Faculty Handbook

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PPCC Educational Services Procedures Manual (EP)
intranet.ppcc.edu > Publications > Policies and Procedures

PPCC Administrative Services Procedures Manual (AP)
intranet.ppcc.edu > Publications > Policies and Procedures

State Board Policy & Procedure Manual - Table of Contents
http://www.cccs.edu/SBCCOE/Policies.html (BP)

System President Procedures - Table of Contents
http://www.cccs.edu/SBCCOE/Policies.html (SP)
According to academic tradition and as codified in the PPCC Faculty Senate Constitution, “The Faculty Senate functions as a representative body of elected persons who shall, through the Faculty Senate officers, make recommendations on academic, professional and institutional matters concerning the position of PPCC faculty.”

In order for PPCC faculty to properly advise Faculty Senate, in order for PPCC faculty to appropriately serve on college governance committees and task forces, and indeed, in order to fulfill our teaching mission at Pikes Peak Community College, we must understand precisely what we agree to when we accept appointment to the PPCC faculty.

Additionally, given our need to learn as we teach, to keep up with the continuously evolving modern teaching environment, and given our need to stay up to date on the latest technology while we strive to help our students learn and to succeed, it is often impossible to track and recall all of the new phone numbers, log on processes, and the myriad department, division, and college protocols that crop up with each new semester.

For these reasons, and many others, the PPCC Faculty Senate has launched the major task of compiling a truly useful “how-to” reference guide to help faculty, new and not-so-new get started with the new semester. Also, we certainly hope that this handbook will serve faculty throughout the semester all the way through to the end of the year.

Foreword: Why We Need a Faculty Handbook

How to Use This Handbook

First and foremost, the Faculty Handbook Subcommittee needs your help in identifying what is good and what is bad about this very rough first draft of what we hope will become an indispensable tool that most faculty will use everyday. We have posted our contact information on the back cover of this handbook, hoping that as you use it, you will discover its strengths and weaknesses, and that you will help us revise it as we prepare our Spring Semester edition.

Key handbook features include

- The Semester Calendar (with fill-in space) beginning on page 8
- Fill-in pages for Quick Reference Phone Numbers (p. 5), Fill-in Important Deadlines (pp. 6-7)
- Links to PPCC’s Educational Services Policy Manual (pp. 30-35)
- Information on how to gather materials for Annual Goals and Evaluation Documentation (pp. 22-29)
- Faculty Job Description (pp. 20-22)
- Leadership Council Description (p. 38)
- PPCC Mission and Vision (back cover)
- Links to college committees (p. 37)
- IT Information (pp. 11+ and 15+)
- Faculty Senate Subcommittees and Other Useful Information to help get the semester rolling.

We appreciate that there are many omissions, and we know that we have included information that some will find superfluous. We know, for example that a concise section on how to use banner to access class rosters and find student email/phone contact information should be included. And we understand the glaring omission of the college’s draft of “Meets Expectations” and the “PPCC Decision-making Process.”

However, we hope that the information included in this first draft edition is helpful, and we hope that we have provided sufficient fill-in and note space for each of us to customize the handbook as we need for our own specific purposes.

Please let us know what you want to see in the spring
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Faculty should study and understand the Faculty Job Description, pages 20-22.
Phone Numbers

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Notes & Reminders—network access, email addresses, URL's, special instructions
### IMPORTANT DEADLINES
Division/Department ______________________

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<th>TASK</th>
<th>SUMMER</th>
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<td><strong>Before the Semester Begins</strong></td>
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<td>Low enrollment classes are dropped</td>
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<td>Class sections added to meet high demand</td>
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<td>Get Campus/Classroom Keys</td>
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<td>Office Manager</td>
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<td>Input Your Schedule in Outlook</td>
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<td><strong>Early in the Semester</strong></td>
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<td>1st Class Roster—No Show/Census</td>
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<td>2nd Class Roster—No Show/Census</td>
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## IMPORTANT DEADLINES
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<td>Grades Due in Banner</td>
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# Faculty Calendar

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- **Classes Begin**
- **1st Trimester No Shows Due**
- **1st Trimester Drop Date**
- **1st Semester No Shows Due**
- **1st Semester Drop Date**
How do I...?

Fill out my schedule in Outlook Calendar?

According to state policy, full-time employees are to work 40 hours per week. The easiest way to document these hours is through Calendar in Outlook. Hours include, but are not limited to class hours, office hours, student office hours, meetings, training, and advising. Your division or department may have specific items to be included in Outlook Calendar.

(Continued on page 18)

Key August Dates

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<thead>
<tr>
<th>Date</th>
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<tr>
<td>13-17</td>
<td>Fall Orientation</td>
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<td>Classes Begin</td>
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<td>1st Trisemester No-Shows Due</td>
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<td>1st Trisemester Drop Date</td>
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<td>1st Bisemester No-Shows Due</td>
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<td>1st Bisemester Drop Date</td>
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Who do I talk to about...?

Classes, contracts, keys, no-shows

Your office manager is the first person you should contact. Various divisions may distribute many of these responsibilities. However, your office manager would be the first point of contact.

Technology Issues

Issues can be addressed by calling 502-4800. Urgent/Emergency classroom issues can be addressed by calling 502-4800. Software installations and other long term issues should be reported through the Intranet.

Learning Assistance

Students wishing to have modifications in their classes must work through the OASIS office. They can be reached at 502-3333 (voice) and 1-800-456-6847 (TTY).

To Do in August:

Before Classes Start

- Attend a full week of Fall Orientation
- Have a syllabi ready for the first day of class
- Get class lists from Banner
- Get keys for classrooms
- Prepare for technology needs in the classroom

During the First Week of Classes

- Introduce yourself and the class to your students
- Take attendance carefully
- Keep checking Banner for roster updates
- Encourage students to enroll for the Colorado Opportunity Fund (COF)

As the Course Progresses

- Keep accurate grades and attendance
- Report No-Shows by due date
- Document all discipline issues for future reference.
- Report to students on their progress
FACULTY
CALENDAR

September 2007

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<td>Labor Day</td>
<td>Open–No Classes</td>
<td>Full Semester No Shows Due</td>
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How do I . . .?
Submit “No Shows” in BANNER

In Banner, properly recording “No Shows” (students who do not report to class/never attend class) is similar to recording final grades. Follow the instructions below with the following ex-ception. To properly record a “No Show, for students who did not attend class and for students who did not properly contact their online instructor of record,

Enter a 0 in the column titled, “Attended Hours.”

Login to http://intranet.ppcc.edu
Click on Self Service Banner (SSB).
Input your S# (capitalize the S) and PIN.
Log in problems? Call 502-4800 between 8 & 5, M-F
Click on the Faculty and Advisor Menu.
Select Final Grades.
Change the Term Selection to the appropriate semester.
Select the appropriate course.
Please click on the submit button at the bottom of the screen often. There is a 10 minute time limit.
Enter a 0 in “Attended Hours” column for those students who have never physically attended class. In case of online classes, if the student logs into Blackboard Vista, it counts as physical attendance.
Repeat for each course you are teaching. If you are teaching an online course which has a military section (9N1) or and independent study, be aware that each of these will show up as a separate course in Self Service Banner.
Then print the screen and turn in as requested according to deadlines (check with your division staff).
Be sure to sign and date each page.

How Do I . . .? Submit Final Grades in BANNER, see page 17.

To Do in September:
Complete and turn in no-shows
Continue to check Banner for roster updates
Enjoy a 4-day weekend!

INFORMATION TECHNOLOGY
GENERAL BACKGROUND
PPCC furnishes computers and provides access to campus computer network resources; including individual email accounts to each employee and each student, in order to support learning and enhance instruction, and promote educational excellence.
E-mail distribution lists are used to facilitate resource sharing, communication, and community building. This method of communication is viewed as being cost-effective and reducing the amount of paperwork distributed through other established means (intercampus mail). However, the overuse of campus-wide emails can reduce effective commu-
(Continued on page 13)
Best Practices

While BPs, APs, EPs and SPs address many situations that involve faculty, there are many other practices that remain undocumented. In the interest of efficiency, equity and transparency, the Faculty Senate wishes to document these practices. We encourage all faculty to submit to the Senate the practices they have observed. The Senate will then communicate with all faculty and administration how best to document these practices.

