
**MANAGEMENT PROFESSIONAL
DEVELOPMENT/EVALUATION PERSONNEL
PLAN**

February 2021

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PREAMBLE

It has been and will continue to be the policy of the college and its Board of Trustees that discrimination shall not occur in the operation of any of our employment programs and practices and that all employees and applicants shall be guaranteed the right of equal employment opportunity and shall be treated without regard to their race, religion, color, sex (including gender, gender identity, gender expression, pregnancy, and breastfeeding), sexual orientation, national origin, ancestry, marital status, age, medical condition genetic characteristics or information, military and veteran status, physical or mental disability or the perception that a person has one or more of the foregoing characteristics.

1. INTRODUCTION

The Management Professional Development/Evaluation Personnel Plan (herein after the Plan) applies to all full-time District employees who have been designated as “management” or “supervisory”¹ in accordance with California Education Code section 87002 and Government Code section 3540.1. The positions are identified in **Appendix A** of the Plan.

The various sections and provisions of the California Government Code, California Education Code, California Administrative Code, Title 5, and District policies, procedures, Administrative Regulations, applicable federal and state legislation, or administrator contracts that are applicable to District Management employees shall remain in effect. Should there be a conflict between the Plan and any applicable law, District policy, or other authority, the law, policy, or authority shall supersede the Plan.

Nothing in this Plan is intended to limit the responsibility and authority of the Board of Trustees or the Superintendent/President.

The need for a comprehensive and fully integrated plan for managers of the District is based upon the following:

- Since management positions are excluded from collective bargaining, personnel and compensation policies and procedures for managers are established under the authority of the Board of Trustees and implemented under delegated authority by the Superintendent/President. This Plan provides written guidance for managers subject to this authority.
- The varying fiscal conditions in the state, coupled with changes in District enrollment patterns, present additional challenges for management. Flexibility in the use of limited resources is one appropriate response to these ever-changing fiscal conditions.
- There is a clear need to recognize the essentials in management positions for planning, accountability, cost effectiveness, application of new technologies, and maximum utilization of human, physical, and fiscal resources; to exert leadership to enhance the educational mission and to plan for the future of the college; and to stimulate the development of personnel and methods which will facilitate the meeting of institutional goals and program/services objectives.
- Matters of major concern to management are the proliferation and complexity of public policy, educational futures, and changing social, legal, and economic conditions--all of which influence the environment surrounding higher education.
- As the building of a “management team” is emphasized through the development of individuals who are qualified to manage academic enterprises, the kinds of personnel and compensation policies that provide executives with the flexibility to recruit, retain, develop, and motivate managers and to provide incentives that recognize achievement in academic, administrative, and management performance.

¹ In this plan, management and supervisory employees are considered as a single group and are referred to as “managers” or “management.”

- Finally, as change will continue to erode the effectiveness of past practice, it is appropriate and necessary that existing practices be reevaluated. One central principle is to align authority, responsibility, and compensation.

The Plan is an integrated personnel system covering appointment, evaluation, advancement of managers, compensation, benefits, employment status, education and development, leaves, personnel rights, and conditions of employment.

The management group includes employees who have primary responsibility for the implementation of policy, which has been adopted by the Board of Trustees, as well as ensuring that the operations of the college are in compliance with state law and regulations of the Board of Governors of the California Community Colleges and accreditation standards. Administration and implementation of the Plan are the responsibilities of the Vice President, Human Resources and Employee Relations under delegated authority from the Superintendent/President.

2. MANAGEMENT FUNCTIONS

Planning is a major responsibility of management. The higher the position is in the management structure, the more time should be devoted to planning. This principle is inversely related to decision making. Planning and decision making should both move the college toward continuous improvement and result in a higher level of efficiency and effectiveness.

