Pima Community College Response
August 6, 2021

Exhibits 1 — 10

****NOTE: Exhibit 1 - 2015-2025 PCC Educational Master Plan - attached separately**

Exhibit 2 - Chancellor Goals 2019-20

Chancellor's Goals 2019-2020: Supporting Student Success

Approved by the Governing Board on September 11, 2019

Focus on student success: Increase enrollment, progress and outcomes

- Increase enrollment (duplicated count of students) by 2.5% by spring 2020.
- Migrate face-to-face course offerings to more affordable educational resources by identifying the 50 highest enrollment courses that PCC offers and developing a plan to migrate those courses to more affordable options. Plan to be developed no later than spring 2020.
- Expand financial support for students to include the PCC Foundation, the Office of Financial Aid and external partnerships supporting in-need populations to be measured through a 5% increase in students receiving financial support to attend College by spring 2020.
- Improve connections into credit offerings from Adult Basic Education for College and Career and non-credit to include (1) systematizing IBEST programming to support future expansion and (2) Developing a streamlined transition form for students in ABECC or non-credit to move them into credit offerings, without the requirement of a full new application (by spring 2020).
- Develop (by fall 2019), and begin implementation of (by spring 2020, then ongoing), a multi-year plan to transform academics and student services at the College to close the achievement gap and improve student outcomes.
- Assess the current status and effectiveness of guided pathways, identify gaps and develop a plan to address those gaps by spring 2020, for implementation in fall 2020.
- Proceed with the establishment and enhancement of Centers for Excellence as outlined in the Education and Facilities Master Plans.

Engage with the Community

- Strengthen connections with the community to support underrepresented student populations, with a focus on (1) national, state and local lawmakers, (2) business and industry, (3) K-12, (4) the state universities, and, (5) local community groups (ongoing).
- Hold the 2020 Futures Conference in spring 2020, reviewing the mission of the College and discussing emerging trends impacting work and education.
- Celebrate PCC's 50th anniversary throughout the year, to include a gala event, by spring 2020.
- Evaluate community need for an evening and/or weekend campus by spring 2020.

Compliance and operational excellence

- Infuse a culture of compliance throughout the College, with a focus on complying with external regulations (e.g. Higher Learning Commission, Department of Education) while being flexible to meet the changing educational landscape by spring 2020 (and then ongoing).
- Cultivate an institutional climate focused on equity, diversity and inclusion by spring 2020 (and then ongoing).
- Commit the institution to an environment of assessment (academics and operations) and accountability that permeates all levels of the College, by spring 2020 (and then ongoing).
- Ensure the financial stability of the College (ongoing).
- Ensure all administrators and directors are using data to support decision making, process improvement and planning by spring 2020 (and then ongoing).

Exhibit 3 - Chancellor's Evaluation Summary 2019-20

PimaCommunityCollege

Governing Board

CHANCELLOR EVALUATION

Methodology

The 2019-2020 Chancellor Evaluation was conducted as a two-part assessment process that included: 1) an evaluation tool administered by the Association of Community College Trustees (ACCT) to specifically evaluate the board-approved Chancellor's Goals, performance and leadership; 2) an in person interview, evaluation and discussion between the Board and the Chancellor to review the accomplishment of his goals and his performance in key functional areas.

Background

As required by the Bylaws, Article I and Board Policy 1.05 Delegation of Authority to the Chancellor: "The Board shall conduct a formal evaluation of the Chancellor on an annual basis for the performance during the previous twelve months." This practice represents one measure the Board takes to ensure the College meets the Higher Learning Commission's criteria of accreditation which include Criterion 2A - The institution operates with integrity in its personnel functions, and Criterion 5B - The institution's governance and administrative structures promote effective leadership.

Per these requirements, on April 6, 2020, ACCT delivered to each member of the Governing Board the Chancellor Evaluation survey tool with a deadline for return of April 20, 2020. All five Board members completed the survey.

Because of the COVID-19 Pandemic, the Board and Chancellor convened via Zoom for the 2020 annual Board retreat on May 15. All five Board members attended the retreat and met with the Chancellor in executive session to review the accomplishment of his goals and his performance in key functional areas.

The evaluation provided an opportunity to discuss and clarify the expectations of the Board and the Chancellor. The Board utilized their own observations, interactions with the Chancellor, and results from the Association of Community College Trustees (ACCT) evaluation. This summary reflects the results of the ACCT instrument that was based primarily on sixteen goals and six key functional areas. There were 43 items rated by the Board members for a total of 215 possible responses plus open ended questions. The six key functional areas were scored on a scale of Does Not Meet Expectations (1) to Significantly Exceeds Expectations (5); and the four goals on a scale of No Progress (1) to Completed (5).

Summary

The continued transformation of the College, including institutional reorganization, implementation of guided pathways, community engagement, institutional excellence,

development of a culture of compliance, implementation and continuing planning for centers of excellence, budget management, program review, and the COVID-19 pandemic planning and response, all with a focus and goal of increased student success, have been the most significant events of the period covered in this evaluation. The Board recognizes that the leadership of the Chancellor was a major factor in these accomplishments. The Board continues to value the Chancellor's vision and dedication in guiding our College through a time of significant change to once again become a premier community college. The Board again noted the Chancellor's strengths in effective leadership, preparing the college and responding rapidly in the face of the COVID-19 pandemic. Demonstrating high ethical standards, promoting the College through effective interactions with stakeholders, innovating with public private partnerships, developing strategies to attract funding, and pivoting the college to a virtual environment in response to the health crisis were all significant achievements of the Chancellor that the Board applauds. Again, the Board has suggested focused work in the areas of communication and implementation/monitoring of initiatives, compliance, and college-wide continuous improvement as well as in the areas of student retention, transfer, and the student service model.

Goal Area 1: Finance and Accountability

The Board evaluated Chancellor Lambert's progress as "On Schedule" to "Exceeding Target" in all areas with the exception of enrollment targets which were rated as "Some Progress." The highest score in this category was "Proceed with the establishment and enhancement of Centers for Excellence as outlined in the Education and Facilities Master Plans." The Board reaffirmed their support and sense of urgency in continuing this initiative as well as assessing the current status, effectiveness and implementation of guided pathways by fall 2020; continuing the transformation of academics and student services and expanding financial support for students. The Board underscored again that improving student success must remain the overarching focus within the institution at all levels.

Goal Area 2: Engage with the Community

The Board rated Chancellor Lambert's progress as "On Schedule" to "Exceeded Target." The Board again recognized the fulfillment and progress of the individual goals within this category including strengthening connections with the community to support underrepresented student populations, with a focus on (1) national, state and local lawmakers, (2) business and industry, (3) K-12, (4) the state universities, and (5) local community groups (ongoing). This work has helped restore the College's reputation and is positioning the institution for possible alternative revenue solutions. Through Lambert's leadership, the College continues to build innovative relationships with workforce development partners, lead public private partnerships and engage these partners in the continued process of Centers of Excellence planning and program development. As noted in 2019, the task remains to leverage these partnerships to produce financial and other types of support for these efforts. The Chancellor must continue to guide these initiatives effectively to produce the desired results. The Board also stressed the need for increased resources for and accountability in marketing and enrollment initiatives.

Goal Area 3: Compliance and Operational Excellence
This was the highest rated goal between ranked "On Schedule" to "Exceeded Target." The Board felt that the Chancellor has demonstrated success at changing the culture of the College toward a culture of compliance and striving for excellence. These successes are seen as infusing a culture of compliance throughout the College, with a focus on complying with external regulations; committing the institution to an environment of assessment; ensuring financial stability and that all administrators and directors are using data to support decision making, process improvement and planning. The Board underscored the need for continued improvement and oversight of the Office of the Internal Auditor.

Key Functional Areas
The assessment also evaluated key functional areas, specifically: Leadership, Finance and Accountability, Relations with the Governing Board, Academics, Student Affairs and Human Resources. The Board rated the Chancellor between "Meeting expectations" and "Exceeding expectations" on all six functional areas. The highest rated areas were again leadership and finance and accountability. The Board continues to rate Lambert as significantly exceeding expectations in his ability to demonstrate and maintain ethics, honesty and integrity in all personal and professional matters. The Board identified some concerns in the area of Human Resources.

Conclusion
The Board affirms Chancellor Lambert has met expectations or is exceeding expectations in his performance and management of the College. The Board remains ardent in their support of Lambert's vision and his strategic initiatives to improve student success. The Board also notes that the College has continued to undergo massive transformation under Lambert's leadership towards becoming a premier community college and has made massive changes to respond to the COVID-19 pandemic.

The Board reaffirms their support for Chancellor Lambert.

Exhibit 4 - Chancellors Goals 2020-21

Chancellor's Goals 2020-2021
Approved by the Governing Board on September 9, 2020

1. Academics

    a. Transform academic offerings to position the College for a vibrant and relevant future, to include reviewing progress on the Education Master Plan (12/31/20), completing a comprehensive overhaul of those programs that will be located in the Centers of Excellence (12/31/20) and building a visionary future for academics that optimizes program offerings and how classes are offered, while also refocusing the role of faculty (6/30/21).
    b. Enhance student success through the continuing work of the guided pathways taskforce to ensure alignment with PCC's current technology infrastructure (12/31/20), identify process improvements (12/31/20) and develop an action plan to implement improvements for Fall 2021 (7/31/21).
    c. Identify and implement strategies that address equity issues impacting PCC students and employees, to include a comprehensive diversity, equity and inclusion climate assessment and a breaking student barriers taskforce that will complete a critical examination of the curriculum, instructional materials, and teaching practices and identify barriers created by policies and practices (6/30/21).
    d. Engage with high school seniors, dislocated workers, community members and business and industry (ongoing, with major efforts in advance of Fall 2020 and Spring 2021).
    e. Maximize the marketing of PCC offerings in alignment with academic priorities (by Fall 2020).

2. Student support

    a. Enhance student support services through a focus on a human-centric approach constructed around digital culture, the future of work and the needs of our students (6/30/21).
    b. Optimize physical spaces, to include an assessment of the progress on the Facilities Master Plan and an evaluation of the distribution of Centers of Excellence across physical locations to determine any needed changes to those facilities in light of the changes brought about by the pandemic (12/31/20).
    c. Create a comprehensive workforce transformation and innovation strategy (6/30/21).
    d. Finalize and implement the College's community engagement approach to strategically place PCC into the community to: 1) improve visibility, 2) build awareness and goodwill, 3) help more employees engage with the wider community

in a meaningful way, and 4) build critical communication channels with a broader community (6/30/21).

3. Operations

    a. Ensure financial stability and long term sustainability, with a particular focus on the changing environment resulting from the pandemic and expenditure limitation (ongoing).
    b. Transform the workforce to ensure appropriate staffing levels (8/14/20), broad digital skills across all employees (6/30/21) and to assess virtual work options (10/5/20).
    c. Maintain institutional compliance, including an ongoing review of the regulatory changes occurring during the pandemic and the completion of the HLC monitoring reports (by 3/31/21).
    d. Continue work at the state and federal levels to support the resource needs of the College (ongoing).
    e. Refresh the mission fulfillment framework and ensure relevance in today's world (2/28/21).
    f. Develop foresight scenarios for PCC with broad community input (11/15/20), establish the transformative vision of what the College will be in 10 years (2/28/21) and identify strategic priorities for the next four to five years (5/31/21).
    g. Enhance the integrated planning process to ensure the process addresses planning silos and aligns efforts around the College's future state (5/31/21).

Exhibit 5 - Campus as a living lab

THE CAMPUS AS A LIVING LABORATORY

Using the Built Environment to Revitalize College Education

A GUIDE FOR COMMUNITY COLLEGES

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
SEED center
Sustainability Education & Economic Development
THE CENTER FOR GREEN SCHOOLS
THE KRESGE FOUNDATION

ACKNOWLEDGMENTS

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's more than 1,100 community, junior, and technical colleges and their more than 13 million students. Community colleges are the largest sector of higher education. Headquartered in Washington, D.C., AACC has been in operation since 1920. www.aacc.nche.edu

This publication is a product of the SEED (Sustainability Education and Economic Development) Center established by AACC. SEED aims to advance sustainability and clean technology education programs at community colleges by sharing innovative practices to help college administrators, faculty, and staff build the green economy. More than 470 community colleges are members of SEED, and more than 30 college presidents make up SEED's Sustainability Task Force. www.theseedcenter.org

The Center for Green Schools at the U.S. Green Building Council is making sure every student has the opportunity to attend a green school within this generation. From kindergarten to college and beyond, the Center works directly with staff, teachers, faculty, students, administrators, elected officials and communities to drive the transformation of all schools into sustainable places to live and learn, work and play. www.centerforgreenschools.org

This work and publication were made possible through generous support from

THE KRESGE FOUNDATION

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SPECIAL THANKS

AACC would like to thank the following individuals for their significant contributions:

Bryan Albrecht
Gateway Technical College (WI)

Jay Antle
Johnson County Community College (KS)

Charles Cohen
Siemens Industry, Inc.

Joanne Chu
EcoEthos Solutions, LLC

Craig Clark
Alfred State University (NY)

Tom Donovan
St. Clair County Community College (MI)

Roger Ebbage
Lane Community College (OR)

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Honeywell International, Inc.

