17.23	\$18.18	\$19.44	\$20.77	\$22.09	\$23.41	\$25.04	\$27.00	\$25.04	\$27.00	
8	\$17.64	\$18.64	\$19.92	\$21.30	\$22.64	\$23.97	\$25.68	\$27.68	\$25.68	\$27.68	
9	\$18.06	\$19.11	\$20.42	\$21.81	\$23.21	\$24.57	\$26.32	\$28.38	\$26.32	\$28.38	
10	\$18.50	\$19.59	\$20.92	\$22.36	\$23.80	\$25.18	\$26.98	\$29.08	\$26.98	\$29.08	
11	\$18.94	\$20.09	\$21.44	\$22.91	\$24.39	\$25.82	\$27.66	\$29.81	\$27.66	\$29.81	
12	\$19.40	\$20.59	\$21.97	\$23.50	\$24.99	\$26.48	\$28.36	\$30.55	\$28.36	\$30.55	
13	\$19.86	\$21.09	\$22.52	\$24.07	\$25.63	\$27.13	\$29.06	\$31.30	\$29.06	\$31.30	
14	\$20.34	\$21.63	\$23.08	\$24.67	\$26.25	\$27.82	\$29.78	\$32.09	\$29.78	\$32.09	
15	\$20.83	\$22.19	\$23.65	\$25.30	\$26.93	\$28.50	\$30.53	\$32.90	\$30.53	\$32.90	
16	\$21.33	\$22.73	\$24.26	\$25.92	\$27.60	\$29.20	\$31.28	\$33.73	\$31.28	\$33.73	

FY2021/2022

**Non-Exempt Public Safety
Classified Staff (PS)**

Step	Grade		
	PS0	PS1	PS2
1	\$22.16	\$24.37	\$26.80
2	\$22.71	\$24.97	\$27.46
3		\$25.60	\$28.14
4		\$26.23	\$28.85
5		\$26.90	\$29.57
6		\$27.56	\$30.32
7		\$28.25	\$31.09
8		\$28.96	\$31.85
9		\$29.68	\$32.65
10		\$30.43	\$33.47
11		\$31.18	\$34.30
12		\$31.98	\$35.16
13		\$32.76	\$36.04
14		\$33.58	\$36.93
15		\$34.41	\$37.85
16		\$35.28	\$38.81

Appendix V: PCC's Current Job Evaluation Approach

Decision Band Method

Premise

- The value of a job should reflect the importance of the job to the organization.
- The importance of a job is directly related to the decision-making requirements of the job.
- Decision-making is common to all jobs.
- Decision-making is measurable.

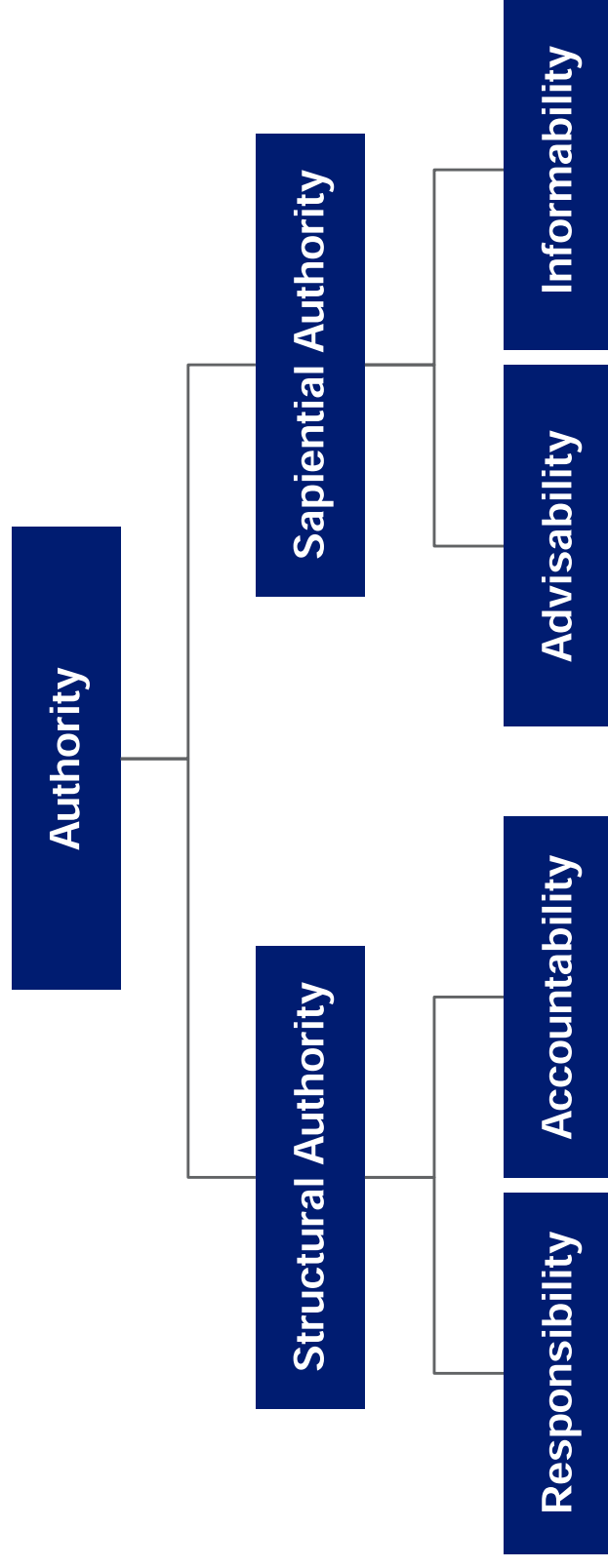
Appendix V: PCC's Current Job Evaluation Approach

Decision Band Method - Bands

Band A	Band B	Band C	Band D	Band E	Band F
Defined	Operational	Process	Interpretive	Programming	Policy
Determines manner and speed of performing defined steps of an operation	Determines how and when to perform steps of processes	Selects appropriate process to accomplish operations of programs	Interprets programs into operational plans and deploys resources	Plans strategies, programs and allocates resources to meet goals	Organization scope, direction, and goals

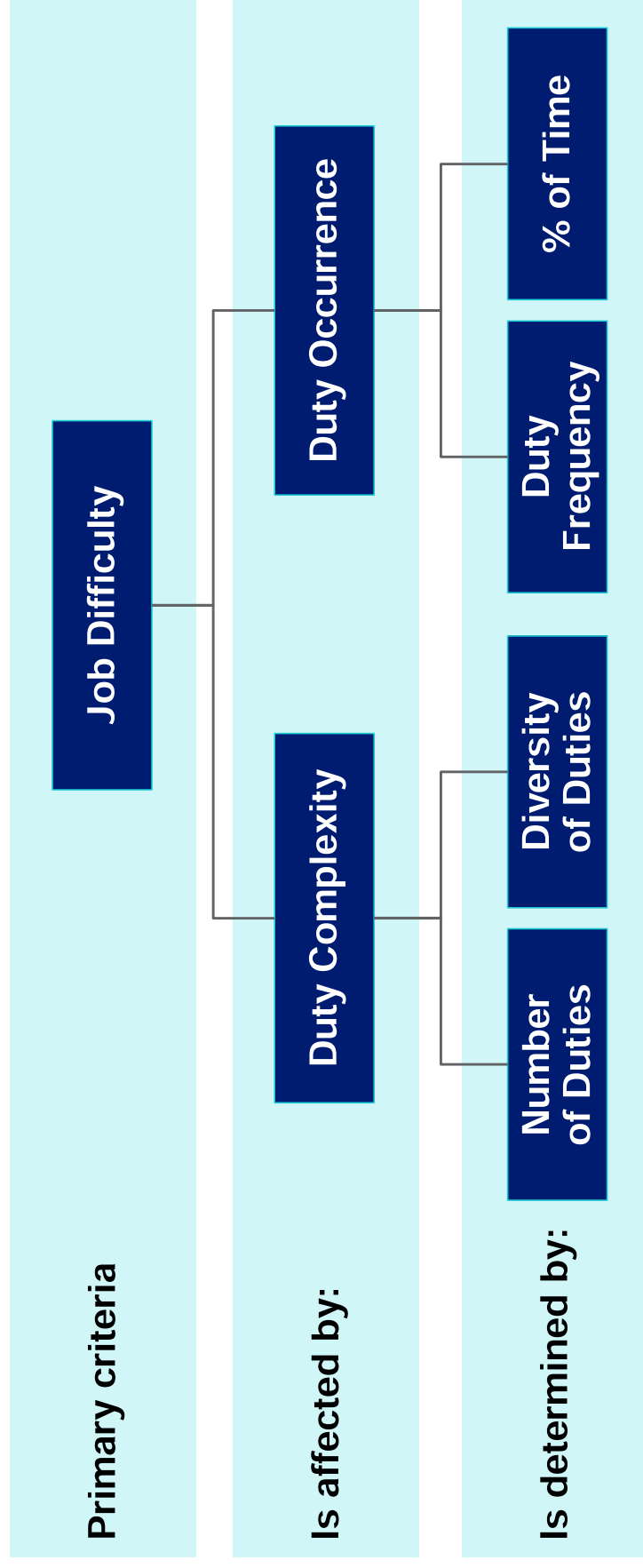
Appendix V: PCC's Current Job Evaluation Approach

Decision Band Method - Grades



Appendix V: PCC's Current Job Evaluation Approach

Decision Band Method - Subgrade



Appendix V: PCC's Current Job Evaluation Approach

Decision Band Method - Structure

Band	Grade
F	11 Coordinating/Supervisory
	10 Non-coordinating
E	9 Coordinating/Supervisory
	8 Non-coordinating
D	7 Coordinating/Supervisory
	6 Non-coordinating
C	5 Coordinating/Supervisory
	4 Non-coordinating
B	3 Coordinating/Supervisory
	2 Non-coordinating
A	1 Non-Coordinating
	0 Non-Coordinating

Appendix V: PCC's Current Job Evaluation Approach

Decision Band Method - Structure

Band	Grade	Subgrade
F – Policy	11 - Coordinating	2(5)
		1(4)
	10 - Non-coordinating	3
		2
		1
E – Programming	9 - Coordinating	2(5)
		1(4)
	8 - Non-coordinating	3
		2
		1
D – Interpretive	7 - Coordinating	2(5)
		1(4)
	6 - Non-coordinating	3
		2
		1
C – Process	5 - Coordinating	2(5)
		1(4)
	4 - Non-coordinating	3
		2
		1
B – Operational	3 - Coordinating	2(5)
		1(4)
	2 - Non-coordinating	3
		2
		1
A – Defined	1 –Non-coordinating	3
		2
		1
	0 - Non-coordinating	3
		2
		1

Dates that Class/Comp was on the AERC Agenda

March 13, 2020

Compensation Discussion (Dave Bea)

May 22, 2020

Update on Class/Comp study

August 28, 2020

Salary Classification

November 20, 2020

Salary Classification

January 29, 2021

HR/Class and Comp Updates (Aida Vasquez, Michelle Wiltshire)

March 12, 2021

Budget Q&A (Dave Bea)

Class/Comp budget = \$4M

March 26, 2021

Next Agenda: Compensation Update

April 16, 2021

Compensation Update (Dave Bea)

January 28, 2022

Class and Compensation Discussion and AERC's role

April 8, 2022

Budget/Classification and Compensation (Dave Bea)

Questions for Dave Bea

Compensation Study Update (Aida Vasquez, Joseph Murrieta, Rachel Araiza, Tina Neil)

May 13, 2022

Class and comp placement based on employee's time in role follow up

July 8, 2022

Update on Class/Comp (Dave Bea, Carleen Thompson)

July 25, 2022 (Special Meeting w/Chancellor)

Discussion on Classification and Compensation

Notes shared from different AERC Meetings

Meeting Notes from February 28, 2020

Compensation Discussion Update

David Bea has been invited to attend the March 13 Resolution Team meeting in order to discuss this topic.

Meeting Notes from December 13, 2020

Update on Class & Com RFP

1. Aida Vasquez from HR shared with the council that three vendor finalists made presentations on Wednesday regarding services they could provide.
2. Evaluation committee hopeful selection could be made, though the committee has few last questions before the final decision is made.
3. Final decision on vendor will go presented to the Board in January to be approved.
4. Once approved, work to begin by the end of January to the beginning of February.
5. Aubrey questioned which employee groups were part of the Selection committee. Aida stated committee included a cross section from all groups: Non-exempt, Exempt, Administration, Mid management, and executive level. Members of the committee were approved by Chief HR Officer
6. Aida expects regular points of communication to all employees regarding progress.

Meeting Notes from May 28, 2021

Classification and Compensation Study Update - Aida

- Over the summer Segal will continue to review position description questionnaires and develop job descriptions. They will also be gathering salary survey information to prepare methodology in order to complete the assessment.
- Focus group discussion/meetings will likely be convened as there is more concrete information to work on. The next update will likely be in August or September.
- Individuals with questions or comments for Segal should contact Aida who will then relay the message.

Meeting Notes from December 10, 2021

1. Class/comp and the role of AERC

- There are various class and comp meetings taking place with the faculty and staff steering committees. Elvia shared that a member of the staff steering committee feels the meetings are not collaborative and that other members are not speaking up. Jason is concerned that not only are the staff representatives not speaking up but also that there hasn't been an update to the staff in general. Makyla, as a faculty steering committee member, shared that much of what has been discussed or proposed is in draft form and they've been advised not to share it out. Makyla offered to meet with the staff representative to offer suggestions and discuss what the class and comp steering committee has done that is working for them. There is great concern that the timeline will not include an opportunity for employees to review proposals or the final decision and

provide feedback. Matej is concerned that any changes that occur can't take place without changing policies and since that is the role of the AERC, we should designate resolution teams to meet every two weeks, Feb - Apr, in order to do this. Kate said that she and Aubrey, and other steering committee members can take this information back to the steering committees and to make sure that we understand the process from here on out.

Meeting Notes from January 28, 2022

1. Class and compensation discussion and AERC's role
 - a. Aubrey asked for brief updates from members of the class and comp steering committees.
 - Ricky, as the non-exempt representative, shared that they recently met after a nine month hiatus during which time Seagal was gathering market standard pricing information for positions and applicable position descriptions in order to create a salary schedule that would commensurate with the market. Aubrey requested that Ricky confirm the next meeting date and relay to Rachel who is scheduling the meetings; they ought to meet more frequently, at least once a month.
 - Makyla, as the faculty representative, shared that Seagal has presented five general salary schedules; however the schedules were too general and the committee requested more information in order to properly evaluate their merits. This committee meets monthly and submitting clear questions/concerns to the Seagal reps in advance has been very helpful as well as having Dave Bea join the committee.
 - Elvia shared her concerns that there haven't been any details about when individuals will be able to review and provide feedback on proposals.

Meeting Notes from April 22, 2022

Class and Comp - Jason shared that he has received feedback from exempt staff about the class and comp study idea that placement is going to be based on employees current position and will not include their entire career at Pima or outside of the college. Carleen will take this concern to Segal and will bring their response back to AERC.

Adjustments in policy for class/comp - Makyla suggested that compensation related policies be marked as needing to be updated in the future in preparation for the adjustments related to the class and comp study results.

July 8, 2022 Questions & Concerns from AERC

Non-Policy Changes (AP 1.25.01 - 2.2.2)

1. Concern expressed about the appeal process not being overseen by someone outside of the original decision maker.
2. Concern expressed about workload concerns for the class/comp team. It seems that the number of appeals are being underestimated and will likely cause a workflow issue.
3. Suggestion made that the salary and job placement letters include information about which specific factors were considered. Belief is that this will reduce the number of appeals.
4. Suggestion made to provide clarity on what parts of the new salary/job classification is able to be appealed - this might include: items in the job description, documented years of experience, or where placed within a band. This might help with the appeals process. These could be included in the placement letters.

5. Concern/Confusion about our current (and future) policy or practices on allowing new hires to negotiate salary. Some remembered past guidance that a new hire was always on Step One, others reported recent hires being allowed to negotiate up to a certain step.
 - a. One related reason for the concerns is data that show negative impact on gender and race in a negotiation process (i.e. studies have demonstrated that women are less likely to negotiate.)
 - b. Concern about subjectivity and negotiation, which can lead to greater differences in pay for gender and race
6. Many questions and suggestions about how work Experience might be considered in placement on the new scales.
 - a. Question about how broad is the consideration of a position - is it just the most recent ("program coordinator" for example) positions, or ALL time in that role regardless of department?
 - b. We continue to hear concerns and Placement on the salary schedule should be based on time at Pima, including all positions served in. Not just current position, and who and how someone can negotiate.
 - c. Concerns about disparity between new hire, and long term employees. Concerns about compression and leapfrogging. And different standard for different employee groups (faculty vs. staff)
 - d. Suggestion: can we apply the same model for external hires that looks at someone's broad experience, not just in jobs held. We don't want to disadvantage internal employees.
 - e. Questions about why don't both time in position and time at college be recognized in the staff band method? Some of the constituents really see value in both being recognized. People have moved into different positions, based on College needs or Professional growth.
 - f. Concern about how or if performance evaluation will provide all the information needed for current decisions? Did we understand correctly that currently we are only considering those on a performance improvement plan as not meeting the performance metric.
 - g. Concern about how will total time at Pima actually be reflected in the performance evaluation factor as suggested in one of the information sessions? Will your total time at Pima not be counted anywhere?

General Notes

Feedback - Process concerns: for future processes....cancellation of multiple meetings lead people to feel disconnected and uninformed, improve communication and engagement, bits and pieces roll out and feel confusing.

1. Feedback - It seems like administrators are often given new salaries with new positions, and this doesn't happen for other employee groups.

COMPENSATION STUDY COMMUNICATIONS

SUMMARY

Focus Groups (4)
Steering Committee Meetings (33)
Leadership Meetings (11)
Open Information Meetings (10)
Employee Group Meetings (11)
Other (8)
Email Communications (41)

FOCUS GROUP MEETINGS

OCT 12, 2020, MON
11am – 12pm
PCC/Segal Staff Focus Group

OCT 14, 2020, WED
1 – 2pm
PCC/Segal Staff Focus Group

NOV 13, 2020, FRI
11am – 12pm
Faculty Focus Group

NOV 19, 2020, THU
8 – 9am
Faculty Focus Group

STEERING COMMITTEE MEETINGS

SEP 24, 2020, THU
2 – 3:30pm
Class and Comp Staff Steering Committee - Kickoff Meeting

OCT 30, 2020, FRI
10:30am – 12pm
Class and Comp Faculty Committee - Kickoff Meeting

NOV 5, 2020, THU
2 – 3pm
Class and Comp Staff Steering Committee Meeting

DEC 3, 2020, THU
2 – 3pm
Class and Comp Staff Steering Committee Meeting

JAN 7, 2021, THU
2 – 3pm
Class and Comp Staff Steering Committee Meeting

FEB 4, 2021, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

MAR 4, 2021, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

APR 30, 2021, FRI

9 – 10am

Faculty Steering Committee Meeting

SEP 9, 2021, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

SEP 10, 2021, FRI

11am – 12pm

PCC Faculty Steering Committee

NOV 5, 2021, FRI

Friday, November 5, 2021

11am – 12pm

Faculty Steering Committee Update

NOV 18, 2021, THU

8 – 9am

Class and Comp Faculty Steering Committee Meeting

JAN 6, 2022, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

JAN 7, 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

FEB 3, 2022, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

FEB 4, 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

MAR 3, 2022, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

MAR 4, 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

APR 1 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

APR 8, 2022, FRI

12 – 1pm

Class and Comp Faculty Steering Committee Meeting

APR 15, 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

APR 22, 2022, FRI

12 – 1pm

Class and Comp Faculty Steering Committee Meeting

APR 29, 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

MAY 5, 2022, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

MAY 6, 2022, FRI

11am – 12pm

Class and Comp Faculty Steering Committee Meeting

MAY 13, 2022, FRI

12 – 1pm

Class and Comp Faculty Steering Committee Meeting

MAY 20, 2022, FRI

12 – 1pm

Class and Comp Faculty Steering Committee Meeting

MAY 26, 2022, THU

12 – 1pm

Class and Comp Faculty Steering Committee Meeting

JUN 1, 2022, WED

12 – 1pm

Class and Comp Faculty Steering Committee Meeting

JUN 2, 2022, THU

2 – 3pm

Class and Comp Staff Steering Committee Meeting

JUL 1 2022, FRI
11am – 12pm

Class and Comp Faculty Steering Committee Meeting

JUL 7, 2022, THU
2 – 3pm

Class and Comp Staff Steering Committee Meeting

LEADERSHIP MEETINGS

NOV 12, 2020, THU
1 – 2pm

Zoom Class and Comp Leadership Advisory Committee Meeting

JAN 15, 2021, FRI
11am – 12pm

PCC's Peer Groups for Class Comp Study

FEB 16, 2021, TUE
2 – 3pm

Class and Comp Leadership Advisory Committee Meeting

FEB 23, 2021, TUE
11:15 – 11:45am
Faculty Class/Comp Discussion

MAR 26, 2021, FRI
1:30 – 2pm
Faculty Compensation & Class/Comp Study

SEP 28, 2021, TUE
10 – 10:45am

Discuss Class & Comp with Adult Ed Leaders & HR

OCT 20, 2021, WED
1am – 12pm
Review of Faculty Assessment Results with Academic Leadership

NOV 2, 2021, TUE
4 – 5pm
Class/Comp - Discuss Instructors/Faculty Equity

NOV 9, 2021, TUE
3 – 4pm
PCC/Segal - Review of Faculty Salary Structure Options

JAN 27, 2022, THU

2 – 3pm

PCC/Segal Draft Salary Structure Review

JUN 16, 2022, THU

1 – 1:45pm

Re: Staff Instructor Comp and Class Issues discussion

OPEN INFORMATION SESSIONS

DEC 4, 2020, FRI

1 – 2pm

CC Study Townhall

FEB 12, 2021, FRI

10 – 11am

Zoom Meeting - Adjunct Faculty Class and Comp Study Q&A Session

APR 20, 2022, WED

10 – 11am

Faculty - Class & Comp Training

APR 22, 2022, FRI

1 – 2pm

Faculty - Class & Comp Training

APR 27, 2022, WED

9 – 10am

Staff - Class & Comp Training

APR 29, 2022, FRI

10 – 11am

Staff - Class & Comp Training

JUN 1, 2022, WED

3 – 4pm

New Compensation Structure

JUN 3, 2022, FRI

11am – 12pm

New Compensation Structure for Faculty

JUN 24, 2022, FRI
9:30 – 10:30am

Staff & Administrators Q&A

JUL 1, 2022, FRI
1:30 – 2:30pm

Faculty Q&A

AERC/EMPLOYEE GROUPS

JAN 7, 2022, FRI
8:30 – 11am

Staff Council - Regular Meeting

FEB 4, 2022, FRI
8:30 – 11am

Staff Council - Regular Meeting

MAR 4, 2022, FRI
8:30 – 11am

Staff Council - Regular Meeting

APR 1, 2022, FRI
8 – 9:30am

Staff Council - CC Update Presentation

APR 1, 2022, FRI
1 – 3pm

Faculty Senate Monthly Meetings

APR 8, 2022, FRI
10am – 12pm

AERC Team Meeting

MAY 6, 2022, FRI
8:30 – 11am

Staff Council - Regular Meeting

MAY 13, 2022, FRI
10am – 12pm

AERC Team Meeting

MAY 27, 2022, FRI

10am – 12pm

AERC Team Meeting

JUN 2, 2022, THU

4 – 5pm

AERC/Self Governance

JUN 3, 2022, FRI

8:30 – 11am

Staff Council - Regular Meeting

OTHER MEETINGS

DEC 8, 2020, TUE

1 – 2pm

Position Description Questionnaire (PDQ) Training

DEC 10, 2020, THU

11am – 12pm

Position Description Questionnaire (PDQ) Training

OCT 21 2020, WED

9 – 10am

HR Team Class and Comp Study Overview

NOV 16, 2020, MON

10 – 11am

Class and Comp Communications Committee Meeting

NOV 19, 2020, THU

9 – 10am

Class and Comp Communications Committee Meeting - Part 2

DEC 6, 2021, MON

9 – 10am

Class and Comp Survey Discussion

MAR 7, 2022, MON

11:30am – 12:30pm

PCC/Segal Meeting with Campus Police Zoom Meeting

MAR 28, 2022, MON

11am – 12pm

EMAIL UPDATES COMMUNICATIONS SENT

7/1/2020

7/21/2020

7/22/2020

8/21/2020

9/4/2020

10/6/2020

11/2/2020

1/18/2020

11/23/2020

11/30/2020

12/4/2020

1/6/2021

1/21/2021

1/22/21

2/5/2021

2/9/2021

2/12/2021

3/2/2021

3/10/2021

4/29/2021

5/4/2021

5/12/2021

5/28/2021

6/29/2021

8/9/2021

10/21/2021

12/2/2021

1/28/2022

3/23/2022

4/5/2022

4/12/2022

4/19/2022

4/27/2022

5/3/2022

5/17/2022

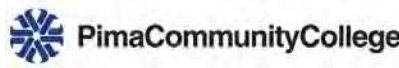
5/27/2022

6/2/2022

6/3/2022

6/22/2022

7/6/2022

**Agenda Item Details**

Meeting	Jun 08, 2022 - Public Hearing, Special and Regular Meeting
Category	9. ACTION ITEMS (20 min.)
Subject	9.4 Compensation and Classification Recommendations and New Compensation Structure
Type	Action
Fiscal Impact	Yes
Dollar Amount	5,300,000.00
Budgeted	Yes
Budget Source	General Fund
Recommended Action	The Chancellor recommends the Governing Board accept the recommendations of the classification and compensation study and implement a new compensation structure for salary administration.
Goals	

Contact Person:

Carleen Thompson
Assistant Vice Chancellor
for Human Resources
(520) 206-4937

Contact Person:

Dr. David Bea,
Executive Vice Chancellor for
Finance and Administration
(520) 206-4519

Contributing Author:

Aida Vasquez, Advanced Program Manager

Justification:

Pima Community College recognizes that competitive compensation is the cornerstone for recruiting, retaining, and motivating its employees. The College's current compensation system was implemented prior to 2000, and changes in job responsibilities, the labor market, and resource limitations over time have resulted in an outdated and unsatisfactory compensation system with significant salary compression problems for all employee categories.

The goal of this project was to develop and implement an up-to-date compensation structure that takes into account both the external and internal value of jobs, creating new job descriptions that align with the market and better outline career paths. Ultimately, this will better enable the College to recruit and retain the talent necessary to meet the College's mission, needs, and values.

Classification and Compensation Study

On March 11, 2020, the Governing Board authorized the College to execute an agreement with the Segal Company ("Segal") to conduct an employee classification and compensation study and to provide recommendations based on the study results. Since June 2020, Segal and the College's compensation team ("project team") have been engaged, with the intention to improve processes and pay structures.

The study included four phases:

Phase 1: Discovery & Project Initiation

- Conduct Initial Meetings
- Conduct Stakeholder Interviews
- Develop Communications Change Management Strategy and Plan

Phase 2: Staff Job Structure Redesign

- Develop Position Description Questionnaire
- Create Job Families
- Create Role Level Guides and Develop Standardized Titles
- Draft Job Descriptions

Phase 3: Compensation Market Assessment and Salary Structure Development (Staff and Faculty)

- Identify Benchmark Jobs to Price
- Determine Comparison Markets
- Conduct Market Assessment
- Perform Variance Analysis
- Salary Structure Review and Redesign

Phase 4: Implementation Strategy

- Determine Employee and Cost Implications Analysis
- Recommend Pay Administration Guidelines
- Assist with Implementation (Optional)

Further, the project team collaborated with two Steering Committees, one for Staff and one for Faculty, throughout the study. As the project continued, the College sought additional services from Segal, including an [Academic Workforce Planning project](#) and [additional work to include review and commentary of proposed changes to the design by the Faculty Steering Committee and development of the cost associated with the design alternatives](#).

Communications

Regular communication has been provided through College-wide emails and conversations with the steering committees, All Employee Representative Council, and other employee organizations. Open information sessions have also been conducted. The Governing Board's Human Resources Advisory Committee was updated on the status of the Study on March 3, 2022.