Management structure will change as shifting forces and priorities require. As a result of being part of the legal/corporate structure of the State of California, the college will always be hierarchical and bureaucratic in its functioning. To keep from becoming rigid, unresponsive, and outdated, the college will also employ elements of entrepreneurial, team, and matrix functioning in its structure to maximize staff contributions, quality service, and cost effectiveness.

The management functions may include, but are not limited to, the following:

- a) Developing and implementing plans, policies, and programs; establishing and monitoring progress toward program goals and objectives; evaluating accomplishments; and making necessary adjustments in plans, priorities, and objectives to meet specific needs or changing conditions
- b) Defining duties and positions; establishing organizational structures; and determining long-range staffing requirements (specialties, number of people, career paths, turnover, etc.) to meet program demands
- c) Developing, justifying, and administering program budgets and authorizing program expenditures and services

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- d) Determining methods, techniques, systems, and materials required to meet program goals
 - e) Assessing and recommending internal changes based on the impact of substantive changes in funding, laws, policies, and program dynamics
 - f) Representing the college and its programs and services to the public, media, other educational institutions, and professional associations
 - g) Selecting, training, and evaluating staff; assigning and directing their work; providing leadership and stimulation for staff growth and development; and applying principles of equal opportunity in all personnel activities
 - h) Other duties and responsibilities as circumstances may require

3. RESPONSIBILITIES OF INDIVIDUAL MANAGEMENT TEAM MEMBERS

In addition to the functions listed in the previous section, managers as individuals have the following responsibilities:

- a) **Interdependence of Operation** – Managers endeavor to operate as a team, recognizing that any action by one manager has an impact on others.
- b) **Authority** – Managers are authorized to make judgments and decisions that commit the college to various courses of action within the scope of their position descriptions.
- c) **Commitment to Learning** – Managers are responsible for creating and supporting a total environment dedicated to learning and open to those who want to learn.
- d) **Team Management** – Managers are an integral part of the total college operation who participate in and contribute to the broad educational and support processes. Managers must work together in the planning stages of college-wide programs for effective implementation, solution of problems, and the attainment of high quality in all services delivered.
- e) **Collaboration and Participatory Management** – Managers are responsible for fostering and maintaining a supportive environment characterized by trust and respect for the dignity and creative potential of the individual. As such, Managers are responsible for utilizing the governance processes to involve all constituent groups in goal setting, problem solving, and decision reaching so that all will develop attitudes of partnership and shared responsibility.
- f) **Cost Effectiveness** – Managers are responsible for integrating and coordinating all programs and services used that respond to program users and broad management needs of the college within a fiscally responsive environment.

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- g) **Resource Management** – Managers are responsible for efficient and effective management of human, physical, fiscal and technological resources within their respective areas.
 - h) **Ethical Behavior** – Managers have the responsibility to adhere to the highest standards of conduct, acting in a manner to merit the trust and confidence of all constituent groups and to work in the spirit of harmony and consideration of individual differences with other managers, staff, faculty and students.
 - i) **Planning and Awareness** – Managers are responsible for anticipating and responding to needs and problems, many of which are not covered by existing policy or guides and which may require the development of new programs, techniques, or other innovative methods.
 - j) **Competence** – Managers are expected to possess the knowledge, skills, and abilities in their field of expertise to understand and to implement the principles and concepts underlying the program, to administer it effectively, to communicate its value to others, and to encourage colleagues to provide necessary courses of action for program support.
 - k) **Collaboration and Networking** – Managers develop procedures and/or recommendations through collaboration and networking with all constituent groups to reach consensus that underscores the interest(s) of the District.

4. OUTSIDE SERVICES/WORK AND HOURS OF SERVICE

Effective with the approval of the plan and thereafter, prior to entering into any contract to perform services or provide any work for any outside entity (e.g., teach, work as a consultant) which may impact or limit duties to be performed for the District, managers must submit to the Office of Human Resources a description of the services to be provided, the organization/entity for whom those services will be provided, the expected duration of the work, expected work schedule, and any other relevant information so that the District can determine whether such work would be incompatible with, in conflict with, or detrimental to the managers' duties with the District. Any work to be performed for an outside entity will require advanced written approval by the Superintendent/President.