ABOUT THIS GUIDE

As community colleges redesign and retrofit campuses in greener ways, many forward-thinking institutions are using these projects as hands-on learning opportunities for students. These so-called "living laboratories" merge academics and campus facilities management to provide students with real-world skills and, for the institution, a path to meet its sustainability goals.

This guide is designed for community college personnel who are interested in launching or advancing effective living laboratory models on their campuses. Faculty, sustainability officers, and facilities staff, in particular, will find the information, best practices, and links useful.

ABOUT SEED

AACC's SEED Center helps build the capacity of community colleges in educating for and building a sustainable economy. For more information about building campus living laboratories or to get connected to college leaders at the institutions highlighted in this guide, please contact sustainability@aacc.nche.edu or visit www.theseedcenter.org.

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INTRODUCTION

Over the past decade, St. Clair County Community College (SC4) in Michigan has transformed its 25-acre campus into a sustainable "living laboratory." Green roofs dot the tops of buildings, a bioswale cleans tens of thousands of gallons of rainwater, and solar panels, wind turbines, and a geothermal field generate energy to power computer labs and other facilities. These green projects serve a dual purpose: to reduce the college's carbon footprint and provide students with critical real-world, hands-on learning opportunities.

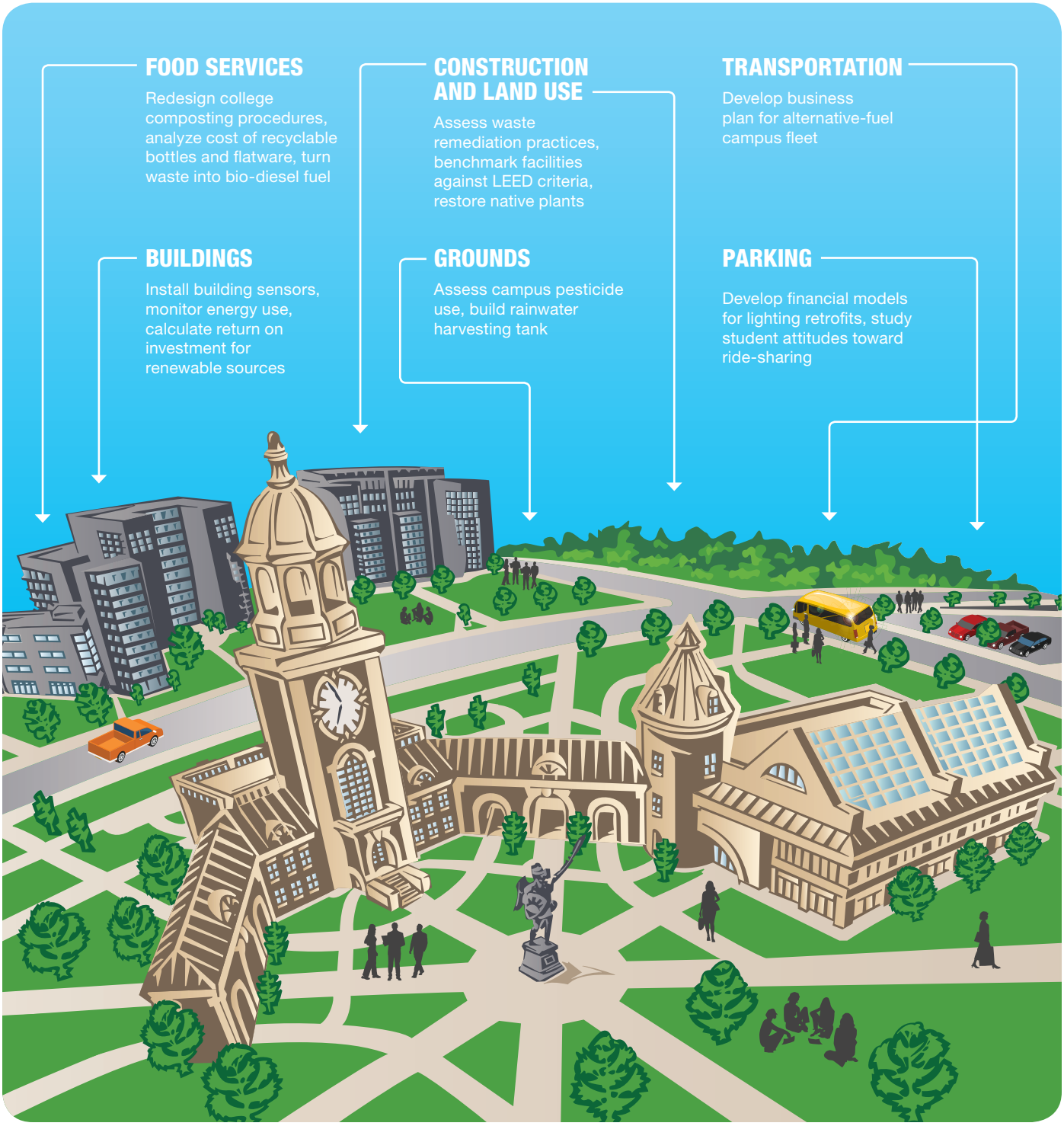
The installations are accessible to students and faculty to research, repair, and in some cases, take apart and reinstall. For SC4, this is being done in conjunction with traditional classroom learning to make instruction more relevant to students who are pursuing careers in clean technology sectors or simply have a passion for addressing sustainability and climate change.

The opportunity for wider adoption of these living laboratories across community colleges is vast. Most colleges do not consider experiential learning opportunities as part of regular facilities improvement strategies, and sustainability-focused course projects are often employed only by faculty in environmental programs.

It will require careful planning and collaboration—especially between facilities staff and faculty—for more colleges to develop these living laboratories in a way that maximizes all students' learning experiences and yields benefits for the college's bottom line. This guide highlights eight essential elements to building effective campus-wide living labs. It tackles some of the biggest challenges in these efforts, from breaking down internal institutional silos to addressing student safety to engaging industry. There is no single path to implementing living labs, but interviews with leaders of the most successful institutions revealed these common elements.

THE CAMPUS AS A LIVING LABORATORY

The campus facilities provide an array of dynamic sustainability learning opportunities for students across academic and technical programs.



WHY CAMPUS LIVING LABS?

A Vehicle for the 21st Century Community College

Increasing enrollment, decreasing budgets, aging infrastructure, and pressure to improve student completion rates are pushing community college leaders to re-examine how they allocate resources, deliver curriculum, and keep students on campus and engaged. Living labs that couple academic rigor with applied learning on sustainability-related campus infrastructure projects provide an opportunity for community colleges to address many of these objectives simultaneously. Specifically, living labs can:

1. Facilitate experiential learning and make curricula relevant

It's well documented that experiential education—in particular, through hands-on, project-based learning—facilitates student success.[i,ii,iii] When students are able to practice concepts learned in the classroom, they are more engaged, comprehend material better, and develop skills desired by employers.[iv] More than three-quarters of community college students, however, say they have not participated in experiential education as part of a course, and only 13% of faculty require it.[v]

Using the campus built environment to educate for sustainability lends itself perfectly to this pedagogical approach. Classroom instruction centered on creating healthier ecosystems, social systems, and economies[1] is inherently multidisciplinary and can be supplemented with enticing project learning experiences found across any college campus.

At Alfred State College (NY), applied technology students master math skills as they calculate energy flow from their campus' net-zero model home. "To determine how to optimize the home's small wind energy source for maximum efficiency, for example, students are using algebra, geometry, and basic math," said Craig Clark, dean. "But because the learning is contextualized within exciting projects—saving home energy and conserving resources—it's so much more interesting for them."

Living lab experiences also enable students across college programs to understand the interdependence of local sustainability challenges (e.g., how more efficient campus landscaping can reduce water usage, which will lower a college's utility bills, conserve community resources, and produce more climate-resilient regions). This understanding helps students become more than just skilled workers; they become better consumers, homeowners, and change agents who can move communities to become models of sustainability.

2. Reduce the carbon footprint

Through intiatives like the American College & University Presidents' Climate Commitment, hundreds of community colleges are pursuing climate neutrality in campus operations. Engaging students and faculty in the process through living lab educational experiences can help institutions reach this goal more quickly. For example, when Georgia Piedmont Technical College's (GPTC's) building automation students tracked patterns in the college's heating and cooling system use, they noticed that both systems often ran simultaneously and at times when no one was on campus. The students' recommendations—to specify scheduling changes and sub-meter facilities—saved the college hundreds of thousands of dollars in energy costs and have made a significant dent in the institution's greenhouse gas emissions.

Green Spaces and Student Productivity

- 80% of institutions of higher education have conducted at least some green retrofits and operational improvements
- 63% of these institutions report that these spaces have improved student productivity and test scores

Reference: 2013 McGraw-Hill report: *New and Retrofit Schools: The Cost Benefits and Influence of a Green School on its Occupants*

1 These elements are referred to as sustainability's triple bottom line: assessing financial, social, and environmental impacts of corporate and institutional decision making.

3. Use institutional resources efficiently

It's a simple case of institutional resource management: New labs are costly and community colleges have depleted coffers. Why not leverage a college's existing facilities or new green installations for use as the labs themselves? Colleges spend nearly $10 billion a year on building construction and renovation[vi] (and these projects are increasingly green).[vii] "It occurred to me that between our older and newer energy-efficient buildings, we had every conceivable mechanical and electrical system right here on campus," said Tom Donovan, SC4's director of physical plant. SC4's newer buildings incorporate highly complex energy monitoring and controls that provide abundant data about real-time building performance. "Through these technologies, we're creating not only energy savings for the college, but also lesson plans for students on important topics like building automation and energy efficiency."

4. Improve college completion

The living lab model can support colleges in their efforts to create pathways to college completion. At Gateway Technical College (WI), the initial campus living lab work with Trane allowed students to learn on the college's new energy-efficient HVAC system and resulted in a dynamic workforce partnership. "The project work with Trane allowed our instructors to better understand needed skill sets and hone HVAC training for in-demand, clean technology occupations," said Dr. Bryan Albrecht, president of Gateway. "This, in turn, has led to the development of coherent career pathways in engineering and, ultimately, more students leaving with industry-recognized credentials and jobs."

Students help to install solar panels atop Alfred State's net-zero model home.

EIGHT ELEMENTS TO BUILDING A LIVING LAB

Based on feedback from community colleges actively implementing living laboratory pedagogy in their curriculum, the following eight elements emerged as key components for successful adoption. The elements are not linear or prescriptive, but provide a framework to assist colleges in adding facilities-based, experiential learning opportunities on their campuses.

ELEMENT 1: Engage the right campus participants

Successful integration of a living laboratory curriculum hinges on the active involvement of a number of key campus stakeholders. At their core, living labs bring together facilities staff and faculty—two groups that rarely interact—to study the campus infrastructure and make improvements. Asked about the facilities/faculty divide, one college director of technical education commented that he had been teaching energy efficiency for 20 years and had never even met the campus' energy manager.

The living lab experience doesn't work without this relationship. The facilities director holds the key (often literally) to improving institutional energy efficiency and making campus facilities accessible laboratories for faculty to develop sustainability learning. Understanding the facilities world—and making facilities directors feel comfortable that the projects will be safe and well-defined—is crucial.

Building a dedicated group of academic leaders, trustees, operational staff, and students will also help transform the living lab from a single-course project to a strategic initiative that supports the college's broader sustainability priorities.

Living Lab Initiatives: Key College Participants

Instructor: Those who have an understanding of and passion for sustainability concepts and are eager to create project-based learning experiences.

Division chair: Critical for prioritizing resource requests related to experiential activities.

Academic dean or vice president of academic affairs: Important for promoting living lab pedagogy across the institution and engaging faculty from relevant programs.

Facilities director: Will work with faculty to identify opportunities and ultimately approve student access to facilities and grounds.

Human resources director: Engagement will help to resolve student liability—a critical early barrier.

GPTC's Starnes Center, where the college's living lab initiatives began.

UNDERSTANDING AND COMMUNICATING WITH YOUR FACILITIES DIRECTOR

COMMON FACILITIES DIRECTOR CONCERNS	MESSAGING THAT WORKS
Campus building systems are highly complex and dangerous —not the place for students.	Many living lab projects (e.g., energy audits, cost-benefit analyses of solar panels) require only minimal direct access to equipment for students. Those projects that do require special access (e.g., students to climb on roofs) will include direct oversight by faculty or facilities staff.
We're understaffed. Now I have to oversee students working on this?	Student projects can actually relieve some important workload items—such as campus waste inventories and equipment logging and tracking —and can provide better data and success stories to the administration and community.
Our budget is too tight.	Living lab projects can build internal capacity with untapped resources (e.g., students). They are also designed to deeply engage corporations, which can mean an influx of technical assistance, equipment, and other donations that support facility operations.
Sounds great, but I operate in "reactive mode" and spend my time responding to emergency hot and cold calls, water leaks, and equipment malfunctions.	Living lab projects tend to attract the attention of college leaders and the media and often, as a result, more resources for creative ideas. This can allow for more time to think proactively and strategically about energy savings and campus resource conservation.