Staff and Administrators

The project team has developed new job families, levels, and job descriptions that will replace the current job title structure and compensation structure for Regular Staff and Administrator positions. The new Compensation System has been carefully designed for consistent application across the College and includes the following important elements:

- Over 255 job descriptions and job titles were developed.
- Every staff job was assigned to a new salary grade to reflect external market competitiveness and internal value.
- There are now twelve salary grades numbered 1 to 12, creating a single compensation structure for exempt and nonexempt positions.
- The midpoint for each grade has been established to reflect the median pay in the external market.
- The new Compensation structure will not result in a reduction of pay for any employee.

Instructional Faculty and Educational Support Faculty

Additionally, the proposed pay structures for regular Instructional Faculty and Educational Support Faculty have been tied to the market based on a sample of comparison institutions throughout the country. The schedules have been revised to include twenty steps for each of the six salary grades and modified to include more relevant educational attainment grades. The initial placement level has also been adjusted to allow for a higher placement for prior experience, which will help ensure the recruitment of faculty to the College.

Implementation

The new schedules provide for regular movement within the grades based on experience in the position. This movement will ensure that the College minimizes salary compression in the future and continually recognizes the growing expertise and experience the employees provide to the College.

Based on the job placements and the years of experience, employees will be placed into the new schedules up to a maximum recognition of 12 years of experience (step 12 for faculty and the $\frac{3}{4}$ salary band point for staff and

administrators). This ensures that these highly experienced College employees are paid above market medians for their positions.

Financial Considerations:

The College has included \$9.0M of reserve capacity in the proposed Fiscal Year 2023 budget to implement the new structures and to provide for other compensation adjustments, including the fringe benefits costs associated with pay increases. A summary of initial implementation salary adjustments, not including fringe costs, is included below:

	Cost of Implementation
Staff and Administrator Structure	\$3,900,000
Faculty Structure	\$1,400,000
Total	\$5,300,000

[Governing Board Presentation - Classification and Compensation 06.08.2022.pdf \(949 KB\)](#)

[Proposed Classification and Compensation Structure.pdf \(143 KB\)](#)

Motion & Voting

The Chancellor recommends the Governing Board accept the recommendations of the classification and compensation study and implement a new compensation structure for salary administration.

Board member Clinco amended the motion to include the following:

1. Implementation of this structure on July 2, 2022, for the full fiscal year
2. Incorporating adjustments for the hard to fill positions
3. Implementation of the performance-based pay
4. Classification and compensation study for administrators

Motion by Demion Clinco, second by Meredith Hay.

Final Resolution: Motion Carries

Yea: Meredith Hay, Demion Clinco, Luis L Gonzales, Maria D Garcia, Catherine Ripley



Classification & Compensation Recommendations and New Compensation Structure

Governing Board Meeting

June 8, 2022

Presented by: Dr. David Bea





Purpose of Compensation Structures

To ensure employees are properly paid for the value they provide

- Recruit and retain talent – align pay to market
- Recognize the value from increased job experience
- Ensure fair and equitable pay

Classification and Compensation

- Current Structure
 - Grades
 - Steps
- Other Components
 - Staff
 - Individual Position Review (IPR)
 - In-Range Adjustments
 - Faculty
 - Educational attainment
 - Years of teaching experience
 - Supplemental pay: overload, adjunct faculty load rate, leadership, etc.

FY2021/2022

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

Step	Grade					
	S	S1	M2	M3	M4	D
1	\$46,709	\$48,579	\$50,448	\$52,316	\$54,184	\$56,053
2	\$49,045	\$50,913	\$52,782	\$54,653	\$56,520	\$58,390
3	\$51,379	\$53,249	\$55,119	\$56,986	\$58,855	\$60,724
4	\$53,715	\$55,585	\$57,454	\$59,323	\$61,191	\$63,060
5	\$56,050	\$57,920	\$59,789	\$61,658	\$63,527	\$65,395
6	\$58,387	\$60,254	\$62,124	\$63,994	\$65,861	\$67,731
7	\$60,721	\$62,591	\$64,461	\$66,329	\$68,197	\$70,066
8	\$63,057	\$64,925	\$66,795	\$68,665	\$70,533	\$72,403
9	\$65,392	\$67,262	\$69,132	\$71,000	\$72,868	\$74,736
10	\$67,728	\$69,597	\$71,466	\$73,336	\$75,204	\$77,073
11	\$70,063	\$71,932	\$73,801	\$75,672	\$77,539	\$79,408
12	\$72,400	\$74,267	\$76,137	\$78,007	\$79,874	\$81,744
13	\$74,733	\$76,604	\$78,473	\$80,342	\$82,210	\$84,079
14	\$77,070	\$78,938	\$80,807	\$82,677	\$84,546	\$86,415
15	\$79,405	\$81,275	\$83,143	\$85,013	\$86,881	\$88,749
16	\$81,741	\$83,609	\$85,479	\$87,348	\$89,216	\$91,086



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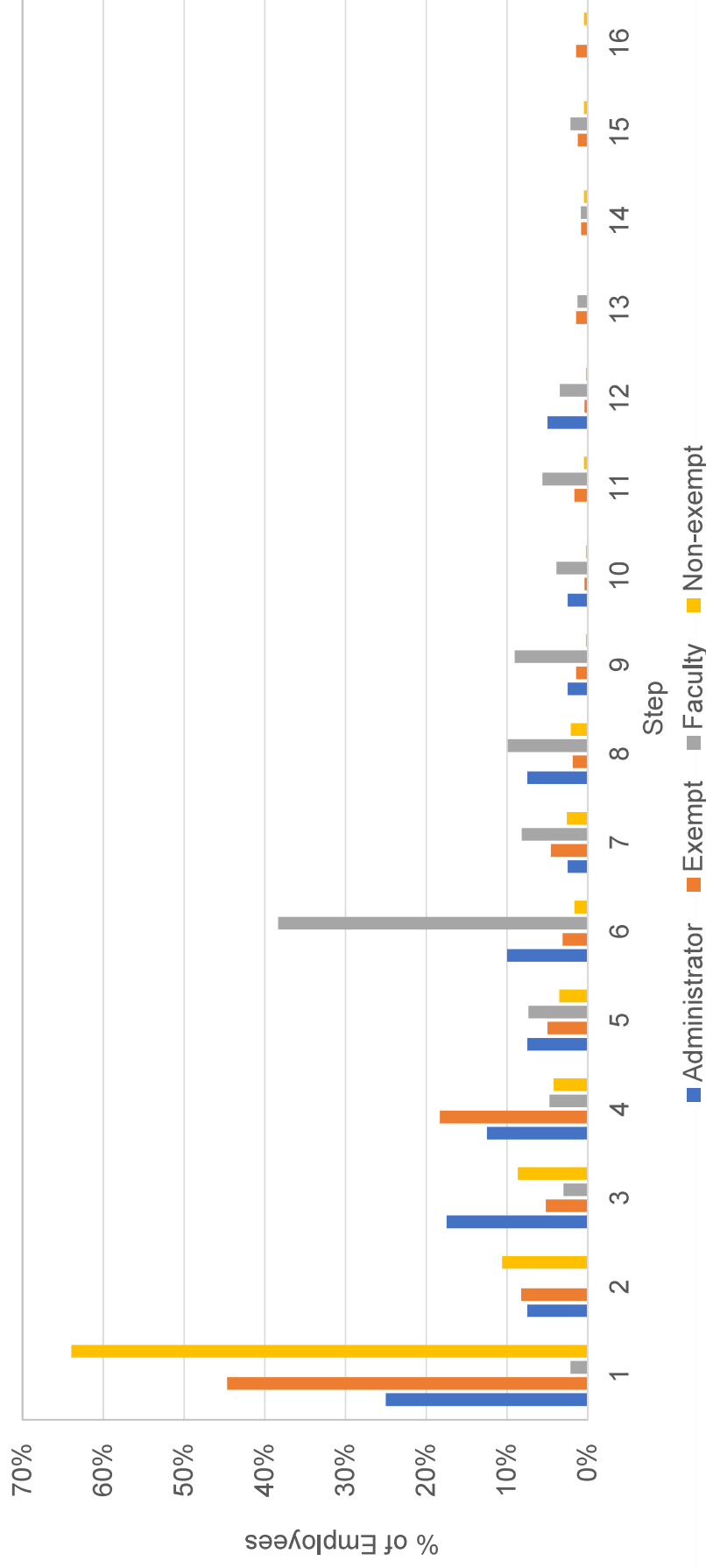
Why Conduct a Class/Comp Study?

Problems with Current Structure







- 22 Years Old
 - Positions and job duties have changed
 - Jobs/schedules not regularly adjusted to market
 - Salary inversion
- Resource Limitation Impacts
 - Low salary pool increases
 - Suspension of step progression
 - Salary compression
 - Limited recognition of College experience/value



Distribution of Current Employees by Class and Step



Engagement Summary

Discovery & Project Initiation	Faculty Market Assessment & Salary Ranges	Staff Job Structure Redesign	Staff Market Assessment	Salary Structure Design	Implementation Strategy
					
Request and review data/materials Form Two Steering Committees (Faculty and Staff) Gather stakeholder input (interviews/focus groups) Develop peer groups for market comparison Develop communications strategy and plan	Analyze market data Conduct variance analysis Develop salary ranges Review results with Faculty Steering Committee	Review data/materials and develop PDQ Conduct training sessions on how to fill out PDQ and begin PDQ process Identify job families, create role and level guidelines and develop standardized titles Review PDQs and draft job descriptions	Gather and analyze survey data from pre-determined sources Review job descriptions for accuracy, relevancy, and strength Match benchmark jobs to survey descriptions and conduct assessment Draft, review, and finalize results	Create market-informed salary structure/ranges that aligns with PCC's market strategy Assign jobs to the structure/ranges using market data, incorporate feedback, and finalize report Conduct employee impact and costing analyses	Review current pay guidelines and recommend revisions Implementation plan Incorporate feedback as needed Prepare and share samples of materials
Q2-Q4 2020	Q1 2022	Q3 2020 - Q4 2021	Q3-Q4 2021	Q1 2022	Q1 2022

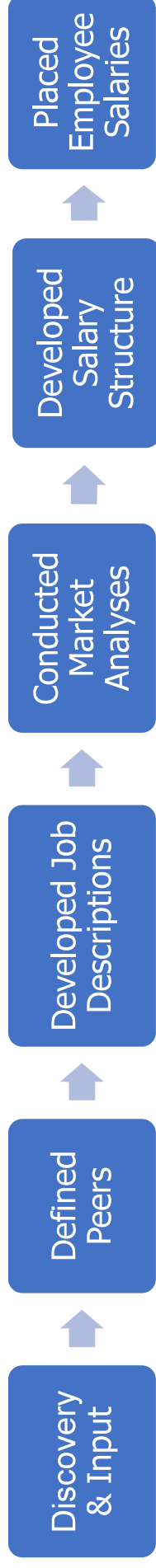
☐ Work step complete
 ☐ Work step in progress
 ☐ Upcoming steps



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Building a New Structure





Staff

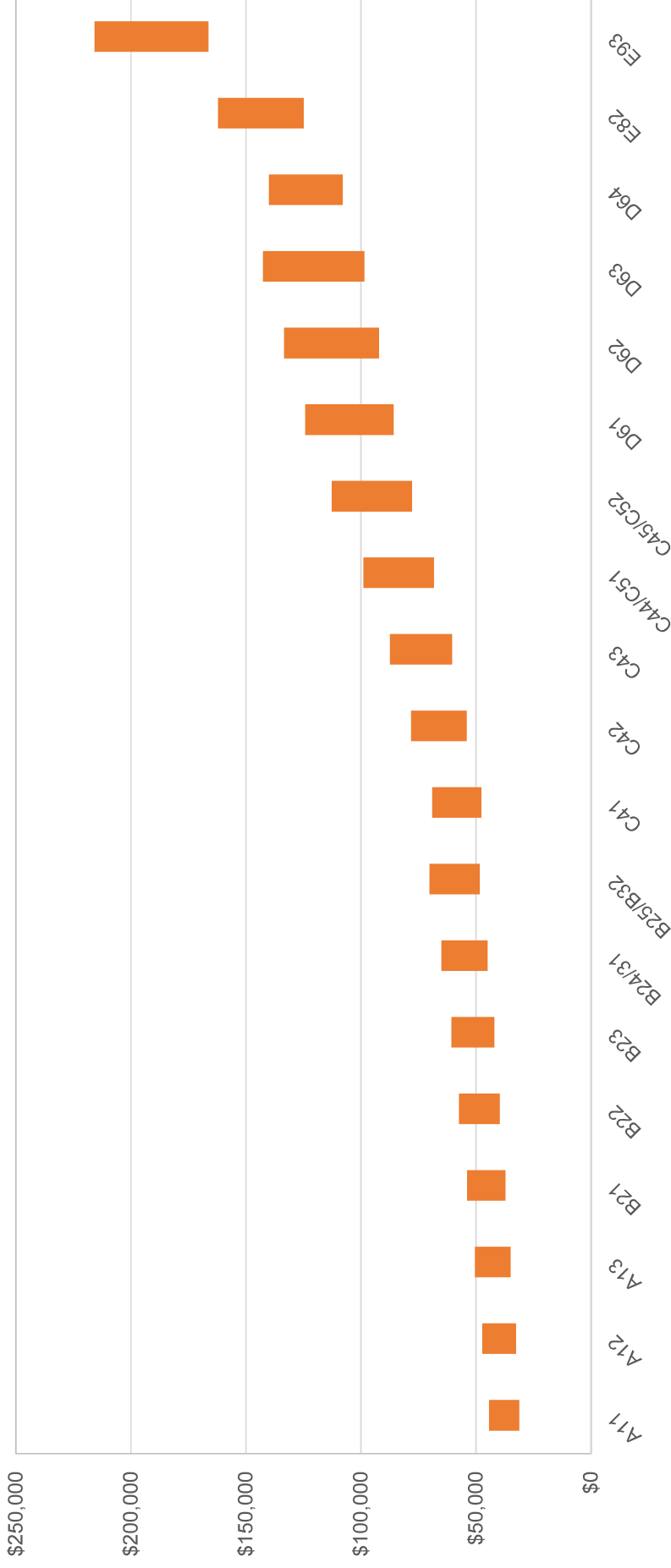


Staff Highlights

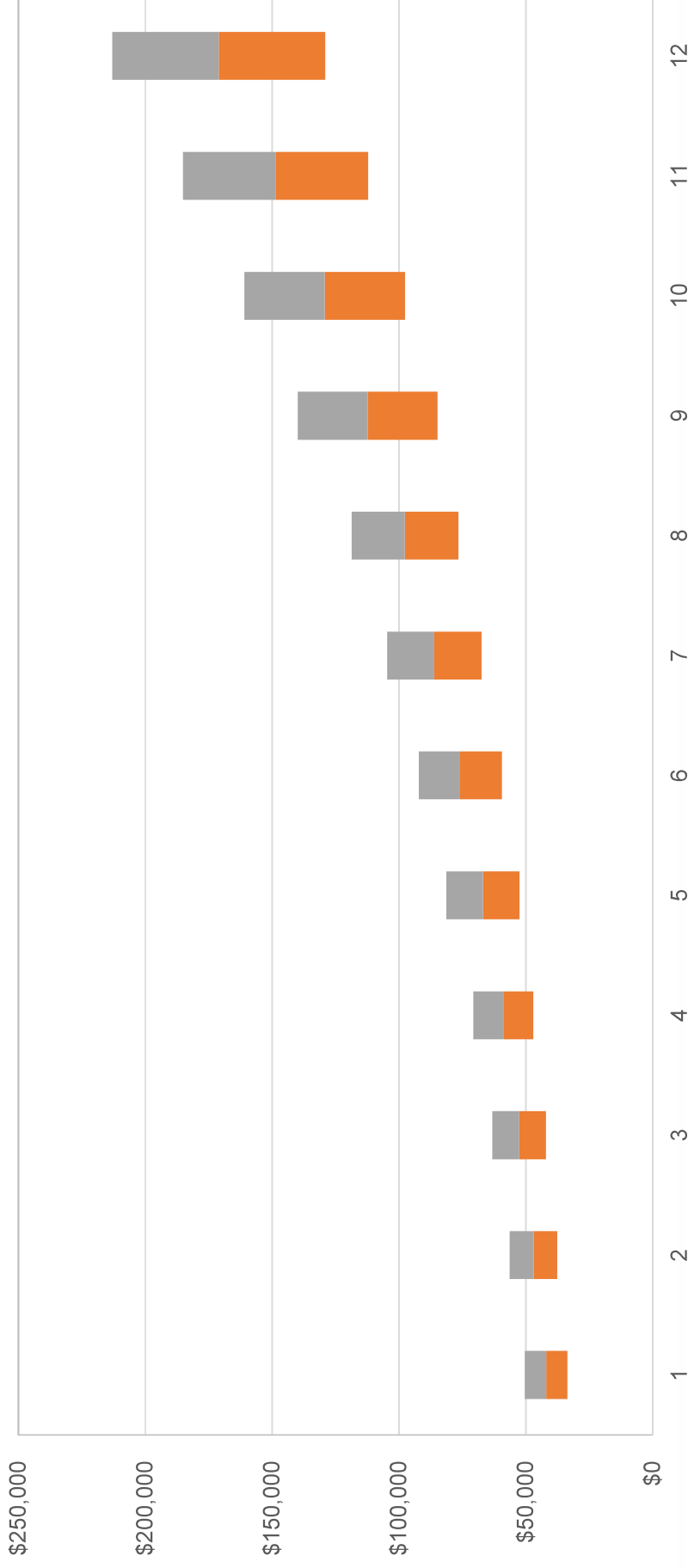
- 255 Job Descriptions specific to position duties and responsibilities
- Job titles that describe the work performed
- Updated 25 job families
- Updated 11 job levels
- One salary table for Exempt and Non-Exempt jobs – 12 grades
- Market alignment - competitive, equitable, financially sustainable
- Minimum wage \$16.15 for Regular staff



Current Staff and Administrator Salary Schedules



Proposed Staff and Administrator Schedules



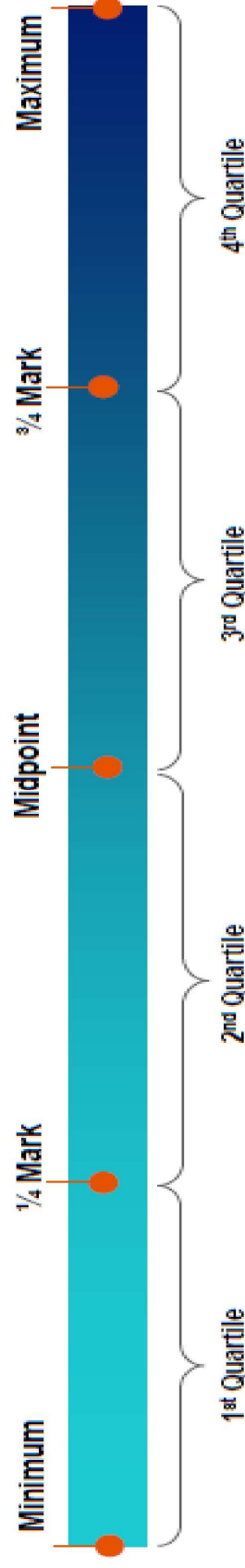
Salary Table for Regular Staff & Administrators

Salary Band	Minimum	Midpoint	Maximum
1	\$33,600	\$42,000	\$50,400
2	\$37,600	\$47,000	\$56,400
3	\$42,100	\$52,600	\$63,200
4	\$47,100	\$58,900	\$70,700
5	\$52,500	\$66,900	\$81,400
6	\$59,500	\$75,900	\$92,200
7	\$67,500	\$86,100	\$104,600
8	\$76,600	\$97,700	\$118,700
9	\$84,800	\$112,400	\$139,900
10	\$97,600	\$129,300	\$161,000
11	\$112,200	\$148,700	\$185,100
12	\$129,100	\$171,000	\$213,000



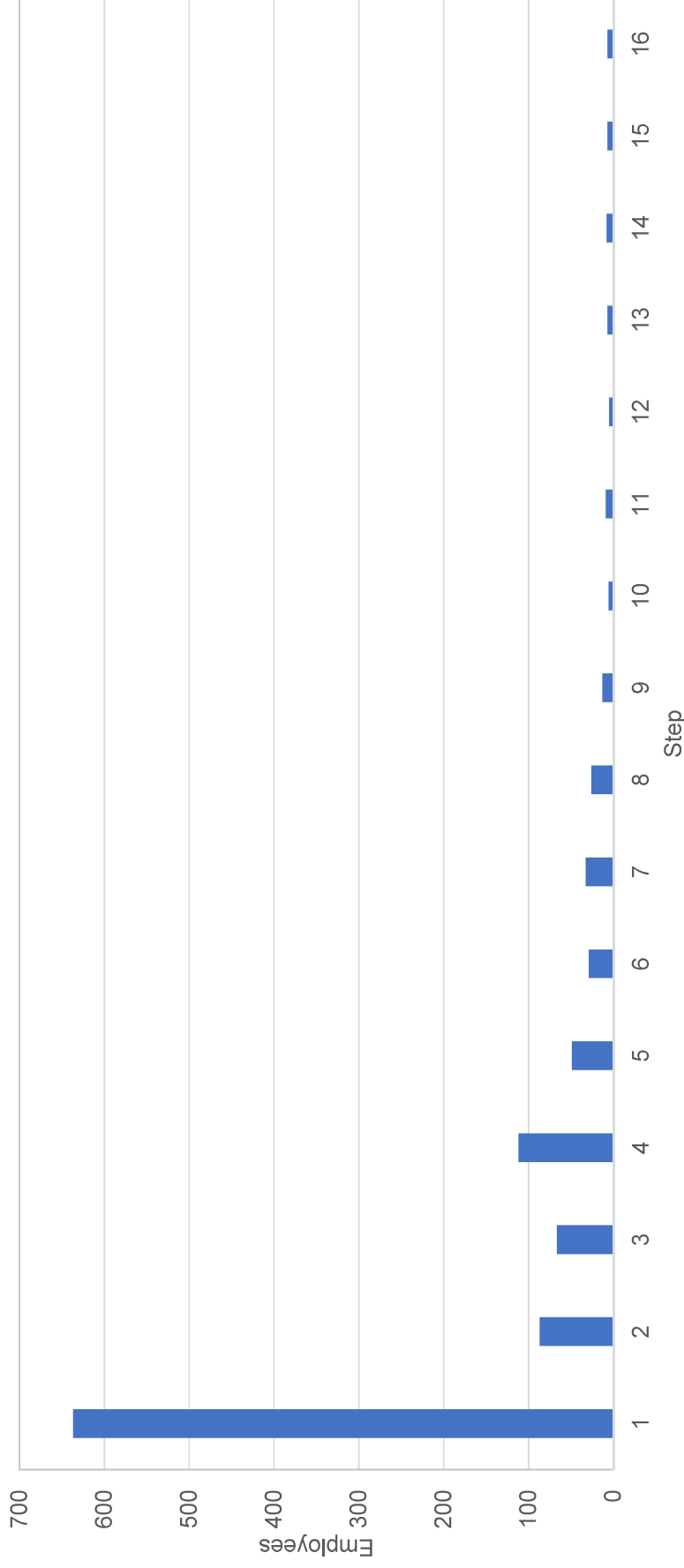
Initial Salary Placement

Determining Individual Placement in Range





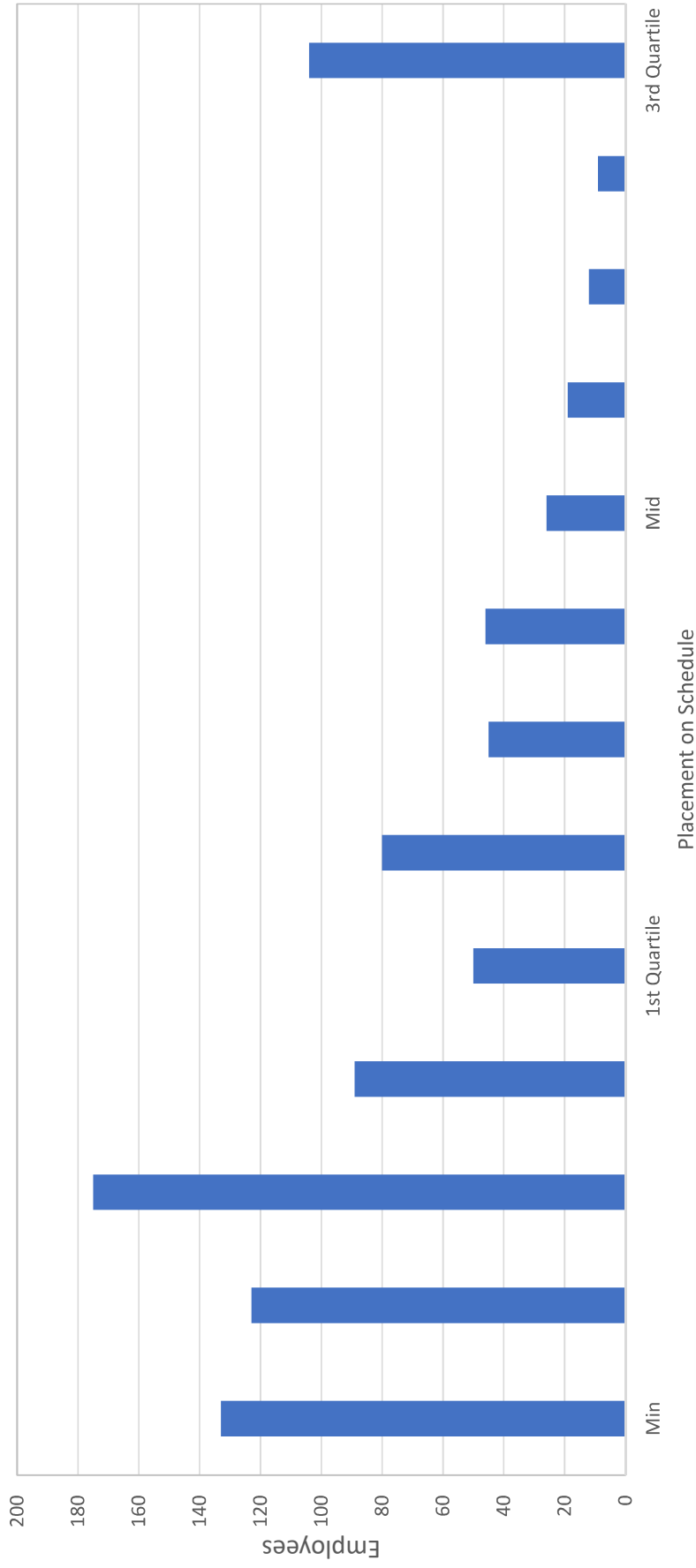
Current Distribution of Staff and Administrator Budgeted Full Time Equivalents by Step



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Initial Placement on Staff/Admin Schedule





Faculty

Faculty Salary Schedules

- Steering Committee Reviewed Two Initial Structures

- Option 1: Highly structured

- 4 Bands, 15 Steps

- Bands: Years of experience and education level
 - Steps: Years in position

- Option 2: Flexible ranges

- 4 Bands, Quartile ranges

- Bands: Years of experience and education level
 - Placement: Based on experience, performance, discipline market