Areas of college practices to address may include, but are not limited to:

* Decision Making—department, division, college
* Curriculum
* Teaching & office location
* Teaching schedule & classes
* Student/Faculty interaction

Recently, (summer 2007) the college has drafted a series of documents under the general heading of “Cross Divisional Policies and Deadlines.” While these documents are currently under discussion and review, they may address at least the following topics, and they represent an attempt to standardize and to articulate common college practices that have not previously appeared as policy or procedure.

* Outlook Calendar
* Textbook Ordering
* Substitute Teaching
* Faculty Schedules
* Contract Workdays
* Advising

While not yet posted at Handbook printing time, you may find some of these college practices on the PPCC Intranet > Publications > Policies and Procedures > Cross Divisional Policies and Deadlines


To Do in October:

Student Evaluations

(Continued from page 11) INFORMATI ON TECHNOLOGY

nication, so the college also encourages consideration of other electronic communications such as those listed in Appendix C.

ACCEPTABLE USE

1. E-mail communication should be used to inform faculty, staff and students about activities, events or policies that relate to the college’s educational services and business. All campus E-mail

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</table>
How do I . . .?  Deal with Technology Issues

Faculty are asked to use technology both in and out of the classroom. To support this endeavor, PPCC has developed Information Technology Support Services (ITSS). ITSS will help answer difficulties as well as support the phones, fax, computers and network.

At the beginning of each semester ITSS will send out an email with common information that faculty may need. The memo can be accessed throughout the year on the Intranet. (https://intranet.ppcc.edu/Departments/ITSS/Begin%20of%20Term%20Memo.pdf)

Tech Support / Help Desk

For non-emergencies submit an ITSS work request via the intranet http://intranet.ppcc.edu or call 502-4800. Call 502-4444 for your lab and classroom emergency Tech Support needs.

Faculty and staff home use software is available for download from the intranet https://intranet.ppcc.edu/Departments/ITSS/Downloads.asp (Antivirus, VPN, etc.) The software is all paid and licensed by PPCC, meaning it is FREE for all faculty and staff. All faculty members are strongly encouraged to install antivirus on their home computers.

Technology has its dangers as well. In order to provide a safe and productive environment, SP 3-125c was developed. It is recommended that all faculty read this document in its entirety. Some examples of prohibited activities along with frequently asked questions are listed below:

Examples of Prohibited Activities

Prohibited activities on CCCS computers and telecommunications systems include but are not limited to:

- Sending, receiving, displaying, printing, otherwise disseminating, or storing material that is fraudulent, harassing, illegal, abusive, indecent, embarrassing, profane, sexually explicit, obscene, intimidating, or defamatory; Exceptions may be made for legitimate instructional purposes.
- Transmitting to others, in any location, images, sounds or messages that might reasonably be considered harassing;
- Screen displays of images, sounds or messages that could create an atmosphere of discomfort or harassment for others, especially those considered obscene or sexually explicit;

(Continued on page 18)

To Do in November:

Realign Goals
Remind students to apply for graduation
Begin advising for Spring
Assist dean in preparing materials for non-probationary review

(Continued from page 13) INFORMATION TECHNOLOGY

distribution lists are maintained as a means of facilitating electronic communication within the college community.

1. All campus and groups of employees and students email distribution lists will be established and maintained by the Information Technology Support Services Department. Specific offices and individuals will be authorized to post to these lists (See Appendix A for current lists and authorized individuals and offices).

3. Individuals may create convenience distribution lists as desired using their Outlook address book.

(Continued on page 42)
## FACULTY CALENDAR

### December 2007

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<tr>
<th>Sun</th>
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Classes End
How do I . . .?
Submit Final Grades in BANNER

Login to intranet.
Click on Self Service Banner (SSB).
Input your S# (capitalize the S) and PIN.
Log in problems?  Call Kim Day at 502-4800 between 8 & 5, M-F
Click on the Faculty and Advisor Menu.
Select Final Grades.
Change the Term Selection to the appropriate semester.
Select the appropriate course.
Please submit the grades often. There is a 10 minute time limit.
Click the arrow to the right of None to access the grade options.  Be VERY CAREFULL not to scroll with your mouse button, causing the selected grade to toggle to another in error.  Clicking somewhere else on the screen will de-active the selection.
Only use the “I” grade if you have completed an Incomplete Grade Contract and the criteria has been satisfied (Education Procedure # 240)
Input Last Date of Attendance for all students receiving failing grades
A Submit (submission button is at the bottom of the page) prevents further updates to those grades entered. This includes the Last Date of Attendance field.
Leave the Attended Hours column BLANK for all students.
Once you have input all grades, submit a final time.
Repeat for each course you are teaching. If you are teaching an online course which has a military section (9N1) or and independent study, be aware that each of these will show up as a separate course in Self Service Banner.
Then print the screen and turn it in with your grade book copy and attendance records. Be sure to sign and date each page

Banner the main database system at PPCC. While its implementation has been a challenge, it is the system we will be using for some time. Faculty need to become familiar with various features both in Internet Native Banner (INB) and Self Service Banner (SSB).

Most of what faculty will need to do is available in the Faculty Guide to Self Service Banner which is published on the Intranet.
(https://intranet.ppcc.edu/Publications/Handbooks%20and%20Manuals/Banner/Faculty%20Guide%20to%20Self%20Service%20Banner.pdf)

Internet Native Banner assistance can be found in the Educational Services Guide to Internet Native Banner.
(https://intranet.ppcc.edu/Publications/Handbooks%20and%20Manuals/Banner/Educational%20Services%20Guide%20to%20Internet%20Native%20Banner.pdf)

These are very large documents, but are available for your assistance.

To Do in December:
Record Final Grades in Banner
Outlook Calendar

Getting to Calendar

(this is one of many ways)

First, log on to the PPCC Administrative network using your username/password and PPCC domain combination.

Second, open Outlook.

Third, you may need to find and select Calendar in the folder list on the left of your Outlook window. (The computer will likely select “Outlook Today” by default).

Or you may find Calendar by the following steps.
* Left Click on the “Go” drop down menu (4th from the left on top blue navigation bar), and
  • Left Click on Calendar.

INPUT YOUR TEACHING SCHEDULE

(this is one of many ways)

Once in Calendar, you may set your teaching schedule, department meetings, and yes, even appointments as

Outlook Calendar

“Appointments.”
* Left Click “New” appointment (Upper Left-just above “File”)
* In the “Subject” field, record your class information such as ENG 060-105
* In the “Location” field, record the room number such as W-118. This information will help others locate you as needed.
* Set the class start date and then set the class start and end time, for example 08:00-09:15.

* Show time as “Out of Office.”
* Left Click on “Recurrence button (upper left center, 2nd row down) and set recurrence pattern, for example
  • “Recur every 1 week(s) on: Tuesday & Thursday
  * Range of recurrence:
  * Start—Mon 8/20/2007
  * End by—Sat 12/08/2007
  * Left Click on “OK.”
  * Left Click on “Save and Close” (upper left of Appointment window).

The Recurrence feature is helpful for division and committee meetings as well. Of course, each new appointment defaults to a single occurrence unless you tell Calendar otherwise.

Remember to mark your appointments as Tentative, Busy, and Free (white) as appropriate to indicate to others your availability. This helps with scheduling meetings and with student appointments.

Technology Issues (continued)

(Continued from page 15)

Attempting to forge electronic mail messages or using someone else’s electronic mail;
Accessing personal interest sites, viewing chat rooms (except chat rooms integrated within the course management system), or using recreational games for other than occasional use.

Using CCCS computers for commercial gain or private profit;
Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, music, videotapes, books, or other copyrighted sources, and copyrighted software;
Exporting software or technical information in violation of U.S. export laws;
Posting or e-mailing scams such as “make money fast” schemes or pyramid/chain letters;
Threatening bodily harm or property damage to individuals or groups;
Making fraudulent offers of products, items, or services originating from a user’s account;
Attempting to access the accounts of others, or attempting to penetrate security measures of other

(Continued on page 19)
Technology Issues (continued)

entities’ systems (“hacking”), whether or not the intrusion results in corruption or loss of data;

Accessing another person’s computer, computer account, files, or data without permission;

Using any means to decode or otherwise obtain restricted passwords or access control information;

Attempting to circumvent or subvert system or network security measures. Examples include creating or running programs that are designed to identify security loopholes, to decrypt intentionally secured data, or to gain access to any system;

Initiating or facilitating in any way mass unsolicited and unofficial electronic mailing (e.g., "spamming", “phishing”, “flooding”, or “bombing”);

Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modifications to data;

Engaging in any other activity that does not comply with the general principles presented above.