Managers must comply with state laws and District procedures regarding conflicts of interest and incompatible activities. Positions designated by the Superintendent/President will also complete the California Form 700 annually (see e.g., Govt. Code, §§ 1028, 1090, 87100 et seq., and see District Board Policy 3711). (See **Appendix P**)

Administrators may request to teach one College of the Desert course per semester, provided the Dean of the school has offered an assignment and the Administrator meets the minimum qualifications as set forth by the California Community Colleges Chancellor's Office and the District. The course must be scheduled outside the regular work assignment (8:00 a.m. to 5:00 p.m.). Immediate supervisor and the Superintendent/President must approve teaching assignments.

Management Team members are exempt from the overtime provisions of the Fair Labor Standards

Act (FLSA) and are ineligible for overtime compensation or compensatory time off. This does not mean that the District will impose excessive working hours on Management Team members. Management Team members may have an alternative work schedule as approved by an immediate supervisor. Time off should be scheduled consistent with work demands and with prior approval of the immediate supervisor.

The College generally observes a 4/40 summer work schedule (Monday-Thursday, ten hours per day), between June and August each year in an effort to conserve resources and provide employees with a shortened work week and lengthened weekends. Offices that are required to serve the public and/or students Monday through Friday during the summer will provide staffing for the five days a week. Maintenance and Operations may determine by mutual agreement between the immediate supervisor and employees, a work schedule of an eight-hour day, five days a week, or a ten-hour day, four days a week.

5. THE PLAN OBJECTIVES

The Plan objectives include the following:

- a) To recruit and retain well-qualified managers; to enhance their management capabilities in areas such as leadership and accountability; to provide opportunities for professional development; and to maximize the talents of each manager on behalf of the College of the Desert.
- b) To facilitate and enhance effectiveness and productive efforts of managers through evaluation of performance and the recognition of accomplishments.
- c) To provide a system in which the particular abilities, contributions, expertise, and effectiveness of the individual managers can be considered, along with the level of responsibility of the job performed, in determining appropriate compensation.
- d) To enable the Superintendent/President, who is in a primary position to judge the accomplishments and value of an individual's performance and to approve the selective use of salary funds authorized by the Board of Trustees for recognizing individual differences among the managers.
- e) To provide flexibility to accommodate the variations in job requirements which are a normal part of a changing environment in which the college must operate.
- f) To establish a salary structure based on a "bench-marking methodology" utilizing the fifteen largest middle-sized single community college Districts (excluding "Basic-Aid" Districts) based on multiple criteria primarily of which will be the most current funded FTES as well as other factors as deemed appropriate such as budget and permanent staffing levels.
- g) To establish a system of fiscal controls within which the Superintendent/President recommends appropriate salaries for Management classifications to the Board of Trustees.
- h) To establish a benefits program that complements the salary program, is appropriate for managers, and is indexed to comparable institutions.

6. BASIC COMPONENTS OF THE PLAN

6.1.1 Management Team Structure

Administrators: In accordance with Education Code §87002, Education Code §72411 and Government Code (Title 1, Division 4, Chapter 10.7, Article 1) 3540.1 (m) College of the Desert employs Educational and Classified administrators.

"Educational administrator" means any administrator who is employed in an academic position designated by the Board of Trustees of the District as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or District (Education Code §87002 (b).) Educational Administrator contracts will be approved by the Board of Trustees. The contract will stipulate at least twelve months of service and not to exceed four years.

"Classified administrator" means an administrator who is not employed as an educational administrator. Classified administrators, in the absence of a contract, serve at the pleasure of the Board of Trustees (Education Code §72411.5).