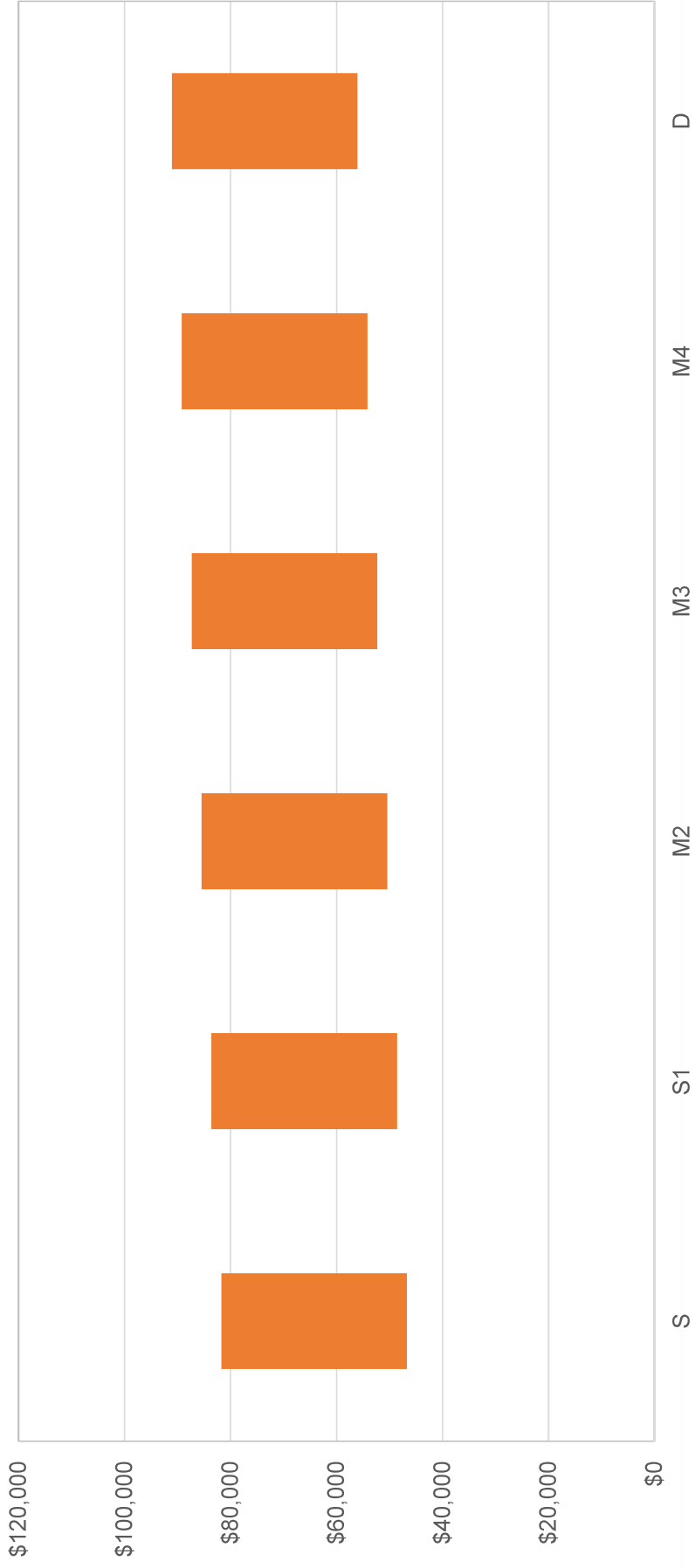
- Limitations of Initial Structures

- Bands limited for educational growth possibilities
 - Step placement would provide limited future growth
 - Faculty desired more defined and clear placement rules





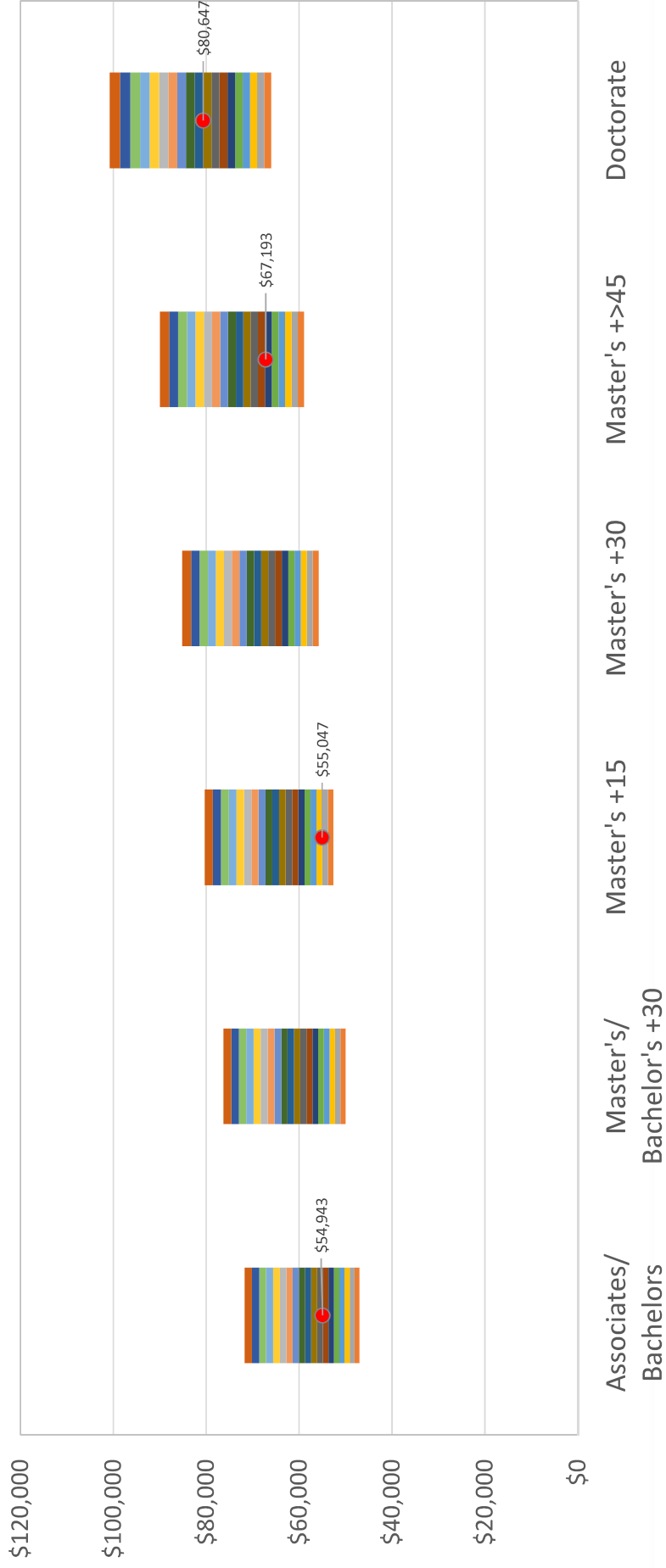
Current Faculty Schedule: 16 Steps, Variable Range Spread (62%-75%), 169 Days of Accountability



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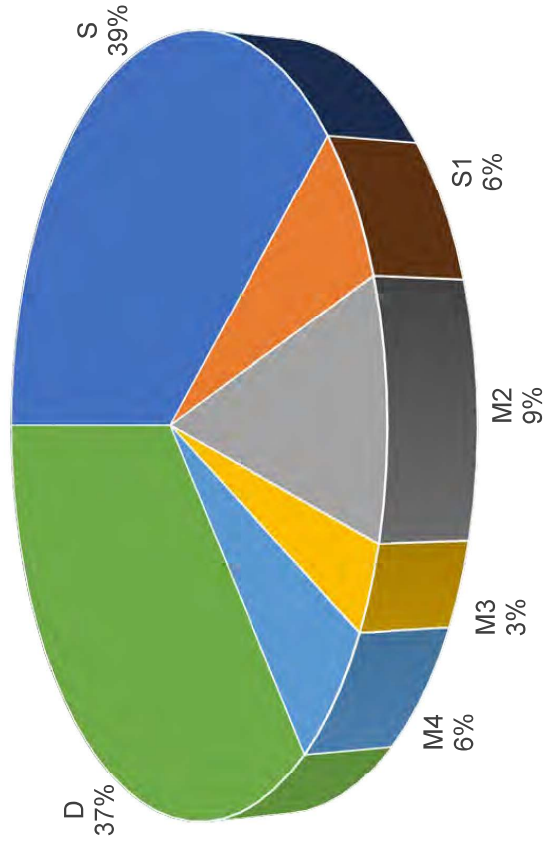
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Proposed Faculty Schedule: 20 Steps, 53% Range Spread, 169 Days of Accountability

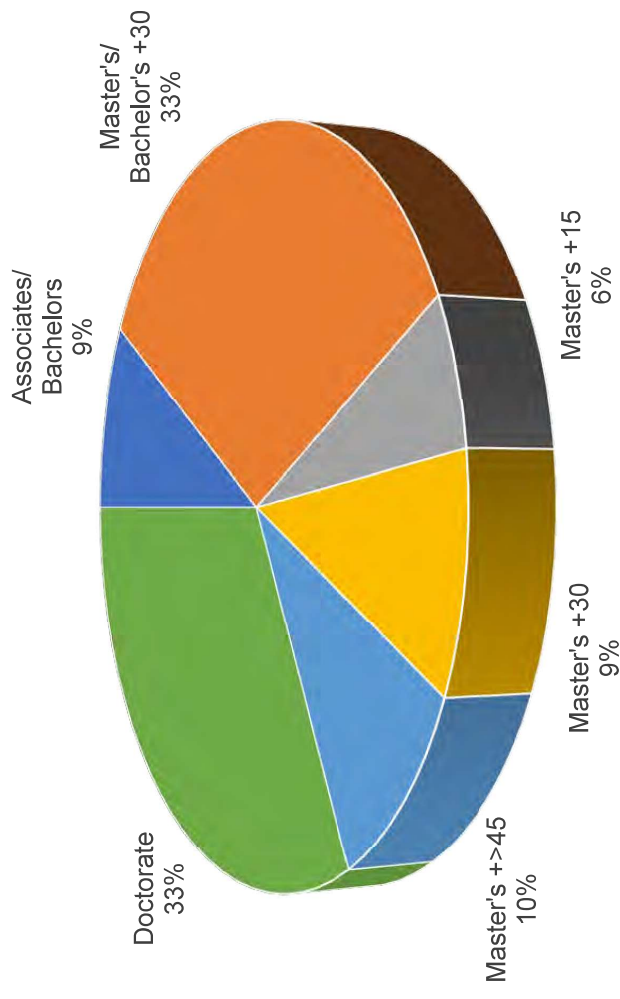


Faculty Placement by Salary Grade

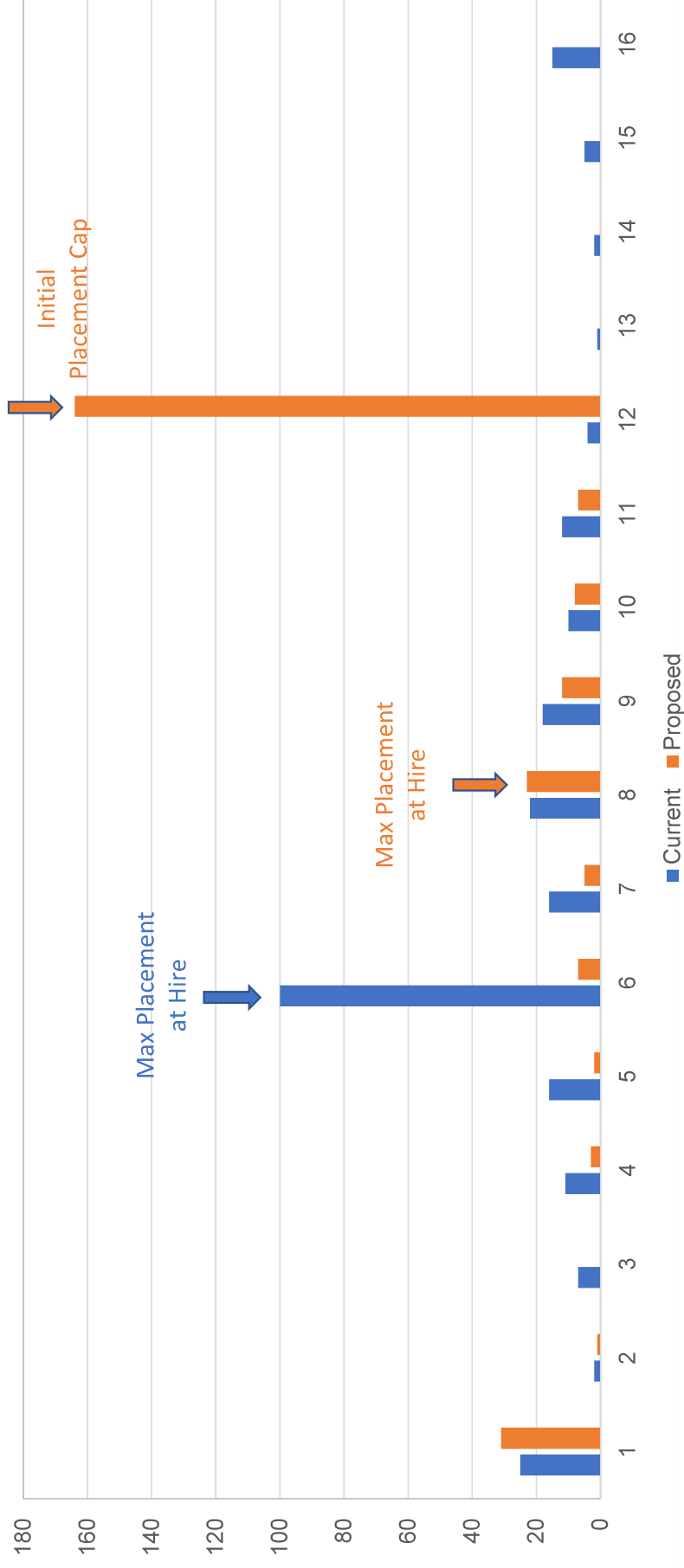
Current Schedule Grade Distribution



Proposed Schedule Grade Distribution



Comparison: Current to Proposed Placement



Proposed Faculty Schedule

Steps	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	Associates/ Bachelors	Master's/ Bachelor's +30	Master's +15	Master's +30	Master's +>45	Doctorate
1	\$47,000	\$50,008	\$52,640	\$55,798	\$58,957	\$66,032
2	\$48,058	\$51,133	\$53,824	\$57,054	\$60,283	\$67,517
3	\$49,139	\$52,284	\$55,035	\$58,338	\$61,640	\$69,036
4	\$50,244	\$53,460	\$56,274	\$59,650	\$63,027	\$70,590
5	\$51,375	\$54,663	\$57,540	\$60,992	\$64,445	\$72,178
6	\$52,531	\$55,893	\$58,835	\$62,365	\$65,895	\$73,802
7	\$53,713	\$57,150	\$60,158	\$63,768	\$67,377	\$75,463
8	\$54,921	\$58,436	\$61,512	\$65,203	\$68,893	\$77,161
9	\$56,157	\$59,751	\$62,896	\$66,670	\$70,443	\$78,897
10	\$57,421	\$61,096	\$64,311	\$68,170	\$72,028	\$80,672
11	\$58,713	\$62,470	\$65,758	\$69,704	\$73,649	\$82,487
12	\$60,034	\$63,876	\$67,238	\$71,272	\$75,306	\$84,343
13	\$61,384	\$65,313	\$68,750	\$72,875	\$77,001	\$86,241
14	\$62,765	\$66,782	\$70,297	\$74,515	\$78,733	\$88,181
15	\$64,178	\$68,285	\$71,879	\$76,192	\$80,505	\$90,165
16	\$65,622	\$69,822	\$73,496	\$77,906	\$82,316	\$92,194
17	\$67,098	\$71,392	\$75,150	\$79,659	\$84,168	\$94,268
18	\$68,608	\$72,999	\$76,841	\$81,451	\$86,062	\$96,389
19	\$70,152	\$74,641	\$78,570	\$83,284	\$87,998	\$98,558
20	\$71,730	\$76,321	\$80,338	\$85,158	\$89,978	\$100,775



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Summary

- 60% of positions will receive adjustments when placed on new schedules
 - 73% Faculty
 - 56% Staff/Administrator
- Placement costs
 - Total \$5.3 Million (plus fringe benefits)
 - \$1.4 Million Faculty
 - \$3.9 Million Staff/Administrator
- Actual pay for current regular employees will reflect a \$2,000 minimum adjustment above Fiscal Year 2022 salaries and wages (base pay + \$1,000 supplement)
 - \$1.7 Million (plus fringe benefits)



Future Work – Continuous Improvement

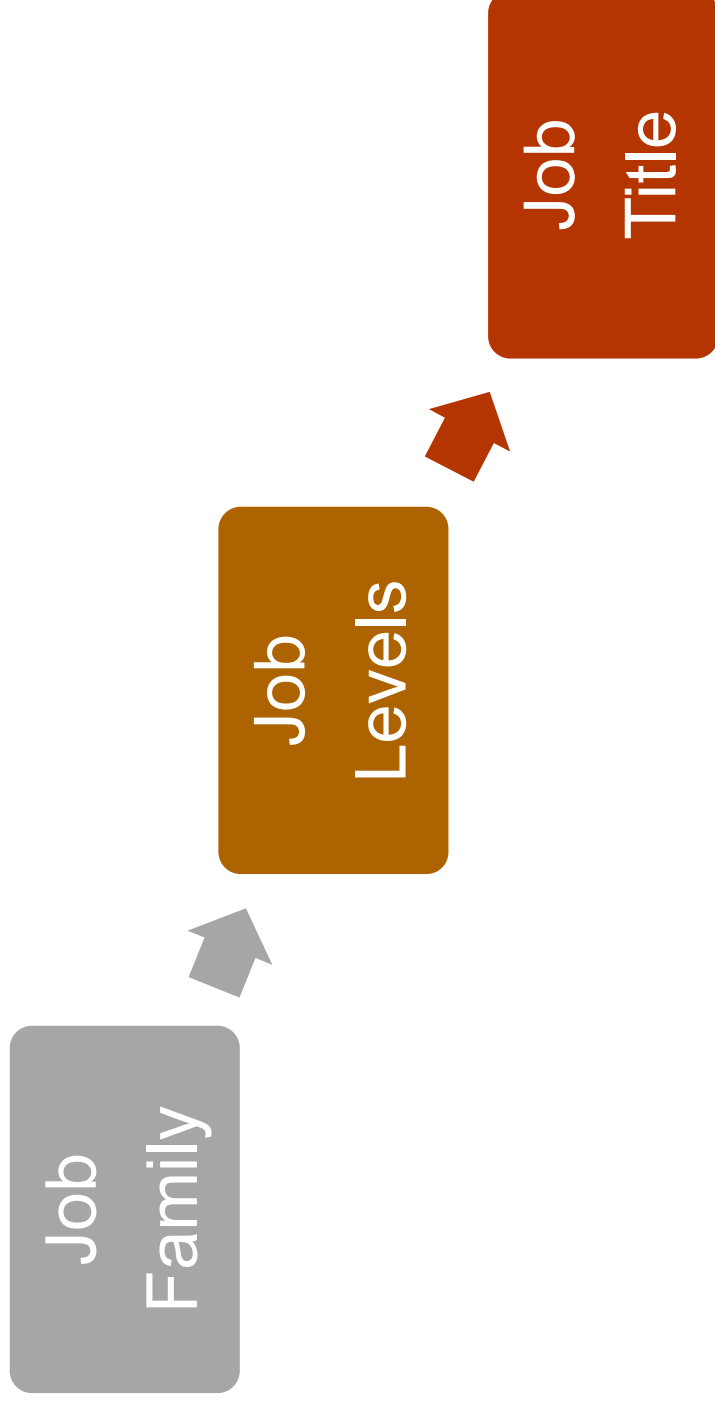
- Review process for placement questions
- Identify possible alternative qualifications for educational attainment placement
- Define performance-based pay adjustment
 - Mechanism
 - Criteria
- Faculty
 - Define hard-to-fill field qualification for faculty stipend (currently only applies to Nursing)
 - Review other faculty supplemental pay rates
- Executive compensation review





Additional Information

Building a New Job Description Structure





New Job Families

- Academic Affairs
- Administrative Support
- Registrar & Admissions
- Campus Police
- Compliance
- Executive Administration
- Facilities
- Financial Services
- Grants Administration
- Human Resources
- Information Technology
- Institutional Research
- Instructors
- Legal
- Library
- Marketing & Communications
- Materials Management
- Media and Digital Media Production
- Production Theater
- Student Services
- Workforce Development
- Instructional Support
- Academic Support
- Athletics
- Faculty Affairs



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New Job Levels

- Support & Service - Entry
- Support & Service - Intermediate
- Support & Service - Senior
- Professional - Entry
- Professional - Intermediate
- Professional - Senior
- Manager/Supervisor/Lead
- Director
- Executive Director/Dean
- Deputy Administrator
- Executive Administrator





New Job Descriptions

- 255 Job Descriptions
 - Descriptive titles reflect the duties performed
- Examples:
- Analyst 1, Information Technology – Telecommunications
 - Coordinator, Athletics
 - Maintenance Technician 1, Mechanic

Building a New Salary Structure

- Compared PCC jobs to similar jobs in the market
- Determined the market median using salary surveys
- Used the market median to establish a midpoint
- Built a range by establishing a Minimum salary and a Maximum salary
- Assigned jobs to salary grade based on the job's market median





Determining the Market Median Using Salary Surveys

Pay data from Salary Surveys
Analyst II

	Companies Reporting	Incumbents Represented	Rate at Selected Percentiles			Average Rate
			25th	50th (Median)	75th	
Survey I	27	195	\$31,278	\$43,754	\$54,438	\$44,295
Survey II	27	195	\$32,027			
Survey III	26	179	\$35,156			
Survey Average	27	195	\$33,123			

- Published by independent third parties

- Multiple surveys available

- Can provide pay data by job, industry, company/ university size, country, region, etc.



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Establishing a Midpoint

- Using the market median
- Example:

25th Percentile	50th Percentile (Median)	75th Percentile
\$36,933	\$40,950	\$46,686



Job Assignments

- Assigned jobs to salary grade based on the job's market median

Coordinator, Adult Education
Media Specialist

Manager, Grants
Police Sergeant
Analyst 2, IT Programmer

Administrative Assistant 2
Payroll Specialist 2
Printer Operator



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Classification and Compensation

Governing Board Study Session

November 14, 2022

Presented by: Dr. David Bea





Classification and Compensation

Compensation structures ensure employees are properly paid for the value they provide

- Recruit and retain talent - align pay to market
- Recognize the value from increased job experience
- Ensure fair and equitable pay

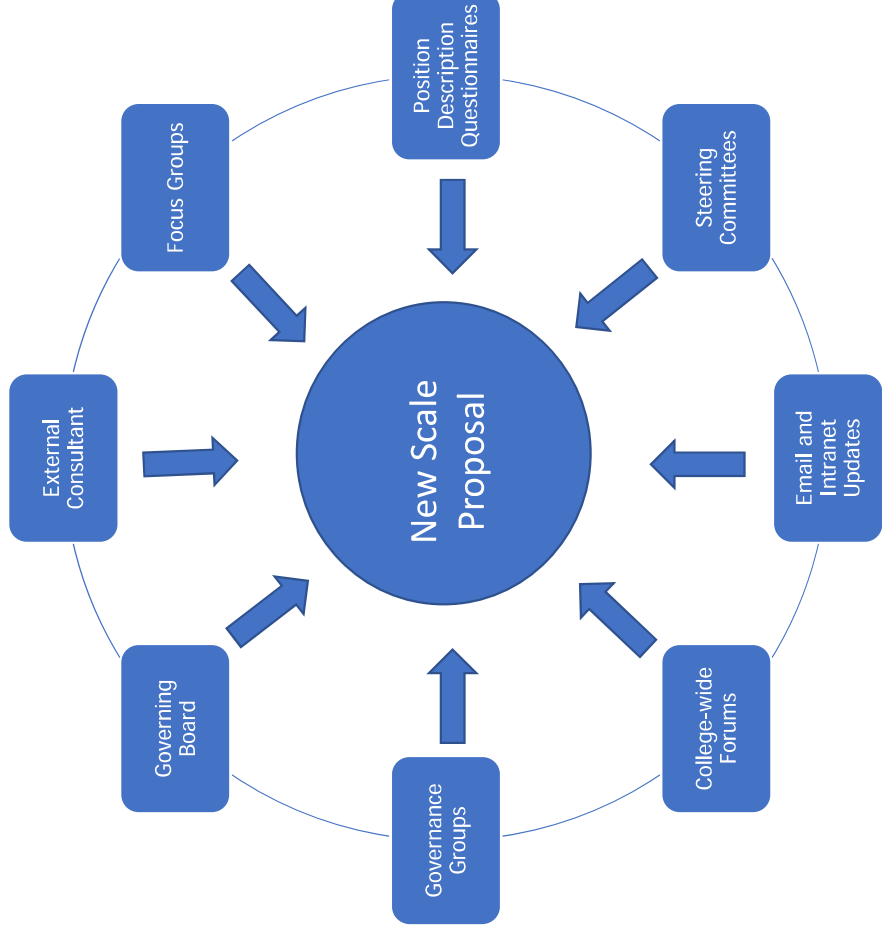
Problems with Previous Structure

- 22 Years Old
 - Positions and job duties have changed
 - **Jobs/schedules not regularly adjusted to market**
 - Salary inversion
- Resource Limitation Impacts
 - Low salary pool increases
 - Suspension of step progression
 - **Salary compression**
 - ~65% Non-exempt @ minimum
 - ~45% Exempt @ minimum
 - ~40% Faculty @ Step 6
- Limited recognition of College experience/value



Process/Involvement

- External Consultant
- Focus Groups
- Position Description Questionnaires
- Steering Committees
- Email/Intranet Updates
- College-wide Forums
- Governance Groups
 - All Employee Representative Council
 - Faculty Senate
 - Staff Council
- Governing Board Presentations and Feedback



Impactful Input – Prior to Implementation

Issue/Concern	Response
Compression/inversion	Years in position primary placement logic
No regular increases/falling behind	Years in position movement
Pay reduction possible?	Assured that no reduction would occur; minimum increase implemented
Appropriate peer institutions?	Reviewed peer institutions with steering group
Communication/transparency	Worked with groups to add information/sessions
Years of experience in position vs. @ College	Explained reason for position experience
Possible errors in placement	Created appeals process
Concern about inflation, some increase in Summer	Implemented in July
Faculty schedule issues (4 Bands/16 steps)	Adjusted schedules to add bands, increase steps
Placement subjectivity	Working on clear hiring parameters
Hard-to-fill positions	Reviewed existing premium positions to ensure placement
Educational attainment recognition	Tabled for further discussion



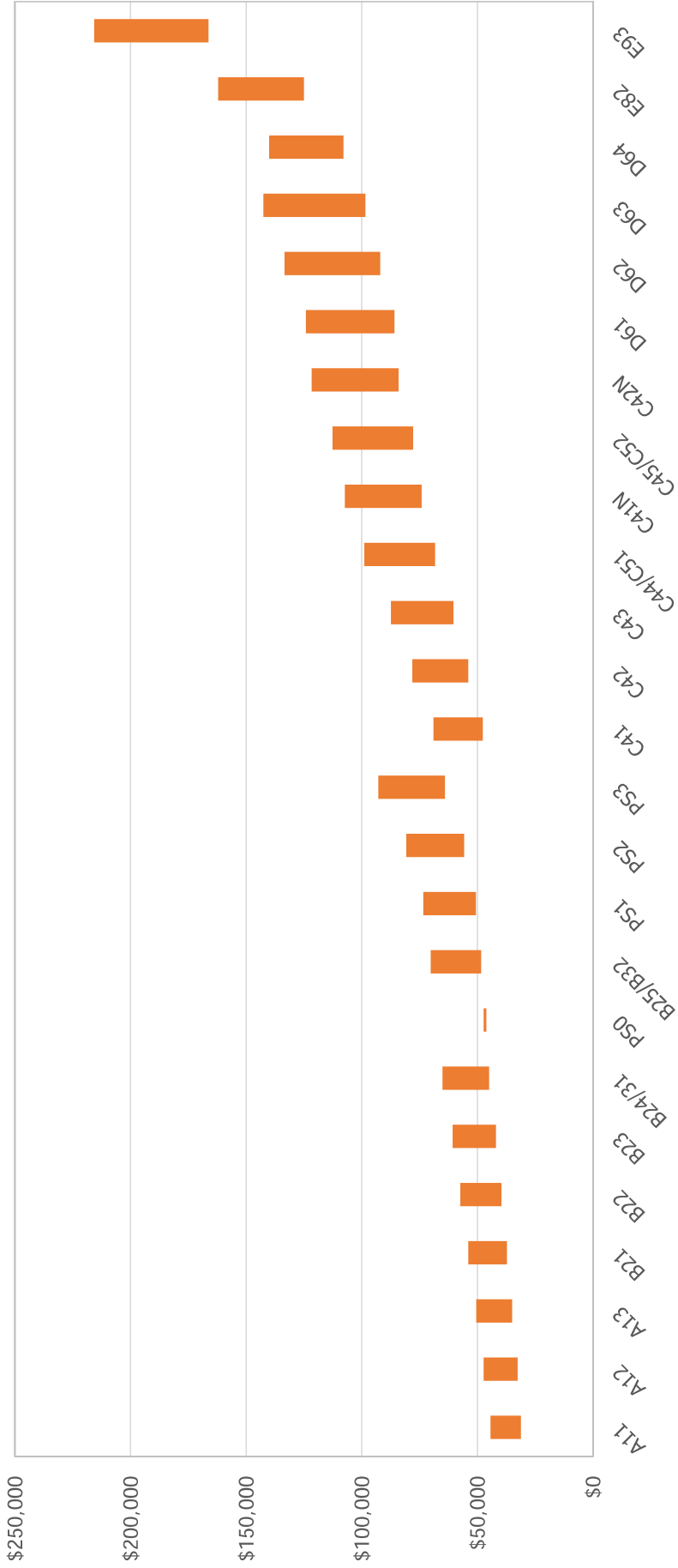


Scale Changes

- Old Compensation Structure: 119 discrete job titles
 - 25 Staff pay grades
 - 7 Faculty pay grades (x2 for Days of Accountability)
- New Compensation Structure: 301 discrete job titles
 - 12 Staff bands tied to market medians
 - 6 Faculty pay grades (x2 for Days of Accountability) tied to market data