SUCCESS STORY:

Gearing Up

GEORGIA PIEDMONT TECHNICAL COLLEGE
(DeKalb County, GA)

After some preliminary successes, Georgia Piedmont Technical College (GPTC) building automation and refrigeration faculty decided to embark on a more formalized living lab effort with input from a campus-wide committee. Instructors met with the vice president of academic affairs, the department chair, the human resources manager, the academic dean, the college's financial officer, and the facilities director. The instructors presented the benefits of living laboratory pedagogy, including better student retention of concepts, improved communication and team-building skills, applied and independent learning, and improved analytical skills. Two key concerns raised by the committee were student liability and the potential disruption of normal building operations, including the risk of students breaking expensive equipment.

In response to the committee's concerns, the instructors created a plan detailing a set of stipulations to be put into place before the projects commenced:

- All work would start with a small building (29,000 square feet).
- Student work would be clearly documented and defined within the course materials and would be required as a graded component, much like a traditional lab.
- The work would have to support either course or institutional student learning outcomes.
- All living laboratory experiences would have to be supervised by faculty and coordinated with the facilities director.
- A safety course would be a prerequisite to student participation.

The committee, and later the president, approved the plan. These early meetings with key decision-makers laid an important foundation to create buy-in, allay fears, and set clear deliverables and measurable outcomes.

ELEMENT 2: Identify key collegiate programs

Hands-on, applied education is generally associated with technical training, but there also are many opportunities to incorporate living labs into academic programs. The items at right are examples of program areas well-suited to living laboratory integration:

In coordination with Gateway's grounds team, a student in the horticulture program uses natural techniques to enrich soil on the Kenosha campus.

Academic Programs

Agriculture: sustainable farming practices, nutrient cycling, erosion control, pollution management, assessing campus guidelines and sustainable materials to use for water, pesticide, and nutrient management

Business and Accounting: business case for college-wide green purchasing policies and for sustainable facilities retrofits, cost analysis, simple payback and return on investment calculations, full-cost accounting

Engineering: campus building energy audits, energy modeling to optimize building renovations, heat transfer through composite walls, designing renewable energies applications (see also the U.S Environmental Protection Agency's green engineering library)

Environmental Science: campus carbon footprint measurement, greenhouse gas emissions inventory, facility waste management

Physics: solar radiation effects, heat and mass transfer, unit conversions, gas inventories

Psychology: sustainability awareness and education influencing student behavior toward energy efficiency

Technical Programs

Building Automation: facility historical log analysis, building scheduling and occupancy monitoring

CAD: building shell and construction drawings, building information modeling

Construction: existing campus stormwater filtering and waste remediation practices (see also USGBC's Hands-On LEED: Guiding College Student Engagement for specific LEED-related student activities)

Electrical: branch and feeder circuit location, code violation identification, building electrical consumption tracking, identification of peak demand charges

Green-Related Technical Programs: rainwater harvesting product design, solar photovoltaics installation, alternative fuel research

HVAC: inventory and location of mechanical systems, heat gain calculation, efficiency analyses, preventive maintenance

Industrial Maintenance: campus preventive maintenance program assessment

For more information on projects within any of these disciplines, see the appendix of resources.

Examples:

Agricultural Programs:

Gateway Technical College's associate degree program in horticulture teaches students about sustainable plant production, including limiting the use of chemicals, growing in compostable pots, and using organically based fertilizers. Students work with the college's buildings and grounds team to incorporate these practices into the campus landscaping efforts, starting with the space around the college's child care center.

HVAC and Industrial Programs:

Forty-five **Davidson County Community College** (NC) HVAC and industrial design students installed a heat pump with one of the highest energy-efficiency ratings and an energy recovery ventilator that allows for more homeowner control of ventilation into their green-home campus renovation project. The home now houses international students.

Business and Innovation Programs:

Students at **Indian River State College's** (FL) 65,000-square-foot LEED Silver Brown Center for Innovation and Entrepreneurship regularly analyze the building's energy tracking monitors to understand distributed power generation and use. Students use that information to compare the types of vertical wind turbines and solar panels that power much of the facility and how much energy they produce. They also use the information to understand how weather patterns such as heavy air, sun intensity, and wind affect air-conditioning use and solar electricity production.

ELEMENT 3: Build credibility through engagement and data

As with any initiative to manage institutional change, early wins are essential to build momentum. Best-practice colleges have focused on these early indicators to demonstrate success and build interest among a wider audience:

Documenting energy and utility savings through student involvement: When **Georgia Piedmont Technical College's** (GPTC's) building automation faculty and students documented the hundreds of thousands of dollars of potential savings from some simple scheduling changes, their work became a convincing argument for a full campus living lab initiative. "Once we realized that there were dollars to be saved, everyone became very intrigued," said the former facilities director. "Senior leadership buy-in after that was really pretty simple."

Engaging the right partners: Forming partnerships was a key element in the creation of **Milwaukee Area Technical College's** (MATC's) 32-acre, 540 kW solar photovoltaic educational lab. The college brought in more than 30 entities, including Johnson Controls, the Midwest Renewable Energy Association, and Milwaukee Public Schools, to design the project to meet energy and job training objectives. "Having diverse and influential players in the room was important to ensure that the project ultimately serves a range of constituent needs," said Dr. Michael Burke, president of MATC. "Critically, it also brought a level of excitement that convinced our board that resources were being well-spent."

Measuring student outcomes: Conducting student assessments before and after the living lab projects is critical. At **GPTC**, instructors assess students at both intervals on their technical skills (reading blueprints and engineering drawings) and interpersonal skills (communication and teamwork). The assessments enable the instructors to continually improve the experience for students and demonstrate to senior leadership that the living lab is a worthy investment.

Bringing money to the table: Johnson County Community College (KS) faculty and students approached the facilities department with $400,000 (generated through the students' own initiated "green fee") and an idea to equip campus buildings with building sensors. The students' money was used to purchase the sensors, which the facilities department agreed to install. Students across various programs are now using the sensors as part of class assignments to monitor building performance.

A St. Clair County Community College engineering professor explains to his students the design features of one of the college's green roofs.

SUCCESS STORY:

Engaging Facilities Staff in the Classroom

BY TOM DONOVAN, PHYSICAL PLANT DIRECTOR, ST. CLAIR COUNTY COMMUNITY COLLEGE

I regularly lecture in our college's alternative energy classes and take the students to our warehouse to see the front-end building automation system work in real time. It is very exciting to see the reactions of the students. Many cannot believe that such a system exists and that you can control an entire building from one computer. As the system continually adjusts temperature settings in a remote room, for example, the students start to see how the concepts they learned in class play out.

For me personally, it is a wonderful added part of the job to teach. Sometimes I get questions from students that I've never thought about before.

The key to all of this is the relationship I have with the faculty. We've moved beyond regularly scheduled living lab planning meetings and now we email one another to discuss different classroom exercise ideas or articles about emerging clean technologies. All of the speed bumps we encountered early on are long gone, and it's just become part our culture.

ELEMENT 4: Integrate it into the curriculum

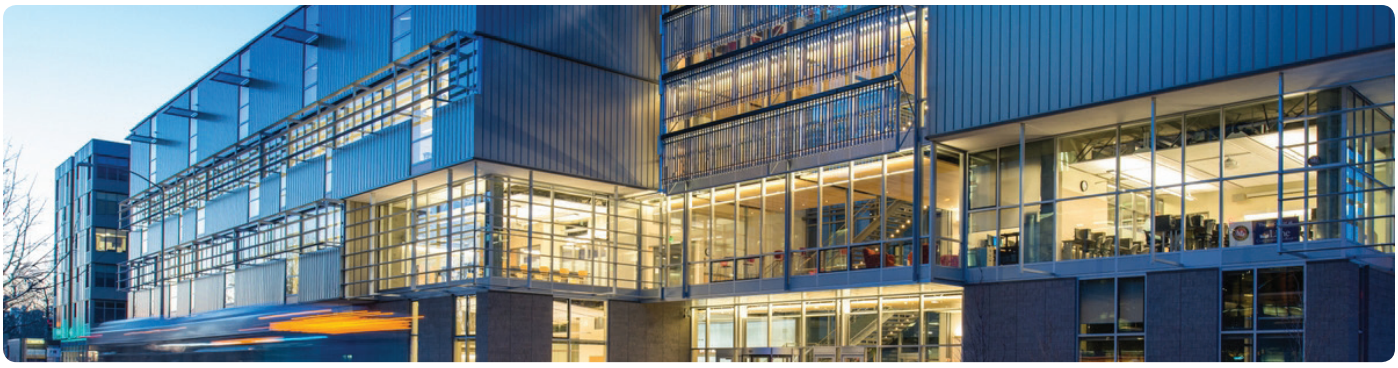
Incorporating effective living laboratory exercises into the curriculum requires creativity and careful planning by the instructional staff.

Instructors should find ways to connect the course's student learning outcomes (SLOs) to learning projects involving campus buildings or grounds. For example, a physics course could include a project in which students calculate annual incident solar radiation absorption at a certain location on campus. The project could be enhanced by asking students how much energy could be reasonably captured annually with solar arrays at the location and how many tons of greenhouse gases would be eliminated. This project would support several physics SLOs related to energy, reflectivity, incident angle of radiation, and absorption. For specific classroom resources and examples, see links in the appendix.

Explicit instructions are critical to even simple living laboratory experiences. The syllabus should include topics related to the experience and handouts should incorporate at minimum:

- A full description of the project, including the topic's connection to the college's broader sustainability goals, if they exist
- Student learning outcomes
- Where and when the work will take place
- Expectations for on-site behavior
- Safety issues to keep in mind
- Student work expectations

Lane Community College's new LEED Platinum downtown campus.



SUCCESS STORY:

How Living Laboratory Pedagogy Can Be Effectively Used Across the Curriculum

LANE COMMUNITY COLLEGE (Eugene, OR)

In the first year of the college's associate degree program in energy management technician training, all students take courses to ensure that they have a strong technical understanding of building construction and operations. Classes focus on how the building shell, HVAC, lighting, and systems affect energy efficiency. Students pursuing concentrations such as renewable energy learn how to choose, size, and install renewable energy systems for photovoltaic and solar domestic hot-water systems.

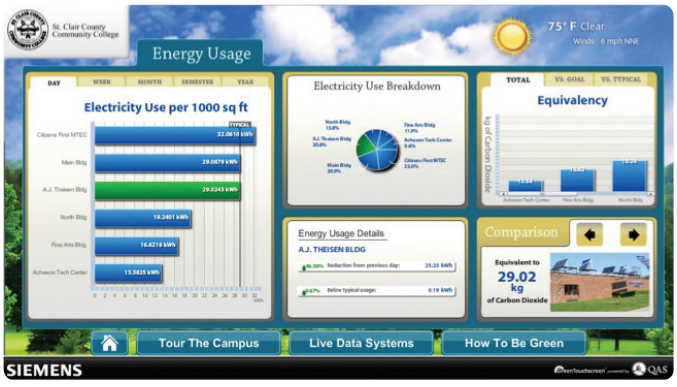
To reinforce the concepts of energy efficiency, each year students study a building on campus or in the community. Built in 1965, the campus provides an array of opportunities to analyze older building systems to determine how to improve energy efficiency of existing facilities. Under the supervision of a faculty member, students conduct energy, water, and lighting audits and log data at the facilities. Students prepare formal technical reports that include results of the audits, evaluation of the data, simple payback calculations, and a life-cycle cost analysis. The reports are presented to the facilities department and include potential improvements to energy efficiency. In some cases, the measures may have few or no budget implications, and others may require a comprehensive, long-range implementation plan.

Lane Community College students set up data loggers to monitor building efficiency. Each logger must be configured with the right sensor type and information for a specific installation location.

In December 2012, the college opened the Downtown Center to house the energy and water education programs. The building is LEED Platinum and showcases the latest in green building design, construction, and operations. From the earliest design phases, faculty have used the building's shell, five comfort systems, and light lab as tools to prepare students for careers in the new green economy.

Leveraging LEED on Campus Through Student Participation

The LEED green building rating system can serve as a tool to facilitate project-based learning opportunities for students and can support efforts to transform the campus into a living laboratory. Whether through a course, internship, or volunteer opportunity, students can research LEED credits, assess their impact on buildings, conduct energy and water audits, develop and implement recycling programs, administer building-occupant and transportation surveys, and facilitate design charrettes. Learn more at USBG's Center for Green Schools.



St. Clair County Community College's real-time green touch screen allows students to monitor campus energy usage from an accessible campus kiosk. The information is also available online for an external audience.

ELEMENT 5: Expand beyond individual programs of study

Instructors who are new to sustainability-focused, project-based learning should begin with small projects within a single course. As instructors gain experience, they can begin to broaden their project scope by collaborating with other faculty and staff on interdisciplinary projects, exposing students to the inherent synergies of sustainability (and shedding light on the range of clean-technology professions). Interdisciplinary projects like this will build students' systems-thinking skills—a core competency desired by companies in these industries.

SUCCESS STORY:

Cross-Disciplinary Living Lab Initiative

GEORGIA PIEDMONT TECHNICAL COLLEGE

When GPTC's living lab initiative became interdisciplinary, students' retention of core concepts improved (as measured by course assessments), and companies involved in the effort (including large building automation companies and smaller technology contracting firms) hired many of the graduating students.