Each management position placed in a particular level, as reflected in **Appendix B**. The placement of each position in a particular level is premised on an assessment of the general skills, knowledge, and qualification requirements needed to perform the assigned duties and responsibilities. Additional criteria which have been considered include, but are not limited to, nature and complexity of program or organizational unit; scope of management responsibility; level of planning required; special job demands; extent of authority for independent decision making; internal equity; and accountability and impact of policies administered and/or decisions. The Office of Human Resources in consultation with the hiring manager will make an initial placement recommendation to the Superintendent/President.

Vice President contracts shall be approved by the Board of Trustees under contract for a period not greater than four years; other designated management positions, shall have contracts approved by the Board of Trustees for a period not greater than three years.

6.2 Management Team Review

The District is a dynamic entity and, as such, procedures must provide an opportunity for adjustment to management structure in order to meet the legitimate needs of the District. The procedures set forth herein

will provide for management structure to be reviewed when it can be demonstrated that there has been a significant change(s) in duties/responsibilities and accountability.

In the event the change(s) is temporary (not to exceed twelve months) but significant (more than ten working days), the Vice President, Human Resources and Employee Relations shall recommend appropriate movement on the salary schedule. This change in pay will occur once assigned. All recommendations for movement on the salary schedule as per this section shall be subject to approval by the Superintendent/President.

Permanent change(s) must be documented by the employee and his/her immediate supervisor and forwarded to the appropriate Vice President. The Vice President, Human Resources and Employee Relations shall forward the request to the Management Personnel Committee, which will be convened within 30 calendar days of the request to consider the request. (See Section 15 for committee composition.) In the event the committee recommends a change to the classification, the change will be presented to and subject to approval by the Superintendent/President and Board of Trustees. The Superintendent/President's decision is final. All such changes shall be effective on the first of the month following Board approval.

Requests for management structure review, based upon changing conditions, are to be made on the College of the Desert's Management Structure Analysis Form (**Appendix C**). The request may be initiated by either the employee or the employee's immediate supervisor. When the job is changed (e.g., upgrade, title change), an incumbent will at no time be expected to reapply for his/her incumbent job/position.

6.3 Personnel Files

There shall be one official District personnel file for each employee. The material in the official District personnel file shall be considered and used as the only official personnel record of the District in any proceeding affecting the status of the management employee's employment with the District. The personnel file shall include, but not be limited to, records of employment with the District and records of professional evaluation. The personnel file shall be kept in a secured environment in the Office of Human Resources.

A management employee shall have the right at any reasonable time without loss of pay to examine and/or obtain copies of any material from the employee's own personnel file.

All personnel files shall be kept in confidence and shall be available for inspection only to the immediate supervisor and Human Resources, when it is deemed necessary for the proper administration of the District's affairs and the supervision and protection of the management employee. The District shall keep a log indicating the persons who have examined a personnel file as well as the date such examinations were made (other than the regular Human Resources staff).

Any person who places written material of a derogatory nature into a management employee's file will first present a copy of such material to the employee concerned. The employee will have a right of

rebuttal within twenty working days of the receipt of such material and have it attached. Under no circumstances will any derogatory information be entered into a personnel file without the management employee's knowledge.

Derogatory material placed in a management employee's personnel file may be sealed and removed upon the request of the management employee when such material is more than two years old, except as prohibited by law. Derogatory material does not include evaluations.

6.4 Evaluation Plan (See Section 12. Management Professional Development/Evaluation)

6.5 Salary Structure and Placement

The salary structure consists of a salary schedule with a salary range including ten steps established for each management position.

For salary comparison purposes, the salary schedule shall be based on a "bench-marking methodology," which is a salary survey utilizing the fifteen largest-middle sized single community college Districts (excluding basic aid Districts) based on multiple criteria primarily of which will be the most current funded FTES (Full Time Equivalent Students) as well as other factors as deemed appropriate such as budgets and permanent staffing levels.