Old Staff Pay Scales (25 Grades)

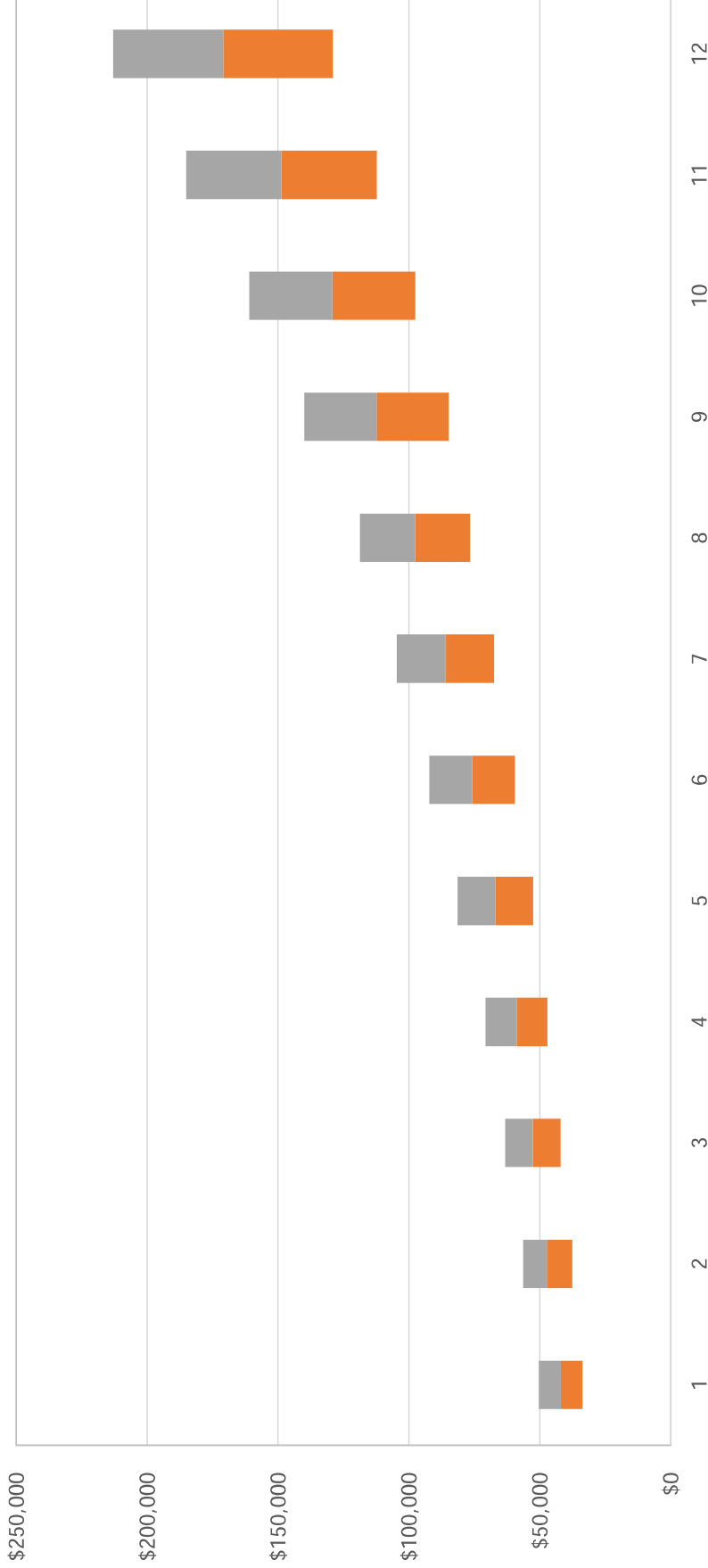


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New Staff Pay Scales (12 Bands)



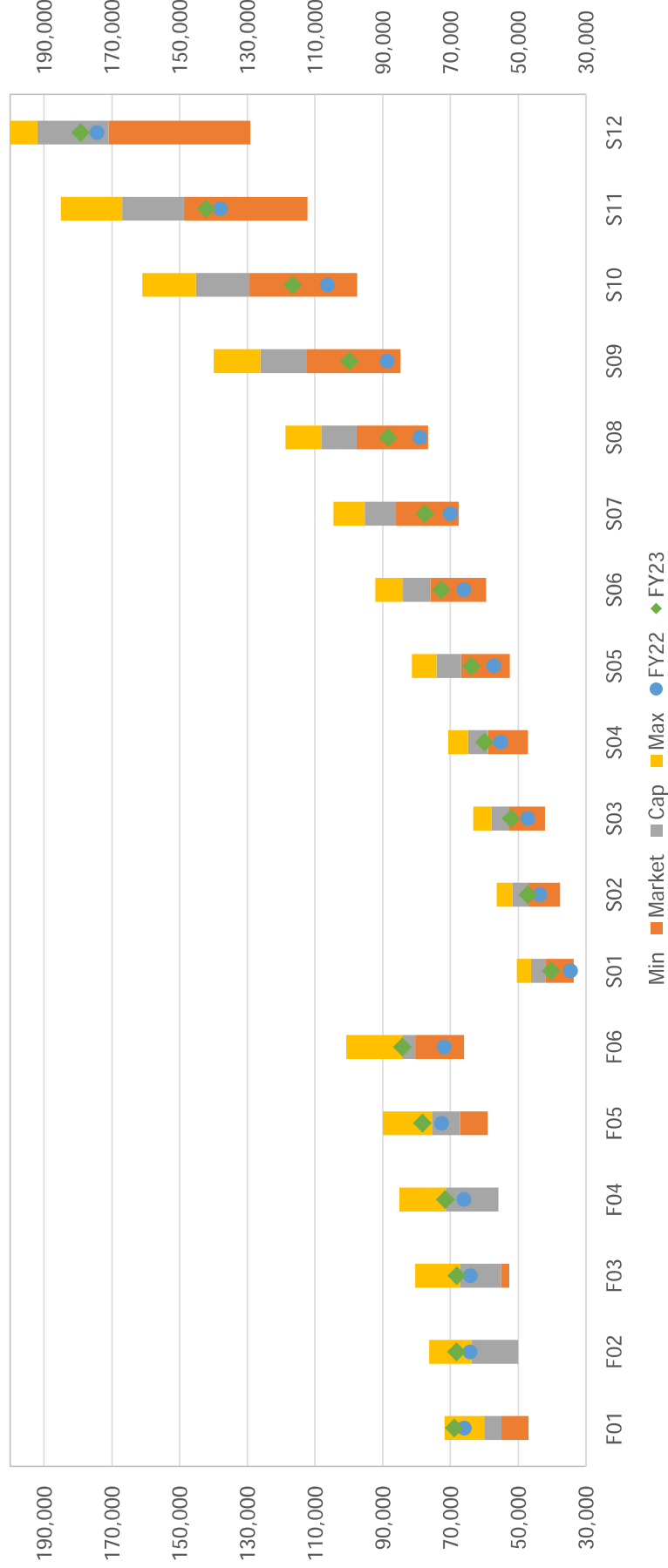


Scale Changes (continued)

- Grade Minimums
 - Positions with lower minimum: 121
 - Positions with higher minimum: 255
- Grade Maximums
 - Positions with lower maximum: 224
 - Positions with higher maximum: 152



Results – Average Salaries on New Scales



Meaningful Input – Post Implementation

Issue/Concern	Response
Appeals deadline	Extended deadline
Clarifying positions/band placements	Additional information provided on Intranet
Elimination of M4 Scale	Reviewing impact/priority
Recent promotions for longtime employees	Proposing adjustment
Initial placement caps	Phasing out caps will be assessed as part of proposal



Appeals Process

- Closed September 30, 2022
- Summary of Appeals

Concern	Number Received	Number Completed	Number Remaining
Job Description	155	63	92
Job Level	26	22	4
Job Title	42	37	5
Other	21	21	0
Salary	28	26	2
Years in Position	82	55	27
Grand Total	354	224	130





Next Steps

- Conclude review of appeals
- Continue to refine/revise communication
- Steering Committees/AERC
 - Codify/update practices, procedures, and policies
 - Discuss performance-based pay adjustment
 - Mechanism
 - Criteria
- Other adjustments (i.e., hard-to-fill positions, alternate educational attainment, etc.)





Questions?



Additional Information

- [Intranet - Compensation and Classification](#)
- June 8, 2022 Presentation to Governing Board
 - [Board report](#)
 - [Video](#)



Study Outcomes

1. Pay is above market:
Potential reduction in pay
2. Pay is at market: No change
3. Pay is below market:
Increase merited
 - Resources enable full increase
 - Increase is phased in
 - Increase is delayed

FY 2023 Budgeted Salary Adjustments			
	<u>Staff</u>	<u>Faculty</u>	<u>Total</u>
<u>Placement in New Scales</u>	515	165	680
Percent of Positions Adjusted	56%	73%	60%
Schedule Costs	\$3.9M	\$1.4M	\$5.3M
Average Increase	\$7.6K	\$8.5K	\$7.8K
<u>Positions At or Above Market</u>	398	60	458
Minimum Adjustment Costs	<u>\$1.4M</u>	<u>\$0.2M</u>	<u>\$1.6M</u>
Total Adjustments	\$5.3M	\$1.6M	\$6.9M

FY23 Pay Adjustments by Band/Grade

Staff and Administrators	
Band	Avg. % Increase
1	17.2%
2	7.9%
3	9.7%
4	6.9%
5	9.4%
6	9.4%
7	6.7%
8	11.6%
9	9.7%
10	7.8%
11	2.3%
12	2.4%
Total Average	9.1%

Faculty Pay Increases	
Grade	Avg. % Increase
1	3.0%
2	5.0%
3	6.2%
4	9.3%
5	9.0%
6	18.0%
Total Average	10.4%





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FT Faculty Salary Structure Resolution Team Status Tracker

Date Team Formed	8/26/22
AERC team member responsible <i>Point person for scheduling meetings and providing updates back to AERC</i>	Makyla Hays
Policy/policies impacted <i>(link editable google doc for each policy affected here)</i>	
Administrator responsible for approval	David Bea
Key Stakeholder Groups	<ul style="list-style-type: none"> • Faculty • HR • Finance
Team Members <i>AERC Team members</i> <i>Additional members with expertise</i>	<ul style="list-style-type: none"> • Makyla Hays • Aubrey Conover • Matej Boguszak • Jennifer Guajardo • Nan Schmidt • Aida Vasquez • David Bea • Carleen Thompson • Andy Shull (?) • Kate Schmidt (?)
Status of team	In discussions ▾
Date AERC approved	
Date Administrator Approved	
Date to be Posted	Choose most appropriate answer ▾
Date Posted	
Plan to update employees on changes	
Overall, did the AERC process work well? What could go better next time (if anything?)	

Concern(s)	Resolution Team Status	Approved by administrator
Initial placement cap	Choose one ▾	not yet sent ▾
Initial placement prior work credit	Discussed ▾	yes ▾ HR addressing through appeal process
Credit outside of graduate hours (Horizontal movement) - Moved to separate group	Made new g... ▾	not yet sent ▾
Hard to Hire areas (including Nursing Faculty) - Moved to separate group	Made new g... ▾	not yet sent ▾
Policy Updates	Choose one ▾	not yet sent ▾

Agreement Summary

Recommended Actions and/or listed Alternatives	Vote Yes*	Vote No*

**If consensus is not reached, the team may choose to list individuals or groups that support or do not support. The comment section below gives space to note reasons for dissent, if any.*

Comments from AERC	
Comments from Decision Maker	

Meeting/Progress Tracker

Meeting Date	9/8/22 (Thursday)
Agenda Items	<ul style="list-style-type: none"> Identify Issues <ul style="list-style-type: none"> initial placement cap initial placement prior work credit

	<ul style="list-style-type: none"> ○ credit outside of graduate hours (horizontal movement) <ul style="list-style-type: none"> ■ for this one, who should we involve, this may be people we pull in at a future meeting for a second 'group' ○ hard to hire areas (again, identify who needs to be involved in that conversation) <ul style="list-style-type: none"> ● Identify People Needed ● Identify possible meeting times 	
Key notes from meeting	Faculty Compensation Topics & Questions <ul style="list-style-type: none"> ● In person meeting with Aida and Carleen or David <ul style="list-style-type: none"> ○ Tuesday or Thursday in person (not morning) ● Credit outside graduate hours will be a separate workgroup ● Hard to hire areas will be a separate workgroup 	
Action Items	Task	Team member(s)
	Schedule Thursday 9/15 at District - Repeat on thursday for the semester	Aubrey
	Answers to document of questions to be answered at the meeting - Share what can be shared before the meeting	Aida, Carleen, David
	Let faculty senate leadership and Kate know that this conversation is happening	Aubrey and Makyla
Next Steps	Schedule another meeting ▾	

Meeting Date	9/15/22
Agenda	<ul style="list-style-type: none"> ● Go over Faculty Compensation Topics and Questions
Key notes from meeting	<ul style="list-style-type: none"> - Median is the only value benchmarked, salary range determined by a best practice rule - Discussion about initial placement and possibilities for next year - Talked about caps and the justification for those numbers. Based on budget as well as trying to keep things comparable to staff. <ul style="list-style-type: none"> - Though the staff were placed up 75% of their ranges, faculty were only up to 60%. Difference was that the market median is 50% of staff range and much lower on the faculty scale. - Confusion on what happens to people who are on step 0 now and making much more than the allocated step 12. What happens next year. Understanding of Faculty and HR differed. Dr Bea said it wasn't set yet. <ul style="list-style-type: none"> - Possibility of a minimum increase again along with a step

	<p>given - not a sustainable choice in the long run.</p> <ul style="list-style-type: none"> - Market value may lift entire schedule making the difference less. - Dr Bea would like faculty to come up with a list of priorities for what to change for next year. Topics discussed were <ul style="list-style-type: none"> - Moving people with more years of service higher on the schedule, closer to their current pay value - Step sizes and number (16 larger or 20 smaller) - Bring back MA+60 column - Seemed to be some confusion on what group would be making these decisions. <ul style="list-style-type: none"> - No resolution on that, but AERC needs to be involved. If Class and Comp steering committee is reconvened then we need to be combined, cannot leave AERC out. - Issues with people hired recently who are not on step 12. Since prior work experience was not counted, there are people who are disadvantaged for having worked at pima instead of elsewhere. Need to reevaluate work experience for those hired since 2010 who are not already at step 12. 	
Action Items	Task	Team member(s)
	Submit appeal to Aida for prior work experience evaluation	Makyla Complete ▾
	Create priority list for next year for faculty to give feedback on	AERC faculty To Do ▾
	Verify the correct groups to be discussing this	AERC? Dave Bea? To Do ▾
	Re-prioritize the question list and identify unanswered questions for next meeting	Matej Boguszak Complete ▾
Next Steps	Schedule another meeting ▾ Sept 22 3-4:30, virtual or f2f	

Meeting Date	9/29/22 virtual
Agenda	<ul style="list-style-type: none"> • faculty compensation questions updated
Key notes from meeting	<ul style="list-style-type: none"> • Suggestion to focus on two different things <ul style="list-style-type: none"> ○ Errors, and fix it now ○ Future movement and identify priorities • Salary Progression Rates (on linked document) <ul style="list-style-type: none"> ○ Staff progression doesn't match with the percentages expected, actual looks larger than communicated <ul style="list-style-type: none"> ■ Dave Bea and Aida will look at it and clarify

	<p>language</p> <ul style="list-style-type: none"> ○ A matrix is being created for staff salaries and schedules. A crosswalk may not really be possible from old to new because things are so different. <ul style="list-style-type: none"> ■ Reclassification of some positions look concerning ○ Are ranges larger for min to max because there are less grades than there were before? <ul style="list-style-type: none"> ■ May be part of it, also based on compensation theory ■ Would some people be limited in how far they can go in a grade based on their job? ○ Dr Bea: If the max went down does that limit what my earnings might be? Not necessarily since the structure allows for movement towards the top. Also, by the time you get to the maximum, the dollar amount will be up also. ○ Philosophy of the percent rate progression: <ul style="list-style-type: none"> ■ Discussion of 16 vs 20 steps. Goal was to spread out the steps to allow movement and dropped to 2.25% each step. Market median is not the median but is on the low end like staff is. ○ Things to prioritize: Talk about percentage difference between staff and faculty. Taking out market changes, the faculty percentage is less than any percentage that a staff member would get. <ul style="list-style-type: none"> ■ Possible change: make bigger steps, only 16 instead of 20? (sounds like different priorities for the scales) ● Maximum Placement and Future Progression <ul style="list-style-type: none"> ○ There has to be compression somewhere, but can we spread it back out to where it is a bit more fair. ○ Place them up to step 12 or the step closest to what they are currently placed. <ul style="list-style-type: none"> ■ Then we could get ourselves out of the situation where those on step 0 are stuck. Recognize that they may reach the top of the schedule faster than they would have otherwise. ● Merit Pay <ul style="list-style-type: none"> ○ The board wants merit/performance pay ○ There is hesitation from the admin also, and there are problems that are recognized. Buy-in would be challenging but any plan that is absolutely necessary. ○ Would merit pay negatively impact the ability of the college to be able to pay the increases that the class and comp has committed to (Expenditure Limitations and Revenue) <ul style="list-style-type: none"> ■ The 3 year plan for the budget will prioritize number 1 the committed increases to salaries and then other expenses.
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	<ul style="list-style-type: none"> • May mean we need tuition increases or need to look at our staffing levels to meet those commitments • Pools on top of annual increases for things like minimum values or merit pay • Likely to be one-time evaluation per year and separate from salary base (but too far to say what it means) • Progression <ul style="list-style-type: none"> ○ Yearly increases but you aren't meeting expectations then no increase <ul style="list-style-type: none"> ■ What does meeting expectations mean? Or corrective action levels that would kick you out vs not. ○ Something needs to be written for progression - need to coordinate with staff. • Faculty Positions <ul style="list-style-type: none"> ○ Dave Bea and Matej separately and then bring back information to the larger group ○ Enrollment is so low there isn't argument for adding positions <ul style="list-style-type: none"> ■ Reallocation of positions is an ongoing in the Provost office ○ Discussion of the lack of full time faculty in certain areas to offer the classes that students are ready to sign up for. <ul style="list-style-type: none"> ■ There are inefficiencies and methods aren't available to be flexible ■ 50:1 had merit and still does. The leadership model may have skewed it a bit. Resources need to be sent where resources need to be. ■ ie. Maricopa looks for 50% of courses taught by FT faculty (even counting overloads) -> helps with faculty presence as well. • Supplemental Rate <ul style="list-style-type: none"> ○ Inflation increase since 2014 has been quite large. The supplemental rate has not changed. DH pay is based on this. ○ CPI for this value as a priority? ○ Dr Bea will look up the current amount spent on this so we can know • Sick Leave/sell back <ul style="list-style-type: none"> ○ Get conversation going with Andrew and the other resolution team and then bring back to this group to work in priorities 	
Action Items	Task	Team member(s)
	Create priority list for next year for faculty to give feedback on	AERC faculty (continued) In progress ▾

	<p>Potential Priorities for Faculty</p> <ul style="list-style-type: none"> • Percentage increase between steps <ul style="list-style-type: none"> ◦ Number of steps • M+60 column • Step cap (depends on steps) • (Sick) leave pay out • Supplemental rate increase <p>Process:</p> <ul style="list-style-type: none"> • Get feedback from admin if anything is not possible or off the table • Create survey for faculty to gain larger feedback on perspective <ul style="list-style-type: none"> ◦ Ask for priorities and suggestions from faculty 	
	Look into Staff percentage increments. Clarify the communication in staff grade percentages.	To Do ▾ Dave Bea and Aida
	Start coordinating with staff for progression rules and guidelines	To Do ▾ AERC
	Send Dave Bea areas where there are issues with staffing/offering classes	To Do ▾ Makyla
	Dr Bea will look up the current amount spent on supplemental rates (including leadership roles) so we can know what the impact would be	To Do ▾ Dave Bea
	Schedule a meeting with Dave Bea and Andrew Plucker around the Leave Buy Out for faculty discussion to determine cost impacts	To Do ▾ Makyla
Next Steps	Schedule another meeting ▾ fall break time off for many	

10/20/22 Virtual - postponed

Meeting Date	11/3/22
Agenda	<ul style="list-style-type: none"> • Go over list of faculty priorities that faculty can be surveyed about
Key notes from meeting	<ul style="list-style-type: none"> • Suggestion: go over survey with the whole team before it is sent out to make sure that we are <ul style="list-style-type: none"> ◦ Would need to propose pros and cons for each option ◦ Perhaps video explanation, then option 1/option 2 + comments

	<ul style="list-style-type: none"> ■ Create concrete scenario options that we could survey on and Finance could flesh out a bit ● Growth rate: not a no-go at face value. <ul style="list-style-type: none"> ○ DB: 16 steps may create more problems ○ Faculty: keep range the same, decrease number of steps to have the percentage increase each year be more equitable between the other groups. ● Step Progression Plan: written rules (does this need to be surveyed?) <ul style="list-style-type: none"> ○ Seems to be on board with creating written rules ● Re-place faculty who are currently on step 0 <ul style="list-style-type: none"> ○ DB: If cap is raised next year, everyone re-evaluated based on years of experience within the new cap. <ul style="list-style-type: none"> ■ New cap would depend on resources ○ Realization that there were two very different understandings of the step system cap and what a cap means. ○ Board priorities may have an impact on how people progress ● Upcoming board study session is the start of the budget discussions. Goal is to build a 3 year budget and look at good revenue projections. 	
Action Items	Task	Team member(s)
	Faculty make more clear options A/B/etc. <ul style="list-style-type: none"> ● Growth rate and number of steps 	To Do ▾ Faculty
	Number of people that would move to MA+60 and cost involved (potentially none since those who are in that category may actually be paid more than a new column would give them at the moment)	To Do ▾ David Bea
	Relay concern to David Bea (to relay to the board) about merit pay implementation and motivation	To Do ▾ Aubrey
Next Steps	Schedule another meeting ▾ 2 weeks?	

Meeting Date		
Agenda	●	
Key notes from meeting		
Action Items	Task	Team member(s)

		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	

Meeting Date		
Agenda	•	
Key notes from meeting		
Action Items	Task	Team member(s)
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	

Staff Pay Structure, Placement, and Progression Resolution Team Status Tracker

Date Team Formed	8/26/22
AERC team member responsible <i>Point person for scheduling meetings and providing updates back to AERC</i>	Aubrey Conover Jason Brown
Policy/policies impacted <i>(link editable google doc for each policy affected here)</i>	
Administrator responsible for approval	David Bea Carleen Thompson
Key Stakeholder Groups	<ul style="list-style-type: none"> • Full Time Staff • Part Time Staff • Administration • HR • Finance
Team Members <i>AERC Team members</i> <i>Additional members with expertise</i>	<ul style="list-style-type: none"> • Aubrey Conover • Jason Brown • Elvia Bow • Therese Senne (?) • Jamie Irvin • Ricky Gonzalez • Celia Tepatillo • Carleen Thompson • Aida Vasquez • David Bea
Status of team	In discussions ▾
Date AERC approved	
Date Administrator Approved	
Date to be Posted	Choose most appropriate answer ▾
Date Posted	
Plan to update employees on changes	
Overall, did the AERC process work well?	