Living lab projects at GPTC began to spill over into new buildings and program areas. The Starnes Center for adult education was selected for an interdisciplinary pilot project because it was close to the main campus, was relatively small (less than 30,000 square feet), lacked accurate floor plans, and was extremely inefficient (it had no central control system and so heating and cooling systems ran continuously). Instructors from accounting, HVAC, building automation, drafting, engineering, and green technologies formed a project design team, designed the project elements for each student group, and defined the parameters for collaboration between the groups.

The accounting students formed a hypothetical company responsible for "greening" the Starnes Center. They obtained quotes from mock subcontracting firms comprised of student teams from each major, with accounting students acting as the general contractor and other student teams as subcontractors. The instructors played the role of building owner. All interactions were patterned on real-world practices, and students received technical training on the products and technologies from a faculty and industry team.

The project's outputs included:

- Energy models in eQuest software
- 3-D rendering of the facility
- Scale drawings of the building
- Comprehensive project proposals in professional format
- Energy conservation proposals
- Automation system design proposal and drawings
- Sustainable technologies systems proposals with ROI calculations
- HVAC systems inventory and load calculations
- Business plan

At the end of the semester, students presented these products and plans to the college's facilities department and a panel of industry representatives. Students will now help to design, install, and monitor the approved energy conservation measures at the Starnes Center. In addition, the college is moving forward with plans to replicate this student-led work at other buildings across GPTC's campus.

GPTC Cross-Disciplinary Living Lab: Project Team (Student) Responsibilities

Accounting: overall project management, cost analysis, proposals to building owner
Air-Conditioning: HVAC systems inventory, efficiency assessments, heat gain/loss calculations
Building Automation: automation system assessment, design, installation
Drafting: scale drawing of building in AutoCAD
Engineering: Level III Energy Audit with eQuest modeling and energy conservation measures recommendations
Green Technologies: proposals for rainwater harvesting, solar array, solar thermal heating

GPTC students install a communications network to track building conditions as a required, graded component of their course work. Both students have since graduated and are project managers at two building control companies in the region.

Living Labs as a Bridge From Noncredit to Credit

The living lab model can serve as a vehicle to bridge noncredit programming in clean technology to credit-based degrees. For a stand-alone, noncredit course developed quickly in response to a perceived need, collaborating with corporations and credit-based instructors on a living lab can bring the attention and support needed to justify a related program for credit. Alternatively, the effort can expose faculty to the connection between programs leading to better integrated curricula. At one college, the living lab laid a foundation to integrate a noncredit solar photovoltaics course, which was at risk for elimination, into an existing HVAC associate degree program. Through the integration, the college is able to continue its important renewable energy instruction.

A building automation student mounts a sensor in GPTC's Green Technologies Academy.

ELEMENT 6: Build partnerships with industry

Most successful campus-based living laboratory projects are conducted with industry partners. Businesses ranging from lumber companies to commercial cleaners to solar panel manufacturers to food services will naturally be hired to implement green- or sustainability-related projects on campus. Companies like these, however, are also showing an interest in leveraging their equipment and services to support student learning.

St. Clair County Community College students use data loggers to measure and analyze water temperatures as part of the new Siemens solar-powered hot water system in the college's Acheson Technology Center.

SUCCESS STORY:

Energy Service Companies (ESCOs) as Partners

SIEMENS AND ST. CLAIR COUNTY COMMUNITY COLLEGE (Port Huron, MI)

ESCOs like Siemens Industry, Inc., Trane, and Johnson Controls, Inc., provide colleges a comprehensive set of energy efficiency, renewable energy, and distributed generation services. These partnerships often yield benefits beyond efficiency savings.

Siemens and St. Clair County Community College have worked together for more than 10 years to build a comprehensive campus sustainability initiative. Siemens helped SC4 conceptualize its campus living lab and has served as a single point of contact to implement a range of renovations and retrofits. Almost all of them serve as educational opportunities, including:

- A new building automation system with tagged, labeled, and color-coded piping and wiring to help students and faculty understand how the pieces of the new energy-efficient HVAC system work together and flow through the college's main mechanical room
- A window wall for students to view the new equipment
- A kiosk that shows temperature, flow rates, and other data to allow observers to see the building automation system in action and understand how the building's comfort is controlled
- A donated wind turbine accessible to students and faculty

Siemens also worked with SC4 faculty and administrators to add courses on energy analysis of commercial buildings and facility management, and planned a site visit for SC4 faculty at Lane Community College's nationally recognized AAS program in energy management to support implementation of the new coursework.

"Siemens recognizes that deep relationships with campus partners mean supporting experiential learning opportunities for students and staff that leverage complex technology and facility infrastructure improvement projects," said Charles Cohen, building technologies sustainability education director.

> *"Most important, students who have been trained on these living labs, solving real sustainability problems, no doubt have the hard and soft skills that are urgently needed in our industry."*
>
> **-Siemens executive**

SUCCESS STORIES:

Living Lab Internships and Co-ops

MERCED COLLEGE (Merced, CA) AND HONEYWELL INTERNATIONAL, INC.

As part of a campus energy retrofit, Merced College partnered with Honeywell and local subcontractors to launch an enhanced college curriculum focused on teaching conservation strategies using the building upgrades as case studies. Students across programs now use the school's energy statistics in a series of structured classroom assignments that help them understand how technology and behavior change can affect a building's performance.

Honeywell has since hired two students as paid interns, including Joe Newman, within Merced's engineering math and science department. Under the guidance of the company and the department's dean, Newman is responsible for developing energy management reports for Merced's facilities department. He also leveraged the campus excitement from the living lab assignments to launch a Honeywell-sponsored recycling program. "The internship was a real eye-opening experience," said Newman. "It was a way to connect the theoretical knowledge with practical skills and see how major campus construction projects actually get done."

LANE COMMUNITY COLLEGE AND LOCAL UTILITIES

Lane Community College's energy management program includes a co-op requirement that provides students with relevant field experience that integrates theory and practice while providing opportunities to develop skills, explore career options, and network with professionals and employers in the field. The program has organized co-ops at many organizations and companies, including the local utility and an architectural firm. Through these co-ops, students learn to conduct energy audits, log data, and administer lighting surveys.

Students install a 1 kW solar PV system on the Lane Community College science building roof.

ELEMENT 7: Engage support beyond the campus

Don't have any suitable projects on your campus? Try finding one in your community. Communities across the country are undertaking sustainability efforts that range from fuel-efficient public transportation systems to the adoption of new green-building codes. Colleges can integrate living lab projects into courses using these off-campus opportunities.

"One of the best places to conduct off-campus energy audits [as part of an internship process] is at public buildings," said Roger Ebbage, a faculty member at Lane Community College. "Elementary schools, middle schools, and libraries, in particular, often cannot afford to hire a professional energy services firm to conduct an energy, water, or light audit." Final assignments for Lane's energy management students include a report to the school district or city identifying opportunities to save energy including a cost-benefit analysis of different system solutions.

USGBC Student Group

The USGBC Students program is a national initiative of the Center for Green Schools that equips college students with tools and resources to transform their campuses, communities, and careers. Members of USGBC Students integrate sustainability themes into their coursework and advocate for green university practices and policies on campus. Contact studentgroups@usgbc.org to learn more about starting a student group at your school.

SUCCESS STORY:

Community Colleges and Habitat for Humanity

YAVAPAI COLLEGE (Prescott, AZ)

Arizona's first net-zero energy house was built as a cooperative effort between Yavapai College's residential building technology (RBT) program and its local Habitat for Humanity affiliate. Green features of the building include a water-managed foundation, airtight frame construction, high-performance windows, solar hot water, and photovoltaic panels. The house was designed to meet the standards of several national green-building rating systems and won five awards, including an Energy Value Housing Award from the National Association of Home Builders Research Center. The project supported RBT learning outcomes, including mastering energy-saving strategies and technologies.

Yavapai College's residential building technology students complete work on a neighborhood Habitat for Humanity green home.

ELEMENT 8: Open your labs to the community

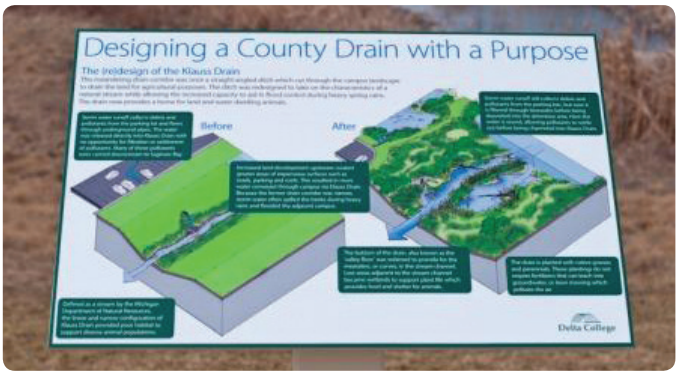
Effective campus living laboratories have an impact beyond the student body. If designed and promoted well, they can serve as a learning model for community members and enhance the college's reputation as a regional sustainability leader (which, in turn, can drive more prospective student interest). Some of the innovative ways that colleges are generating community excitement about their living lab work include:

Tours and field trips: Alfred State College conducts regular tours of its campus green demonstration home that students designed and built. Labor unions, K-12 students and teachers, community-based organizations, and interested homeowners are taken through the building to see the green construction and supporting technology, including a monitoring and control system screen in the entryway that shows the home's real-time energy consumption trends.

Signage: To draw attention to the sustainability efforts on campus, Delta College (MI) developed signs with a landscape architecture firm to identify and explain green features to campus visitors and students. The signs for the new sustainable stormwater management system, for example, highlight the redesigned watercourse, natural filtration system, and habitat restoration.

Web presence: Davidson County Community College captured its 1,000-square-foot green home renovation project in a series of YouTube videos referenced on its college sustainability page. The series allows the viewer to see how students progressed and completed the building.

Workshops: Continuing education classes, workshops, or lectures incorporating the college's living laboratory projects can enhance the college's reputation. Butte College (CA), the nation's first grid-positive college, conducts regular workshops for homeowners and business leaders on topics such as green home and business facility improvements, energy and utility bill savings, and landscape design for water reduction and wastewater reuse. Different parts of the campus are used as demonstration projects.



Delta College's sustainability awareness signs, found at various green campus locations, are used in conjunction with classroom learning and independent study.

Lane Community College's building engineer leads a tour of the new health and wellness building for the public to learn about energy-efficient designs in lighting and space.

CONCLUSION

Living laboratories can be a new paradigm for how community colleges promote student success and serve their communities. By creating these hands-on learning opportunities, colleges will be preparing students with the analytical, interpersonal, and technical skills required to succeed in a variety of careers from conventional green jobs to finance, farming, and construction management. Living labs can also instill in students the desire and ability to think critically about our most daunting sustainability challenges.

Our hope is that as more colleges follow the elements highlighted in this guide, these living laboratories will become a common core strategy for community colleges making the 21st century transformation.

For more information about building campus living laboratories, or to get connected, formally, to a mentor at one of the institutions highlighted in this guide, please contact sustainability@aacc.nche.edu or visit www.theseedcenter.org.

APPENDIX: RESOURCES

The following organizations provide resources specific to the design and execution of higher education living laboratories.

Advanced Technology Environmental and Energy Center (ATEEC)
www.ateec.org. ATEEC is a National Science Foundation Advanced Technological Education Center (ATE). The site has curricular materials for a range of clean technology fields.

American College & University President's Climate Commitment (ACUPCC)
www.presidentsclimatecommitment.org. Resources for designing, implementing, and financing living laboratory models. Well over 100 community colleges are signatories of the ACUPCC network, each submitting their own campus climate plans. As of the summer of 2013, 51 have reported a total of 54 completed green building projects and 49 have reported 696 completed energy efficiency projects. Descriptions and case studies of these activities are available for download.

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)
www.ashrae.org. Resources, events, and scholarships for colleges with engineering, HVAC, or building automation programs. ASHRAE local chapters work with community colleges to integrate sustainability practices into campus facilities maintenance and related curriculum.

Association for the Advancement of Sustainability in Higher Education (AASHE)
www.aashe.org. Resources, case studies, and guidelines for higher education institutions to implement sustainability initiatives including living lab models. See www.sustainabilityscience.org/files/StoriesfromtheField.pdf for specific living lab case studies.

Building Efficiency for a Sustainable Tomorrow (BEST)
www.bestcte.org. BEST is a National Science Foundation ATE Center focused on building automation and efficiency. BEST offers professional development and online resources for college educators.

Experiential Learning Center at Truckee Meadows Community College
www.learnpbl.com. Resources on and examples of experiential learning practices.

National Association of College and University Business Officers (NACUBO)
www.nacubo.org. Resources and professional development events for operational staff interested in integrating sustainability into campus operations.

National Council for Science and the Environment (NCSE)
www.ncseonline.org. Resources for deans and faculty teaching sustainability and environmental disciplines.

National Renewable Energy Laboratory (NREL)
www.nrel.gov/sustainable_nrel. U.S. Department of Energy site with education materials on a range of clean technology areas.

National Wildlife Federation (NWF)
www.nwf.org/Campus-Ecology.aspx. Reports and case studies of higher education institutions' sustainability efforts. Their Greenforce Initiative, with Jobs for the Future, supports a number of community college sustainability best practices.