Technology FAQ’s

Frequently Asked Questions and Answers

1. Why does the IT computer use policy apply to my telephone? My fax machine?

Both your telephone and your fax machine are electronic communication resources and fall under the definition of IT resources. A single policy was written for all IT resources in order to address related policy issues and to make it easier for users to be informed of policy requirements.

2. Does the IT policy apply to the computer I purchased for my home, using my own money?

No, since you paid for your computer from your own funds, the policy doesn't apply to it. However, if you use your computer to connect to a CCCS IT resource, such as the data communications network, the policy applies to any action you take via your computer on that resource.

3. If I use the CCCS network to connect to an IT resource that belongs to someone else, whose policy applies to my actions?

Suppose you use the CCCS network to connect to a database belonging to another institution. Both the CCCS IT policy and any policies of the other institution apply to your actions. Depending on what you do while connected to that database, Federal or state laws could also be applicable. It's very hard to find, read, and understand everything that may apply. If you adhere to high standards of ethical and responsible behavior you're unlikely to commit a serious infraction of any of the policies, rules, or laws.

4. Does the hardware and software purchased by my department from grant funds belong to CCCS?

Yes, it does. The grant funds are almost certainly money provided under a contract between the CCCS college and the grant source. As such, they are monies of the CCCS college and anything purchased or leased or created through the use of that money belongs to the CCCS. So this policy applies, and CCCS has the right to access that hardware and software as may be necessary.

5. Who is and who is not a user of CCCS IT resources?

Anyone who uses the CCCS data communication network to access data at another institution is a user.

Anyone who stores data files on the CCCS network is a user.

Anyone who uses a computer in a CCCS college lab is a user.

An employee who uses a home computer they purchased themselves to access the web through a

(Continued on page 41)
PURPOSE STATEMENT

Regular and Limited Faculty positions (as defined by State Board Policy, BP 3-10) exist to create and maintain a teaching and learning environment that empowers students to be successful.

Reports to: Respective Division Dean
Supervises: None

ESSENTIAL FUNCTION

A. Faculty/Student Interaction
1. Demonstrates a commitment to teaching
2. Uses appropriate and various teaching strategies
3. Uses flexible approaches in teaching for learning
4. Acknowledges differences in learning styles and motivation
5. Encourages students to achieve goals
6. Relates coursework to real life experiences
7. Maintains a positive and empathetic attitude towards students

B. Classroom Performance
1. Organizes subject matter, course materials, and objectives
2. Communicates effectively
3. Maintains knowledge of and enthusiasm for both the subject matter and teaching
4. Demonstrates a positive attitude toward students

C. Materials and Preparation/Relevancy
1. Maintains current and relevant syllabus, following State guidelines when indicated
2. Reviews and updates course materials
3. Uses evaluation methods related to and appropriate for course content
4. Informs students, in writing, of the objectives of the course content
5. Uses supplemental resources in addition to textbook or other course materials

D. Record keeping and Instructional Management
1. Keeps scheduled office hours, including providing regular student office hours
2. Meets classes as scheduled for prescribed time
3. Submits required reports and documents
4. Attends required Divisional meetings

E. Professionalism
1. Seeks to maintain a high quality of instruction by remaining current on discipline specific and pedagogical issues
2. Collaborates with colleagues in a professional manner
3. Uses communication techniques that foster collegiality when problem solving

(Continued on page 21)
REGULAR AND LIMITED FACULTY (Continued)

(Continued from page 20)

4. Works to resolve conflicts in an atmosphere of mutual respect
5. Contributes to the promotion of an excellent educational climate within the college as a whole, as well as within the division and department

F. Promoting Division/College Quality of Instruction
1. Assist, as requested, with the development of the term class schedule and the college catalog
2. Assist with curriculum review, revision, development and implementation within the department
3. Assist in the development and maintenance of course outlines and course syllabi
4. Assist in textbook selection and adoption
5. Assist with student advising and student registration
6. Maintain a program advisory committee, as appropriate
7. Assist with college assessment and accountability as appropriate
8. Participate in professional development activities as requested by the dean
9. Assist with program reviews as required by appropriate agencies, e.g., NCA

G. Professional Contributions
1. Serve on college discipline, department, and community committees and task forces on behalf of the college
2. Assist with Divisional activities as requested by the dean
3. Assist with student recruitment as appropriate
4. Assist with the development and implementation of alternative modes of instructional delivery, e.g., Internet or ITV, as appropriate
5. Perform other duties as assigned by the dean, the Vice President for Educational Services and/or the College President

H. Hours
1. For all Regular and Limited full-time faculty there is an expectation of a minimum of a 40 hour work week, of which a minimum of 30 hours is to be in an on-campus assignment.

KNOWLEDGE, SKILLS, AND ABILITIES

Demonstrates ability to plan, organize, deliver, and evaluate teaching activities and curriculum
Demonstrates ability to employ qualitative and quantitative analytical skills in the classroom
Demonstrates excellent verbal and written communication skills
Demonstrates ability to maintain accurate written student records as required by policy and procedure
Demonstrates ability to inform students of all course requirements
Demonstrates ability to evaluate students and offer feedback on a continuing basis
Demonstrates ability to relate to student concerns and maintain open communications

EDUCATION AND EXPERIENCE

Transfer courses:

Possesses a masters degree in the appropriate program or discipline.
In special circumstances (i.e., Foreign Language, Deaf Interpreter Preparation, or a highly specialized / unique discipline) with VPES approval:

(Continued on page 22)
REGULAR AND LIMITED FACULTY (Continued)

(Continued from page 21)

Possesses a masters degree in any discipline and a minimum of 18 graduate credit hours in discipline, or;
Documented native foreign language proficiency, or;
Documented extensive professional expertise, as appropriate.

For Non-Transfer courses:
Possesses at least an associates degree or higher, and has experience as required by the college if teaching in a career and technical area, or;
Possesses required credentials or ability to receive such credentials as required by vocational program or discipline, or;
Possesses at least a bachelors degree and either 27 or more undergraduate credit hours or 18 or more graduate credit hours in the discipline if teaching in a college prep area.

SUMMARY OF REVISIONS:
• Original: June 29, 2003
• Revised December 4, 2006

Corrected Appendix number from C-11 to C-09
Added language to clarify Education and Experience requirements.

ANNUAL FACULTY EVALUATION PROCESS

REGULAR AND LIMITED FACULTY
Creating Goals and Writing Evaluations

The creation of goals and the subsequent evaluation of one’s accomplishments is important and even critical to ones financial and educational future at PPCC. Well written goals can maximize the chances of receiving a high rating. This document provides publications and suggestions to help with the task of developing goals.

The following is a list of publications available for reference:
• EP-190 - Evaluation of Regular/Limited Faculty This document is available on the intranet under Publications->Policies and Procedures->Educational Procedures Manual. It contains a description of the procedure used at PPCC to evaluate faculty. Evaluation areas are listed and discussed and suggestions for contributions in each area are offered. This is the main source of information offered on the intranet.
• Appendix C-09 – Regular and Limited Faculty Job Description – This document is available on the intranet under Publications -> Policies and Procedures -> Educational Procedures Manual, scroll down to APPENDICES. This document offers an extensive list of responsibilities for a faculty member. One might select from this list areas in which to focus and create goals.
• Faculty Evaluation Plan – The standard form used to submit goals and record an evaluation narrative. This form is available on the intranet under e-Forms -> VPES -> Faculty Evaluation. It contains limited narrative describing the four categories for evaluation.

(Continued on page 23)
Writing Goals

(Continued from page 22)

The following provides suggestions:

When setting measurable goals consider using the S.M.A.R.T goals methodology (specific, measurable, attainable, realistic and time bound). This methodology will assist you in avoiding open ended goals which later become impossible to achieve.

- **Specific.** State exactly what you want to achieve, and how you’re going to do it.

- **Measurable.** A goal doesn’t do you any good if there’s no way of telling whether you’ve achieved it. "I want to feel better" isn’t a very good goal because it’s not specific and it’s difficult to measure.

- **Attainable.** Ask yourself whether the goal is within reasonable reach. For instance, completing a marathon may not be an achievable goal if you’ve never run before. However, completing a 5K walk may be attainable.