All members of the Management Team, which includes Educational Administrators and Classified Administrators, shall be placed on the Management Salary Schedule.

Management team members are expected to have a wide variation of experience and proven capabilities. In order to provide the Superintendent/President and the Board of Trustees adequate flexibility in the hiring and placement of administrators in the respective positions, the Vice President shall recommend initial salary placement on the salary schedule to the Superintendent/President for approval. Maximum placement shall be at step 7 unless otherwise approved by the Superintendent/President.

Management team members shall advance to the next step on the appropriate salary schedule as of July 1st of each year, providing employment commenced no later than March 31st of that year and subject to a satisfactory evaluation.

The Superintendent/President may, at his/her sole discretion, approve salary adjustments other than the salary adjustments provided for in this plan.

6.6 Salary Administration

Management employees are expected to function at or near the peak of competence and expertise immediately upon employment by the District. As a consequence of this expectation, the Board of Trustees supports the position to compensate managers corresponding with the market value of their expertise immediately upon placement. Executive Cabinet level managers are contract employees, and as such, the initial salary placement shall be established through conferred agreement with the

Superintendent/President and approval by the Board of Trustees.

Managers at other levels are normally expected to have varying degrees of experience and proven capabilities. In order to provide the Superintendent/President and the Board of Trustees adequate flexibility in the hiring and placement of managers in the respective positions, initial salary placement shall be determined through conferred agreement with the Superintendent/President who shall recommend placement on the salary schedule to the Board of Trustees for approval.

6.7 Longevity

Management employees shall be compensated in recognition of accrued continuous time without a break in service and continued satisfactory performance with the District at the following rates:

- 10 full years or more \$55.00 per month
- 15 full years or more \$75.00 per month
- 20 full years or more \$100.00 per month
- 25 full years or more \$135.00 per month
- 30 full years or more \$160.00 per month

Longevity increases are effective July 1, of each year following the anniversary date, beginning in 2021.

6.8 Doctorate Stipend

Upon completion and evidence of an earned doctorate or juris doctorate degree, Management Team members are eligible for an annual \$2,000 doctorate stipend, effective July 1, 2021.

6.9 Tenure and Performance

Members of the Management Team shall serve contract base service days in academic, administrative, or other assignments at the pleasure of the Board of Trustees as prescribed by the California Education Code. They are not subject to probationary service and do not receive tenure or permanent status in management positions. Employees who are in management positions are evaluated, retained, and compensated based on such factors as management performance, contribution, and value to the college. Managers who were previously permanent classified bargaining unit members shall retain any earned permanency for authorized bumping rights as allowed by legislation and the classified bargaining contract. Managers who were previously permanent confidential employees shall retain any earned permanency for authorized bumping rights based on seniority and time in the position. Managers appointed to academic positions are entitled to retreat rights as adopted by the Board of Trustees, pursuant to the California Education Code §87458 (**Appendix D**).

In accordance with Education Code §72411, for an Educational Administrator employed by appointment or contract, the term of which is longer than one year, notice of non-reemployment shall be given at least six (6) months in advance of the expiration date of the appointment or contract unless the contract or appointment provides otherwise. For every other administrator, notice that an administrator may not be reemployed by appointment or contract in his or her administrative position for the following college year

shall be given on or before March 15th. In the absence of an express appointment or contract as provided in Section 72411, every administrator shall serve in his or administrative assignment at the pleasure of the Board of Trustees pursuant to Education Code §87458, and §72411.5. Classified staff promoted to a Management position will retain any earned permanency in their previous classified assignment for the purposes of layoff and retreat rights (**Appendix D**).

6.10 Reassignment, Reconsiderations, Recruitment, and Reduction in Force

Reassignment – Subject to approval of the Board of Trustees, the Superintendent/President may reassign employees to any duties that are deemed necessary to the District’s operation and programs.