Second Nature's Campus Green Builder
www.campusgreenbuilder.org. Campus carbon reduction resources and community of action for campus sustainability initiatives.

Sustainability Improves Student Learning (SISL)
www.serc.carleton.edu/sisl/index.html. A collaboration of academic associations dedicated to sustainability education. Includes classroom activities.

U.S. Department of Education Energy Efficiency and Renewable Energy
www1.eere.energy.gov/education/index.html. Resources on a range of clean technology industry sectors, including a section for educators.

U.S. Green Building Council (USGBC)
www.centerforgreenschools.org. Resources, case studies, and events for colleges that are incorporating LEED into their curriculum.

ENDNOTES

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iv. Hart Research Associates. (April 10, 2013). *It Takes More Than a Major: Employer Priorities for College Learning and Student Success An Online Survey Among Employers Conducted On Behalf Of: The Association Of American Colleges And Universities.* Retrieved from http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf

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Exhibit 6 - July 14 2021 Board Report on coop purchasing agreements

PimaCommunityCollege

Agenda Item Details

Meeting	Jul 14, 2021 - Governing Board Special Meeting
Category	2. ACTION ITEMS (30 min.)
Subject	2.3 Intergovernmental Agreement: Arizona State Purchasing Cooperative Agreement
Access	Public
Type	Action
Fiscal Impact	No
Budgeted	Yes
Recommended Action	The Chancellor recommends the Governing Board authorize the Chancellor or designee to execute an intergovernmental agreement for participation in cooperative purchasing administered by the State of Arizona Procurement Office in accordance with Arizona Revised Statutes §41-2631 and §11-952.
Goals	Accreditation-Criterion 5: Resources, Planning, and Institutional Effectiveness Strategic Direction 3: Cultivate institutional excellence through continuous improvement

Public Content

,Contact Person:
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Justification:

The College participates in cooperative purchasing agreements pursuant to *Arizona Revised Statute §11-952, Intergovernmental agreements and contracts*. This statute enables any public procurement unit, if authorized by its legislative or other governing body, to enter into agreements with one another for joint or cooperative action, including purchasing.

Generally, these agreements permit one public procurement unit to accept as its own another public procurement unit's solicitation, proposal/bid review, and vendor selection. With proper oversight and review procedures, these agreements allow public procurement units to expand the cadre of available vendors for necessary purchases while reducing the administrative overhead associated with vendor selection and eliminating the redundant and duplicative activities common to public procurement units while aggregating purchasing power. Public procurement units are not required to purchase from the vendors selected pursuant to these agreements, and the vendor agreements resulting from the College's election to purchase through these agreements are subject to all College policies relative to purchasing and contracting. The College currently maintains cooperative purchasing agreements or associations with the following Public Entities, Cooperative Associations, and Consortiums (this list is not exhaustive):

- The State of Arizona
- Pima County
- Maricopa County

- City of Tucson
- Arizona Board of Regents
- Tri-University (UofA, ASU, & NAU)
- Maricopa County Community College District
- Omnia Partners (formerly U.S. Communities/IPA/Government Purchasing Alliance)
- E&I Cooperative Services, Inc.
- Strategic Alliance for Volume Expenditures
- Mohave Educational Services Cooperative, Inc.
- National Intergovernmental Purchasing Alliance Company
- NASPO Value Point - National Association of State Procurement Officials
- Sourcewell
- GSA - U.S. General Services Administration
- 1GPA - Nonprofit National Governmental Purchasing Cooperative
- The Interlocal Purchasing System (TIPS-USA)

The Chief Procurement Officer (Director of Procurement and Payment Services) is responsible for routinely identifying, reviewing, and conducting due-diligence checks on cooperative associations and agreements to determine their compliance with federal and state laws and regulations, and College procurement policies. This ensures that the use of a cooperative purchasing agreement is compliantly, financially, and administratively in the best interest of the College.

The College's Office of General Counsel has reviewed and approved the Arizona State Purchasing Cooperative Agreement, as to form of the agreement.

Financial Considerations:

There are no direct costs to the College for participating in these agreements. Several agreements collect fees, generally no more than 3% of related sales, from participating vendors in order to offset operational costs. The College pays no direct fees and may, based on the agreement, receive rebates reflective of total purchases conducted through the agreement. The College presently benefits from hundreds of these types of cooperative purchasing agreements.

Arizona State Purchasing Cooperative Agreement_7-9-2021.pdf (400 KB)

Administrative Content

Executive Content

Motion & Voting

The Chancellor recommends the Governing Board authorize the Chancellor or designee to execute an intergovernmental agreement for participation in cooperative purchasing administered by the State of Arizona Procurement Office in accordance with Arizona Revised Statutes §41-2631 and §11-952.

Motion by Meredith Hay, second by Catherine Ripley.
Final Resolution: Motion Carries
Yea: Meredith Hay, Demion Clinco, Maria D Garcia, Catherine Ripley

Exhibit 7- BP 1.05: Delegation of Authority to the Chancellor

PimaCountyCommunityCollegeDistrict
Board Policy

Board Policy Title:	**Delegation of Authority to the Chancellor**
Board Policy Number:	BP 1.05
Adoption Date:	4/16/14
Schedule for Review & Update:	Every three years
Review Date(s):	5/4/16, 3/3/17, 10/26/17
Revision Date(s):	4/11/14, 5/4/16, 3/3/17, 10/26/17
Sponsoring Unit/Department:	Governing Board / Chancellor
Motion Number:	201404-03
Legal Reference:	A.R.S. §§ 15-1444, 15-1445, 11-952; FAR 1.000, *et.al*
Cross Reference:	

The Chancellor serves as the Chief Administrator of Pima Community College, reporting directly to the Governing Board. On an annual basis, the Board, in consultation with the Chancellor, will define the goals for the Chancellor and evaluate the Chancellor's performance, including the progress in achieving the goals.

THE CHANCELLOR'S ROLE

The Governing Board defines the role of the Chancellor as follows:

A. Serves as primary link between the Board and the College's day-to-day operations.

B. Provides to the Board information that is timely, accurate, and clear about key issues that impact the College.

C. Leads the development and execution of short and long-term plans of the

College.

D. Provides leadership to the College through academic and resource management, community involvement, fiscal management, relationship building, and strategic planning.

E. Oversees day-to-day operations of the College.

F. Serves as the primary spokesperson for the College to students, employees, government authorities, and the public.

POWERS AND DUTIES OF THE CHANCELLOR

The Board delegates to the Chancellor the responsibility to implement and administer the policies governing the College, subject to limitations set in this policy and in Arizona law.

A. The Chancellor shall design, implement, and evaluate an organizational structure for the College.

B. The Chancellor shall ensure the Board receives information that is sufficiently thorough and timely so that the Board may carry out its legal and oversight duties.

C. The Chancellor is authorized, to the extent permitted by law, to enter all agreements on behalf of the College, except for those which require approval of the Board as set forth in the list below:

1. Agreements with total value exceeding the Simplified Acquisition Threshold amount, as defined in the Federal Acquisition Regulations and in effect at the time of execution;

2. Intergovernmental agreements;

3. Dual enrollment agreements; and

4. All agreements for the purchase, sale, or permanent encumbrance of real property.

The Chancellor may delegate this authority, in which case the Chancellor shall maintain and publish a list of all College positions, employees, and limitations so delegated.

D. The Chancellor is authorized to adopt such administrative procedures, make all decisions, and take all actions as needed to implement the policies adopted by the Board, to achieve the goals set by the Board, and to ensure financial and operational integrity and College compliance with all applicable local, state, and federal laws. In every case, the standard for compliance shall be a reasonable interpretation of the Board Policies by the Chancellor.

E. The Chancellor is authorized to delegate any powers and duties entrusted by the Board to the appropriate member of the College administration. While the Chancellor may delegate to others, the Chancellor remains ultimately responsible to the Board.

F. The Chancellor shall ensure that all Board Policies are reviewed and updated at least every three years, or sooner when necessary.

THE CHANCELLOR'S LIMITATIONS

As the Chief Administrator of the College, the Chancellor shall not cause, create, or allow any decision, activity, practice, or circumstances involving College personnel, students, or resources that are unlawful, imprudent, unsafe, unethical, or in violation of generally-accepted business, professional, and higher-education standards and practices.

MONITORING THE CHANCELLOR'S PERFORMANCE

The Board shall conduct a formal evaluation of the Chancellor on an annual basis for the performance during the previous twelve months. In addition to any method of evaluation it may select, the Board shall consider the following:

1. Input from the Chancellor; and
2. Input from College employees, students, and members of the public.

Exhibit 8 - AP 4.01.05: Purchasing

PimaCountyCommunityCollegeDistrict
Administrative Procedure

AP Title:	**Purchasing**
AP Number:	AP 4.01.05
Adoption Date:	6/13/18
Schedule for Review & Update:	Every three years
Review Date(s):	
Revision Date(s):	
Sponsoring Unit/Department:	Finance and Administration
Policy Title(s) & No(s).:	Financial Controls and Institutional Budget, BP 4.01
Legal Reference:	2 CFR part 200; FAR 100.200 et.al; Arizona Revised Statutes Title 34
Cross Reference:	Delegation of Authority to the Chancellor, BP 1.05

PURPOSE

This Administrative Procedure ("AP") provides guidelines and parameters to enable the College to acquire goods, services, and construction in an efficient and economical manner. The AP is intended to ensure compliance with the Federal Procurement Requirements under the Uniform Guidance, 2 CFR Part 200, effective July 1, 2018.

SECTION 1: Definitions

"College Monies" - mean all forms of money belonging to, received or held by the College or its employees in their official capacity, unless such money is intended solely to be held by the College to be spent for a specific purpose for the benefit of the funder, from a specifically identified source.

"Contract" - means a binding legal agreement obligating the *seller* to furnish goods or services (including construction) and the *buyer* (College) to pay for them, including by providing services or some other item of value in exchange. It includes all types of written commitments which obligate the College to an expenditure of College monies, including orders, such as regular purchase orders, under which the contract becomes effective by written acceptance or performance of the seller.

"Expenditure" - means any monetary payment, or an obligation to pay, by the College to another person or entity in exchange for delivery of a service, product, or a combination of both, to the College.

"Full and Open Competition" - when used with respect to a contract action, means all responsible vendors are permitted to compete for the College purchase.

"Procurement" - means buying, purchasing, renting, leasing or otherwise acquiring any goods, services, construction or construction services, and includes description of requirements, solicitation and selection of sources, preparation and award of contract, and all phases of contract administration.

"Purchasing (to purchase)" - means an acquisition of goods, services and construction for use in College's ongoing operations.

"Simplified Acquisition Threshold ("SAT") - means the dollar amount determined and published in the Federal Acquisition Regulations ("FAR"), 41 U.S.C. 134. The SAT is the limit below which the College may use certain simplified purchase methods.

SECTION 2: Scope

This AP applies to every Expenditure of College Monies. This AP also applies to Expenditures made with non-College monies when made for selection of vendors that the College requires a person or organization to purchase from.

This AP does not apply to:

a. Items covered by Travel policy.
b. Employee and non-employee business expenses (as defined in College policies and applicable IRS regulation)
c. Employment agreements and payroll
d. Purchase (including lease-purchase), lease of real property
e. Agreements negotiated by legal counsel representing the College in

settlement of litigation, an administrative proceeding, or dispute that could result in litigation.

SECTION 3: Purchasing Authority

3.1 **Authority.** Authority for all College purchasing is delegated by the Chief Financial Officer to the Director of Purchasing ("Director"), who shall serve as the central purchasing authority of the College. The Director shall develop, revise, and adopt operational procedures, consistent with this AP and applicable laws, as needed for the procurement of all goods, services, and construction for the College. The Director shall:

a. Procure or supervise the procurement of all goods, services, and construction needed by the College;
b. Prepare, issue, revise, maintain, and monitor the use of specifications for goods, services, and construction required by the College;
c. Implement and manage the College's procurement card program;
d. Develop agreements for purchases under this AP, in accordance with College policies governing contracts and signature authority; ensure vendor compliance with and performance under the terms of agreement;
e. Develop and provide training for procedures implemented pursuant to this AP.

3.2 **Delegation of Authority.** The Director may delegate purchasing functions or responsibilities to other departments and employees of the College on the conditions and within the scope and as defined in this AP and the operational manual.

SECTION 4: General Procurement Standards

4.1 **Conflict of Interest.** All College employees shall comply with procurement-related conflict of interest rules required by Uniform Guidance and specified in operational manual. No employee or agent of the College may participate in the selection, award, or administration of a contract if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee or agent, any member of his or her immediate family, his or her partner, or an organization, which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees and agents of the College may neither solicit nor accept gratuities, favors, or

anything of monetary value from contractors or parties to subcontracts. Unsolicited gifts of nominal value are excluded.

4.2 **Full and Open Competition.** All College procurement transactions shall be conducted in a manner providing full and open competition consistent with the standards and subject to prohibited practices identified in the Uniform Guidance.

4.3 **Efficient and Economical Purchasing.** The College procurement practices must avoid acquisition of unnecessary or duplicative items; consideration shall be given to various alternative purchasing mechanisms, including cooperative or joint purchasing arrangements. No College purchase may be divided into smaller projects as to avoid the requirements of competitive procurement process.