- **Realistic.** Is the goal realistic for you? Your goals need to be within your capabilities. Your goal is probably realistic if you truly believe that it can be accomplished.

- **Time bound.** And finally, put some sort of deadline to your goals. Some people spend a lot of time talking about what they want to do, someday. But, without an end date there is no sense of urgency, no reason to take any action today. Having a specific time frame gives you the impetus to get started. It also helps you monitor your progress.

Goals Check List

- Make goals achievable but also create stretch goals clearly stated as such.

- Endeavor to create goals that stretch across the continuum of activities referenced in the preceding guides.

- Consider participating on state committees, attending and presenting at conferences, joining and contributing to professional associations, joining committees, chairing or contributing to sub-committees, starting special projects within your department or division.

- Tie goals to specific strategic planning goals

Discuss goals with your dean to ensure they are sufficient to attain the ranking you desire.

(Continued on page 24)
Sample Goals

(Continued from page 23)

Some examples of goals follow:

Teaching Effectiveness

- To maintain high student evaluations and other assessments
- To pursue excellence in teaching with passion and enthusiasm
- To investigate possibilities of hybrid courses
- To continue to be available across many hours for intensive academic advising
- Increase use of student centered learning practices
- Continue to integrate the internet into assignments as well as classroom instruction

Professional Development

- Participate in 2:2
- Create sharing/learning opportunities for the adjuncts in the department
- Assist, train, mentor and partner with other faculty at PPCC
- Present lectures at profession meting and develop workshops
- Serve as an active member of local, state, and national committees
- Attend all CoADE meetings and share materials and ideas with fellow faculty

Service to the College

- Continue successfully as department chair
- Help improve orientations and provide presentations for new faculty, adjunct and new students.
- Continue to serve on Search and Screen committees, as needed

Service to the Community

- Invite community guest speakers to my PPCC class
- Present in my content area to local groups and associations
- Speak to local civic and professional groups concerning PPCCs capabilities and offerings

(Continued on page 25)
Self-Evaluation Narratives

The evaluation narrative can be as important as the creation of goals. While ensuring that your efforts throughout the year are worthy of a high ranking, goals and the effort put toward them are not sufficient without a well-written narrative. The following provides some suggestions:

- Action words indicating a positive and productive experience best reflect your efforts. ‘Attended meetings’ is not nearly as powerful as ‘Participated in meetings and socialized outcomes with key personnel to gain consensus’.
- Provide narrative for all activities. Log all meetings and efforts and either provide narrative for each activity or logically related group of activities. Do not minimize the socialization, lobbying, planning, and possible coercion that is necessary to bring your plan or someone else’s plan to fruition. Remember to use the language provided in the following ‘outstanding’ category to describe your efforts. The following was generating by administration personnel three years ago in an attempt to provide evaluators as well as faculty some benchmarks.

Evaluation of Regular and Limited Faculty

College administration has advised Faculty Senate that EP Appendix C-09 (the Job Description for Regular and Limited Faculty) defines the “Meets Expectations” criteria for non-provisional PPCC faculty. Faculty Senate has been further advised that the evaluation criteria for “Exceeds Expectations” and “Outstanding” ratings for 2007-2008 will be determined through annual goals negotiations with one’s division dean.

It is important to note that the recently adopted EP 195 (EVALUATION CRITERIA FOR PROVISIONAL FACULTY) applies only to faculty during the provisional period (usually the first three years).

This fall, Faculty Senate will begin working collaboratively with college administration to clarify the evaluation criteria and to establish academically appropriate evaluation policy and procedure for non-provisional faculty.

For now, please refer to the following documents for guidance on regular and limited faculty evaluation:

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<th>Faculty Contract Matters</th>
<th>Teaching Contract Workload</th>
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<tr>
<td>Job Descriptions (EP Appendix)</td>
<td>EP-220 Faculty Workload and Schedules</td>
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<td>C-8 Department Chair</td>
<td>BP 3-80 Teaching Faculty Workload</td>
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<td>C-9 Regular and Limited Faculty</td>
<td>SP 3-60a Family and Medical Leave</td>
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<td>SP 3-60b Administrative Leave For Volunteer Activities</td>
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<td>SP 3-10 Employment Practices for Instructors</td>
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<td>SP 3-55 Faculty Pay Plan</td>
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<td>BP 3-20 Due Process for Faculty</td>
<td>EP-190 Evaluation Procedure for Regular and Limited Faculty</td>
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<td>BP 3-20b Due Process for Faculty Timelines</td>
<td>BP 3-31 Evaluation of Faculty Job Performance</td>
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<td>SP 3-20a Peer Review Committee Appeal Process</td>
<td>EP-170 Faculty Pay for Instruction and Non-Teaching Activities</td>
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<td>BP 3-50 Employee Grievances</td>
<td>EP-170 App. A Appendix A</td>
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<td>SP 3-50b Appeal of College Grievances</td>
<td>EP-320 Student Evaluation of Instruction</td>
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<td>BP 3-06 Legal Protection for Employees</td>
<td>BP 3-60 Employee Benefits</td>
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<td>BP 8-120 Payroll Deductions</td>
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Faculty Annual Evaluation Plan (Form Essential Highlights)

Faculty Name: Last Name, First Name & M.I.
Faculty SSN: 000-00-0000 Division:
Type of Evaluation: (Deans Use Only)

A. Teaching Effectiveness (65%)

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<td>Examples of teaching effectiveness include, but are not limited to, consideration of student evaluations, direct observation by supervisors, class structure and organization; course materials; command of subject matter; integration of technology into course work; advising and overall availability to students during office hours. Other factors could reflect student achievement; student retention rates; presentation skills; and instructor-student rapport.</td>
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<th>Faculty member narrative summary of activities:</th>
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B. Professional Development (10%)

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<td>Examples of professional development include, but are not limited to, development of the faculty member’s skills and personal resources within his/her subject area, assistance in the development of other faculty members, and fostering teamwork within the college. Factors for consideration should include currency in subject matter area and planning of, presentation at, or participating in departmental, divisional, or college-wide workshops or in-service activities. Additionally, pursuit of credited course work at accredited institutions; attendance at workshops or conferences in the faculty member’s field; presentations at professional conferences or workshops; and publication of articles, books, and resources in subject matter area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals:</th>
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<table>
<thead>
<tr>
<th>Faculty member narrative summary of activities:</th>
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</table>
Faculty Annual Evaluation Plan (continued)


C. Service to the College (20%)

<table>
<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>Examples of service to the college include, but are not limited to departmental, divisional, college-wide activities and responsibilities. Factors for consideration should include curriculum coordination and development; participation in committees, project teams; and attendance at college activities and events. Additional consideration could include advising and outreach; administrative assignments; sponsoring student organizations and activities.</td>
</tr>
</tbody>
</table>

| Goals: |

| Faculty member narrative summary of activities: |

D. Service to the Community (5%)

<table>
<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>An example of service to the community may include, but not be limited to, performing an outreach activity that benefits the community within the PPCC service area.</td>
</tr>
</tbody>
</table>

| Goals: |

| Faculty member narrative summary of activities: |

Year End Evaluation Rating (required)

<table>
<thead>
<tr>
<th>Please check () one box:</th>
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</thead>
<tbody>
<tr>
<td>Fails to Meet Expectations</td>
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</tbody>
</table>

Dean’s Narrative for the Rating (required for all Probationary Faculty, Regular Faculty in their “long form” year and any Regular Faculty rated “Fails to Meet Expectations.”)

The Dean shall provide a summary of the faculty member’s performance over the school year in the four principal factor areas. Please include faculty member’s strengths and any remediation for areas for improvement.

| Not Required. |

Faculty member’s response (optional)

The faculty member has the opportunity to respond to the formal evaluation report for the record.
Provisional Faculty—EP 195
EVALUATION CRITERIA FOR PROVISIONAL FACULTY

Although not defined here in the policy itself, the college considers faculty to be in provisional status for at least the first three years of employment. During the provisional period, faculty are not fully granted contract and other protections accorded their non-provisional, regular faculty colleagues. To some extent, provisional faculty may be expected to grow into their assignments, and to some extent one’s dean may not expect the same level of performance from a provisional faculty as expected of a seasoned non-provisional faculty member. The six page document, Evaluation Criteria for Provisional Faculty, EP 195, officially first implemented 14 August 2007, may help non-provisional faculty better understand what the college expects from those who accept appointment as a PPCC Faculty member.