Reconsiderations – Requests for reconsideration of personnel decisions or reassignments shall be submitted to the Vice President, Human Resources and Employee Relations, who shall be responsible for submitting the request to the Superintendent/President, whose decision shall be final.

Recruitment – Positions are reviewed and approved by the Board of Trustees. Recruitment of positions in the Management Team shall be conducted in accordance with equal employment opportunity guidelines and established policy and procedure (BP 7120 and AP 7120). Candidates must meet minimum qualification standards for the position being filled.

Reduction in Force – Layoff procedures shall be conducted in accordance with California Education Code §88127.

7. HEALTH AND WELFARE BENEFITS

The District provides its employees with a variety of benefit programs. Individual programs may be non-contributory (financially supported by the District), contributory (financially supported by both the District and employee) and voluntary (solely at the employee’s option and expense).

7.1 Non-contributory Programs

Workers’ Compensation – This program ensures that all employees will be provided benefits per the current State regulations and policies if injured in a work-related accident or illness. Employees suffering an injury or illness arising out of and in the course and scope of employment shall be entitled to medical leave of up to sixty working days per accident or illness (see Section 8.9).

In the event of an industrial injury or illness that occurs while on college property or while in the service of the District, the employee must report the injury or illness promptly to the Office of Human Resources and to the immediate supervisor. If medical treatment is required, the Office of Human Resources will authorize such treatment through a participating provider in the Medical Provider Network, unless the employee has requested to be treated by his/her own physician. (Proper form must be completed and placed in personnel file prior to injury.)

All industrial injuries or illnesses, regardless of the severity, must be reported to the Office of Human Resources, even if there is no work time lost as a result of the injury or illness.

When an employee has experienced a work related injury or illness and is released to return to work with restrictions, every effort will be made to find a temporary modified work assignment which will allow the employee to progress to full duty status and is consistent with the work restrictions. A representative from the Office of Human Resources will meet with the employee and immediate supervisor.

If no modified assignments can be found, the employee will be placed on temporary disability, sick leave, or other available appropriate leave until an assignment can be found or until the restrictions are lifted and the employee can return to work.

If an employee refuses a modified work assignment which is consistent with the restrictions imposed by his/her physician, no temporary disability benefits will be paid. If the employee is unable to return to work in any capacity, the District retains the right to request verification from the employee's physician.

Employee Assistance Program (EAP) – The Employee Assistance Program is a resource for eligible employees and any member of their household. This program offers confidential help in solving problems that affect personal well-being or job performance.

7.2 Contributory Programs

A Management Team member shall be eligible to participate in health benefits on the first day of the month following his/her first day of paid service.

Medical Insurance - The District offers several medical plans, which provide coverage to all full-time eligible employees and their dependents. Mental health, chiropractic, and acupuncture benefits may be included in the medical plans for both employee and dependents.

Long Term Care - Long-term care insurance plans cover eligible employees only. (Eligible family members may purchase long-term care at an additional cost.)

Dental Insurance - The District offers two dental plans (1 PPO and 1 HMO), which provide coverage for a variety of dental and orthodontic benefits for eligible employees and dependents.

Vision Care - The vision service plan includes an annual routine eye examination, and either eyeglasses or contact lenses for eligible employees and dependents.

Life/AD&D Insurance - Employee only group coverage is provided to the employee, up to \$50,000.00.

Domestic Partner Health Benefits - The District will make the same premium contribution for an eligible domestic partner as for a legally married spouse. Please note that the value of any employer-paid

coverage for a domestic partner is taxable. The District must report the fair market value of the coverage as imputed income on the employee's Form W-2 for federal and state/local tax purposes.

7.3 Other Contributory Benefit Programs Available

Unemployment Insurance - The District contributes to the State Unemployment Insurance fund.