4.4 **Commitment to Diversity.** The College shall take all necessary affirmative steps to assure small and minority-owned businesses, and women-owned business enterprises, as these terms are defined in the Uniform Guidance, are used in the College procurement process when possible.

4.5 **Cost and Price Analysis; Profit Negotiation; Bonding.** The College shall comply with the cost and price analysis, bonding and profit negotiation requirements stated in the Uniform Guidance for specified procurement exceeding the SAT amount, construction and/or non-competitive purchases.

4.6 **Documentation and Record Keeping.** The College shall maintain all records sufficient to detail the history of each College procurement, including the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

4.7 **Reporting and Certifications**. The College shall comply with all applicable state and federal reporting, vendor certifications, and contractor oversight requirements.

SECTION 5: Methods of Procurement; Solicitations

5.1 **Competitive Procurement.** All College contracts for the delivery of goods, services, and construction shall be awarded by one of the methods of source selection specified in the Uniform Guidance and detailed in the operational manual.

5.2 **Solicitation Materials; Specifications.** The Specifications may not contain features or characteristics that are unduly restrictive to competition, and may not require "brand name" product instead of allowing for "an equal or equivalent" product. Any vendor who has developed or assisted in development of the Solicitation Materials or any of its components shall be excluded from competing for such procurements.

SECTION 6: Vendor Selection; Contract Award and Execution

6.1 **Vendor Selection Criteria**. College contracts may be awarded only to responsive, responsible vendor possessing the ability to perform successfully under the terms and conditions of a proposed procurement, considering all factors required by the Uniform Guidance.

6.2 **Selection Committees.** The College shall, in all procurements of architect and engineering services and for purchases where it would assist the College in selecting qualified vendors, use a committee consisting of members of the public, students, and/or current College employees, qualified through experience or education.

6.3 **Contracts with Vendors**. All contracts between the College and a successful vendor shall be in writing, and shall be approved and executed in accordance with College policy.

SECTION 7: Procurement Disputes

Disputes. All claims, controversies, or disputes for matters within the scope of this AP shall be resolved in accordance with College policies and procedures and operational manual.

Exhibit 9 - PCC Purchasing Manual

PimaCommunityCollege
Procurement Services

Procurement, Purchasing, and Acquisition Procedures Manual

Pima County Community College District - Effective July 1, 2018
Administered by the District Finance Office – Procurement Services Department

Phone: 206-4759
Email: pcc-purchasing@pima.edu

Revised June 28, 2019

OVERVIEW

Effective July 1, 2018, the College implemented the Uniform Guidance Procurement Standards, codified at 2 CFR Part 200, that govern the procurement and purchase of property, goods, and services using any federal award in whole or in part. Procurement funded by federal grant funds must adhere to the Uniform Guidance regulations as a condition of receiving federal grant funds and to meet annual audit compliance.

Procurement guidance is specifically located in sections 200.317-200.326. The Uniform Guidance Procurement Standards focus on increased transparency as well as full and open competition in the procurement process. The Uniform Guidance outlines five methods of procurement: Micro-purchases and small purchases for procurement amounts below the Simplified Acquisition Threshold (SAT); sealed bids and competitive proposals for procurement amounts above the SAT; and noncompetitive (sole source) proposals.

GOALS AND OBJECTIVES

- To support the educational program by obtaining maximum value from the expenditure of College funds.
- To procure material at the lowest cost consistent with quality and service required.
- To maintain continuity of supply.
- To provide prompt, courteous and effective service to user departments and vendors.
- To maintain standards of quality and suitability of equipment, materials, supplies and service.
- To impartially award contracts.
- To follow the Code of Ethics advocated by the National Association of Educational Procurement.

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Summary of Changes to This Manual

(since previous printing dated June 30, 2017):

- July 1, 2018 effective date for implementation of Uniform Guidance Procurement standards
- Modification and addition of provisions to align with the Uniform Guidance (2 CFR Part 200)
- Correction of references from former Standard Practice Guides (SPGs) to current Administrative Procedures (APs)
- Update to references and titles to reflect current department structure

1. College Organization for Purchasing

1.1 Delegation of Purchasing Authority

The authority to procure goods, services, and construction for the College is delegated by the Chancellor to the Chief Procurement Officer/Director of Purchasing (Procurement Services) pursuant to the Purchasing Administrative Procedure (AP 4.01.05)

1.2 Unauthorized Purchases

No individual is permitted to procure, purchase, acquire or otherwise expend College funds unless specifically authorized pursuant to this Manual. Any unauthorized purchases may result in the responsible individual incurring a personal obligation to the College or vendor and subject the individual responsible to disciplinary action. Firms regularly doing business with the College are aware of this policy and are advised that all purchases chargeable to the College must be authorized by an official College purchase order. The College may choose not to reimburse employees for the cost of any purchases made on behalf of the College when the date of purchase is prior to the date of administrative and funding approvals. The College is not obligated to pay for unauthorized purchases.

1.3 Unallowable Purchases

All purchases made with College funds must benefit the College. The purchase of any item or service that does not benefit the College is not permitted.

1.3.1 Prohibited Purchases

The following items are prohibited purchases regardless of funding source:

- Gift cards, gift certificates and other cash or gift instruments
- Money Orders, Traveler's Checks or other cash-like instruments

Purchase of the following items is prohibited without prior authorization granted by the Procurement Services Department:

- Live Animals
- Charitable Donations/Purchase/Fee for which any portion is tax-deductible
- Construction, Renovation or Installation Services
- Leases/Rentals requiring a signed agreement
- Services requiring a signed agreement
- Medical services
- Fines, penalties or similar fees including parking and moving violations
- Narcotics and other drugs
- Radioactive and hazardous material
- Software licensing agreements
- Firearms/Ammunition

1.3.2 Prohibited Purchases, Exceptions

The Procurement Services Director may grant an exception to otherwise prohibited purchases if the requestor demonstrates methods to address the controls necessary to ensure proper use of the prohibited purchase.

1.4 Conflict of Interest

College employees must comply with the Arizona Conflict of Interest Law, ARS § 38-503. The Conflict of Interest Law provides if an employee or an employee's relative has a financial interest in any decision or transaction made or to be made by the College the employee must: (1) disclose such financial interest on a "Conflict of Interest Disclosure Form" and (2) refrain from participating in any manner in such decision or transaction, including any contract, fee, grant, purchase, sale, service, benefit or any other matter. The Conflict of Interest Law does not prevent an employee from doing business with the College. A College employee may supply equipment, material, supplies, or services to the College but only if the contract is awarded after public competitive bidding. The employee should contact the Department for a description of the competitive bidding requirements. Note when a College employee does business with the College, the employee has a financial interest in the transaction and the disclosure and non-participation requirements set out above apply. (See AP 1.25.05)

1.5 Gifts and Gratuities

No College officer, employee or agent shall solicit or accept gratuities, favors, or anything of monetary value for personal use or benefit from vendors or potential vendors. Acceptance of gifts of negligible value, such as logo-imprinted pens, mugs and candy are permitted. Any violation of this policy by Pima Community College officers, employees or agents may be cause for disciplinary action.

1.6 Uniform Fund Source Policy

Policies concerning purchasing apply to all funds of the College, regardless of source. Funds deposited with the College must be handled consistently in accordance with institutional policies.

1.7 Capital and Non-Capital Equipment

See Capital Assets Policy.

2. Requisitions and Purchase Requests

2.1 The Purchase Requisition or Purchase Request

Departments submit requisitions for the purchase of goods or services through the Banner requisition process (FPAREQN or Banner Self-Service) or submit a purchase request through the Concur system. Purchases meeting the criteria, including dollar amount limitations, established for the College's Office Supply or P-Card programs do not require requisitions or purchase requests described in this Manual. Departments generating requisitions or purchase requests must obtain electronic approvals on the requisition or purchase request before the requisition or purchase request is released for procurement action. The Procurement Services Department shall issue purchase orders in accordance with procedures contained in this Manual.

2.2 Purchases Requiring Pre-Payment

Payment is not authorized before goods or services are received. If pre-payment is required, the requisition or purchase request must include documentation fully justifying the need for pre-payment.

Adequate lead time must be given in order to have sufficient time to process the payment.

2.3 Specifications

The preparation of specifications is the responsibility of the requestor. The Procurement Services Department will assist requestors in the development of a proper set of specifications for the products or services required. "Specification" means any description of the physical and/or functional characteristics of the product or nature of the service.

Specifications may include a description of any requirement for inspecting, testing, or preparing any product or service for delivery. Specifications must be definite enough to assure satisfaction and yet general enough to encourage competition. A specification using a "Brand Name or Equivalent" shall indicate the use of a brand name is for the purpose of describing the standard of quality, performance, and characteristics desired and is not intended to limit or restrict competition. The solicitation shall state products substantially equivalent to those brands designated shall qualify for consideration. The College shall be the sole determinant party as to claims of equivalency.

3. Purchase Orders

3.1 Regular Purchase Order

A Purchase Order (Regular) is a contract providing for the delivery by a specific date listed goods or services at a predetermined price and quantity subject to District Terms and Conditions. The Purchase Order (Regular) states the details of the agreement for a particular purchase, lease, or rental as negotiated with the supplier by a member of the Procurement Services Department, who is the agent for the District, including the quantity, identification of the item(s), specifications, price, delivery date, and shipping instructions. If the purchase is extraordinary, the District's standard business terms will be enhanced with additional terms and conditions to better protect the District's interests.

The Purchase Order (Regular) is a legally binding obligation when accepted by the supplier. Acceptance may be evidenced either by delivery or by the supplier notifying District of acceptance of the order. Copies of the Purchase Order (Regular) notify all affected departments of the details of the transaction, including Accounts Payable, which ultimately will receive an invoice for the purchase. A copy of the Purchase Order (Regular) is an indication the order has been placed, the terms of the transaction are established, and delivery may be expected on the date indicated.

3.2 Standing Purchase Order

A Purchase Order (Standing) is a type of purchase order designed to consolidate purchases from a single supplier where the purchase price and item descriptions are known but the quantity and delivery needs are not. All Purchase Orders (Standing) must reference pre-determined price and description requirements which may be met with a reference to a previously negotiated price schedule or agreed upon discount from list price.

3.3 Returns or Cancellations

A purchase order is a legal document which may only be changed or canceled by mutual agreement with the vendor and the Procurement Services Department. There may be restocking or cancellation charges if the vendor has expended money to fulfill an order and the payment of any legitimate charges associated with a change or cancellation will be the responsibility of the requesting department. Mistakes or insufficient information in specifying the product desired by the requisitioning department often create difficult problems. When a vendor has shipped items exactly as specified on a purchase order, they have legally complied with their part of the contract and are not necessarily obligated to accept the return for credit of any items delivered.

3.4 Purchasing Card Program

The Purchasing Card program is based on the use of business purchasing accounts. The program is more fully described in the Procurement Card Procedures Manual maintained separately from this Manual.

3.5 Just-In-Time Office Supply Program

The Procurement Services Department has negotiated a contract with an office products vendor to facilitate orders for office supplies. The Office Supply User Manual outlines the procedures for orders.

3.6 Authorized Purchases

Only purchases conducted via a College purchase order, P-Card transaction, or a supply order through the office supply program are considered authorized purchases.

4. Vendor Selection

4.1 Selection of Vendors

Authority for the final selection of a vendor is the responsibility of the Procurement Services Department. Departments are encouraged to submit the names and addresses of potential vendors. Vendors are selected by the Procurement Services Department based on their ability to meet the requirements of the specifications and serve the needs of the College in the most economical and efficient manner possible in accordance with the applicable purchasing policy. Departments are encouraged to notify the Procurement Services Department of vendors that have performed well in addition to those that have performed poorly.

4.2 Small and Disadvantaged Vendors

The College encourages transactions with small and disadvantaged businesses within the College's procurement policy. All competitive vendors will be granted equal consideration insofar as applicable policies permit. The Procurement Services Department is dedicated to providing quality service to the College and to the public and must work within the legal framework of applicable procurement policies while providing goods and services to College staff, faculty, and students.

4.3 Vendor File

The College maintains a file of previously used vendors of goods and services. When no vendor file exists for a particular good or service, the Procurement Services Department will make every effort to develop one for that specific purchase. Directories of manufacturers and vendors, including internet searches, along with the requestor's suggested sources of supply, are also used for these purposes. The lack of a vendor or manufacturer's inclusion in the College ERP system shall not preclude them from submitting bids or proposals or from being considered for an award unless they have been removed for cause by the Procurement Services Director.

4.4 Methods for Procurement

The Procurement Services Department will use one of the methods for procurement listed below. The aggregate dollar amount to determine the applicable threshold excludes tax, shipping and handling.

4.4.1 $10,000 or Less - Micro-purchase procedure

Procurement by micro-purchase is the acquisition of supplies or services whereby the aggregate dollar amount does not exceed the $10,000 threshold. To the extent possible, equitable distribution of micro-purchases will be made among qualified suppliers. Micro-purchases may be awarded without soliciting formal competitive quotations provided the price is considered to be fair and reasonable.