EP 195 (EVALUATION CRITERIA FOR PROVISIONAL FACULTY) does not apply to non-provisional faculty.

MEETS EXPECTATIONS – YEAR ONE

TEACHING EFFECTIVENESS: CLASSROOM PERFORMANCE
The faculty member will conduct him/herself as a teaching professional who models and creates respect for the educational process in the first semester when s/he:

- Meets all classes as assigned
- Arrives at class on time
- Is prepared for class
- Distributes syllabus that reflects College/Divisional/Departmental template during the first class meeting
- Prepares and structures learning experiences that fill the contact hours assigned
- The faculty member comprehends and applies adult learning principles from EDU 260.

TEACHING EFFECTIVENESS: ADMINISTRATIVE RESPONSIBILITIES

- Use Banner as appropriate
- Communicate No-shows by division deadlines
- Make schedule available in outlook calendar per division and college policy
- Obtain approval according to division and college policy, in advance of all absences
- Submit leave on PPCC leave system in accordance with college and division policy
- Submit grades in accordance with division procedures and deadlines
- Jointly establish goals with dean by division fall deadline using college format
- Submit accomplishments by Spring division deadlines using college format
- Complete ‘sexual harassment’ briefing by HR prior to teaching any classes
- Use college provided technology as appropriate and required
- Process travel and field trip requests in accordance with college and system policy
- Attend and participate in all division and department meetings. Follow division procedure for all absences from division and department meetings
- Submit all department and chair or lead instructor required materials by division and department deadlines
- Accommodates students with disabilities according to college procedure and all applicable laws

(Continued on page 29)
Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR ONE (continued)

(Continued from page 28)

Follow all board and college policies
Obtain and maintain appropriate CTE credential
Create course syllabus with college template, include all required division/department content

PROFESSIONAL DEVELOPMENT

Attend and participate in the New Faculty Orientation and Training.
Attend and participate in PDW college-wide meetings and activities.
Participate in mentoring meetings.
Successfully complete EDU 260 in the fall.
Observe classes of mentor and other identified faculty.
Observe student advising sessions within the discipline/division.
Participate in CTE advisory committee meetings as appropriate.
Successfully complete EDU 263 in the spring.

SERVICE TO THE COLLEGE

Participate in at least one department, division or college committee/activity.
Faculty Advisor – Be assigned a minimum of ten advisees spring semester.

SERVICE TO THE COMMUNITY

Participate as an official or approved representative of Pikes Peak Community College at least once during the year in an activity, organization or event, such as:
Service to a community organization of your choice, personal circumstances and desires permitting.
Develop a liaison relationship with local K-12 schools (school advisory committees, participation in school programs, classroom visits, guest lecture).
Attend a local professional organization of your choice related to your discipline.

PROFESSIONAL BEHAVIOR

The college encourages open, frank, professional and respectful discussion and debate.

Responsibility

Meets deadlines, gives timely response to request by others
Demonstrates appropriate self-monitoring, control of emotions and behavior with others
Maintains confidentiality of correspondence, records and conversations
Accepts and uses constructive criticism
Demonstrates flexibility by adapting to varying assignments and situations
Manages workload and time effectively

(Continued on page 30)
Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR ONE (continued)

(Continued from page 29)

Team Work
- Plans and works cooperatively with others
- Applies conflict management skills
- Displays ability to work with diverse individuals
- Treats others with courtesy, respect and open mindedness
- Communicates clearly and effectively
- Models principled communications neither spreading gossip and rumors nor impugning the motives or character of others
- Collaborates with others in a professional manner by maintaining attitudes and behaviors that communicate respect and foster a positive working environment

Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR TWO

TEACHING EFFECTIVENESS: CLASSROOM PERFORMANCE
The faculty member continues to conduct him/herself as a teaching professional as described in Year One and demonstrates proficiency of adult learning principles from EDU 260.

TEACHING EFFECTIVENESS: ADMINISTRATIVE RESPONSIBILITIES
- Use Banner as appropriate
- Communicate No-shows by division deadlines
- Make schedule available in outlook calendar per division and college policy
- Obtain approval according to division and college policy, in advance of all absences
- Submit leave on PPCC leave system in accordance with college and division policy
- Submit grades in accordance with division procedures and deadlines
- Jointly establish goals with dean by division fall deadline using college format
- Submit accomplishments by Spring division deadlines using college format
- Use college provided technology as appropriate and required
- Process travel and field trip requests in accordance with college and system policy
- Attend and participate in all division and department meetings. Follow division procedure for all absences from division and department meetings
- Submit all department and chair or lead instructor required materials by division and department deadlines
- Accommodates students with disabilities according to college procedure and all applicable laws
- Follow all board and college policies
- Obtain and maintain appropriate CTE credential
- Create course syllabus with college template, include all required division/department content
Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR TWO (continued)

(Continued from page 30)

PROFESSIONAL DEVELOPMENT

Attend and participate in PDW college-wide meetings and activities.
Observe classes of identified faculty, as appropriate.
Participate in CTE advisory committee meetings, as appropriate.
Develop a discipline specific professional goal (class content, delivery, other as approved by supervisor).
Develop class shells using WEBCT (internet, hybrid, augmented, etc.).
Attend and update training as required.
Attend professional development opportunities as appropriate, such as: 2+2, 2+4, CETL, local or state conferences.

SERVICE TO THE COLLEGE

Participate in at least one departmental or divisional committee/activity.
Faculty Advisor – Continue to advise a minimum of ten advisees.
Participate in at least one college committee/activity, such as:
   Phone Bank
   Skills USA
   Graduation Crew
   Campus and Student Life Events
   Minority Events

SERVICE TO THE COMMUNITY

Participate as an official or approved representative of PPCC at least twice during the year in an activity, organization or event(s) such as:
   Local boards or commissions (EMS council, Tourism Board, Education councils).
   Community Presentation (radio/newspaper; presentation at a community service organization).
   Community activities.
   Liaison with local K-12 schools (school advisory committees, participation in school programs, classroom visits, guest lecture).
   On-campus reception of community visitors (Open House, college tours, student exchange tours).
   Service Organizations (Optimists, Rotary International, Lions, Chamber of Commerce, World Affairs Council, etc.).
   Other activities may be included if submitted to and approved by the President or appointed delegate.

PROFESSIONAL BEHAVIOR

The college encourages open, frank, professional and respectful discussion and debate.

Responsibility
   Meets deadlines, gives timely response to request by others
   Demonstrates appropriate self-monitoring, control of emotions and behavior with others

(Continued on page 32)
Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR TWO (continued)

(Continued from page 31)

Maintains confidentiality of correspondence, records and conversations
Accepts and uses constructive criticism
Demonstrates flexibility by adapting to varying assignments and situations
Manages workload and time effectively

Team Work
Plans and works cooperatively with others
Applies conflict management skills
Displays ability to work with diverse individuals
Treats others with courtesy, respect and open mindedness
Communicates clearly and effectively
Models principled communications neither spreading gossip and rumors nor impugning the motives or character of others
Collaborates with others in a professional manner by maintaining attitudes and behaviors that communicate respect and foster a positive working environment

Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR THREE

TEACHING EFFECTIVENESS: CLASSROOM PERFORMANCE
The faculty member continues to conduct him/herself as a teaching professional as described in Year One and demonstrates mastery of adult learning principles from EDU 260.

TEACHING EFFECTIVENESS: ADMINISTRATIVE RESPONSIBILITIES
Use Banner as appropriate
Communicate No-shows by division deadlines
Make schedule available in outlook calendar per division and college policy
Obtain approval according to division and college policy, in advance of all absences
Submit leave on PPCC leave system in accordance with college and division policy
Submit grades in accordance with division procedures and deadlines
Jointly establish goals with dean by division fall deadline using college format
Submit accomplishments by Spring division deadlines using college format
Use college provided technology as appropriate and required
Process travel and field trip requests in accordance with college and system policy
Attend and participate in all division and department meetings. Follow division procedure for all absences from division and department meetings
Submit all department, chair or lead instructor required materials by division and department deadlines
Accommodate students with disabilities according to college procedure and all applicable laws
Follow all board and college policies
Obtain and maintain appropriate CTE credential
Create course syllabus with college template, include all required division/department content

PROFESSIONAL DEVELOPMENT
- Attend and participate in PDW college-wide meetings and activities.
- Participate in CTE advisory committee meetings as appropriate.
- Develop a discipline specific professional goal (class content, delivery, other as approved by supervisor).
- Develop class shells using WEBCT (internet, hybrid, augmented, etc.).
- Attend and update training as required.
- Attend professional development opportunities as appropriate, such as: 2+2, 2+4, CETL, local, state, or national conferences.
- Participate in college and discipline assessment.