<i>What could go better next time (if anything?)</i>	
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<i>Concern(s)</i>	<i>Resolution Team Status</i>	<i>Approved by administrator</i>
Structure clear and accessible to employees	Choose one ▾	not yet sent ▾
Initial Placement Concerns	Choose one ▾	not yet sent ▾
Appeal process and new deadline	Choose one ▾	not yet sent ▾
Progression Process	Choose one ▾	not yet sent ▾
Update Policies	Choose one ▾	not yet sent ▾

Agreement Summary

<i>Recommended Actions and/or listed Alternatives</i>	<i>Vote Yes*</i>	<i>Vote No*</i>

**If consensus is not reached, the team may choose to list individuals or groups that support or do not support. The comment section below gives space to note reasons for dissent, if any.*

<i>Comments from AERC</i>	
<i>Comments from Decision Maker</i>	

Meeting/Progress Tracker

<i>Meeting Date</i>	9/26/2022
<i>Agenda Items</i>	•
<i>Key notes from meeting</i>	

Action Items	Task	Team member(s)
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	

Meeting Date	12/5/2022	
Agenda	•	
Key notes from meeting		
Action Items	Task	Team member(s)
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	

Meeting Date		
Agenda	•	
Key notes from meeting		
Action Items	Task	Team member(s)
		To Do ▾

		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	

Meeting Date		
Agenda	•	
Key notes from meeting		
Action Items	Task	Team member(s)
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	

AP/AERC involvement in Policy/Meet and Confer Resolution Team Status Tracker

Date Team Formed	8/26/22
AERC team member responsible <i>Point person for scheduling meetings and providing updates back to AERC</i>	Makyla Hays
Policy/policies impacted <i>(link editable google doc for each policy affected here)</i>	Current PDF - AP 1.25.01 DRAFT AP 1.25.01
Administrator responsible for approval	Jeff Silvyn
Key Stakeholder Groups	<ul style="list-style-type: none"> • Full time faculty • Exempt Staff • Non-exempt Staff • Administration • HR • Finance • Legal
Team Members <i>AERC Team members</i> <i>Additional members with expertise</i>	<ul style="list-style-type: none"> • Makyla Hays • Aubrey Conover • Matej Boguszak • Elvia Bow • Jamie Irvin • Ricky Gonzalez • Celia Tapetillo • Carleen Thompson • David Bea • Jeff Silvyn
Status of team	In discussions ▾
Date AERC approved	
Date Administrator Approved	
Date to be Posted	Choose most appropriate answer ▾
Date Posted	
Plan to update employees on changes	

Overall, did the AERC process work well? What could go better next time (if anything?)	
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Concern(s)	Resolution Team Status	Approved by administrator
Meet and Confer process defined	Discussed ▾	not yet sent ▾
AERC role in policy creation in general	Discussed ▾	not yet sent ▾
Need a signal for when things are not going well	Discussed ▾	not yet sent ▾
How to build consensus	Discussed ▾	not yet sent ▾

Agreement Summary

Recommended Actions and/or listed Alternatives	Vote Yes*	Vote No*

**If consensus is not reached, the team may choose to list individuals or groups that support or do not support. The comment section below gives space to note reasons for dissent, if any.*

Comments from AERC	
Comments from Decision Maker	

Meeting/Progress Tracker

Meeting Date	9/9/22 (Friday)
Agenda Items	<ul style="list-style-type: none"> • Determine what people need to be involved • Determine next steps • Identify some meeting times that will work
Key notes from meeting	Areas of discussion identified <ul style="list-style-type: none"> • Education needed

	<ul style="list-style-type: none"> ○ Making sure that language changes that come are not set in stone already and that resolution teams are part of the creation of solutions - including 1.3 ideas of: appropriate research, gather feedback, and recommend policy or procedure changes ○ Survey constituents more frequently ● Language changes possibly needed <ul style="list-style-type: none"> ○ 1.3 Resolution Teams/ 2.3 Meet and Confer <ul style="list-style-type: none"> ■ Core issue: make sure the compensation based Meet and Confer deadlines/concept are highlighted ○ Language to focus on: “On an annual basis, no later than April, the AERC shall convene a compensation-based Meet and Confer to provide input and recommendations for the budget development process and determine how to utilize funding designated for salaries.” <ul style="list-style-type: none"> ■ Should talk to Dr Bea about timing questions so that the conversations are happening at the appropriate time with budget development ■ Some scenarios could be discussed earlier on, including priorities even if there aren’t numbers associated ■ Make a timeline of what types of conversations could happen. ie: <ul style="list-style-type: none"> ● Oct: big picture ● Feb: priorities ● Apr: employee group specific recs ● June/July: language changes to reflect budget vote ○ Clarify that the 2.3 sub-bullets apply to all resolution teams and not just the large april one. <p>Future areas of discussion</p> <ul style="list-style-type: none"> ● Temporary employees 	
Action Items	Task	Team member(s)
	AERC update to employees on a structure to discuss budget - Next 3-4 weeks	To Do ▾
	AERC survey for priorities - Get set to send for end of semester to inform spring priorities	To Do ▾
	Bring Dr Bea in to talk about the long term timeline at the next meeting	Aubrey Complete ▾
Next Steps	Schedule another meeting ▾ (Janette Valencia)	

Meeting Date	10/4/22 (Tuesday)
Agenda	<ul style="list-style-type: none"> • Next Steps
Key notes from meeting	<ul style="list-style-type: none"> • Aubrey talked to Dr Bea about coming 3 times and working on a 3 stage budget discussion timeline like we talked about last time <ul style="list-style-type: none"> ○ Opportunity to give input on priorities ○ Dr Bea seemed open to that idea ○ Changes expected to compensation policies would need smaller groups to meet and discuss those changes. ie salary schedules, or movement on it • New Questions <ul style="list-style-type: none"> ○ How do we signify we have agreement? ○ What do we do if we don't have consensus? • What to do when there are differences between factions of AERC or with management/AERC? <ul style="list-style-type: none"> ○ Jeff: goes to decision maker and to decide with rationale ○ Do we need to update language? • Coordination between management and decision maker is needed to make sure no end of process surprises • Nothing about the decision maker sharing about the decision or rationale is in the AP • Time sensitive decisions: <ul style="list-style-type: none"> ○ What scenarios would need a time-sensitive clause and should the AP address this? ○ Deadlines should be known ○ Interim policy addresses this? ○ AERC has not actually failed to meet a deadline, but departments have not brought things to AERC with the concern • Class and comp issues <ul style="list-style-type: none"> ○ AERC wasn't brought in until after it was set ○ Steering Committees weren't chosen by AERC, were not elected - were not resolution teams ○ Resolutions teams also should have open meetings • Q: does the AP need to be changed or is it that the policy is not being followed? <ul style="list-style-type: none"> ○ Need an annual reminder of the AERC process. Chancellor holds training for administrators at the beginning of fall and spring - speak there? • How do we encourage building consensus? <ul style="list-style-type: none"> ○ Ie. Text alert policy <ul style="list-style-type: none"> ■ Employees generally felt should have opt-out ■ Campus police/College said required ■ Policy went through appropriately, but consensus was not built • Suggestion: AERC recommendation form includes a statement of how well the process was followed. <ul style="list-style-type: none"> ○ This would provide some data points for us to see

	<p>patterns</p> <ul style="list-style-type: none"> ○ Tracking system - helping to track the progress ● Carleen: note of support to having the role and working relationship of AERC with potential Decision Makers clarified, especially new administrators to the college. 	
Action Items	Task	Team member(s)
	Bring Dr Bea in to talk about the long term timeline at the next meeting	To Do ▾ Aubrey
	Chancellor holds a training for administrators at the beginning of fall and spring, see if Aubrey and Makyla can do a presentation on AERC process	To Do ▾ Aubrey
	Add to the tracking system a rating of how well the process worked overall at the end	Complete ▾ Makyla
	Make editable copy of AP	Complete ▾ Jeff
	Combine the Agreement Form with the Tracking System	Complete ▾ Makyla
Next Steps	Schedule another meeting ▾	

Meeting Date	10/21/22
Agenda	<ul style="list-style-type: none"> ● Language changes to capture previous discussions
Key notes from meeting	<ul style="list-style-type: none"> ● Struggling to remember where these conversations were leading. ● Went over the agreement summary and the tracker spreadsheet ● Where/how/who is going to own these files? <ul style="list-style-type: none"> ○ Right now Makyla owns the file for AERC - maybe IT should have this somewhere more position based ● Made comments on the document re: what may need to be addressed with language. <ul style="list-style-type: none"> ○ New section - 3 steps for the compensation based meet and confer for salaries and budget development <ul style="list-style-type: none"> ■ Move the Compensation based meet and confer below the resolution team ○ 2.3.2 Timing - what about time-sensitive items/decisions ○ 2.3.3 agreements - add guidance on how decision-maker provides decision and rationale back to AERC ○ Add language about an archive/central repository? ○ 2.4 - as part of communication, post some part of the tracker form on the AERC website?

	<ul style="list-style-type: none"> ○ 2.3.3 “sign” - document? (covid changed everything) ● Compensation discussion <ul style="list-style-type: none"> ○ Should add specific dates (or months) where discussions should be had as the budget is built <ul style="list-style-type: none"> ■ Are there phrases for budget development that we can borrow for the AP? ○ There can be priority lists shared from the groups with Dr Bea 	
Action Items	Task	Team member(s)
	Figure out who should own the AERC document folder	To Do ▾ Aubrey/Makyla
	Put language to address the comments using the suggestion mode <ul style="list-style-type: none"> ● Will email group when we are done 	Complete ▾ Jeff
	Group will comment over email <ul style="list-style-type: none"> ● If the group is on board with the changes - will send to AERC for vote. ● If more discussion needs to be had - will have another meeting. 	To Do ▾ Resolution team
Next Steps	Choose one ▾ (Depends on agreement from draft changes)	

Meeting Date		
Agenda	●	
Key notes from meeting		
Action Items	Task	Team member(s)
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
		To Do ▾
Next Steps	Choose one ▾	



PimaCommunityCollege

Office of Dispute Resolution

Employee Grievance Form

The College encourages the resolution of issues on an informal basis whenever possible. A grievance is defined as, and limited to, allegations that a specific personnel policy statement provision, a standard practice guide (SPG), and/or regulation has been or is being misapplied, misinterpreted, or not applied in such a way that the grievant or his/her working conditions have been affected. Please see Pima Community College Personnel Policy Statement for College Employees, Section VI for additional information and definitions.

Grievant or Grievant Group Information

Contact Information

Prefix _____ First Name Makyla M.I. _____ Last Name Hays

Work Phone Number 2198 Work Email Address mmhays@pima.edu

Campus/Location NW Mail Code 7030

- OR -

Street/Mailing Address _____

City _____ State _____ Zip Code _____

If Grievant Group, Additional Participants:

PCCEA, ACES, AFSCME, and the AERC representatives for regular employees,

on behalf of all regular Faculty and Staff employees.

Grievant Group Contact Information

mmhays@pima.edu

Informal Resolution

Have you attempted to resolve this issue informally (i.e. discussed with your level one supervisor)?

Yes ☒ No ☐

If yes, what actions did you take and what was the outcome?

Over more than a year, multiple requests were made privately and publicly (at AERC meetings, at Governing Board meetings, in emails) to schedule and convene the Meet and Confer process to address compensation and align personnel policy with the recommendations of the classification and compensation study. No such process took place. The class & comp steering committees were not an acceptable substitute, per BP 1.25 and AP 1.25.01.

Grievance Details

What is the policy statement provision, SPG, or regulation that is alleged to have been violated?

BP 1.25

The Board expects management and employees to work toward mutual agreement, guided by the College ' s vision, mission and strategic goals, and seek input and feedback from employees in an inclusive and systematic manner. Accordingly, the Board recognizes employee representative groups to provide input for the development and revision of personnel Administrative Procedures and policies/handbooks directly and substantially related to wages, salaries and working conditions in a structured Meet and Confer process.

AP 1.25.01

On an annual basis, no later than April, the AERC shall convene a compensation based Meet and Confer to provide input and recommendations for the budget development process and determine how to utilize funding designated for salaries.

1.3 Resolution Team:

Resolution Teams will conduct appropriate research, gather feedback from constituencies, and recommend policy or procedure changes during Meet and Confer (2.3). AERC representatives for administration and employees affected by the policies constitute the basis of each resolution team. Additional members may be added for expertise, to spread a large workload, or other reasons, up to six (6) management and six (6) employee representatives. As much as possible,

Provide the facts surrounding the grievance.

(Attach applicable documentation when submitting form.)

No Meet and Confer process on compensation was held this year when major changes to our compensation structure and policy were made. New salary schedules and placement mechanisms were shared with employees and only a few days before the Governing Board was asked to approve them, and significant, widespread concerns remained unaddressed.

Elected employee representatives on the AERC as well as elected employee representative groups (ACES, AFSCME, PCCEA) were sidelined from their role in providing structured, collective input, engaging in an interest-based collaboration with the administration to reach the best outcomes for the institution, and recommending both policy and compensation changes.

Provide the name(s) of any witness(es) and their contact information, if known.

Lee Lambert, Dr. David Bea, Dr. Aubrey Conover, Kate Schmidt, Carleen Thompson, Jeff Silvyn.

Describe the remedy or specific action you are requesting.

1. Schedule a Meet and Confer process starting in September to address compensation for all employees, including the new salary schedules, placement of current employees, and needed changes to personnel policy.
2. Schedule a Meet and Confer process starting in September to address compensation for (1) nursing faculty, (2) faculty in hard-to-hire areas, and (3) faculty whose terminal degree is below a Master's.
3. Release a detailed placement rubric to inform employee appeals, based in part on time of service at PCC/Higher Ed/related industry. Create an appeal review committee, and extend the appeal deadline until June 30, 2023 or the end of the contract term.
4. Inform all employees and the Governing Board that BP 1.25 was not followed, and present an explanation and remedy. Make a public commitment to following policy in the future.
5. If, as a result of the Meet and Confer process, changes to the salary schedules or individual placement mechanisms are made, all affected employees will have their salary placement re-evaluated and receive back pay dating to the first day of their 2022-23 contract if applicable.

Appeals

If the grievant, grievant group or respondent (the appellant) is not satisfied with the decision the appellant may appeal the decision.

Please see the Personnel Policy Statement for College Employees, Section VI.F.3-5 for information regarding the steps to file an appeal.

Submit this form and any attachments to:

Office of Dispute Resolution • District Office
4905C E. Broadway Blvd, Room 208 • Tucson, AZ 85709 • Fax (520) 206-4990 • resolution@pima.edu

If you have questions regarding this form, the grievance process or appeals please contact:
Office of Dispute Resolution at (520) 206-4686 or resolution@pima.edu.

For Office of Dispute Resolution use only.

Received:

By: _____ Title: _____ Date: _____

Section: Grievance Policy

Adoption Date: 5/07/2020

Revision Date:

Sponsoring Unit/Department: Office of Dispute Resolution

Grievance Policy

All employees are expected to attempt to resolve matters through informal discussion as soon as an issue arises. If an issue is not resolved, the employee may submit a grievance to resolve a difference of opinion about policy interpretation or implementation.

Scope of Grievance

A grievance is a claim by an employee that working conditions have been adversely affected by the misinterpretation or misapplication of a written policy or procedure.

Except where conflicts with written policy or procedure occur, grievable issues do not include supervisor decisions regarding an employee's performance, expectations, and/or job duties, which include content of performance evaluations and corrective/disciplinary action.

Grievance vs. Complaint

A concern regarding policy interpretation or application may be the subject of a grievance. See [Grievance Procedure](#).

A concern regarding the conduct of a co-worker may be the subject of a complaint. [Office of Dispute Resolution](#).

Section: Grievance Procedure

Adoption Date: 5/07/2020

Revision Date:

Sponsoring Unit/Department: Office of Dispute Resolution

Grievance Procedure

The Grievance Procedure is a structured process to resolve disagreements concerning the proper interpretation and application of College policies and procedures that are alleged to have resulted in an adverse impact on the employee's working conditions. The College encourages employees to resolve issues informally between themselves. Employees are welcome to contact the Office of Dispute Resolution (ODR) or Human Resources Employee Relations for assistance in resolving issues. When issues cannot be resolved informally, or an employee is not comfortable seeking informal resolution, the grievance process is available.

Definitions

- **Grievant:** the person filing the grievance.
- **Grievant group:** employees who agree to consolidate their individual grievances into a single grievance. The College or a group of employees may consolidate individual grievances into a group grievance when the policy concern is the same. However, a grievant may decide that their grievance will be handled individually and not as part of the group. A grievant's decision to participate in a group or individual grievance is irrevocable; when an employee has decided that their grievance will be included in a group grievance, the employee may not pursue the same issue as an individual grievance. The members of the grievant group are limited to those in the group at the time the formal grievance is filed.
- **Respondent:** the person who has allegedly misapplied, misinterpreted or not applied policy. In the case of an appeal, the respondent is the person that did not make the request for an appeal.
- **Employee Advisor (Advisor):** the employee supporting the grievant.
- **Level one supervisor:** the person who supervises the grievant and/or respondent, or who supervises the grievant group and/or respondent. Alternatively, in a situation in which the grievant and respondent do not share a common supervisor, the respondent's supervisor will serve as the level one supervisor.
- **Executive administrator:** person in the grade E92; generally includes the following positions within the College: Executive Vice Chancellor, Vice Chancellor, and President.
- **Grievance Review Board:** a group of employees authorized to review an appeal of a formal grievance decision.
- **Appellant:** a grievant, grievant group or respondent that appeals a formal grievance decision.

Grievance Scope

If the issue is not resolved informally through conversation and communication, the employee may file a written grievance within thirty calendar days after the incident. The grievant must complete a PCC Grievance Form. On this form, the grievant will:

- a. Identify the specific written policy or procedure that is alleged to have been violated,

- b. Provide a statement of the facts surrounding the grievance with appropriate documentation; this statement may reference prior examples of the same type of incident that precipitated the grievance filing,
- c. Identify the remedy sought.
- d. Complete the online Grievance Form. The Office of Dispute Resolution will forward the information to:
 - the respondent
 - the level one supervisor(s) or the person the grievant believes has the authority to resolve the issue if it is not the level one supervisor

Any grievance that does not include these essential elements (a - d) may be rejected. ODR will determine if the issue is grievable. If not, ODR will refer the complainant to the appropriate College resource, or process.

If the grievance is related to a supervisory evaluation or corrective action, the only remedy that may be sought is a review of the process used to reach the conclusion.

Examples of issues that **are** grievable under this procedure include:

- Example 1: After starting your new position, you discover your pay increase is less than expected. Your research shows you received a 5 percent increase in your base pay. You can not find an informal resolution to your concern. According to Salary Administration, Internal Competitive Selection: the employee shall be placed on the appropriate step resulting in a 7.5 percent increase in base pay, adjusted to the next higher step or Step 1 of the appropriate salary range whichever is greater. The adverse impact is the 2.5 percent loss in pay; therefore, this concern is grievable.
- Example 2: At the end of an initial hire probation period, the new employee is informed that their probation will be extended for three months. Policy guidance under Probation Extension states that the supervisor will issue the employee a written list of expectations upon extension of probation. The supervisor refuses to provide the employee with the written list. The adverse effect is the lack of clear, documented expectations. This concern is grievable.

Examples of issues addressed through processes other than grievance:

- Alleged discrimination because of race, color, sex, age, religion, national origin, marital status, or non-disqualifying disability or alleged sexual harassment; such allegations are filed using the College's ADA and Equal Opportunity/Discrimination Complaint Process.
- Dismissal of an employee in the initial hire probation period. See Probation-New Hire.
- Non-selection for a position. (Use Complaint Process)
- The contents of a performance evaluation.
- The outcome of a corrective action or disciplinary procedure except for failure to follow College policies and/or procedures. (See Performance Management and Disciplinary Process).

Grievance Review

ODR manages the grievance review process. ODR provides the written grievance to the respondent. The respondent must submit their written response to ODR within seven calendar days of receiving the grievance. ODR will distribute this response to the grievant or grievant group and the level one supervisor.

The level one supervisor may confer with the parties, and any other persons their supervisor deems appropriate, to investigate the issues. Within fourteen calendar days from the date the grievance was filed, the level one supervisor will provide a written decision and justification to the grievant and the respondent.

Supervisors will communicate regarding the investigation and grievance only with those individuals who have a need to know about it or who are needed to supply necessary information.

Timeline Exceptions

All time requirements in the process shall be met unless an unforeseen event occurs or an extension is granted by ODR. All parties shall be notified of an extension in writing by the ODR.

If the respondent fails to meet the time requirements and has not received an extension, the grievance advances by default to the next step in the process. If the grievant fails to meet the time requirements, the grievance shall be considered withdrawn.

ODR has the authority to extend deadlines as needed.

Grievant or Respondent Support

The grievant or grievant group and respondent each have the right and option to select another regular College employee as an advisor of their choice at any steps of the grievance process (Employee Advisor or Advisor). A selected Advisor may decline and the grievant or respondent may then select another Advisor. An Advisor shall not be a key witness, or a potential grievant or respondent in the same matter.

If the Advisor has legal training or is an attorney, the Advisor may not act in the capacity of an attorney as related to this grievance or any issue that may be related to the grievance.

The grievant, grievant group or respondent may assign any or all of the following roles to their Advisor, but is responsible for making all final decisions regarding how to pursue the grievance:

- observer
- note-taker
- assistant to read and interpret policy or provide other appropriate support
- advisor

All communications between the Advisor and the employee they are assisting shall be confidential. The grievant or respondent should seek a natural break or pause in the process and/or interview to request to speak privately with their Advisor. At no time should an Advisor interrupt an interview or the process. Should an Advisor become disruptive of the process and/or interview they may be asked to leave and the process/ interview will resume without the Advisor.

Conflict of Interest

Any individual with a conflict of interest shall not serve as a decision maker in a grievance process. Any participant in a grievance process may request that a decision maker be replaced due to a conflict of interest or the appearance of conflict of interest. The ODR shall decide whether to make the replacement.

Documentation

The ODR is charged with oversight of the grievance process and for tracking and uploading all documentation involving the grievance process into EthicsPoint. Copies of all responses that are part of the formal grievance procedure and all supporting documentation will be sent to the ODR.

Resolution Process: Informal Resolution and Grievance

[Office of Dispute Resolution](#)

Grievance – Initial Appeal to Executive Administrator

If the grievant, grievant group or respondent (the appellant) is not satisfied with the decision received at the first stage of the grievance process described in section two above, the appellant may appeal the decision to the executive administrator responsible for the campus or department where the grievance originated, unless the grievance is with the executive administrator.

No allegations of other policy violations may be added to the appeal, although additional examples or other documentation regarding the incident that led to the initiation of the formal grievance process may be added.

The appeal must be in writing and must include the formal grievance paperwork and decision, and the reasons the decision is not considered satisfactory. The appeal must be sent to all participants in the process to date. Any appeal that does not include these essential elements may be considered withdrawn. The appeal must be signed by the grievant, grievant group or respondent or sent from the appellant's PCC email account.

This appeal must be submitted within seven calendar days of receipt of the grievance decision. The executive administrator or designee will take the steps necessary to review and investigate the grievance and may meet with the appellant, respondent, and level one supervisor. The executive administrator or designee will document all steps taken in the investigation of the grievance. The executive administrator or designee will complete the review and investigation within fourteen calendar days of receipt of the appeal and will issue a written decision with justification to the ODR. The ODR will send the decision to the participants

Formal Grievance – Second Appeal to Review Board

Within seven calendar days of receipt of the grievance appeal decision, the appellant or respondent may appeal the Executive Administrator's decision to the College's Grievance Review Board through ODR.

The appeal must be in writing and must include the grievance paperwork, original decision, appeal decision and the reasons the appeal decision is not considered satisfactory. The appeal must be sent to all participants in the process to date. Any appeal that does not include these essential elements may be considered withdrawn. The appeal must be signed by the appellant or respondent or sent from the appellant's or respondent's PCC email account.

The Review board that is a group that includes the following four voting members who serve staggered two-year terms:

- an administrator and two alternates selected by the Chief of Staff or designee,
- a faculty member and two alternates selected by Faculty Senate,
- an exempt staff member and two alternates selected by Staff Council, and
- a non-exempt staff member and two alternates selected by Staff Council.

In the event that a Board member and alternates are not available, ODR may select a substitute.

Selected volunteers and alternates will agree to not discuss grievances, either specifically or generally, with anyone outside of the Review Board for the duration of their terms. Violations of confidentiality may result in corrective or disciplinary action.

The board also will include one non-voting member, the head of Human Resources or designee, to provide policy advice, administrative support, and Review Board requested research.

The Review Board will meet within fourteen calendar days of receiving the appeal. The Review Board will review all submitted materials prior to meeting. Review board members may ask ODR to assist in the review and investigation of the grievance and may meet with the appellant, respondent, level one supervisor, and the reviewing executive administrator. All steps taken by the Review Board in their review and investigation of the grievance will be documented.

The members of the board will issue a written response within fourteen calendar days of the initial Review Board meeting.

If the Review Board members did not reach consensus (i.e., if there were two votes on each side) then the Review Board will forward all of the submitted materials to the Chancellor or designee, who will review the information and make the final decision.

If the decision of the Review Board was unanimous, or if three of the four voting members agree regarding the decision, the decision is final.

General

- No reprisals shall be taken against any grievant, representative, or other participant in the grievance process because of such participation.
- It is not considered proper if an employee abuses the process by raising grievances in bad faith or solely for the purpose of delay or harassment or by repeatedly raising grievances that a reasonable person would judge to have no merit.
- When appropriate, the decision will be retroactive to the date of the employee's original grievance.
- Upon request to their supervisor, the grievant will be provided a reasonable amount of time to meet with their representative and/or to prepare a grievance and/or response.



Pima Community College Memorandum

To: Makyla Hays, Instructional Faculty
From: Martina Macias, Office of Dispute Resolution Investigator
Date: July 14, 2022
Subject: July 7, 2022, Grievance

When a Pima College employee files a grievance, the Office of Dispute Resolution (ODR) must determine (1) whether the issue presented is grievable and (2) whether the grievance includes the essential elements. Our office has completed its review of the grievance you submitted on July 7, 2022 and determined that the grievance as submitted does not meet these requirements, as explained in further detail below.

Basis for the Grievance:

Your grievance indicates that contrary to the provisions of Administrative Procedure (AP) 1.25.01 (Personnel Governance and Policy for College Employees), no meet and confer process took place this year with regard to the proposed changes to the compensation system.

Office of Dispute Resolution Assessment:

1. Lack of Authority to File for the Grievant Group – While grievances from more than one employee may be consolidated into a group grievance in some circumstances, all members of the group must agree. You do not have permission to file a grievance “on behalf of all regular Faculty and Staff employees.”
2. The Grievance Is Untimely – Per the Grievance Procedure, the timeframe for filing a grievance is within 30 days of the incident. According to the grievance, there have been multiple requests for a meet and confer process related to compensation for over a year. In addition, per AP 1.25.01, cited as a basis for the grievance, “on an annual basis, no later than April, the AERC shall convene a compensation based Meet and Confer.” The grievance form was submitted July 7, 2022, well over 30 days from the alleged policy violation.
3. The Grievance Form Does Not Identify a Respondent - The Grievance Procedure requires ODR to notify the respondent and the level 1 supervisor, or the person the grievant believes has the authority to resolve the issue if it is not a level 1 supervisor. The grievance does not identify the respondent and based on the allegations of the grievance, it is not clear who the respondent would be.
4. The Grievance Form Does Not State an Adverse Impact on Working Conditions – A grievance is a claim by an employee that an error related to policy or procedure resulted in an adverse impact on working conditions. The grievance submitted does not specify any adverse impact. Based on the allegations, no adverse impact is obvious; it is not clear how an employee’s working conditions were adversely impacted because no meet and confer process took place.

Determination:

For these reasons, the grievance submitted does not include the required elements or meet the definition of a grievable matter. As a result, this grievance has been closed. I would be happy to review any new information you would like to submit that might change this determination. Please submit any new information no later than Monday, July 18, 2022, by close of business, 5:00 p.m.

Although the submission does not satisfy the requirements for a grievance, it appears that there are concerns about the coordination of AERC and the Human Resources Department. Accordingly, ODR is forwarding the grievance form and this determination to the other AERC co-chair and HR head to encourage dialogue to clarify and resolve the concerns.



Macias, Marty <mmacias10@pima.edu>

Fwd: Policy Violation

2 messages

Silvyn, Jeff <jsilvyn@pima.edu>

Tue, Aug 9, 2022 at 3:18 PM

To: "Bea, David" <dbea@pima.edu>, Carleen Thompson <cthompson57@pima.edu>, Aida Vasquez <avasquez66@pima.edu>, Marty Macias <mmacias10@pima.edu>

So you are aware of recent communications involving Matej related to class and comp.

Jeff Silvyn

General Counsel

Vice Chancellor for Legal Affairs

Pima Community College

4905C E. Broadway Blvd.

Tucson, AZ 85709

Ph: 520-206-4678

Fax: 520-206-4990

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From: **Silvyn, Jeff** <jsilvyn@pima.edu>

Date: Tue, Aug 9, 2022 at 3:13 PM

Subject: Re: Policy Violation

To: Boguszak, Matej <mboguszak@pima.edu>

Cc: Lee Lambert <llambert@pima.edu>, AERC - All Employee Representative Council <AERC@pima.edu>

Dear Matej,

As I understand the background, you and other members of AERC allege that there was no meet and confer process related to updating the classification and compensation system as required by AP 1.25.01. The goal of BP 1.25 and related AP 1.25.01 is to promote "employee input into the decision-making processes of the College." It is also my understanding that:

- Between April 2021 and July 2022, there were 17 Faculty Steering Committee meetings, 7 Staff Steering Committee meetings, and 5 AERC meetings to share information and have discussion with administration about the class and comp study and system changes.
- Members of AERC participated in Staff and Faculty Steering Committee meetings.
- Suggestions from those groups were incorporated into the new class and comp system (i.e. additional job families, job descriptions and titles, how to count experience, adding salary grades, credit for educational attainment, etc.).

Nevertheless, let's assume these meetings were not sufficient to comply with AP 1.25.01 - If the fundamental problem was lack of opportunity for input, it would seem the most appropriate remedy would be additional discussion and, possibly, modification of the class and comp system. Isn't that what is currently in progress – since July 1, AERC has continued to meet with Dave Bea and HR representatives to discuss concerns and possible approaches and further discussions are scheduled; HR is resolving employee appeals of their placement in the new system; and HR is considering further revisions. What other specific steps would you suggest be taken?

With respect to the grievance, Marty consulted with me before issuing her decisions. Based on those discussions and the documents submitted, her assessment that the matter submitted does not meet the requirements for a grievance is

correct. But more importantly, as explained above, I'm not sure what relief a grievance would provide beyond steps already being taken.

Also please note that while I will forward my response to the Board, I did not copy them here. The Board may not discuss College business outside of a public meeting and email chains such as this one invite such discussions. In addition, per the Bylaws, complaints such as this one are to be referred to the appropriate College process, rather than addressed by the Board.

Jeff Silvyn

General Counsel
Vice Chancellor for Legal Affairs
Pima Community College
4905C E. Broadway Blvd.
Tucson, AZ 85709
Ph: 520-206-4678
Fax: 520-206-4990

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On Mon, Aug 8, 2022 at 7:35 AM Boguszak, Matej <mboguszak@pima.edu> wrote:

Good morning Chancellor Lambert and General Counsel and Vice Chancellor for Legal Affairs Silvyn,

Do you have any comment on this?