4.4.2 Greater than $10,000 up to $250,000 - Small purchase procedure

Price or rate quotes shall be obtained from an adequate number of qualified sources (minimum two, preferably three)for purchases costing more than the micro-purchase threshold amount but less than or equal to the Simplified Acquisition Threshold or SAT amount, Price or rate quotes can be informal (e.g. phone call or web search) and must be documented. Price does not need to be the deciding factor, provided the price is considered fair and reasonable. All documentation and quotes must be kept as part of the procurement record.

4.4.3 Greater than $250,000 - Simplified Acquisition Threshold (SAT) Amount

Procurements which exceed the Simplified Acquisition Threshold (SAT) amount require an Invitation to Bid (ITB) or a Request for Proposal (RFP) (other than construction). Public notice may be given by publication on the College web page, direct notification to potential vendors and/or publication in at least one local newspaper of general circulation containing legal advertising. Publication shall be for as many times as deemed necessary by the Procurement Services Director but the last publication shall be a minimum of fourteen days prior to the date of opening of bids or proposals unless time constraints require a shorter period. To ensure fairness, all communications with any potential respondents during the ITB/RFP process will be facilitated by the Procurement Services Department, in writing, and distributed to all known potential respondents.

A purchase order shall be issued to the lowest cost responsible and responsive offer which conforms in all material respects to the requirements and criteria as set forth in the RFP/ITB. Bids shall be opened publicly and read aloud at the time and place indicated in the Invitation to Bid. Proposals will be opened at the time and place indicated in the RFP; however, only the names of the proposers will be read aloud.

At the option of the successful vendor, prices and terms offered on submitted quotes, Bids and Proposals may be used in place of a new competitive process for additional requirements of the same items for up to twelve (12) months from the date of opening. If only one responsive quotation, bid or proposal is received, a statement shall be included in the solicitation file justifying the basis for determining that the price is fair and reasonable. If equipment, material, service or construction is available from only one vendor, the non- competitive procurement method may be used provided adequate and complete documentation is made a part of the procurement record.

The Procurement Services Director may reject all bids, quotations or proposals if it is determined that rejection is in the best interest of the College. If only one source can be identified, the Procurement Services Department may determine the award as a noncompetitive, sole source procurement as defined in Section 4.3.5.

The Procurement Services Director will normally award a contract to the lowest responsible and responsive bidder. A "responsible bidder" is one who:

1. submits a bid conforming in all material aspects to the requirements outlined in the ITB or RFP,
2. has adequate financial resources to perform a contract,
3. is able to comply with the associated legal or regulatory requirements,
4. is able to deliver according to the contract schedule,
5. has no history of unsatisfactory performance,
6. has or can obtain necessary data, equipment, and facilities, and
7. is otherwise eligible and qualified to receive an award if its bid/proposal is chosen.

4.4.4 Competitive Solicitations

The Procurement Services Director shall, as the circumstances require, publicly solicit the submittal of competitive offers when purchasing services or commodities exceeding the amount as specified in this Section.

Exceptions to the requirement to solicit competitive offers:

1. Utilities.
2. Fees fixed by a governmental entity, accreditation bodies, intergovernmental agreement or professional organization.
3. Real estate when location, improvements or other criteria best meet the College's needs.
4. Copyright protected materials only available from one source.
5. Advertising.
6. Membership dues and subscriptions.
7. Products intended for resale.
8. Information technology resources defined as all forms of technology used to create, process, store, transmit, exchange and use information in various forms of voice, video and data and shall also include the personnel costs and contracts that provide direct information technology support consistent with the College's information technology plan.
9. Single source procurements for purposes of economy or efficiency in standardization of materials or equipment.
10. Professional services, including, but not limited to, artistic services, instructional services, health services, academic program reviews, lectures by individuals, attorneys, legal services, and auditors.
11. Purchases at the unit or contract price competitively sourced under state contract, cooperative purchasing agreement or buying cooperative when the particular contract or agreement is cited in the request and verified before the order is placed. The state contract or cooperative purchasing agreement reference must be included on the Purchase Order.

The requesting department may appeal an adverse decision of the Procurement Services Director to a panel consisting of the requestor/representative, the Procurement Services Director and the Financial Services Director if desired. The panel will review the request and all supporting information and document the final decision in the solicitation file.

4.4.5 Sole Source Procurement

Procurement by noncompetitive proposals, referred to as a sole source procurement, is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply.

1. The item/service is available only from one source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. Public exigency or emergency is defined as a natural disaster or catastrophic event, a declared state of emergency in which goods and services are needed, or an immediate health or safety concern. (See related Section 5.1 Emergency Orders and 5.2 Emergency Repairs)

3. The Federal awarding agency or pass-through entity expressly authorizes the sole source procurement.
4. After solicitation of a number of sources, competition is determined inadequate by the Procurement Services Director.

4.5 College Standards

The Procurement Services Director may approve standard products for use in the College after a thorough review of factors relating to quality, reliability and availability. If any approved product should fail to meet the quality standards prior to the regular review, the products will be deleted from the approved list and the using department notified.

4.6 Contracts, Agreements & Licenses

All vendor-furnished contracts for goods and services, including software licenses and other documents containing terms and conditions binding the College require approval and signature as specified in the Signature Authority Administrative Procedure AP 1.05.02.

4.7 Intergovernmental Agreements

Arizona Revised Statute 11-952, as amended, provides, if authorized by governing bodies, two or more public agencies may enter into Intergovernmental Agreements with one another for joint or cooperative actions. Intergovernmental Agreements involving purchasing activities by the College are administered by the Director.

4.8 Leases – Equipment

All types of leases, lease/purchases or rental agreements must be signed on behalf of the College in accordance with the Signature Authority Administrative Procedure AP 1.05.02. Prior to submitting a requisition or purchase request for a lease agreement to the Procurement Services Department, the requesting department should analyze the economic considerations of leasing vs. purchasing. Leases extending beyond one (1) year must comply with Section 4.18 governing multi-year contracts. Regardless of the duration of a lease agreement, a formal College purchase order will be issued. The requesting department should define the type of lease agreement on the requisition or purchase request, indicating whether it is a new lease or a renewal or an extension. A copy of the agreement shall accompany the requisition or purchase request and be attached to the purchase order. Lease or lease/purchase agreements must have a cancellation provision which allows the College to discontinue such agreements if future appropriations are reduced or eliminated.

4.9 Leases - Real Property

Transactions concerning the purchase, lease or lease/purchase of real property (land and buildings) require Board of Governors approval. Such transactions will be coordinated through the Chancellor as defined by the Acquisition of Real Property Administrative Procedure AP 2.06.02.

4.10 Strategic Procurements

Strategic procurements leverage the District's collective spend to establish strategic contracts for use across the District. The Procurement Services Department ascertains strategic opportunities, determines the applicability of a contract for purchase, and addresses contracted vendor related issues. Strategic procurement consists of the following three activities:

4.10.1 Solicitation, Renewals and Contracts

The Procurement Services Department determines strategic procurement opportunities and reviews current District contracts for renewal.

The Procurement Services Department works with the awarded vendor(s) to execute a District-wide contract. Upon execution of contracts, the Procurement Services Department develops a communication plan, initiates kick-off meetings and directs implementation.

4.10.2 Data Analysis

The Procurement Services Department works to ensure the greatest value is realized from each solicitation along with providing ad hoc and recurring support for data driven initiatives with the intent to deliver the greatest value at the lowest possible cost to the District.

4.10.3 Contract Administration

The Procurement Services Department is responsible for the day-to-day management of contracted Strategic Procurement vendors. The management of Strategic Procurement vendors includes transitions to new vendors, implementations of catalogs, review of price adjustments, quarterly and yearly vendor reviews, and addressing other contract-related issues.

Information for select strategic procurements will be available on the Procurement Contracts Search site.

Initial strategic procurements are focused in the following commodity groups:

- Furniture
- Office Supplies
- Travel
- Information Technology
- Scientific/Lab Supply

4.11 Capital Improvement/Construction Contracts

Building Structures, additions or alterations of a College facility may be constructed by College employees for projects up to $50,000 excluding demolition. Construction contracts under the SAT amount to be performed by outside contractors will be awarded through an informal or simplified competitive acquisition process in compliance with Code of Federal Regulations (CFR) sections 200.317-200.326; and bonding shall comply with the requirements of ARS §§ 34-221, 222 and 223. Construction projects exceeding the SAT amount shall require compliance with Arizona State Statue Title 34 for Public Buildings and Improvements; unless it is deemed by the Procurement Director to be impracticable or not in the best interest of the College.

4.12 Competitive Sealed Proposals

The Procurement Services Director may award a contract after soliciting competitive sealed proposals if determined the use of competitive sealed bids is not practical.

4.13 Selection of Professional Services

The acquisition of Professional Services, as defined by ARS Title 34, with estimated cost under the SAT amount may be awarded through an informal or simplified competitive acquisition process in compliance with CFR sections 200.317-200.326. The procurement of Professional Services exceeding the SAT amount shall require compliance with Arizona State Statue Title 34 for Public Buildings and Improvements; unless it is deemed by the Procurement Director to be impracticable or not in the best interest of the College.

For the purpose of procuring non-construction related professional services, not defined by ARS Title 34, such as clergy, physicians, psychologists, dentists, accountants, and legal counsel, herein defined as "services requiring various forms of state licensing and registration," with estimated cost under the SAT amount may be awarded through an informal or simplified competitive acquisition process in compliance with CFR sections 200.317-200.326. The acquisition of non-construction related Professional Services exceeding the SAT amount shall utilize a formal solicitation process and shall comply with generally accepted procurement "Best Practices" to obtain "Best Value" for the services required. However, no contract for these services will be awarded solely on the basis of price. The Procurement Services Director or designee shall establish a selection committee to evaluate the service provider's qualifications, experience, and methods of approach based on the specific evaluation criteria established for the formal solicitation. The committee shall select the most qualified firm(s) and the Procurement Department shall negotiate fair and reasonable compensation.

4.14 Procedure for Purchasing Services

Contract options for service agreements for the College:

The Standard Form Agreement should be used in accordance with the Contracts Administrative Procedure AP 4.01.03. A purchase order is issued in addition to the agreement to authorize purchase of the service provided.

If the vendor requires a signature on the service provider's agreement document or any modifications to the Standard Form Agreement, it is considered a custom agreement and must be reviewed before signature. A purchase order is issued in addition to the agreement.

4.15 Fees and Expenses for Purchased Services

Expenses incurred during service engagements should be included as a part of the overall fee. If any expenses cannot be included in a comprehensive fee for the service, any reimbursable expenses shall be limited to the per diem and travel rates paid by the Arizona Department of Administration ("ADA"). Expenses not covered by the ADA schedule but allowed by the PCC travel policy for its employees shall be reasonable and shall be paid at actual cost based upon detailed/itemized invoices or other written documentation of the expense.

The College will not pay travel or other expenses directly to hotels, airlines, etc. These type of expenses will only be paid to the service provider after adequate documentation is received and approved per this policy.

The Internal Revenue Service presumes all individuals who provide a service are employees unless there is evidence to support the classification of the individual as an independent contractor.

If the College engages an individual as an independent contractor, the following information must be attached to the requisition or purchase request for processing:

1. Copy of either a Letter of Agreement or standard form agreement;
2. Independent Contractor Certification (required if contracting with an individual);
3. Documentation as to how the service provider was selected;
   If the service provider is a noncompetitive selection, justification must be provided in the requisition or purchase request.

4.16 Major Equipment Items

The selection of major equipment items shall be based on a consideration of life cycle costs, including economy in operation, productivity, compatibility, quality, dependability, energy efficiency, saving in time or labor costs, durability, warranties and service, in addition to initial cost so the net result will be increased efficiency with the lowest total ownership cost. Prior to submitting a requisition or purchase request for the purchase of an instrument or item of equipment, the requesting department should insure adequate power or other utility requirements are available. Space requirements, floor loading, and access by elevator and door openings should also be checked and verified.

4.17 Cooperative Purchasing Agreements

The College may purchase certain materials and services through cooperative contracts competitively bid or negotiated by the State Department of Administration Purchasing Office, other public agencies or cooperative buying groups of which the College is a member without further competitive quotations or bids. Participation in these contracts is determined by the Procurement Services Director.

4.18 Term of Purchase Contracts

Contracts for the purchase of goods or services shall generally extend for no more than one (1) calendar year. Multi-term contracts extending for no more than a total of ten (10) years may be approved if deemed to be advantageous to the College and subject to the availability and appropriation of monies in any given fiscal year.

In no event shall the term of a contract for capital equipment purchases exceed the expected useful life of the equipment.

The proposed term of any contract and subsequent renewals or extensions shall be included in the initial solicitation. Before soliciting for and entering into a multi-term contract, the College shall determine that the estimated requirements cover the period of the contract and are reasonable and continuing and that a multi-year contract will serve the best interests of the College by encouraging effective competition or otherwise promoting economies in College procurement.

If monies are not appropriated or otherwise made available to support continuation of performance of a multi-term contract in a subsequent fiscal period, the contract shall be canceled and the contractor may only be reimbursed for the reasonable value of any non-recurring costs incurred but not amortized in the price of the materials or services delivered under the contract or which are otherwise not recoverable. The cost of cancellation may be paid from any appropriations available for such purposes.