SERVICE TO THE COLLEGE
- Participate in at least one departmental or divisional committee/activity.
- Faculty Advisor – Assume full advising load.
- Participate in at least one college committee/activity, such as:
  - Phone Bank
  - Retention, CIP, Faculty Senate, or Search & Screen Committee
  - COAT Assessment
  - CETL Committee
  - Statewide committees
  - Graduation Crew
  - Pikes Peak Workforce Center activity
  - ASK ME Ambassador
- Participate in at least one recruiting or special college event, such as:
  - Career Day, High School Visitation
  - Skills USA
  - Women’s/Men’s Re-Entry Program
  - Minority Events
  - Pikes Peak Reads, Holiday Party Crew
  - Symposiums, Gallery Openings
  - Student Club activities
  - Student Life events

(Continued from page 32)

(Continued on page 34)
Provisional Faculty—EP 195
MEETS EXPECTATIONS – YEAR THREE (continued)

(Continued from page 33)

SERVICE TO THE COMMUNITY
Participate as an official or approved representative of Pikes Peak Community College at least twice during the year in an activity, organization or event, such as:
  - Local boards or commissions (EMS council, Tourism Board, Education councils).
  - Community Presentation (radio/newspaper; presentation at a community service organization).
  - Community activities.
  - Liaison with local K-12 schools (school advisory committees, participation in school programs, classroom visits, guest lecture).
  - On-campus reception of community visitors (Open House, college tours, student exchange tours).
  - Service Organizations (Optimists, Rotary International, Lions, Chamber of Commerce, World Affairs Council, etc.).
Other activities may be included if submitted to and approved by the President or appointed delegate.

PROFESSIONAL BEHAVIOR
The college encourages open, frank, professional and respectful discussion and debate.

Responsibility
  - Meets deadlines, gives timely response to request by others
  - Demonstrates appropriate self-monitoring, control of emotions and behavior to others
  - Maintains confidentiality of correspondence, records and conversations
  - Accepts and uses constructive criticism
  - Demonstrates flexibility by adapting to varying assignments and situations
  - Manages workload and time effectively

Team Work
  - Plans and works cooperatively with others
  - Applies conflict management skills
  - Displays ability to work with diverse individuals
  - Treats others with courtesy, respect and open mindedness
  - Communicates clearly and effectively
  - Models principled communications, neither spreading gossip and rumors nor impugning the motives or character of others
  - Collaborates with others in a professional manner by maintaining attitudes and behaviors that communicate respect and foster a positive working environment
<table>
<thead>
<tr>
<th>Provisional Faculty—EP 195</th>
<th>ACADEMIC YEAR</th>
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<tbody>
<tr>
<td>MEETS EXPECTATIONS – NOTES/RECORDS</td>
<td>____________</td>
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<tr>
<td>FACULTY YEAR: ONE TWO THREE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING EFFECTIVENESS: CLASSROOM PERFORMANCE</th>
<th>TEACHING EFFECTIVENESS: ADMINISTRATIVE RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>SERVICE TO THE COMMUNITY</td>
</tr>
<tr>
<td>SERVICE TO THE COLLEGE</td>
<td>PROFESSIONAL BEHAVIOR</td>
</tr>
</tbody>
</table>
Selected and Classified Listing—EP, AP, BP & SP
Educational Procedures, Administrative Procedures, State Board Policies, and System President Procedures

PPCC Educational Services Procedures Manual (EP)
  intranet.ppcc.edu > Publications > Policies and Procedures

PPCC Administrative Services Procedures Manual (AP)
  intranet.ppcc.edu > Publications > Policies and Procedures

State Board Policy & Procedure Manual - Table of Contents
  http://www.cccs.edu/SBCCOE/Policies.html (BP)

System President Procedures - Table of Contents
  http://www.cccs.edu/SBCCOE/Policies.html (SP)

** or ** of Special Interest to Faculty
Faculty and/or Instructor Contract Matters

Job Descriptions (EP Appendix)

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>C-8</td>
<td>Department Chair</td>
</tr>
<tr>
<td>C-9</td>
<td>Regular and Limited Faculty**</td>
</tr>
<tr>
<td>C-10</td>
<td>Adjunct Instructor</td>
</tr>
</tbody>
</table>

Employment Conditions

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SP 3-10</td>
<td>Employment Practices for Instructors</td>
</tr>
<tr>
<td>SP 3-10a</td>
<td>Employment Background Checks</td>
</tr>
<tr>
<td>BP 3-20</td>
<td>Due Process for Faculty</td>
</tr>
<tr>
<td>SP 3-20b</td>
<td>Due Process for Faculty Timelines</td>
</tr>
<tr>
<td>SP 3-20a</td>
<td>Peer Review Committee Appeal Process</td>
</tr>
<tr>
<td>BP 3-50</td>
<td>Employee Grievances</td>
</tr>
<tr>
<td>SP 3-50b</td>
<td>Appeal of College Grievances</td>
</tr>
<tr>
<td>BP 3-06</td>
<td>Legal Protection for Employees</td>
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</table>

Teaching Contract Workload

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<tbody>
<tr>
<td>EP-220</td>
<td>Faculty Workload and Schedules**</td>
</tr>
<tr>
<td>EP-150</td>
<td>Department Chairs**</td>
</tr>
<tr>
<td>BP 3-80</td>
<td>Teaching Faculty Workload</td>
</tr>
<tr>
<td>SP 3-60a</td>
<td>Family and Medical Leave</td>
</tr>
<tr>
<td>SP 3-60b</td>
<td>Administrative Leave For Volunteer Activities</td>
</tr>
</tbody>
</table>

(Continued on page 37)
Selected and Classified Listing—EP, AP, BP & SP

(Continued from page 36)

**Evaluation and Compensation**

**SP 3-55** Faculty Pay Plan

**EP-190** Evaluation Procedure for Regular and Limited Faculty**

(includes link to evaluation form)

**EP-195** Evaluation Criteria for Provisional Faculty**

**BP 3-31** Evaluation of Faculty Job Performance

**EP-170** Faculty Pay for Instruction and Non-Teaching Activities**

**EP-170 App. A** Appendix A

**EP-320** Student Evaluation of Instruction

**BP 3-60** Employee Benefits

**BP 8-120** Payroll Deductions

**Computers and Technology**

**AP** Computer Use Policy

**SP 3-125c** General Computer and Information Systems Procedures

**AP** Digital Millenium Copyright Act

**AP** Electronic Communication Policy

**BP 3-125** Electronic Communication Policy

**SP 3-125a** Electronic Communication Procedure

**SP 3-125b** Cellular Phone Usage Procedure

**AP** Security Confidentiality Agreement

**AP** Software Policy

**AP** Using personal equipment on campuses

**AP** Video Conferencing Policy

**AP** CCCS Information Security Plan

**Other Contract Matters**

**BP 3-24** Drug Free Workplace

**BP 19-30** Compliance with Drug Free Schools Amendment

**SP 3-24** Implementation of Drug-Free Workplace

**SP 19-30** Compliance with Drug Free Schools Amendment

**BP 3-22** Assistance to Faculty Displaced by Discontinuance of Programs

**BP 19-10** Violence/Firearms on Campus

**SP 19-10** Violence/Firearms on Campus

**SP 3-60c** Post-Retirement Employment Procedure

**SP 3-65** Sabbatical Plan and Report

(Continued on page 38)
Selected and Classified Listing—EP, AP, BP & SP

(Continued from page 37)

SP 3-120a Sexual Harassment
SP 3-120b EEO/AA Program

Teaching/Curriculum Matters
EP-60 Class Field Trips
EP-120 Course Outlines and Class Syllabi**
now ES-260 No Show and Classroom Attendance Procedures
EP-250 Late Drop/Add Procedure for College Preparatory Students
EP-240 Grades & Grade Books**
now ES-250 Grades-Posting**
now ES-230 Grade Changes**
EP-330 Textbooks and Course Materials
EP-350 Used Textbook Resale
EP-50 Academic Honesty (Coming Soon)
AP Disciplinary Procedures and Policies
BP 4-30 Student Discipline
SP 4-30 Student Disciplinary Procedure
SP 4-20d Satisfactory Academic Progress
EP-300 Independent Study (regular)
EP-301 Hybrid and Online Courses
EP-302 Open-Entry/Open-Exit
EP-303 Selected Topics
EP-304 Special Tuition