- the violation of BP 1.25 and AP 1.25.01
- the manner in which the related grievance was handled by ODR

Respectfully,

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

----- Forwarded message -----

From: Boguszak, Matej <mboguszak@pima.edu>

Date: Fri, Aug 5, 2022, 23:34

Subject: Re: Grievance Determination Upheld

To: Macias, Marty <mmacias10@pima.edu>

Cc: Makyla Hays <mmhays@pima.edu>, Andy Shull <ashull@pima.edu>, Aubrey Conover <aconover@pima.edu>

Sad.

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Fri, Aug 5, 2022, 22:06 Macias, Marty <mmacias10@pima.edu> wrote:

Hello Matej, Andy, and Makyla,

Thank you for your individual emails in response to ODR's grievance determination. I appreciate your interest in trying to address items related to the grievance process. I have reviewed the additional information you provided and conclude that the decision, as communicated to you on July 14, 2022, stands. Some of your specific comments are addressed below.

Makyla,

The Employee Handbook Grievance Procedure states that ODR will determine if an issue is grievable. If not, ODR will refer the complainant to the appropriate College resource, or process. The information presented in the group grievance is not a grievable issue. Therefore, I forwarded the grievance to Campus Vice President Aubrey Conover and the Chief Human Resources Officer, Carleen Thompson. It is my understanding that they continue to work with AERC on receiving additional employee input and to address concerns related to the new classification and compensation system.

Matej,

Thank you for pointing out that the grievance form had outdated language. The form has been updated to clarify aspects that you and others noted.

Andy,

I responded to the list of individuals, confirmed by Makyla in her July 11, 2022, email to me, as those included in the grievance. I am unclear as to why you asked if you should file a grievance, "in regards to being excluded from your [my] response to the grievance," since I copied you in my reply. For the reasons previously explained, this is not a grievable matter.

AP 1.25.01, referenced as the basis for the grievance, provides that the process you allege was not followed is supposed to take place no later than April. That means a violation would have occurred by May 1, making that the date on which the time to file a grievance started.

There also remains an issue with meeting the grievance element that the failure to correctly apply a policy caused an adverse impact on an employee's working conditions. Whether additional meet and confer process would have identified or prevented some of the salary impacts you allege is speculative. Also, employees can appeal their salary determination. Many have, with cases decided resulting in retroactive changes. So, at this point in time, it is not clear whether there has been an adverse impact and there is a process available to address specific employee situations.

Finally, Aubrey Conover has informed our office that they are continuing to meet to address employee concerns. Matej's August 4, 2022, email to me confirmed that you, " ... will definitely continue working with HR, Aubrey, and Kate."

Respectfully,

Martina Macias

Office of Dispute Resolution| Advanced Analyst (Investigator)
Pima Community College | [4905 East Broadway Blvd](#) C208 | Tucson, AZ
Office Hours: 8:00 a.m.- 5:00 p.m. Monday - Friday, Break 11:00 -12:00
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ODR Comment Card

----- Forwarded message -----

From: Boguszak, Matej <mboguszak@pima.edu>
Date: Thu, Aug 4, 2022, 17:02
Subject: Re: Grievance Determination
To: Macias, Marty <mmacias10@pima.edu>

Hi Marty,

Thank you for the update. Looking forward to your reply and understand if there is other urgent work for you meanwhile, though the form surely cannot be it. Please take your time.

We will definitely continue working with HR, Aubrey, and Kate. Do you intend to make a determination as to whether BP 1.25 and AP 1.25.01 were followed? Or do you consider this a closed case now?

My understanding is that ODR is an independent arbiter of grievances, based on policy and fact. To be honest, it is astounding there was no mention of nor comment on the core question in our grievance so far or an effort to get more information from and to the grievant group. My jaw is kind of on the floor.

Please know I appreciate the work you do and respect your past work as a civil rights investigator. ODR is vital for our College and was of course created as a result of the Higher Learning Commission putting Pima on probation. I'm just at a loss when it comes to your replies so far and concerned that other employees who aren't as persistent or don't have the luxury of time may feel stonewalled or intimidated by such an approach and feel that the Office is ineffective. You gave us only 2-3 business days to reply to the initial "determination" which completely dismissed our concerns and have not replied to our queries since without follow up on our end. Hope that makes sense.

Best regards,

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Wed, Aug 3, 2022, 01:09 Macias, Marty <mmacias10@pima.edu> wrote:
Hi Matej,

I have not changed the ODR determination and intend to reply to each person's email when the changes to the grievance form have been approved. As indicated in ODR's response to the grievance, the form and ODR determination were forwarded to the AERC co-chair and HR head to encourage dialogue to clarify and resolve the concerns. Please continue to work with HR and the co-chair(s), as recommended.

Thank you for your follow-up. I appreciate your patience during this process.

Respectfully,
Martina Macias

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ODR Comment Card

On Mon, Aug 1, 2022 at 4:01 AM Boguszak, Matej <mboguszak@pima.edu> wrote:
Good morning Marty,

Just following up to see if you had a chance to read our replies and re-evaluate the grievance from July 7. We are sincerely trying to resolve a serious issue and disagreement through internal channels first. Please let us know if you need any additional information.

Thank you,

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Thu, Jul 21, 2022 at 4:36 PM Boguszak, Matej <mboguszak@pima.edu> wrote:
Thanks, Marty!

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Fri, Jul 22, 2022, 01:26 Macias, Marty <mmacias10@pima.edu> wrote:

Hi Matej,

I am working on getting the corrections to the grievance form completed and planned to send that along with my response. I have not read all of the emails sent in response to my determination yet. I will let you know if the decision changes.

Thanks for checking in.

Martina Macias

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ODR Comment Card

On Thu, Jul 21, 2022 at 4:21 PM Boguszak, Matej <mboguszak@pima.edu> wrote:

Hi Marty,

Just checking in about the status of the grievance. Thank you for any information you may have for us.

Best,

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Thu, Jul 14, 2022, 19:54 Shull, Andy <ashull@pima.edu> wrote:

Hello Marty,

I forgot to ask in my previous email. If we are not allowed to include the people who we represent in our grievance, would you like us to inform those people who voiced concerns to us as their representative to all file their own separate grievances with ODR even if they have the same concerns as the one that we as their representatives filed on their behalf?

On Thu, Jul 14, 2022 at 10:45 AM Shull, Andy <ashull@pima.edu> wrote:

Hello Marty,

Where on the document would you like us to sign to show we are involved in the grievance and want to be included in communications? I did not think that a section that isn't included still needed to be completed. I noticed that you claim the grievance was filed by Makyla. This isn't a grievance filed by Makyla. This is a grievance filed by us all and we would like to be included in your emails. I think you can take the fact that we are not asking to be removed as additional clear consent that we were involved in the grievance process. I personally do not appreciate the fact that the only reason I know of your dismissal of my grievance is thanks to Makyla forwarding the email to me. Also do I need to file a separate grievance in regards to being excluded from your response to the grievance? I don't want my concerns about that to also to be disregarded on technical concerns.

On Thu, Jul 14, 2022 at 10:34 AM Hays, Makyla <mmhays@pima.edu> wrote:

I have added the other co-grievants to the conversation so they are aware of the dialogue.

Per the grievance policy you sent the four required items are:

a. Identify the specific written policy or procedure that is alleged to have been violated

- b. Provide a statement of the facts surrounding the grievance with appropriate documentation; this statement may reference prior examples of the same type of incident that precipitated the grievance filing,
- c. Identify the remedy sought.
- d. Complete the online Grievance Form. The Office of Dispute Resolution will forward the information to:
 - the respondent
 - the level one supervisor(s) or the person the grievant believes has the authority to resolve the issue if it is not the level one supervisor

Any grievance that does not include these essential elements (a - d) may be rejected. ODR will determine if the issue is grievable. If not, ODR will refer the complainant to the appropriate College resource, or process.

The grievance that was filed satisfies these 4 concerns and therefore I don't believe it should be rejected on technical grounds. To the four points you address, I believe Matej has addressed those concerns.

I am concerned that the grievance was dismissed without a meeting with those of us putting in the grievance to clarify any concerns or to investigate this further. I would also request that you take another look into this and the serious issues that have arisen with the following changes:

- a. if you feel that we need to take off the "on behalf of" section, I am okay with that, although the impact does extend to all employees.
- b. as Matej pointed out, the Board meeting on June 8 was the point in time where we felt the official violation occurred. This was where the schedules were officially put in place without AERC review. Anything before that would have been premature. The description of the informal resolutions explain that we have been warning of the potential of violation and asking to be included before board vote.
- c. if the grievance requires a respondent, then your form needs to reflect one. There is no requirement for that on the form and there is no requirement in the list above. It does give you responsibility for forwarding the information but that could easily be received in an email or meeting, as Matej did above.
- d. you state that there is no adverse impact on working conditions. Again, this is not something asked for on your form. We would argue that there are significant impacts, but again this is not listed in the a-d on the grievance procedure and there is no place detailing that request on the form.

So I would formally request that you reconsider the dismissal of the grievance. I hope the college will take this violation of policy seriously, first by recognizing that there was a violation and second by working with the AERC representatives towards resolution.

Makyla Hays

Interim Pima Online Department Head for MAT below 151, ICS081 and GTM105

PCCEA President - want to join PCCEA?

mmhays@pima.edu

520-206-2198

On Thu, Jul 14, 2022 at 9:26 AM Boguszak, Matej <mboguszak@pima.edu> wrote:
Good morning Marty,

Thank you for the quick turn-around. I am disappointed the grievance was rejected on what appear to be technical grounds. Here's some additional information that may be helpful, and I'm sure Makyla can follow up with more.

1. Okay, let's strike "on behalf of all regular Faculty and Staff employees" and just keep it to the signed individuals. This makes no difference to us in practical terms, just communicating that we are elected to represent all employees on compensation and working conditions.

2. Promises were made that some sort of meet and confer process would take place until the last few days before the June 8 Board meeting when the new structure was approved. Even if such a process had not fully met AP 1.25.01 requirements, we trusted the administration would choose a course of action regarding the class & comp study implementation that would be mutually agreeable and not necessitate a grievance. We consider June 8 the date at which the 30-day clock starts, and we're respectfully requesting an adjudication of the issues it raises from ODR or Legal, regardless of this timeline technicality.

3. My bad, the grievance form did not ask for a Respondent. The Respondent is the Chancellor or designee, since Meet and Confer is delegated to him by the Board.

4. The adverse impact are lower salaries this fiscal year and in future years for some or all employees. Sorry, thought that was a clear implication.

We sincerely hope you reconsider and are happy to provide more information.

Best regards,

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Thu, Jul 14, 2022 at 9:09 AM Macias, Marty <mmacias10@pima.edu> wrote:

Hello,

The Office of Dispute Resolution has completed its assessment of the grievance filed by Makyla Hays on July 7, 2022. The determination is attached for your review.

Thank you for reporting your concerns to our office and allowing us to review your grievance. For your future reference I have included the link to Pima College's grievance procedure.

Sincerely,

Martina Macias

<https://www.pima.edu/administration/human-resources/employee-handbook/docs/grievance-procedure.pdf>

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ODR Comment Card

--

Thanks,
Andy

Math Faculty
Pima Community College - East Campus
ashull@pima.edu
Office Location: O1 141

--

Thanks,
Andy

Math Faculty
Pima Community College - East Campus
ashull@pima.edu
Office Location: O1 141

----- Forwarded message -----

From: Macias, Marty <mmacias10@pima.edu>
Date: Tue, Jul 12, 2022, 18:57
Subject: Re: grievance - BP 1.25
To: Boguszak, Matej <mboguszak@pima.edu>

Hello Matej,

Thanks for the explanation. I will forward the information to someone who can address and correct the issues.

Martina Macias

Office of Dispute Resolution| Advanced Analyst (Investigator)
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ODR Comment Card

On Tue, Jul 12, 2022 at 7:05 AM Boguszak, Matej <mboguszak@pima.edu> wrote:
Good morning Marty,

I got the form from the ODR web page at

<https://pima.edu/administration/dispute-resolution/index.html>

There's a link near the bottom under Filing a Grievance (Employee Only):

<https://pima.edu/administration/dispute-resolution/docs/employee-grievance-form.pdf>

There appears to be no limit on the number of characters for that one textbox. If you try to copy & paste something in, or just start writing, it will let you go past the size of the box and stop displaying the text. Other textboxes prevent you from entering any more characters once the box is full. An easy online form as an alternative could be a good, user-friendly alternate option.

The old references are highlighted below:

A grievance is defined as, and limited to, allegations that a specific personnel policy statement provision, a standard practice guide (SPG), and/or regulation has been or is being misapplied, misinterpreted, or not applied in such a way that the grievant or his/her working conditions have been affected. Please see Pima Community College Personnel Policy Statement for College Employees, Section VI for additional information and definitions.

Probably want something like you have on the website:

A grievance is an allegation that a specific personnel policy statement provision, an administrative procedure (AP), and/or regulation has been or is being misapplied, misinterpreted, or not applied in such a way that the grievant (employee) or their working conditions have been negatively affected. The Employee Handbook provides additional information about employee grievances.

Wonder why this does not include Board Policies (BP); perhaps because when an AP is alleged to be violated, it implies the corresponding BP was violated, as well?

Our grievance is purely procedural, alleging that the required steps for Meet and Confer delineated in AP 1.25.01 did not take place.

Thanks again,

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Mon, Jul 11, 2022 at 2:37 PM Macias, Marty <mmacias10@pima.edu> wrote:

Hello Matej,

No worries. Thank you for clarifying that Makyla is the contact person for ODR during my review of the document. Also, thank you for reporting that the first text box on page 2 of the pdf does not display all content correctly. Can you be more specific about this? Could you email me the link that led you to the PDF you are referring to so I can review it and report that the form contains outdated policy references?

Thank you

Sincerely,
Martina Macias

Office of Dispute Resolution| Advanced Analyst (Investigator)
Pima Community College | [4905 East Broadway Blvd](#) C208 | Tucson, AZ
Office Hours: 8:00 a.m.- 5:00 p.m. Monday - Friday, Break 11:00 -12:00
85709-1300
520.206.4561| Fax: 520.206.4593 | mmacias10@pima.edu

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ODR Comment Card

On Fri, Jul 8, 2022 at 3:22 PM Boguszak, Matej <mboguszak@pima.edu> wrote:

Thank you so much, Marty.

I completed the form on behalf of the grievance group but listed Makyla as the group contact for ODR, since she's the AERC co-chair. My bad, did not see a signature line.

Matej

--

Matej Boguszak
Mathematics Faculty
Pima Community College

On Fri, Jul 8, 2022, 15:05 Macias, Marty <mmacias10@pima.edu> wrote:

Hello,

The Office of Dispute Resolution is in receipt of your email and attached form. I see that the form lists Makyla Hays as the Grievant but was not signed by Makyla.

Makyla, if you are the person who completed the form, please sign, date, and email it back to me. In order to comply with ODR confidentiality processes, please do not include anyone else in your response. Once I have had an opportunity to assess the information I will reply to you. I look forward to receiving your answer.

Sincerely,

Martina Macias

Office of Dispute Resolution| Advanced Analyst (Investigator)
Pima Community College | [4905 East Broadway Blvd](#) C208 | Tucson, AZ
Office Hours: 8:00 a.m.- 5:00 p.m. Monday - Friday, Break 11:00 -12:00
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ODR Comment Card

On Thu, Jul 7, 2022 at 12:45 PM Boguszak, Matej <mboguszak@pima.edu> wrote:

Dear colleagues,

We regret to file a grievance regarding the new salary structure and salary placement of employees. As ODR works through the grievance process, we are here to help answer any questions and hope to identify appropriate next steps at the AERC meeting tomorrow.

The first text box on page 2 of the pdf does not display all content correctly. See below for more details if needed. The form itself also contains outdated policy references.

Thank you for your consideration.

Sincerely,

Matej Boguszak
Elvia Bow
Jason Brown
Ricky Gonzales
Jennifer Guajardo
Makyla Hays
Jamie Irvin
Nan Schmidt
Therese Senne
Andy Shull
Celia Tapetillo

--

Matej Boguszak
Mathematics Faculty
Pima Community College

BP 1.25

The Board expects management and employees to work toward mutual agreement, guided by the College's vision, mission and strategic goals, and seek input and feedback from employees in an inclusive and systematic manner. Accordingly, the Board recognizes employee representative groups to provide input for the development and revision of personnel Administrative Procedures and policies/handbooks directly and substantially related to wages, salaries and working conditions in a structured Meet and Confer process.

AP 1.25.01

1.3 Resolution Team:

Resolution Teams will conduct appropriate research, gather feedback from constituencies, and recommend policy or procedure changes during Meet and Confer (2.3). AERC representatives for administration and employees affected by the policies constitute the basis of each resolution team. Additional members may be added for expertise, to spread a large workload, or other reasons, up to six (6) management and six (6) employee representatives. As much as possible, representatives should have expertise in the item(s) discussed and represent diversity in perspective.

2.2.1 Policy Changes

Compensation and employment-related issues of broad significance best addressed through modification of existing or creation of new

Board Policies, Administrative Procedures, the Employee Handbook, or other established handbooks, will be directed to the Meet and Confer process (2.3).

2.3 Meet and Confer

[...] On an annual basis, no later than April, the AERC shall convene a compensation based Meet and Confer to provide input and recommendations for the budget development process and determine how to utilize funding designated for salaries.

2.3.2 Meet and Confer Parameters

The AERC shall identify the appropriate decision-maker and set a recommended timeline for the work of each Resolution Team. Prior to commencement of Meet and Confer, the Resolution Team shall establish guidelines for its open meetings. The goal of the process is to reach consensus through an interest-based collaboration process. If consensus cannot be reached, multiple recommendations may be submitted to the AERC for review. The AERC may: 1. move the recommendations forward to the designated decision maker; or, 2. refer them back to the Resolution Team for revision.

2.3.3 Agreements

Management, in consultation with the Chancellor, shall have full authority to meet and confer and sign agreements with employee representatives on items agreed to during the Meet and Confer process. Such agreements are not considered College policy or procedure until approved by the Board or the Chancellor or designee, as applicable.

2.3.4 Third-Party Facilitation

If a Resolution Team determines that continuing Meet and Confer is unlikely to produce agreement on an issue, that Team may mutually agree to request facilitation by a neutral third party. However, the Board recognizes the responsibility to make decisions and reserves the right to accept or reject any facilitated agreements.

Macias, Marty <mmacias10@pima.edu>
To: "Silvyn, Jeff" <jsilvyn@pima.edu>
Bcc: Marty Macias <mmacias10@pima.edu>

Tue, Aug 9, 2022 at 3:29 PM

Hi Jeff,

Thanks for letting me know. Matej's last email on August 5th, to me just said, "Sad." So, I did not respond or forward it to you. I have not heard from him since. Please let me know if you need anything regarding your notification to the Board of Governors.

Martina Macias

Office of Dispute Resolution| Advanced Analyst (Investigator)
Pima Community College | 4905 East Broadway Blvd C208 | Tucson, AZ
Office Hours: **8:00 a.m.- 5:00 p.m. Monday - Friday, Break 11:00 -12:00**
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[ODR Comment Card](#)

[Quoted text hidden]

REPORT: Pima Community College's mission at risk



KOLD News 6-6:30 p.m. recurring

By [Valerie Cavazos](#)

Published: Aug. 29, 2022 at 10:38 PM MST



TUCSON, Ariz. (KOLD News 13) - Pima Community College is once again under scrutiny.

We've learned about more troubling allegations on how the college is run.

A focused visit team from the national accrediting body, Higher Learning Commission, reported the college's mission is at risk.

Could it be history repeating itself?

ADVERTISEMENT

PCC just can't seem to stay on a positive track for very long.

The college had been placed on probation in 2013 and got past it, but now we're learning of this new development.

KOLD obtain a new HLC draft report from a source.

It's a *preliminary account of the team's findings and will be reviewed by the HLC's Institutional Actions Council, which will accept or modify the report.

Trouble has been bubbling on the board.



KOLD News 10-10:30 p.m. recurring

The public has witnessed clashes first hand during the meetings.

It's what led to a "new series of complaints" to the commission, which are all spelled out in a 22-page HLC draft report that was put together after a team visited the college late March.

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In 2013, there had been issues with public trusts, senior leadership and governance.

The recent visit primarily focused on governance after receiving complaints of the board's dysfunction.

Luis L. Gonzales is one of two board members who has felt marginalized. "It's because we asked a lot of questions," he said.

The other board member is Maria Garcia. She said, "I'm open minded to understanding what needs to be done. And I want to do what's best for the community -- doesn't necessarily mean I'm going to go along with them"

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Their review of board meeting minutes revealed "a number of 3-2 votes taken by the board on major policy issues".

The team determined this "rift" is severe enough to put the college "at risk".

ADVERTISEMENT

The HLC draft report reveals the team recommended that "monitoring is required" because there's "little evidence of a quick and easy path to harmony".

So what's at the heart of this rift.

Garcia and Gonzales say transparency and respect or the lack of it.

"The board has given the chancellor unilateral authority basically saying he can do whatever he wants, but that shouldn't be. It's the board that makes the final decision. The board has to be informed of any decision that's being made," Gonzales explained.

The HLC team recommended there needs to be "clarification and agreement on the delegation of authority for the Chancellor.

And "information should flow to all board members".

In the HLC draft report, the team advises the Board against forcing major changes to its bylaws with 3 to 2 votes.

Former board member, Luis Armando Gonzales, also felt the frustration during his time in the elected seat.

"Information is withheld. And you're only told what they want you to know. And if you ask the tough questions, they dance around them and most of the time you don't get the answers," he said.

They are issues experienced by faculty.

"A Lack of transparency from administration about how decisions are made and communicated to the college community," said Makyla Hayes, president of Pima Community College Education Association.

She's speaking on behalf of the full time faculty members who also feel marginalized.

"Employees feeling a lack of representation for their voice in decisions that affect the areas that they work with," Hayes said.

And they feel they can't speak up.

The HLC team wrote: "Faculty and staff voiced their opinions that PCC had embraced an institutional culture of fear, bullying, and intimidation and that the Office of Conflict Resolution was an ineffective body".

They recommend the college "strongly review these allegations" and "monitoring is needed".

"There have been a lot more rushed decisions and a lot more policies put in place that had the appearance of stakeholder input that have had trickle down effects and not always in a positive way," Hayes said.

KOLD reached out to PCC for a response asking for an on-cam interview with the Chancellor on this and other allegations. He declined.

And when I declined that meeting and pushed for the interview saying the public should get the full story, including Lambert's side. They appealed to the News Director.

They asked for the questions and KOLD responded with a lengthy email with the line of questioning because we wanted them to be prepared.

After about two weeks, KOLD finally received an email with "written" responses and no word of whether the Chancellor would do an on-camera interview.

KOLD pushed again and finally got the response that he wouldn't do it.

The college's written response stated in part "there are no proposed sanctions or limitations to accreditation", but the report recommends "further monitoring of the Governing Board".

And PCC places the blame squarely on the two minority board members.

They sent KOLD this letter from the Arizona Attorney General's Office that cites Garcia and Gonzales for numerous violations of the State's Open Meetings law because they disclosed confidential information to the public.

We found it's primarily the same information and issues reviewed by the HLC focused visit team.

Both Garcia and Gonzales confirmed that and told me they didn't know they violated open meeting laws.

PCC wrote that they're hopeful Garcia and Gonzales will "conduct themselves in accordance with state laws and board policies" and the responsibility to follow the rules rests solely on the board.

There's no mention of the serious "rift", what's "at risk", or any PCC senior leadership shortfalls noted in the HLC draft report.

HLC report still needs to be reviewed by the HLC's Institutional Actions Council before any final decisions are made.

KOLD may get word of the outcome in October.

KOLD's investigation into the PCC conflict will continue in the coming days and weeks.

PCC's full written response on the HLC focused visit:

"The stated purpose of the visit by the Higher Learning Commission's (HLC's) peer reviewers was narrowly focused on [HLC's Criteria 2C and its subcomponents](#) which explore whether "the governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity."

The reviewers have submitted their report, which includes recommendations for further monitoring of the Governing Board, to the HLC's Institutional Actions Council (IAC) for further consideration in accordance with the HLC's procedures. Notably, these recommendations do not include any proposed sanctions on the College or limitations on the College's accreditation.

The next step is for the IAC to consider the peer reviewer's report, and any additional materials, and decide whether to accept or modify the report and recommendations. It's the College's understanding that the earliest the IAC will consider the report is at their regularly scheduled fall meeting in October 2022.

The College, including Chancellor Lambert, welcomes additional monitoring of the Governing Board, especially in the wake of a letter from the Arizona Attorney General's Office citing Board members Maria Garcia and Luis Gonzales for numerous violations of the State's Open Meetings law (please see attached letter from the Arizona Attorney General Office -Pima County Comm Coll. Dist. Ltr (3).pdf.) These violations occurred despite numerous training sessions on Board governance laws and regulations (see attached list of Board training sessions and attendees -PCC Governing Board Training vlev)

Keeping the Promise of Quality Public Education

From: Burdick, Phil <pburdick@pima.edu>
 Date: Tue, Sep 6, 2022, 11:52 AM
 Subject: Perspective On Media Stories About Pima Community College
 To: Pima-All <Pima-All@pima.edu>
 Cc: Phil Burdick <pburdick@pima.edu>

Sent on behalf of Chancellor Lee Lambert

Colleagues:

As you may be aware, there were two negative stories about the College's Governing Board and leadership aired by local television station KOLD-TV last week, and I think it's important to set the record straight.

The focus of the stories was a leaked draft document from the recent visit by reviewers from our accreditor, the Higher Learning Commission (HLC.) It's disappointing that several members of our community and KOLD-TV chose to leak and publicize an HLC document while it was still in draft form. The ethics of doing so is concerning. Please know that once the HLC reaches a final decision, likely sometime this fall, we will release the final report in its entirety and address publicly any issues and recommendations.

Unlike the sensational headlines, the College's mission is not at risk, nor is our accreditation. The reviewers have only recommended continued monitoring of the Governing Board, which, if that is indeed the final recommendation, the College welcomes.

As the November election draws closer, we are likely to see an increase in negative media stories and attacks across the political spectrum. We choose to stay above the noise and continue to focus on the College's positive momentum – enrollment is up substantially, the College's financial position remains strong, issues with the class and comp implementation are being addressed through the appeals process, completion rates are increasing, and we look forward to opening the expanded Aviation Technology Center later this fall and the Advanced Manufacturing Building next year.

We are also pleased that Forbes has named Pima Community College as the [5th Best Employer in the State of Arizona](#). The College did not pay, sponsor or have any interaction with Forbes for this survey. The survey methodology is [here](#). PCC was ranked ahead of notable state employers such as Arizona Public Service (APS), USAA, Carvana and GoDaddy, and was the survey's top-ranked employer in Pima County.

For additional perspective, below are last week's stories in the media highlighting our progress and successes.

I think we are all aware that we live and work in a difficult and often politically divisive environment. However, as we are passionate about our beliefs, so too are we devoted to the purpose-driven work we do together on behalf of our students and

our community. Let's not lose sight of our purpose and our work in the noise leading up to November.