5. Miscellaneous Purchasing

5.1 Emergency Orders

Emergencies are unforeseen situations which endanger the operations, peace, health, or safety of people or property of the College. Failure to anticipate a need is not of itself considered a bona fide emergency. In a bona fide emergency, the situation will be reported to the responsible supervisor who will take such action as is required. If material or services must be procured, the Procurement Services Director will be notified as soon as practical for the necessary follow-up action.

5.2 Emergency Repairs

Emergency repairs may be made by calling the vendor directly. Send through the normal approval channels the vendor's copy of the repair ticket with a requisition or purchase request, making sure to identify the situation was an emergency.

5.3 Office Machine Maintenance & Repairs

The repair and preventive maintenance of office machines (computers, typewriters, printers, calculators, copiers and dictation equipment) can be obtained as follows:

1. An annual service agreement with an appropriate vendor.
2. A one-time service call: Departments should contact the Procurement Services Department for suggested repair vendors and to make the necessary arrangements.

5.4 Printing Orders

The Media Production and Publications Department assists in planning and designing printed materials for departments. The department concerned is responsible for ensuring a requisition or purchase request is properly written and submitted to the Procurement Services Department for bidding before the printer assumes any production expense.

Routine printing jobs (forms, pamphlets, memos, etc.) should be forwarded to the Media Production and Publications Department for initial consideration. If the work cannot be done internally, it will be submitted on an approved Requisition, Purchase Request, or PCard Request.

If the item is a reprint of an existing publication or form printed outside of the College, the following steps should be observed:

- A requisition or purchase request stating the requirements and desired delivery date should be sent to the Procurement Services Department along with samples of the items to be purchased.
- A minimum lead time of six (6) weeks is necessary to allow sufficient bid time (approximately 2 weeks) and a normal printing time of ten (10) to fifteen (15) working days. This can be longer if proofs are requested.
- Reprints requiring minor alterations should have changes clearly marked on all the samples.

After an order for printing has been placed by the Procurement Services Department, the requesting department that has prepared the Requisition or purchase request will deal directly with the printing firm in approving or correcting the proof. Changes of quantity or specifications which impact the total cost must be authorized in writing by the Procurement Services Department since such changes require a revision of the purchase order and encumbered funds.

5.5 Chemical/Hazardous Material Purchases

Certain chemical/hazardous materials that are regulated by governmental authorities (i.e. OSHA, EPA) may not be purchased without the prior approval of the College's Health and Safety Director.

5.6 Contact with Vendors

Vendors play an important role in keeping College personnel informed of products and services available. Personnel are encouraged to take advantage of these contacts. However, specific rules must be followed when dealing with vendors to avoid financial liability, conflicts of interest and other misunderstandings. Avoid the following:

1. Do not accept free products for testing or any other reason without approval of the Procurement Services Department;
2. Do not contact a vendor after a Bid/RFP process has started;
3. Do not request a vendor to design, measure or do any other work unless a purchase order has been issued for the service, even if the vendor volunteers;
4. Always identify yourself as a representative of the College when talking with a vendor;
5. Never promise a vendor that the College will buy a product or service before the purchase order is issued;
6. Do not discuss terms and conditions of an order with a vendor unless you have College authority to do so;
7. Questions or clarifications should be addressed to the Procurement Services Department.

5.7 Formal Protest and Appeal of Contract Award

A. Content of Formal Protest and Appeal Letter

Any participating bidder may file a protest of an award or proposed award. The protest or appeal must be in writing and contain at least the following information:

a. The name, address and telephone number of the protester.
b. The signature of the protester.
c. The bid number and date of bid closing.
d. A statement of the legal and/or factual grounds on which the protest or appeal is based, including copies of information relevant to the bid.
e. The form of relief requested.

B. Filing Procedure

Protests are filed with the Procurement Services Director, Pima County Community College District (College), within 10 calendar days of the date that the protester knows or should have known the basis of the protest or the award date, whichever is earlier. Failure to protest within this period shall be deemed a waiver of all rights to protest.
If a protest is filed before the award of a contract, no award shall be made until the protest has been administratively resolved, unless the Procurement Services Director makes a written determination that the award of the contract without delay is necessary to protect substantial interests of the College.

A written decision will be issued within ten (10) calendar days after the protest has been filed. The decision shall contain an explanation of the basis of the decision. The Procurement Services Director shall furnish a copy of the decision to the protester by certified mail, return receipt requested, or by any other method that provides evidence of receipt.

The time limit for a decision may be extended by the Procurement Services Director for a reasonable time not to exceed an additional thirty calendar days. The Procurement Services Director shall notify the protester in writing that the time for the issuance of a decision has been extended and the date by which a decision will be issued.

C. Remedies

If the Procurement Services Director sustains the protest in whole or in part and determines a solicitation, proposed contract award, or contract award does not comply with College policies or procedures, the Procurement Services Director shall implement an appropriate remedy. In determining an appropriate remedy, the Procurement Services Director shall consider all the circumstances surrounding the procurement or the proposed procurement, including, but not limited to, the seriousness of the procurement deficiency, the degree of prejudice to other interested parties or to the integrity of the procurement system, the good faith of the parties, the extent of performance, cost to the College, the urgency of the procurement, and the impact of relief on the College's mission.

An appropriate remedy may include one or more of the following:
Decline to exercise an option to renew under the contract; terminate the contract; reissue the solicitation; issue a new solicitation; award a contract consistent with this Manual and procedures; reject all bids or proposals without further actions; or such other relief as determined necessary to ensure compliance with the College's procurement policies and this Manual.

D. Appeals

Appeals of the protest decision may be filed by the original protester only and are to be filed with the Procurement Services Director within 5 calendar days of the receipt of the decision. The notice of appeal shall contain:

a. The information from the original protest letter.
b. A copy of the decision of the Procurement Services Director.
c. The basis for the appeal.

The Procurement Services Director shall, within 48 hours, give written notice of the pending appeal to the successful contractor if award has been made or, if no award has been made, to participating bidders. Any party so notified shall, upon request, be furnished with a copy of the notice of appeal filed in the matter.

The Procurement Services Director shall notify the Executive Vice Chancellor for Finance and Administration or its designee of the appeal. Any hearing or appeal shall be conducted by the Executive Vice Chancellor for Finance and Administration or its designee as hearing officer. A written decision will be made within 14 calendar days after the appeal has been filed.

The time limit for a decision may be extended by the Executive Vice Chancellor for Finance and Administration or its designee as hearing officer for a reasonable time not to exceed 30 calendar days. The Executive Vice Chancellor for Finance and Administration or its designee as hearing officer shall notify the protester in writing that the time for the issuance of a decision has been extended and the date by which a decision will be issued.

E. Stay of Procurement During Appeal

If an appeal is filed before an award of contract and the award of the contract was stayed by the Procurement Services Director, the filing of an appeal shall automatically continue the stay unless the Executive Vice Chancellor for Finance and Administration or its designee as hearing officer conducting the appeal makes a written determination that the award of the contract without delay is necessary to protect the substantial interest of the College.

F. Dismissal before Hearing

The Executive Vice Chancellor for Finance and Administration or its designee as hearing officer conducting the appeal shall dismiss, upon a written determination, an appeal before scheduling of hearing if the appeal does not state a valid basis for protest, or the appeal is untimely.

G. Remedies

If the Executive Vice Chancellor for Finance and Administration or its designee as hearing officer sustains the protest in whole or in part and determines that a solicitation, proposed contract award, or contract award does not comply with College policies or procedures, the Executive Vice Chancellor for Finance and Administration or its designee as hearing officer shall implement an appropriate remedy. Remedies shall follow those outlined in the previous section on remedies.

5.8 Document Review Requests

Requests for review of Purchasing documents must be forwarded to the College Public Information Office for instructions.

Exhibit 10 - Ethical Standards and Conflict of Interest

Section: Ethical Standards and Conflict of Interest
Adoption Date: 09/11/2020
Revision Date:
Sponsoring Unit/Department: General Counsel

Ethical Standards and Conflict of Interest

As public employees, all College employees are expected to meet ethical standards including the avoidance of conflicts of interest, as defined by Arizona law (A.R.S. 38-501 through 511) and College policies. A conflict of interest is a real or perceived conflict between an employee's professional or official duties and a non-work related interest, or is a situation where one duty conflicts with another. Conflicts of interest may arise in numerous circumstances including financial interest, nepotism, consensual relationships, and outside employment or community involvement. Conflicts of interest may create an actual bias in judgment or appearance of bias.

Definitions for Conflict of Interest

- **Financial Interest**

  Financial interest refers to a situation in which a College employee or an individual with a close relationship to the College employee has a financial interest that may be directly affected by a decision involving the College employee. A conflict of interest arises when employees in their official capacity are or may become involved with a contract, grant, purchase, sale, service or decision that might affect their personal financial interest or the financial interest of a close relative. By law, those relatives include a "spouse, child, grandchild, parent, grandparent, brother or sister of the whole or half blood and their spouses, and the parent, brother, sister or child of a spouse." The College also considers close relatives of the employee to include nephew, niece, grandchild, domestic partner and child of a domestic partner.

- **Nepotism**

  Nepotism is favoritism granted to relatives without regard to merit. Employees must avoid situations where the possibility of favoritism or conflict of interest might exist with relatives of the employee.

  No person may be employed if such employment would create either a direct or indirect supervisor/subordinate relationship with a relative or create either an actual conflict of interest or the appearance of a conflict of interest; further, no employee may initiate or participate in any transaction or decision involving the employee, a relative of the employee, or an individual with a close personal relationship with the employee, which include, but are not necessarily limited to, College admissions, registration, records management, student grades, financial aid, student accounts, employment, payroll, operational finance, purchasing and any other College actions.

  Employees who marry or become related through marriage or become members of the same household may continue employment as long as there is not a direct or indirect supervisor/subordinate relationship between such employees or an actual conflict of interest or the appearance of a conflict of interest, as is more particularly set forth in the preceding paragraph. Should any of the above situations occur, the College will attempt to find a suitable position to which one of the affected employees may be reassigned or transferred. If accommodations of this nature are not feasible, the employees will be permitted to determine between or among themselves which one of the employees will resign. In the event the employees are unable or unwilling to do so, the College will decide which employee shall be separated from employment.

Volunteers. Although nepotism primarily addresses employment of relatives, the same principles apply to situations involving volunteers. A College employee in a position to elect, appoint, nominate, or supervise a volunteer who is a relative of the employee, must disclose the conflict of interest to his or her supervisor as described below. Additionally, a volunteer whose relative participated in nominating and/or supervision of the volunteer may not be eligible to receive travel reimbursements, token gifts, or any other financial benefits that may otherwise be available to College volunteers.

- **Consensual Relationships**

  Consensual relationships are amorous, romantic and/or sexual relationships entered into by mutual consent between employees or between employees and students. The College recognizes and respects the individual employee's right to engage in activities outside of his/her employment that are private in nature and do not in any way adversely impact the employee's ability to perform his or her job for the College consistently with applicable ethical standards. However, the College reserves the right to determine when an employee's activities represent a conflict with the College's interests and to determine means to resolve the situation.

  The College policy on conflict of interest precludes individuals from evaluating the work or academic performance of those with whom they have intimate or familial relationships; from making hiring, salary, or other similar recommendations or decisions that have a financial or career impact on such persons; or from conducting transactions on behalf of or accessing the individual records of such persons. The same principles apply to consensual amorous, romantic and/or sexual relationships between employees, between employees and students, and between employees and contractors.

- **Duty to Disclose Actual or Potential Conflicts of Interest**

  College employees must be aware of and identify the circumstances in which they have a conflict of interest. An employee who may have a conflict of interest in a specific matter should immediately:

  - refrain from further participation in all related activities and decisions until the conflict situation is addressed
  - notify their supervisor; and
  - complete and submit a Conflict of Interest Disclosure Form (available on the Human Resources Department intranet site, under Human Resources Forms)

  The supervisor in consultation with Human Resources will determine whether a conflict of interest exists and any steps necessary to resolve the conflict of interest situation.

  Failure to appropriately disclose a conflict of interest situation may result in disciplinary action.

- **Additional Ethical Standards**

  Employees are prohibited from disclosing or using, without appropriate authorization, information designated as confidential by law (i.e. federal, state, or local statute or regulation), College policy, procedure or directive, or other applicable authority (i.e. accreditor, government agency, law enforcement, etc.) that they obtained from the College as a result of their employment with the College.

  Employees are prohibited from using or attempting to use their official position to secure things of value or benefits for themselves or their relative(s).

  College employees shall not solicit or accept money, gratuities, favors, or goods of more than nominal monetary value from any current or potential vendor.

Employees are prohibited from agreeing to receive or receiving compensation other than as provided by law for services they rendered in any case, proceeding, application, or other matter pending before the College.

Employees are prohibited from agreeing to endorse a product or service of a commercial nature without prior approval by their supervising administrator.

- **Outside Employment**

  Employees shall be free to seek and engage in outside and secondary employment so long as such employment does not interfere with the full and proper discharge of their primary professional responsibilities to the College. Such activities will be conducted with no involvement of College work time, facilities, equipment, or materials. Such outside employment will be subject to A.R.S. 38-501 through 511 (Conflict of Interest of Public Officers and Employees).

- **Assistance with Ethics Questions and Issues**

  Any employee with a question or concern regarding an ethics issue, including conflict of interest, is encouraged to present the item to their supervisor or Human Resources.