Advising
EP-10 Academic Record Modification Request
EP-40 Basic Skills Assessment
BP 9-41 Basic Skills Assessment
SP 9-41 Basic Skills Assessment
AP Career Services
now ES-130 Credit for Prior Learning
SP 9-42 Credit for Prior Learning
EP-90 General Education (GT) Transfer Courses/60+60 Program
now ES-280 Repeated Courses
AP Testing

Other Academic Matters

(Continued on page 39)
Selected and Classified Listing—EP, AP, BP & SP

(Continued from page 38)

EP-85 Use of Copyrighted Information
EP-140 Curriculum & Instructional Practices (CIP) Committee
EP-100 Course and Program Approval Process - PPCC (CIP)
EP-110 Course and Program Approval Process - State
BP 9-20 Academic Master Planning
BP 9-30 Approval of Educational Programs
BP 9-40 Associate Degree and Program Designations and Standards

EP-70 Class Schedule Process
EP-80 Copyright and Patent Ownership (Coming Soon)
BP 3-90 Copyrights and Patents

EP-200 Program Review Process
SP 9-47 Program Review and Evaluation

Faculty Rank
EP-210 Faculty Rank
EP-160 Emeritus Rank

Students and Student Support
EP-310 Student Complaints
BP 4-31 Student Grievances

SP 4-31 Student Grievance Procedure
AP Learning Assistance Center
AP Learning Assistance Center Referral Packet
AP OASIS
AP Student Support Services

Financial Services
SP 8-61b Travel Policy
AP In State Travel
AP Out of State Travel
AP Colorado Mileage Chart
AP New Per Diem
AP Per Diem Rates, Continental US
AP Per Diem Rates, Territories and Commonwealths
AP Per Diem Rates, Foreign Travel
AP Employee Tuition Benefit Procedure
AP Professional Development Tuition Assistance Procedure

Community Colleges of Colorado and State Board for Community College and Occupational

(Continued on page 40)
Selected and Classified Listing—EP, AP, BP & SP

(Continued from page 39)

Education
BP 2-10 Board Committee Structure
BP 2-30 State Faculty Advisory and Faculty Shared Governance
BP 2-40 State System Community Colleges Role and Mission
BP 3-10 Administration of Personnel
BP 3-14 Selection of a College President
BP 3-15 Conditions of Employment for College Presidents
BP 3-16 Conditions of Employment for System President
BP 3-61 CCCS Voluntary Retirement Incentive Plan
BP 3-62 Furloughs For Exempt Employees
BP 3-65 Professional Development
BP 3-70 Colorado Community College System Code of Ethics
BP 3-71 Whistleblower Protection Policy
BP 3-120 Affirmative Action
BP 8-160 Reserve Requirements and Use
SP 9-71 Community College Course Numbering System

Appendices

A Organizational Chart
B Instructional Calendar
   Job Descriptions:
C-1 Assistant to the VPES for Articulation & Transfer
C-2 Assistant to the VPES & Director of Auxiliary Services
C-3 Assistant to the VPES & Director of Military Programs
C-4 Vice President for Educational Services
C-5 Instructional Division Dean
C-6 Instructional Division Assistant Dean
C-7 Campus Director
C-8 Department Chair
C-9 Regular and Limited Faculty
C-10 Adjunct Instructor
C-11 Dean of Library Services and Educational Effectiveness
C-12 Director of Student Success and AVP
D Post Retirement Agreements for APT Staff

Miscellaneous

(Continued on page 41)
Selected and Classified Listing—EP, AP, BP & SP

(Continued from page 40)

EP-30 APT Wage and Salary Plan
EP-65 Campus Rentals
AP How to Reserve a Campus Life Managed Facility
EP-290 Room Usage, Assignment and Rental
EP-295 Service Area Clearance
SP 9-20a Service Area Principles and Guidelines
SP 9-20b Community College Service Areas
EP-340 Vestibule Laboratory Documentation

Technology FAQ’s (continued)

(Continued from page 19)

commercial Internet Service Provider is not a user of IT resources at that time.

6. Does CCCS have the right to look at my accounts, files, and electronic communications?

Yes, CCCS officials have a right to look at any user's electronic accounts, files, or communications within the limits established by law. Employees need to understand that there is no absolute right to personal privacy when the employee is using the employer's equipment, including IT resources. CCCS does not routinely monitor the content of files or communications, but may view contents whenever it has a business or legal need to do so.

You should also be aware that the files you maintain on CCCS IT resources may be considered public records and the CCCS may be required to make them available for inspection under the Colorado Open Records Act. In addition, the Act defines "public records" to include electronic mail messages which means that your email messages also may be subject to public inspection.

7. What about my right to privacy? Does CCCS protect the confidentiality of data about me?

The current state of IT is such that there can be no absolute assurance of privacy or confidentiality of electronic data and systems. CCCS takes reasonable and prudent precautions to protect privacy, but users should understand there is always some risk that data can be accessed by unauthorized people.

8. Does CCCS have the right to delete my data or block my communications?

CCCS IT administrators are charged with maintaining and operating the resources for the benefit of all members of the CCCS colleges. If someone's data consumes so much storage that others are denied storage or if someone's web page attracts so much network traffic that others are denied network access, the administrator of those resources has the right to remove the material. Whenever possible, users are given an opportunity to backup data to other media before it is removed.

9. Can I trust the CCCS to take care of the files I store on its IT resources?

CCCS IT administrators take reasonable and prudent steps to protect the integrity of data and systems stored on the resources they administer, but there is always some risk that files may be lost or damaged. Users are urged to make backup copies of their personal files that would be difficult or costly to replace.

10. What are some examples of how to create a password using the Password Standards?

The use of words and phrases is acceptable if they are not easily guessable and contain a combination

(Continued on page 42)
Technology FAQ’s (continued)

(Continued from page 41)

of upper case, lower case, numerals, and special characters. In some cases you can substitute numerals for letters. For example: Th1s1saTest, or th1SisAt3st, or tHisisAt3st, or This1s.atest

11. Who can work on equipment?

CCCS faculty, staff and student may use computers as per SP 3-125c, However, only certified IT Staff can service state owned computers, printers, projectors, PDAs, etc. This includes installation of software applications (i.e., Microsoft Word, Excel, Adobe PhotoShop, etc.) CCCS IT Staff will not support computers, PDAs, etc. that do not belong to CCCS.

12. What is the difference between Programs or Executables vs. Content?

Programs or Executables generally require installation on the computer and generally require licensing. Content is the files that can be opened by an application. Examples: Microsoft PowerPoint is the “application” required to create, open and modify PowerPoint presentations. PowerPoint files that are created by the application are the “content.” Often textbook series include PowerPoint files. If PowerPoint is not installed on the machine, the computer cannot open the files. Test banks (“applications”) are what generate test questions. If you can save those questions, that file is the “content.”

13. Who installs updates, browsers and plug-ins?

Only IT Staff are allowed to install updates, browsers and plug-ins. Some updates, plug-ins, etc. may be installed through a variety of methods that will not require user intervention.

Email and Distribution Lists

Email and distribution lists have become a touchy issue in past years. On one hand, email has become the primary form of communication across the college and information must be disseminated. On the other hand, many of us cannot handle massive amounts of email that often do not relate to us. Therefore, the distribution lists have been reorganized and some guidelines listed. See (https://intranet.ppcc.edu/Publications/Policies%20and%20Procedures/Administrative%20Procedures%20Manual/E mail%20Acceptable%20Use%20Guidelines.pdf) for the complete document.

(Continued from page 15) INFORMATION TECHNOLOGY

4. The college owns the e-mail accounts and uses them as an official method of communication with employees and students. Employees and students are responsible for reading official information shared via e-mail.

5. Campus e-mail distribution lists are not available to non-college entities.

GUIDELINES

1. Material sent to distribution lists must be related to the group being mailed and must pertain to college business. The distribution lists are not intended to be used for personal, political or commercial gain.