As It Slowly Recovers Enrollment PCC Rethinks Recruitment Purpose (Front Page Arizona Star)

https://tucson.com/news/local/education/as-it-slowly-recovers-enrollment-pcc-rethinks-recruitment-purpose/article_5b97af34-2a38-11ed-bbc0-93767c40ee44.html

PCC Aviation Technology Center Finishing Up Expansion to Train More Students

<https://www.kgun9.com/news/local-news/pcc-aviation-technology-center-finishing-up-expansion-to-train-more-students>

Pima Community College Welcomes Students Prioritizes Safety For The New Year

<https://www.kgun9.com/news/local-news/pima-community-college-welcomes-students-prioritizes-safety-for-the-new-year>

Rep Grijalva Tucson's Top Hispanic Leaders Visit PCC's New Early Learning Center

https://www.kvoa.com/video/rep-grijalva-tucson-s-top-hispanic-leaders-visit-pccs-new-early-learning-center/video_76e8d77a-f1e7-527d-b924-4b5c5a39eca8.html

U.S. Representative Raul Grijalva Visits PCC Early Learning Center

<https://www.kgun9.com/news/local-news/u-s-representative-raul-grijalva-visits-pcc-early-learning-center>

Both Aztec Soccer Teams Earn No 1 Rankings in latest NJCAA Division II Natl Poll

https://www.tucsonsentinel.com/sports/report/082922_pcc_soccer/both-aztec-soccer-teams-earn-no-1-rankings-latest-njcaa-division-ii-natl-poll/

Pima Community College Sees Fall Enrollment Surge

https://www.kvoa.com/video/pima-community-college-sees-fall-enrollment-surge/video_cec314ad-8760-5905-a82b-f0c58f77ac34.html

Pima Community College Starts The School Year With More Students And More Options

https://www.kvoa.com/news/pima-community-college-starts-the-school-year-with-more-students-and-more-options/article_8fa453ba-2946-11ed-b337-c743d86a6320.html

<https://www.youtube.com/watch?v=KtbZimQ3PLk>

Lee D. Lambert
Chancellor

Phil Burdick
Vice Chancellor for External Relations



4905 E. Broadway Blvd.

Tucson, AZ 85709-1130

Cell: 847.951.6183

pburdick@pima.edu

KVOA 9/29/2022 4:06:28 PM: ...accrediting agency news 4 tucson chorus nylander is live outside pcc's downtown campus with more the group called people for pima Community College - just a few blocks from here this morning presented many allegations against the college's board and chancellor lee lambert they said there's a draft report from the higher learning commission - which is the College's accrediting agency - from last spring that states that pcc had "embraced an institutional culture of fear bullying and intimidation" news 4 tucson has requested that report from the hlc but have not yet been able to independently verify its contents we know the h-l-c is investigating the board but have not yet concluded that investigation people4pcc also said chancellor lambert gets paid over 400,000 dollars a year his salary rising as they say enrollment at the college has declined - they believe the College is not using taxpayer funds responsibly mario gonzales "we need a board that is responsible and holds the people using our tax payer money accountable and that they are used judiciously" paloma mckenna "pcc's enrollment plunged 29% from 2013 lambert's first year through 2019" we asked pcc about the allegations made they sent us a statement saying: "these are old allegations that have been proven false repeatedly and are typical election year exaggerations and misinformation. pcc's strong enrollment growth, wise fiscal management, support from the business Community and award-winning programs speak for themselves i also reached out to chancellor lambert directly about these allegations but have received no response from him reporting from pcc's downtown campus chorus nylander news 4 tucson

KOLD 9/29/2022 6:00:10 PM: ...christopher clements murder trial . just weeks from critical midterm elections .. and arizona is seeing a surge in voter registration .. why neither party is celebrating. first though ... pressure on leadership grows over the latest woes for Pima community college. good evening, i'm brooke wagner. a group called "people for pcc" is demanding chancellor lee lambert step down immediately. this comes after the kold investigative team revealed the college administration is once again under scrutiny. chief investigative reporter valerie cavazos joins us now -- and valerie -- you've already been digging into a new series of complaints on how the College is run. that's right. we got our hands on a draft report from the higher learning commission. the preliminary findings revealed a major rift on the board -- and with leadership -- that's putting the college's mission at risk. the group held a news conference to highlight many of the complaints. people for p-c-c is made up of concerned citizens, public officer holders, students and former students. they say -- they've examined the lambert's performance records since he took over the chancellor seat in 2013. the group claims students have been hammered with higher tuition and college fees -- while enrollment has plunged -- and the chancellor is making unilateral spending decisions that are costing the taxpayers too much. so the group wants lambert to resign. 2:56 to resign so the college can go look for an honest capable transparent chancellor, leadership, the whole leadership i believe is subservient to him and are enabling him and should leave. i reached out to pima community College for a response -- and received this statement. "these are old allegations that have been proven false repeatedly and are typical election year exaggerations and misinformation. pcc's strong enrollment growth, wise fiscal management, support from the business Community and award-winning programs speak for themselves." and of course, we'll

continue to investigate these complaints -- and report on the final h-l-c report when it's released. back to you.

KOLD 9/29/2022 6:01:37 PM: .[Mario Gonzales called for]..lambert to resign. 2:56 to resign so the college can go look for an honest capable transparent chancellor, leadership, the whole leadership i believe is subservient to him and are enabling him and should leave. i reached out to pima community College for a response -- and received this statement. "these are old allegations that have been proven false repeatedly and are typical election year exaggerations and misinformation. pcc's strong enrollment growth, wise fiscal management, support from the business Community and award-winning programs speak for themselves." and of course, we'll continue to investigate these complaints -- and report on the final h-l-c report when it's released. back to you.

KVOA 9/29/2022 6:05:14 PM: ...tucson chorus nylander reports from pcc's downtown campus with more. the group is called people for pima Community College - they are demanding changes to pcc's leadership after they say there has been a series of issues pointing straight to the top pkg:mario gonzales "the status quo at pcc is not working for the people of pima county" chorus: tonight - a call for change at pima community College from a the group people for pcc - which describes itself as a watchdog for campus issues jean ramirez "a Community group of concerned citizens, strongly support keeping our community college strong and inclusive for all the Community" chorus: the group honed their attention towards pcc chancellor lee lambert and the board - which it says is under investigation by the higher learning commission the schools accrediting agency - they say draft report from the hlc last spring found pcc quote "embraced an institutional culture of fear, bullying and intimidation" paloma mckenna "and that the pcc conflict resolution was an ineffective body" chorus: people4pcc stated chancellor lee has seen his salary surge to over 400,000 dollars while college enrollment declined paloma mckenna "pcc's enrollment plunged 29% from 2013 lambert's first year through 2019" mario gonzales "we need a board that is responsible and holds the people using our tax payer money accountable and that they are used judiciously" chorus: the College and chancellor lambert are being sued by former vice- chancellor of facilities william ward for wrongful termination - ward claims he was fired for calling out what he alleges were violations of the fair bidding process while hiring a company called trane for a 23 million dollar project mario "documents obtained from a public records request we learned that a trane employee had exchanged 190 emails with the chancellor and other pcc administrators these emails came before the request for proposal was made public" chorus: we asked the college about the various allegations they sent us a statement saying: "these are old allegations that have been proven false repeatedly and are typical election year exaggerations and misinformation. pcc's strong enrollment growth, wise fiscal management, support from the business Community and award-winning programs speak for themlves." tag i also reached out to chancellor lambert directly but received no response from him - we will update you when the hlc releases their final report reporting from pcc's downtown campus chorus nylander news 4 tucson

KVOA 9/29/2022 6:07:31 PM: .. chorus: tonight - a call for change at pima Community College from the group people for pcc - which describes itself as a watchdog for campus issues jean ramirez "a Community group of concerned citizens, strongly support keeping our community college strong and inclusive for all the Community" chorus: the group honed their attention towards pcc chancellor lee lambert and the board - which it says is under investigation by the higher learning commission the schools accrediting agency - they say a draft report from the hlc last spring found pcc quote "embraced an institutional culture of fear, bullying and intimidation" paloma mckenna "and that the pcc conflict resolution was an ineffective body" chorus: people4pcc stated chancellor lee has seen his salary surge to over 400,000 dollars while college enrollment declined paloma mckenna "pcc's enrollment plunged 29% from 2013 lambert's first year through 2019" mario gonzales "we need a board that is responsible and holds the people using our tax payer money accountable and that they are used judiciously" chorus: the College and chancellor lambert are being sued by former vice-hancellor of facilities william ward for wrongful termination - ward claims he was fired for calling out what he alleges were violations of the fair bidding process while hiring a company called trane for a 23 million dollar project mario "documents obtained from a public records request we learned that a trane employee had exchanged 190 emails with the chancellor and other pcc administrators these emails came before the request for proposal was made public" chorus: we asked the college about the various allegations they sent us a statement saying: "these are old allegations that have been proven false repeatedly and are typical election year exaggerations and misinformation. pcc's strong enrollment growth, wise fiscal management, support from the business Community and award-winning progra speak for themselves." tag i also reached out to chancellor lambert directly but received no response from him - we will update you when the hlc releases their final report reporting from pcc's downtown campus chorus nylander news 4 tucson

KVOA 9/29/2022 10:09:43 PM: ...to the College's leadership.. as the p-c-c board faces an investigation from its accrediting agency. news 4 tucson chorus nylander has more. the group is called people for pima Community College - they are demanding changes to pcc's leadership after they say there has been a series of issues pointing straight to the top pkg: mario gonzales "the status quo at pcc is not working for the people of pima county" chorus: tonight - a call for change at pima community College from a the group people for pcc - which describes itself as a watchdog for campus issues jean ramirez "a Community group of concerned citizens, strongly support keeping our community college strong and inclusive for all the Community"y" chorus: the group honed their attention towards pcc chancellor lee lambert and the board - which it says is under investigation by the higher learning commission the schools accrediting agency - they say a draft report from the hlc last spring found pcc quote "embraced an institutional culture of fear, bullying and intimidation" paloma mckenna "and that the pcc conflict resolution was an ineffective body" chorus: people4pcc stated chancellor lee has seen his salary surge to over 400,000 dollars while college enrollment declined paloma mckenna "pcc's enrollment plunged 29% from 2013 lambert's first year through 2019" mario gonzales "we need a board

that is responsible and holds the people using our tax payer money accountable and that they are used judiciously" chorus: the College and chancellor lambert are being sued by former vice-chancellor of facilities william ward for wrongful termination - ward claims he was fired for calling out what he alleges were violations of the fair bidding process while hiring a company called trane for a 23 million dollar project mario "documents obtained from a public records request we learned that a trane employee had exchanged 190 emails with the chancellor and other pcc administrators these emails came before the request for proposal was made public" chorus: we asked the college about the various allegations they sent us a statement saying: "these are old allegations that have been proven false repeatedly and are typical election year exaggerations and misinformation. pcc's strong enrollment growth, wise fiscal management, support from the business Community and award-winning programs speak for themselves." tag i also reached out to chancellor lambert directly but received no response from him - we will update you when the hlc releases their final report reporting from pcc's downtown campus chorus nylander news 4 tucson coming up on news 4 tucson at 10



October 6, 2022

Dr. Lee Lambert
Chancellor
Pima County Community College District
4905C E. Broadway Blvd.
Tucson, Arizona 85709-1005

Dear Chancellor Lambert:

This letter serves as formal notification and official record of action taken concerning Pima County Community College District by the Institutional Actions Council of the Higher Learning Commission at its meeting on October 3, 2022. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC concurred with the evaluation team's findings and affirmed that the institution is addressing the concerns related to core component 2.C. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. An Interim Report due September 1, 2023, on aspects of Core Component 2.C. The report should provide evidence demonstrating the institution has addressed the following:

Board Effectiveness

Continued work on processes to improve adherence to appropriate Board and State policies with a focus on the role of shared governance by the Board of Governors and Senior Administrators. This includes, for example:

- Board members using resources provided by the institution in preparation of the meeting.
- Processes to ensure transparency of decision making at the Board and Senior leadership levels.
- Continue to use board training to help all members of the Board understand their role, responsibilities, and governance.
- Executive Leadership focus on engaging the community and the Board of Governors in meaningful dialogue to address ongoing challenges and communication strategies.

Embedded Report. An embedded report in the next Comprehensive Evaluation in 2024-2025 to address the following:

Dispute Resolution

The institution should define more clearly the roles of the Office of Dispute Resolution and Human Resources and the processes by which employees may register a complaint and receive resolution of the complaint.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response to the evaluation findings.

Rationale: A review of the focused visit team report, initial information provided by the institution, and subsequent information provided by the institution in its institutional response indicated the team findings related to Criterion 2 were warranted. IAC modified the monitoring requirements to provide more specificity and clarity. IAC removed parts of the monitoring recommended by the visiting team due to a lack of sufficient evidence to support aspects of the recommended monitoring.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Linnea Stenson. Your cooperation in this matter is appreciated.

Sincerely,

A handwritten signature in cursive script, reading "Barbara Gellman-Danley".

Barbara Gellman-Danley
President

CC: ALO

September 14, 2022 Meeting of the Board of Governors
Transcript excerpt

>> MS. CATHERINE RIPLEY: Good evening, and welcome to the regular meeting of the Board of Governors for Pima Community College. This is a hybrid meeting being recorded and live-streamed on PCCTV. Welcome, Pima family, board members, staff, faculty, administrators, Chancellor Lambert, and most especially to our students. Our first item will be roll call.

>> MS. CATHERINE RIPLEY: We also have a Marjorie King. It actually says no comments, or NA, but they are on the list. Is Marjorie King present? We will give a minute.

Next on the list is Makyla Hays. Makyla Hays, are you on Zoom? If you are, please raise your hand.

>> MS. CATHERINE RIPLEY: I see her face. I see her hand up.

>> MAKYLA HAYS: I am here. I'm having a tech issue. Good evening, board members, Chancellor, colleagues and guests. I'm Makyla Hays your PCCEA faculty president. I come to you today from a place of deep concern about a pattern of a lack of transparency to the college community from the chancellor.

I'm concerned that the Faculty Senate had to ask multiple times this past year for information about the HLC visit scheduled last March. And although May 24 is the date shared that the HLC report was due to the college, that date came and went with no update.

I'm concerned there was no mention in the June agenda on the focus visit or the HLC report. Though a question was asked by a board member, no answers were given because the topic wasn't noticed. It is absent from this month's agenda, as well.

I'm concerned that it wasn't until PCCEA e-mailed the chancellor in July before the college community was informed that the report had even been received. Even more so, the response to that e-mail has not been an increase in transparency but rather a series of actions that make people feel they are not welcomed to speak up or ask questions.

I'm concerned that this HLC draft report is apparently being treated as confidential when that seems to be a departure from past practice. I have asked the chancellor to explain this change and received no answer.

I'm concerned that since February 2021, the chancellor has been announced as a finalist at three other community colleges, each before decisions were made about his evaluation and goals or his contract and pay.

Now as his evaluation is being considered for this year, the draft HLC report is being held as confidential. It seems a thorough evaluation would not be complete without consideration of the report from our accreditor.

I'm concerned that the public comment section of recent board meetings have turned into what feels like a popularity contest for the chancellor detracting from actual business at the college.

I'm concerned that in June, the board voted on new employee salary structures without hearing public comment first. Now on tonight's agenda, I see that board member comments are being moved to the end of the meeting, and hints that this may become a permanent change.

I'm concerned that the chancellor has decided to answer expressions of employee concern with widespread touting of the Forbes report and public messages to employees with instructions to not be negative, minimizing legitimate employee concerns at best and discouraging them from speaking up at worst.

I'm concerned that the board may not be getting enough information to carry out fiscal oversight on large contracts because of the chancellor. The class in comp study by the Segal consultant is one example. There are too many outstanding legitimate employee questions for that money to have been well spent.

In addition, the grievance filed by AERC shows a breakdown of consensus building with elected employee representatives. The subsequent denial by ODR to even consider that grievance highlights the inability of employees to be confident in bringing their concerns through internal channels. Overall I'm concerned the chancellor has been given too much independence from the board and is not being held accountable for acting with transparency.

I'm deeply concerned and feel there are no other internal avenues for me to use. I ask the board to not be distracted by news reports, high-level charts and graphs, or flashy terminology, but to encourage follow-up questions, treat each other with respect, hold the chancellor accountable for consensus building and improving employee morale, and ensure the main focus is on serving the community and our students in a transparent manner.

>> MS. CATHERINE RIPLEY: Thank you very much for your comments.

October 12, 2022 Meeting of the Board of Governors
Transcript excerpt

GOOD EVENING, EVERYBODY.

I WOULD LIKE TO NOW CALL TO ORDER THE WEDNESDAY, 12 OCTOBER 2022 REGULAR MEETING OF THE BOARD OF GOVERNORS FOR PIMA COMMUNITY COLLEGE.

THIS IS A HYBRID MEETING BEING RECORDED AND LIVE STREAMED ON PCC-TV.

WELCOME PIMA FAMILY, AND STUDENTS.

FIRST I WOULD LIKE TO CALL FOR A ROLL CALL.

MR. SILVYN, WOULD YOU LIKE TO TAKE ROLL?

>> GLAD TO.

THANK YOU, CHAIR RIPLEY.

>> MR. CLINCO: HERE.

>> MS. GARCIA: HERE.

>> DR. HAY: HERE.

>> MR. GONZALES: HERE.

>> CHAIR RIPLEY: HERE.

>> ALL BOARD MEMBERS ARE PRESENT OR ATTENDING REMOTELY.

>> WE HAVE FOUR BOARD MEMBERS PRESENT HERE AND ONE JOINING US VIA ZOOM.

I WOULD NOW LIKE TO ASK THE CHANCELLOR TO LEAD US IN THE PLEDGE OF ALLEGIANCE.

[RECITATION OF THE PLEDGE]

>> CHAIR RIPLEY: THANK YOU.

THANKS SO MUCH, AGAIN, WELCOME, EVERYONE.

OUR FIRST ORDER OF BUSINESS TODAY IS PUBLIC CALL TO THE AUDIENCE, PUBLIC COMMENT, AND WE HAVE QUITE A LIST HERE.

IF YOU COULD, PLEASE KEEP TO THE THREE MINUTES ALLOCATED PER COMMENT.

I WOULD LIKE TO START OUT WITH MIKAELA HAYS, PCC UPDATES AND REQUESTS.

>> HI, CAN YOU HEAR ME?

>> YES, GO AHEAD.

>> YES, OKAY.

GOOD EVENING, BOARD, CHANCELLOR, COLLEAGUES AND GUESTS, I SERVE AS THE PCCEA PRESIDENT AND AT YESTERDAY'S PRESS CONFERENCE I HEARD MISCHARACTERIZATIONS FROM THE BOARD CHAIR AND CHANCELLOR, SAYING THAT THERE ARE A SMALL GROUP OF FACULTY WHO WANT THE FINAL SAY AND WHO WANT CHANGE.

-- PCC EA AND THE BOARD RECOGNIZED REPRESENTATIVES FOR FULL-TIME FACULTY AND WE WORK CLOSELY WITH SHARED GOVERNANCE BODIES AND HAVE A SEAT ON THE EARC.

-- THE BOARD RESPONSIBLE FOR POLICY ON COMPENSATION AND WORKING CONDITIONS.

THE CLASS AND COMP STUDY SHOULD HAVE GONE THROUGH, PER POLICY; HOWEVER, THIS GROUP WAS SIDELINED DESPITE NUMEROUS REQUESTED AND MULTIPLE COMMENTS TO THE BOARD.

AFTER THE BOARD VOTED ON NEW SALARY STRUCTURES BEFORE HEARING PUBLIC COMMENT, WE FILED A GRIEVANCE WHICH WAS DISMISSED WITHOUT COMMENT ON ITS MERITS.

WITH NO FURTHER RECOURSE, THE ORGANIZATION WROTE A LETTER TO THE HLC SAYING THAT IF THE GROUP CAN BE IGNORED, WHAT INPUT WOULD WE HAVE ON ANY OTHER POLICY CHANGE?

THE -- OVERWHELMINGLY VOTED TO ENDORSE THE LETTER -- HAS IMPLICATIONS FOR ALL SHARED GOVERNANCE GROUPS.

-- SENATE AND PCCEA EXECUTIVE BOARD AS SIMPLY A SMALL GROUP OF COMPLAINERS WHO JUST WANT THEIR WAY, IS TO DISMISS FACULTY INPUT TO GOVERNANCE BODIES AND INDICATES HOW LITTLE FACULTY INPUT IS VALUED.

THE SUMMARY SITES THE HIGHEST ETHICAL STANDARDS AND EXECUTIVE INTERACTIONS WITH STAKEHOLDERS AS JUSTIFICATION FOR MEETING ALL GOALS LAST YEAR.

-- REFRAIN FROM PUBLIC DISCOURSE, HOWEVER HOLDING OURSELVES TO HIGH STANDARDS TO CORRECT ERRORS AND VALUE -- SHARED MISSION OF WRONG-DOING, DEMONSTRATES -- BEHAVIORS ALIGNING WITH THE COLLEGE VISION.

WHEN ALL NEGATIVE TOPICS ARE HIDDEN AND DEALT WITH BEHIND THE SCENES IF AT ALL, THIS IS NOT TRANSPARENT AND DOES NOT ALLOW THE COMMUNITY TO UNDERSTAND HOW THE BOARD IS DIRECTING RESOURCES TO AREAS OF GREATEST NEED FOR IMPROVEMENT.

-- HOLD THE COLLEGE ACCOUNTABLE FOR FOLLOWING ESTABLISHED POLICY.

-- WANT TO SEE THIS INSTITUTION THRIVE.

WE WELCOME CHANGE, HOWEVER, WE INSIST THAT THESE CHANGES BE DONE IN ACCORDANCE WITH BOARD AND COLLEGE POLICY WITH TRUE STAKEHOLDER INPUT SO WE CAN BECOME THE COMMUNITY COLLEGE TUCSON DESERVES.

>> THANK YOU.

TUCSON OPINION

PCC needs new board leadership

The following column is the opinion and analysis of the writer:

If you have been following the news, you know that Pima Community College recently opened a free childcare center to support parents while they take classes. PCC is modernizing facilities to enhance our career and technical programs, and the college forgave students' debt incurred during the pandemic.



**MAKYLA
HAYS**

PCC continues to train countless essential workers. Clearly, PCC remains a vital contributor to the southern Arizona community.

However, local media also reports that a former vice-chancellor is suing for wrongful termination and faculty groups are speaking out about policy violations. The Higher Learning Commission (PCC's accreditor)

is monitoring dysfunction on the governing board and requiring a report on progress toward "Board Effectiveness" in one year. Rather than showing an increase in cooperation and respect, recent Board discussions and press conferences have been filled with even more division and recrimination. It is clear the college needs new board leadership if PCC is to fulfill the HLC's expectations for improvement.

To that end, the PCC faculty association endorses Theresa Riel for the District 2 seat on the board. For over 33 years, Theresa taught countless students across southern Arizona, including during her 23-year career as a mathematics professor at PCC. As a parent and community member, Theresa has volunteered in schools and advocated for people experiencing homelessness. She is an experienced educator who knows PCC as a faculty member, a student, a parent, and a taxpayer. The governing board needs a leader to

be responsive to the entire community, not just a few influential individuals who have declared their intention to control the board. That leader is Theresa Riel.

Theresa believes that college decisions must put students first. While PCC faculty value community members and business partners, the interests of our students must be considered above all else. PCC deserves a board that can ask the right questions, understand the data, and make informed decisions. This includes evaluating the impact of decisions on enrollment challenges, availability of classes, ease of student registration, and meaningful support for prospective and current students.

As PCC is a public institution, Theresa insists that the board hold the college accountable with full transparency. Voting to pay high prices for non-essential projects without sufficient discussion or effort to reach

shared understanding must end. To accomplish such meaningful change, Theresa intends to restore autonomy to the governing board, which has eroded in recent years as board members have relinquished their responsibilities to the chancellor.

Finally, Theresa would make sure faculty and staff are included in essential decision making. Recent board actions have excluded faculty and staff from important decisions, even when college policy clearly indicated those employees should be included. Theresa will demand the college follows its own policies.

We appreciate Demion Clinco's many years of service on the board and recognize that it is an unpaid position with the workload of a full-time job. He has participated in some important changes. However, board dysfunction disrupts the college from top to bottom, and it has to end. College employees need to feel secure to best serve

students, but board infighting wastes our resources, diminishes our efforts, and humiliates us. Demion Clinco cannot bear full blame for board dysfunction, but, if you watch the board meetings, he appears to contribute to it. We feel Theresa Riel will bring positive change to the board and help resolve current disputes.

Pima Community College belongs to the entire Tucson community. The governing board is the community's way to hold the college accountable and to steer the institution toward best serving the greatest number of people. Help secure the brightest future for our community college and join us in supporting Theresa Riel for the District 2 seat on the PCC Governing Board. Learn more by searching Theresa Riel For PCC Board.

Makyla Hays is president of Pima Community College Education Association, the faculty association for Pima Community College.

Oct 20, 2022, 8:01:11 AM (yesterday)

mmhays Oct 20, 2022, 8:01:11 AM (yesterday)

to PCCFACULTY

It has only been a week since my last email to all faculty, but it has been an eventful one. I apologize for the long email, but I hope that you take a few minutes to skim through the updates and full details below. Thank you for your time.

The College recently held a press conference addressing the HLC findings from their focused visit. Many factually inaccurate statements were made that are of concern to PCCEA. At the Governing Board meeting the following night and study session this week, more concerning conversations occurred between members of the Board, the Chancellor, and legal counsel.

Summary of factually inaccurate statements:

- The reason for the HLC focused visit and subsequent monitoring was the unethical behavior of two board members who resist change to thwart reforms and slow down progress (Board chair Ripley at Press Conference)
- The HLC's focus is on the Board's Governance issues (Chancellor at Press Conference and [Board meeting](#))
- Faculty have only submitted complaints to the HLC as an expression of the desire to have the final say in the direction the College moves (Chancellor at Press Conference)
- The Governing Board was not informed in writing of the AERC grievance or appeal to reconsider the dismissal of the grievance (Board member Clinco at Board meeting and study session)
- Faculty Senate and other governance groups are not in compliance with best practice when using executive sessions, and the Governing Board is the only group that has the right to Executive Session per state statute (Board member Clinco at study session)
- PCCEA and AERC/Senate faculty circumvented internal college processes for complaint resolution and went straight to the HLC (legal counsel Jeff Silvyn and Board member Clinco at study session)

College legal counsel, Mr Silvyn, had the opportunity to provide evidence or clarification to the contrary on the last three points, but he did not. In discussing the new HLC complaints at the study session, Mr Silvyn began an answer with, "Let's just say if this complaint had started in ODR as opposed to where it is now...", seemingly confirming to the Board that employees circumvented internal processes, even though this was clearly not the case. This appears to be an intentional misrepresentation of fact to the Governing Board in an effort to place blame on employees for the College's failure to follow established policy and address a legitimate grievance about it.

If facts are not being presented accurately to the Governing Board and employees do not have a place in these conversations, there can be no hope to come to a meaningful understanding and resolution of issues.

Strong policy along with an effective avenue to handle disputes are what employees need to be confident that our voices will be heard, that we have due process, and that people will be treated fairly and equitably within our institution. I appreciate you taking your time to be aware of the issues facing faculty. Your awareness is crucial to making sure that our employee policies are valued and faculty retain their voice in crucial processes as appropriate per our accreditor, board policies, and administrative policies.

Makyla Hays
Math Faculty

11/16/22, 8:41 AM

Re: The latest madness - jsilvyn@pima.edu - Pima Community College Mail

PCCEA President - [want to join PCCEA?](#)

mmhays@pima.edu

520-206-2198



College Employee Satisfaction Survey

Overview of Results

Governing Board
November 2022



Introduction

- College Employee Satisfaction Survey (CESS) is from Ruffalo Noel Levitz (RNL)
- External survey
- First administered by the College in 2013





This session

- We are releasing the spring 2022 CESS results
- Results from previous administrations in 2013, 2015, 2017 and 2019 are included
- New this year are custom statements, including items from the All Employee Representative Council, and a separate report including only adjunct faculty responses





Introduction to the CESS data

- CESS provides importance and satisfaction data on a range of statements
- The focus here are the satisfaction results for “Campus Culture and Policies” and “Work Environment”
- The original 2022 CESS results files will be posted online for full access





Importance and Satisfaction Rating Scale

Importance rating	Satisfaction rating	Numerical value
Very important	Very satisfied	5
Important	Satisfied	4
Somewhat important	Somewhat satisfied	3
Not very important	Not very satisfied	2
Not important at all	Not satisfied at all	1



Significance Definitions and Levels

The significance level for Importance is a result of comparing your institution's average importance score to the comparison group's average importance score. Likewise for the Satisfaction score. The result is obtained by running an ANOVA (analysis of variance) on the two scores. The result you see is showing you the level of significance, or the p-value.

NS = no significant difference exists between the groups.

One asterisk = a p-value of .05, meaning that the two scores are significantly different, and such a difference would only be due to chance 5% of the time.

Two asterisks = a p-value of .01, meaning that the two scores are significantly different, and such a difference would only be due to chance 1% of the time.

Finally, three asterisks = a p-value of .001, meaning that the two scores are significantly different, and such a difference would only be due to chance 0.1% of the time.



Comparison Group

- RNL provides a comparison between PCC and a comparison group of colleges
- This group does not necessarily include our peer institutions
- Note that other external surveys (e.g. Community College Survey of Student Engagement) provide multiple comparison groups including all colleges, the top 10% of colleges and extra-large colleges
- Those results indicate student satisfaction is slightly lower at extra-large colleges and that could be the case for employees and CESS




Responses

	2013	2015	2017	2019	2022
All responses	1,068	859	703	768	675
All faculty	-	293	264	259	225
Adjunct faculty	-	-	-	-	105

- Responses have declined over time
- Incentives are included to encourage participation (via a voluntary internal survey)
- The confidence level is lower for faculty responses





Campus Culture and Policies: All Employees

- 70% of the statements for which comparison data are available saw a statistically significant increase from 2019 to 2022
- 75% of the 21 statements for which satisfaction is up from 2019 are not statistically significantly different from the comparison colleges
- 66.6% of the nine statements for which there was not a change from 2019 show lower levels of satisfaction than the comparison group





RNL Stat Sig PCC to Comp Gp			
RNL Stat Sig 2022 to 2019		2022	
This institution promotes excellent employee-student relationships	3.70	***	*
This institution treats students as its top priority	3.66	***	NS
This institution does a good job of meeting the needs of students	3.59	***	NS
This institution involves its employees in planning for the future	3.17	***	NS
This institution plans carefully	3.15	***	NS
The leadership of this institution has a clear sense of purpose	3.26	***	*
This institution makes sufficient staff resources available to achieve important objectives	3.17	***	NS
This institution consistently follows clear processes for selecting new employees	3.22	***	NS
There is a spirit of teamwork and cooperation at this institution	3.16	***	NS
The mission, purpose, and values of this institution are well understood by most employees	3.57	**	NS
The goals and objectives of this institution are consistent with its mission and values	3.54	**	**
This institution does a good job of meeting the needs of its faculty	3.20	**	*
This institution does a good job of meeting the needs of staff	3.15	**	NS
This institution makes sufficient budgetary resources available to achieve important objectives	3.22	**	NS
This institution does a good job of meeting the needs of administrators	3.78	*	*
Most employees are generally supportive of the mission, purpose, and values of this institution	3.64	*	NS
Administrators share information regularly with faculty and staff	3.18	*	NS
There is good communication between the faculty and the administration at this institution	3.16	*	NS
There is good communication between staff and the administration at this institution	3.11	*	NS
Administrators take pride in their work	3.66	*	***
This institution is well-respected in the community	3.55	*	NS



	2022	RNL Stat Sig 2022 to 2019	RNL Stat Sig PCC to Comp Gp	
There are effective lines of communication between departments	2.74	NS		*
Faculty take pride in their work	3.79	NS		**
Staff take pride in their work	3.75	NS		**
The reputation of this institution continues to improve	3.35	NS		NS
Efforts to improve quality are paying off at this institution	3.31	NS		NS
Employee suggestions are used to improve our institution	2.90	NS		**
This institution consistently follows clear processes for orienting and training new employees	3.23	NS		**
This institution consistently follows clear processes for recognizing employee achievements	2.98	NS		***
This institution has written procedures that clearly define who is responsible for each operation and service	3.04	NS		*



Results for Existing Custom Statements

2022		RNL Stat Sig 2022 to 2019
The institution does a good job involving employees in college planning	3.06	**
This institution does an excellent job of keeping employees informed about matters affecting us	3.27	*
Efforts to improve the effectiveness of the Governing Board's leadership are paying off at this institution	3.07	NS
Efforts to improve the integrity of Human Resources operations are paying off at this institution	3.12	NS
Efforts to improve the integrity of financial practices are paying off at this institution	3.35	NS
Efforts to improve the effectiveness of administrative leadership are paying off at this institution	3.11	NS
Pima Community College fosters an environment that is inclusive of diverse identities	3.76	NS
My immediate supervisor provides me with information about what is going on at the college	3.78	NS
This institution has high performance standards	3.28	NS
Systems and processes are in place to address under-performing employees	2.87	NS
Efforts to improve the college climate are paying off at the institution	3.08	NS
Efforts to improve the complaints and grievance procedures are paying off at this institution	3.15	-

Work Environment: All Employees

- 21 statements for which comparison data are available
- 81% are not significantly different from 2019
- 43% are not significantly different from the comparison group, 48% are statistically lower and the remaining statements are higher



	2022	RNL Stat Sig 2022 to 2019	RNL Stat Sig PCC to Comp Gp
I have adequate opportunities for training to improve my skills	3.67	*	***
My supervisor pays attention to what I have to say	4.03	*	NS
It is easy for me to get information at this institution	3.17	NS	**
I learn about important campus events in a timely manner	3.49	NS	NS
I am empowered to resolve problems quickly	3.31	NS	**
I am comfortable answering student questions about institutional policies and procedures	3.43	NS	**
I have the information I need to do my job well	3.66	NS	NS
My job responsibilities are communicated clearly to me	3.80	NS	NS
My supervisor helps me improve my job performance	3.82	NS	NS
My department or work unit has written, up-to-date objectives	3.53	NS	*
My department meets as a team to plan and coordinate work	3.72	NS	NS
My department has the budget needed to do its job well	3.24	NS	NS
My department has the staff needed to do its job well	2.94	NS	NS
The employee benefits available to me are valuable	3.75	NS	**
I have adequate opportunities for advancement	2.94	NS	**
I have adequate opportunities for professional development	3.70	NS	**
The work I do is appreciated by my supervisor	3.96	NS	NS
The work I do is valuable to the institution	3.81	NS	**
I am proud to work at this institution	3.97	NS	**
The type of work I do on most days is personally rewarding	4.01	*	*
I am paid fairly for the work I do	2.74	**	***

New statements in 2022

2022	
Access to technology at this institution meets my expectations	3.84
I feel I can bring concerns to my supervisors or administration without retaliation	3.73
This institution's policies and practices give me the flexibility to manage my work and personal life	3.60
I feel I have a good work-life balance	3.57
The Diversity, Equity and Inclusion Strategic Planning Group is affecting meaningful change	3.53
Information needed to do my job effectively is communicated in a clear and timely manner	3.51
I am able to complete the work expected of me during my regular or contracted work hours	3.46
This institution makes data-driven decisions	3.30
Appropriate stakeholders are involved in College decisions	3.16
Employees are evaluated fairly and consistently	3.15
The institution supports a premier work environment for employees	3.08
The institution chooses and funds the most important priorities	3.01



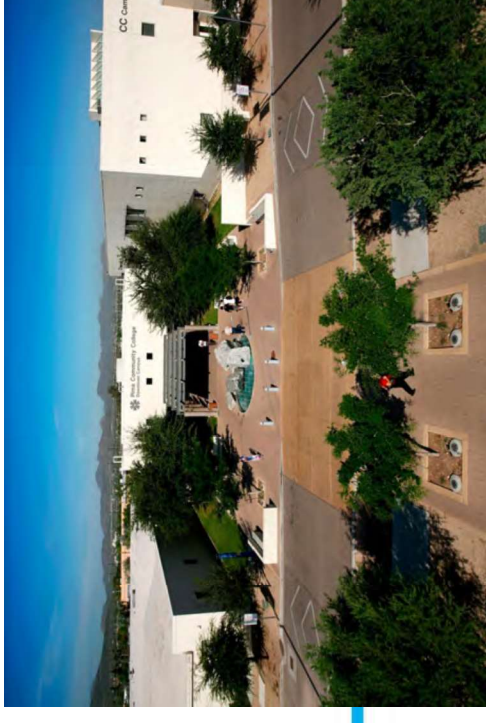
PimaCommunityCollege

/// Keep striving.



Campus Culture and Policies: Faculty Responses

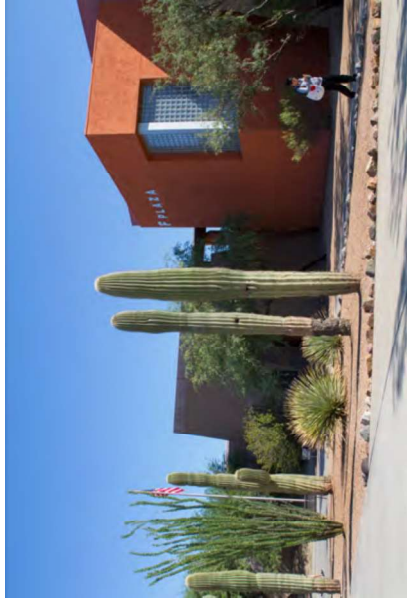
- Adjunct faculty are more satisfied than full time faculty for all statements
- All faculty are more satisfied than all employees for 48% of the statements



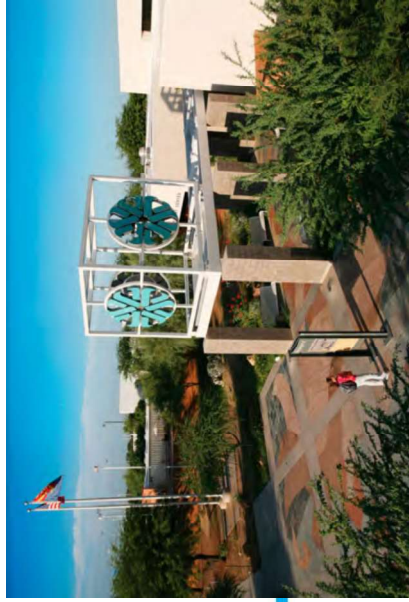
	All Faculty 2022	Gap Between Adunct and All Faculty 2022		Gap Between All Faculty and All Employees 2022	
		Responses	Responses	Responses	Responses
Faculty take pride in their work	3.98	0.28	0.19		
Staff take pride in their work	3.89	0.20	0.14		
Pima Community College fosters an environment that is inclusive of diverse identities	3.87	0.21	0.11		
My immediate supervisor provides me with information about what is going on at the college	3.76	0.39	-0.02		
Administrators take pride in their work	3.75	0.23	0.09		
This institution does a good job of meeting the needs of administrators	3.74	0.18	-0.04		
This institution promotes excellent employee-student relationships	3.72	0.26	0.02		
Most employees are generally supportive of the mission, purpose, and values of this institution	3.72	0.18	0.08		
This institution treats students as its top priority	3.64	0.38	-0.02		
The mission, purpose, and values of this institution are well understood by most employees	3.63	0.16	0.06		
This institution does a good job of meeting the needs of students	3.62	0.28	0.03		
This institution is well-respected in the community	3.52	0.21	-0.03		
The goals and objectives of this institution are consistent with its mission and values	3.44	0.37	-0.10		
This institution has high performance standards	3.36	0.33	0.08		
The reputation of this institution continues to improve	3.30	0.34	-0.05		
This institution consistently follows clear processes for selecting new employees	3.27	0.30	0.05		
This institution consistently follows clear processes for orienting and training new employees	3.25	0.27	0.02		
Efforts to improve quality are paying off at this institution	3.21	0.37	-0.10		
Efforts to improve the integrity of financial practices are paying off at this institution	3.21	0.34	-0.14		
Administrators share information regularly with faculty and staff	3.19	0.54	0.01		
This institution does a good job of meeting the needs of staff	3.18	0.36	0.03		
There is good communication between staff and the administration at this institution	3.17	0.41	0.06		

Gap Between All Faculty and Adjunct and All Faculty 2022 Responses					Gap Between All Faculty and All Employees 2022 Responses	
	All Faculty 2022		Responses	Responses		
Efforts to improve the integrity of Human Resources operations are paying off at this institution	3.17		0.29	0.05		
This institution does an excellent job of keeping employees informed about matters affecting us	3.16		0.51	-0.11		
The leadership of this institution has a clear sense of purpose	3.14		0.54	-0.12		
This institution makes sufficient staff resources available to achieve important objectives	3.14		0.43	-0.03		
There is a spirit of teamwork and cooperation at this institution	3.14		0.49	-0.02		
This institution has written procedures that clearly define who is responsible for each operation and service	3.14		0.45	0.10		
Efforts to improve the complaints and grievance procedures are paying off at this institution	3.14		0.32	-0.01		
Efforts to improve the effectiveness of the Board of Governors' leadership are paying off at this institution	3.14		0.38	0.07		
This institution consistently follows clear processes for recognizing employee achievements	3.10		0.41	0.12		
Systems and processes are in place to address under-performing employees	3.09		0.50	0.22		
This institution makes sufficient budgetary resources available to achieve important objectives	3.03		0.36	-0.19		
Efforts to improve the effectiveness of administrative leadership are paying off at this institution	3.02		0.46	-0.09		
Efforts to improve the college climate are paying off at the institution	3.02		0.56	-0.06		
The institution does a good job involving employees in college planning	3.01		0.45	-0.05		
This institution plans carefully	3.00		0.52	-0.15		
This institution involves its employees in planning for the future	2.97		0.52	-0.20		
There is good communication between the faculty and the administration at this institution	2.97		0.53	-0.19		
There are effective lines of communication between departments	2.89		0.48	0.15		
Employee suggestions are used to improve our institution	2.82		0.55	-0.08		
This institution does a good job of meeting the needs of its faculty	2.73		0.63	-0.47		

Work Environment: Faculty Responses



- Adjunct faculty are more satisfied than full time faculty for all but one statement
- All faculty are more satisfied than all employees for 33% of the statements



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	2022			Gap Between Adunct and All Faculty 2022		Gap Between All Faculty and All Employees 2022	
				Responses	Responses	Responses	
The type of work I do on most days is personally rewarding		4.15		0.30		0.14	
My supervisor pays attention to what I have to say		4.00		0.29		-0.03	
The work I do is appreciated by my supervisor		3.96		0.28		0.00	
I am proud to work at this institution		3.86		0.37		-0.11	
I have adequate opportunities for professional development		3.81		0.03		0.11	
My supervisor helps me improve my job performance		3.78		0.33		-0.04	
My job responsibilities are communicated clearly to me		3.76		0.38		-0.04	
I have adequate opportunities for training to improve my skills		3.75		0.12		0.08	
I have the information I need to do my job well		3.64		0.32		-0.02	
The work I do is valuable to the institution		3.64		0.34		-0.17	
I learn about important campus events in a timely manner		3.61		0.33		0.12	
My department meets as a team to plan and coordinate work		3.56		0.19		-0.16	
My department or work unit has written, up-to-date objectives		3.51		0.32		-0.02	
I am comfortable answering student questions about institutional policies and procedures		3.47		0.15		0.04	
The employee benefits available to me are valuable		3.40		-0.48		-0.35	
I am empowered to resolve problems quickly		3.31		0.36		0.00	
It is easy for me to get information at this institution		3.19		0.50		0.02	
My department has the budget needed to do its job well		3.10		0.13		-0.14	
My department has the staff needed to do its job well		2.99		0.39		0.05	
I have adequate opportunities for advancement		2.91		0.20		-0.03	
I am paid fairly for the work I do		2.51		0.30		-0.23	

New statements in 2022

	All Faculty 2022	Gap Between Adjunct and All Faculty 2022 Responses	Gap Between All Faculty and All Employees 2022 Responses
Access to technology at this institution meets my expectations	3.84	0.14	0.00
I feel I can bring concerns to my supervisors or administration without retaliation	3.71	0.49	-0.02
The Diversity, Equity and Inclusion Strategic Planning Group is affecting meaningful change	3.63	0.22	0.10
This institution's policies and practices give me the flexibility to manage my work and personal life	3.56	0.40	-0.04
Information needed to do my job effectively is communicated in a clear and timely manner	3.50	0.47	-0.01
I feel I have a good work-life balance	3.40	0.58	-0.17
Employees are evaluated fairly and consistently	3.29	0.52	0.14
This institution makes data-driven decisions	3.25	0.39	-0.05
I am able to complete the work expected of me during my regular or contracted work hours	3.09	0.45	-0.37
Appropriate stakeholders are involved in College decisions	3.07	0.49	-0.09
The institution supports a premier work environment for employees	3.02	0.52	-0.06
The institution chooses and funds the most important priorities	2.92	0.47	-0.09

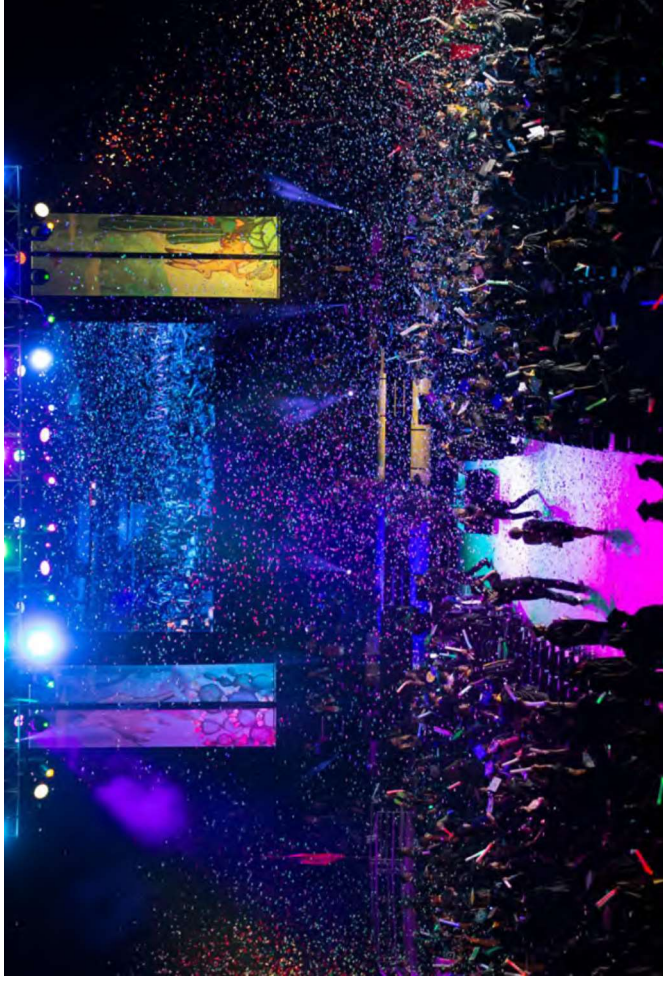


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Summary

- The 2022 CESS results identify some positives and some areas for improvement
- Key opportunity areas relate to Work Environment and full time faculty satisfaction





Recommendations

- Hold focus groups to understand the “why” behind the responses
- Develop strategies to address weaknesses and increase employee satisfaction, with a focus on exceeding the comparison college group results in the next administration, consistent with the PCC vision to be a premiere community college
- Expand outreach about the survey in future administrations
- Develop a more comprehensive assessment system to improve understanding of employee satisfaction and engagement





Silvyn, Jeff <jsilvyn@pima.edu>

Re: ODR Complaint Process Draft

1 message

Hays, Makyla <mmhays@pima.edu>

Mon, Nov 14, 2022 at 2:08 PM

To: "Townsend, Ana" <atownsend5@pima.edu>

Cc: "Silvyn, Jeff" <jsilvyn@pima.edu>, Kelsang Wangmo <mmacias10@pima.edu>, Aubrey Conover <aconover@pima.edu>, Janette Valencia <jvalencia7@pima.edu>

Those dates are almost perfect. Thanks for checking.

November 18 I will be starting the discussion on the ODR process (not finalizing it). We haven't had a meeting since you emailed out the file yet, and this month has had some large projects (class and comp, remote work, workload, AP revision, etc) that have calendars quite full.

My hope is that we can start the discussion and team after the 18th and hopefully have some good questions/comments to give you on the 9th.

Makyla Hays
Math Faculty
PCCEA President - want to join PCCEA?
mmhays@pima.edu
520-206-2198

On Mon, Nov 14, 2022 at 12:37 PM Townsend, Ana <atownsend5@pima.edu> wrote:

Good Morning Makyla,

Hope you had a nice long weekend! I wanted to make sure I am understanding upcoming dates you mentioned in previous emails. So I listed the dates you mentioned below with my understanding of AERC upcoming meetings and ODR expectations.

November 18- AERC meeting- AERC members will discuss ODRs complaint process and add their final suggestions to ODRs internal complaint process draft
December 2- AERC meeting about a prior Grievance
December 9- AERC meeting- ODR Investigators will join the AERC meeting to introduce new Investigator, Ana Townsend, and give a general review about the complaint process.

Can you let me know if this is also your understanding of the AERC upcoming meetings?

Talk to you soon,

Ana

Ana Townsend

Office of Dispute Resolution| Investigator

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On Tue, Nov 8, 2022 at 4:06 PM Hays, Makyla <mmhays@pima.edu> wrote:

The December 2nd meeting is about the AERC grievance from last summer, not about the general ODR complaint process.

Janette told me that ODR had requested to be put on the December 9th AERC general meeting agenda to introduce themselves and go over the ODR complaint process. Our meetings are from 10:00 to 12:00. I believe she said it was Kelsang and Ana that were on the agenda but if you would also like to be added, we can have her add you to the calendar invite

Makyla Hays
Math Faculty
PCCEA President
mmhays@pima.edu
520-206-2198

On Tue, Nov 8, 2022, 3:54 PM Silvyn, Jeff <jsilvyn@pima.edu> wrote:

First, could we clarify scheduling. I have a meeting on my calendar for Dec. 2 at 11, but I think that is to discuss the grievance process and decision? I don't have a meeting on my calendar for Dec. 9, but am largely available so maybe I'm just missing the meeting invitation?

I don't mind extending the comment period a bit. Our goal is to have a revised process description in place when the new semester starts.

Jeff Silvyn
General Counsel
Vice Chancellor for Legal Affairs
Pima Community College
[4905C E. Broadway Blvd.](#)
[Tucson, AZ 85709](#)
[Ph: 520-206-4678](#)
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On Tue, Nov 8, 2022 at 1:43 PM Hays, Makyla <mmhays@pima.edu> wrote:

Our next AERC meeting is Nov 18 and Janette let me know you had been added to the December 9 agenda. I see you had originally asked for feedback by Nov 15. Can we extend that a bit after we have the AERC conversation? I haven't added any thoughts to the document you sent out yet but I do have some questions and thoughts - can they wait till after your visit on the 9th or do you need them still by the 15th?

Makyla Hays
Math Faculty
PCCEA President - want to join PCCEA?
mmhays@pima.edu
520-206-2198

On Thu, Nov 3, 2022 at 11:41 AM Hays, Makyla <mmhays@pima.edu> wrote:

I just went through and made a document that tracked changes from the current posted process to this one. It is significant in volume of changes, but also in process. In some cases changing things like 14 days to 90 days, adding what types of appeals are accepted vs not accepted, changing the audience of the policy, changing the requirements for what should be included in the complaint, changes to the conflict of interest section, etc.

I'll go ahead and take this to AERC for wider review. Jeff, I appreciate you being willing to come to that discussion. I think it would be helpful to also have an ODR rep there for us to ask questions of. That has been a request starting last spring, and I think it would be beneficial for ODR and AERC to meet and discuss the process directly.

Here is the copy of the document with tracked changes as we typically look at for AERC so that we are aware of what is changing:

https://docs.google.com/document/d/1xhKksA8nRF4_K_iA7wITbIhYcnJhhzMwRBykh8SqcJo/edit?usp=sharing

Makyla Hays
Math Faculty
PCCEA President - want to join PCCEA?
mmhays@pima.edu
520-206-2198

On Thu, Nov 3, 2022 at 11:31 AM Silvyn, Jeff <jsilvyn@pima.edu> wrote:

To hopefully clarify a bit, we don't think the changes are substantive; rather, they are intended to clarify the process. Regardless, we appreciate the value of additional perspectives including whether language we think is clear might be interpreted differently by others. So, this proposed version of the complaint process is being provided to AERC, HR, and the Student Code of Conduct area staff for feedback. Please include me in the meeting at which the process is discussed. I will look forward to the conversation.

Jeff Silvyn
General Counsel
Vice Chancellor for Legal Affairs
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[Fax: 520-206-4990](#)

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On Thu, Nov 3, 2022 at 11:13 AM Townsend, Ana <atownsend5@pima.edu> wrote:

Hi Makayla,

I agree with you on the language, and understand where you are coming from. I think Jeff may be better able to answer your first question. Let's first resolve if an internal process is something that needs AERC approval. As far as addressing concerns regarding the complaint process, do you mind sharing them with us? Our goal is to make the process as clear as possible so any feedback you have is welcome. I am attaching a decision tree I am currently working on to help visualize the process - it is a complete Draft but welcome your feedback on this as well.

As far as a meeting specific to the complaint process, I think we need to understand AERC's role in the matter first but I agree that if explaining the process would help solve some frustrations, I am all for it. I want to work together to resolve the frustrations that are out there and ask for your patience. Once Jeff has time to review your suggestions we will work together and go from there, ok?

I really appreciate your feedback and know that the ultimate goal is to provide clarity on ODR's process.

Talk to you soon,

Ana

Ana Townsend

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On Thu, Nov 3, 2022 at 11:00 AM Hays, Makyla <mmhays@pima.edu> wrote:

<https://www.pima.edu/administration/human-resources/employee-handbook/docs/complaints1.pdf>

This is the posted PCC policy. The first bullet point links to the ODR procedure you sent out for review.

The second bullet point I quoted above -

" Substantive changes to the complaint procedures involving employees will be referred to the AERC process."

This was placed in policy specifically so that reviews such as the one you are doing now would be sent through AERC as this is an area that is a large impact to employees.

I would ask that ODR come to our next AERC meeting and present the changes you are proposing and give the employee groups an opportunity to review and respond/ask questions and form a resolution team to discuss these changes and the impacts. If there is a time frame that we need to work within, we just need a heads up as we do have several large projects going right now as well.

We have been asking for ODR to come to AERC for several months now specifically regarding the complaint process and some of the issues we are having from the employee end that we would like to resolve. This discussion could address some of those concerns all at once instead of trying to change the same thing multiple times.

Makyla Hays
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PCCEA President - [want to join PCCEA?](#)
mmhays@pima.edu
520-206-2198

On Thu, Nov 3, 2022 at 10:53 AM Townsend, Ana <atownsend5@pima.edu> wrote:

Good Morning Makayla,

Thank you for your response, we definitely appreciate your comments on our internal policy and appreciate your feedback. However, my understanding of the AERC involvement is different from yours and I am not 100% sure if it needs AERC approval. Copying Jeff here for his input and clarity.

Thank you again,

Ana Townsend

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On Thu, Nov 3, 2022 at 10:42 AM Hays, Makyla <mmhays@pima.edu> wrote:
Thank you Ana for sharing this and including me.

I see there are actually quite a lot of changes from what was posted before. I will work on reviewing this all and get comments. However, as part of the Complaint policy in the Employee Handbook it says:

Substantive changes to the complaint procedures involving employees will be referred to the AERC process.

Are you bringing this to AERC for review to go over changes before publishing, or are Aubrey and I included on this discussion so that we can bring this to AERC? I think it would be helpful to have a rep from ODR who is familiar with these changes come to AERC and explain the changes and rationale so that we are aware of what the changes are. As I go through just a quick overview, I am noticing there are some large changes to language, process, and timelines.

Makyla Hays
Math Faculty
PCCEA President - want to join PCCEA?
mmhays@pima.edu
520-206-2198

On Tue, Nov 1, 2022 at 2:32 PM Townsend, Ana <atownsend5@pima.edu> wrote:
Good Afternoon,

We hope everyone is having a nice Fall week, the weather has certainly been lovely.

We are reaching out to you today for your expert input. ODR has been working on revising the 2014 ODR Complaint process and wanted to share it with all of you. If you have time in the next two weeks, we welcome your feedback on our draft. We would like to publish these updated processes by the end of the month so if you can have your comments added by November 15th we would greatly appreciate it. The Google Doc is attached and everyone has been given commenter access to the draft so feel free to add your thoughts.

Our goal is to simplify language and update older procedures. If you have any questions, feel free to email or call Wangmo or myself.

[ODR Complaint Process Google Doc Link](#)

Warmest regards,



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