2. Use of plain text and web links are encouraged. Use of attachments and graphics is discouraged. Prepare the e-mail message exactly the way it should be sent out. Keep messages brief, expletive free and to the point.

3. Each message must contain the intended recipient(s), meaningful subject line, and signature block with sender, sender’s departmental affiliation, office telephone number and email address.

4. The message should be a one-time event or announcement (not an on-going activity or deadline).

5. E-mails should be edited carefully for content before being sent for posting. Repeat emails and corrections will be sent on a very limited basis.

6. Electronic Communication Use policies must be followed. (www.cccs.edu/Docs/SBCCOE/Policies/hp/Web/BP3-125.htm)

7. Sender is responsible for all replies, responses, and complaints.
### Selected Resources and Links

<table>
<thead>
<tr>
<th>Resource/Handbook</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COF-Colorado Opportunity Fund</td>
<td><a href="https://cof.college-access.net/cofapp/index.jsp">https://cof.college-access.net/cofapp/index.jsp</a></td>
</tr>
<tr>
<td>ULifeLine—resource for students who may need immediate, special assistance</td>
<td><a href="http://www.ulifeline.org/schools/ppcc/">http://www.ulifeline.org/schools/ppcc/</a></td>
</tr>
<tr>
<td>PPCC Intranet</td>
<td><a href="https://intranet.ppcc.edu">https://intranet.ppcc.edu</a></td>
</tr>
<tr>
<td>Advising Handbook</td>
<td><a href="https://intranet.ppcc.edu/Publications/">https://intranet.ppcc.edu/Publications/</a></td>
</tr>
<tr>
<td>Adjunct Handbook</td>
<td><a href="https://intranet.ppcc.edu/Publications/">https://intranet.ppcc.edu/Publications/</a></td>
</tr>
<tr>
<td>Faculty Handbook</td>
<td><a href="https://intranet.ppcc.edu/Publications/">https://intranet.ppcc.edu/Publications/</a></td>
</tr>
<tr>
<td>Generic Course Syllabus Template (EP 120)</td>
<td><a href="https://intranet.ppcc.edu/eForms/VPES/CourseSyllabusTemplate.doc">https://intranet.ppcc.edu/eForms/VPES/CourseSyllabusTemplate.doc</a></td>
</tr>
<tr>
<td>Faculty Evaluation Form (EP 190)</td>
<td><a href="https://intranet.ppcc.edu/eForms/VPES/FacultyEvaluationForm.doc">https://intranet.ppcc.edu/eForms/VPES/FacultyEvaluationForm.doc</a></td>
</tr>
<tr>
<td>Select College Committees—Faculty Senate,</td>
<td><a href="https://intranet.ppcc.edu/Committees">https://intranet.ppcc.edu/Committees</a></td>
</tr>
<tr>
<td>Faculty Senate Constitution</td>
<td><a href="https://intranet.ppcc.edu/Committees/Minutes/2004/FS-012804%20Constitution%20and%20">https://intranet.ppcc.edu/Committees/Minutes/2004/FS-012804%20Constitution%20and%20</a></td>
</tr>
<tr>
<td>Retention Strategies</td>
<td><a href="https://intranet.ppcc.edu/Committees/Retention/">https://intranet.ppcc.edu/Committees/Retention/</a></td>
</tr>
</tbody>
</table>

**ULifeLine** is an online resource for faculty to help students who may need immediate, special assistance: [http://www.ulifeline.org/schools/ppcc/](http://www.ulifeline.org/schools/ppcc/)
Leadership Council (meets 3rd Friday of each month 12 pm-5 pm)

The following information is not yet officially ratified as the fall semester 2007 begins. It is presented in draft form as to communicate the spirit of the PPCC Leadership Council.

Pikes Peak Community College uses a formal process that integrates planning, budgeting, and problem solving into a single committee and is the framework for the college’s participatory decision making process. This committee is called the Leadership Council. The Leadership Council offers advice to the President on policy matters, on creation of the general fund budget, and has the responsibility of advising the President on aligning the budget recommendations with the college’s Strategic Plan. In addition, requests for direct appointments are presented to the Leadership Council for comment.

- The Leadership Council does not involve itself in:
  - curriculum issues
  - individual salary or benefits issues
  - Individual Division budget decisions

In addition, in accordance with State Board Policy 2-30, and in accord with the PPCC Faculty Senate Constitution (Article 1, Section 2.1), the Faculty Senate shall be the official representative body of the faculty, with the authority to speak on behalf of the PPCC faculty. Therefore, the Faculty Senate may offer suggestions to the Leadership Council on issues concerning faculty. The President of the Faculty Senate is also a member of the Leadership Council and is expected to provide the Leadership Council the views of the Faculty Senate.

The Leadership Council is comprised of:

- Three full-time faculty elected by their peers (one from each campus)
- Three full-time classified staff elected by their peers (one from each campus)
- Two Deans selected by their peers
- Two Directors selected by their peers
- One APT member elected by his/her peers
- President
- Vice President of Educational Services
- Vice President of Administrative Services
- Faculty Senate President
- Classified Senate President
- Student Government President
- One adjunct faculty selected by the President from among a list of five adjunct faculty provided by the Faculty Senate

All campus staff, at any time, are welcome to attend the Leadership Council meetings should their schedules permit.

Faculty and staff are encouraged to participate in the decision-making processes at PPCC by providing input to their Leadership Council representative(s) regarding any college matter that concerns them. The Leadership Council will distribute a list of current representatives to all faculty and staff at the beginning of each academic year. Faculty and staff will have a collaborative voice weight on the Leadership Council.

The current College Budget and other Leadership Council documents including minutes can be found at https://intranet.ppcc.edu/Committees/Leadership%20Council/.
Faculty Senate Subcommittees / Projects

NOTE: The Chair must be a Senator – All Faculty are encouraged to serve as committee members.

- Graduation
- Faculty Workload and Assistant Deans/Department Chairs/Lead Instructors
  - Teaching load and release time
- Faculty Handbook
- Adjunct Instruction
- Instructional Support and College Environment/Casual Learning
  - Look into testing center hours in the evening and learning centers
- Senate-directed Funds
  - Look over mini-grants
- Senate Constitution Revision
- Curriculum/Course Offerings
- Reorganizing CETL/Faculty Resource Center
- Textbook Selection
- Faculty Recognition / Awards
- Student Code of Conduct / Academic Honesty

Faculty Senate Constitution (continued)

(Continued from page 46)

D. Provide an open forum for discussions of faculty concerns.
E. Provide channels of communication between elected faculty representatives and the college administration.
F. Provide channels of communication within the college community regarding official positions / opinions of faculty.
G. Promote professional development of faculty.
H. Promote a positive image for PPCC.
I. Promote and provide an established format for communication between the full-time faculty and instructors (adjunct faculty).

2.3 The Faculty Senate functions as a representative body of elected persons who shall, through the Faculty Senate officers, make recommendations on academic, professional and institutional matters concerning the position of PPCC faculty.
2007-2008 PPCC Faculty Senate

Officers:
President— Nathan Wadman Nate.Wadman@ppcc.edu 502-3281
Vice President—Deb Licht Deborah.Licht@ppcc.edu 502-3197
Secretary—Mary Baker Mary.Baker@ppcc.edu 502-3120

Meetings—Second Friday of Each Month, 1-3 pm, rotating CC, RR & DO

Faculty Senate Constitution and Bylaws

Article I, Section 1
The Constitution and Bylaws officially establish a representative body to be known as the Pikes Peak Community College Faculty Senate. All full-time faculty members shall be inherently vested with the right to elect representatives to the FACULTY SENATE in accordance with Article I.

Section 2
2.1 The Faculty Senate shall be the official representative body of the faculty, with the authority to speak on behalf of the PPCC faculty.
2.2 The specific objectives of the Faculty Senate shall be to:
A. Facilitate a positive, creative and effective climate at PPCC.
B. Promote and support excellence in education.
C. Assist with developing and establishing academic standards.

(Continued on page 45)

PPCC Vision Statement

At Pikes Peak Community College, we will unite in our focus on individual student success. Students will choose our College because of our supportive learning environment, enthusiastic and respected faculty and staff, and our ability to meet our diverse community's varied educational needs.

PPCC Mission Statement

Our mission is to provide high quality, educational opportunities accessible to all, with a focus on student success and community needs, including

- occupational programs for youth and adults in career and technical fields,
- two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, and
- a broad range of personal, career, and technical education for adults.