Retirement - The District provides eligible employees with a defined benefit retirement plan through membership in either the California Public Employee Retirement System (CalPERS) or the California State Teachers Retirement System (CalSTRS), depending on their classification (classified or academic). Employees who were members of PERS prior to January 1962 had the opportunity to elect Social Security coverage. Subsequent to 1962, all new members of PERS have been required to have Social Security coverage; therefore, there may be District employees covered by PERS who do not have Social Security coverage. Employees who are members of STRS do not pay Social Security; however new academic management employees hired after April 1, 1986 under STRS, must pay a percentage of their gross salary to Medicare.

403(b) Plan - The District sponsored 403(b) Plan with American Funds offers eligible employees a match of their contributions (up to \$1,200/year) and provides assistance in planning for retirement through our third party administrator.

7.4 Voluntary Programs

Tax Sheltered Annuities – In addition to the American Funds plan, employees can choose from a variety of other 403(b) and 457(b) plan options that also provide employees with pre-tax, defined contribution investment opportunities designed to enhance retirement.

Pledges or Gifts to Qualifying 501(c) (3) Charitable Organizations.

Section 125 Plan/Flexible Spending Account (FSA) – Use pretax dollars for eligible medical, dental, vision and dependent care expenses by enrolling in a flexible spending account (insurance premiums are not eligible expenses).

7.5 Health Coverage for Retired Employees

The District shall provide the same contribution to management retirees' medical, dental, vision, life and LTC premiums as is provided to active eligible employees, until age sixty-five. Employees must be at least fifty-five years old and have at least ten years of full-time service with the District in order to qualify for coverage.

The District shall permit any management member over the age of 65 who has retired from the District to continue coverage in their current medical, dental and vision plans at his/her own expense. The District shall also permit continued enrollment of the surviving spouse or domestic partner of a retiree or active

employee of the District at his/her own expense. This section permits enrollment into the District's medical, dental and vision plans only once.

7.6 Part-time Benefit Eligibility

Managers who work thirty or more hours per week are eligible to enroll in the same health plans as full-time employees.

8. LEAVE BENEFITS

Definition of Immediate Family: For the purpose of this section, an immediate family member shall be limited to mother, father, stepmother, stepfather, stepchild, grandfather, grandmother, grandchild, or domestic partner of the employee or of the spouse of the employee and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, brother-in-law or sister-in-law of the employee or any relative by blood or marriage living in the immediate household of the employee.

8.1 Sick Leave

Managers earn one day of leave with full pay for each month of service during the year to be used for purposes of personal illness or injury. Sick leave is posted to each employee's account on July 1st, which is the first day of the fiscal year. Employees must report the absence following the illness or injury, and provide a physician's report for absences of five working days or longer. Unused sick leave day accrue for the period of employment. Sick leave is not paid out at the end of service.

8.2 Extended Sick Leave

Classified Administrators may be eligible for extended sick leave paid at fifty (50) percent of the employee's regular rate of pay when all accrued full-pay sick leave has been exhausted. During a fiscal year, extended sick leave is provided up to a maximum of 100 working days of paid leave, including full-pay sick days. Additional sick leave authorized under this category will be exclusive of other paid leaves or holidays to which the employee may be entitled. After the initial 12 days of annual sick leave, the additional 88 half days are not accumulative and are added each year. Part-time employees will be afforded the same rights on a prorated basis for 100 days. The District reserves the right to require proof of illness and may refer any claims for extended sick leave benefits to the District physician whose decision as to the employee's eligibility will be final.

In accordance with California Education Code §87780, an Educational Administrator who is absent from his or her duties on account of illness or accident for a period of five school months or less, may have the cost of a sub deducted from the salary due to the employee for any month in which the absence occurs. This amount shall not exceed the sum that is actually paid for a temporary employee employed to fill his or her position during his or her absence. If no temporary employee was employed, the amount that would have been paid to the temporary employee had he or she been employed, will be deducted. The District will make every effort to find a sub to fill the absence.

The employee on long-term disability will receive his/her regular salary until expiration of accumulated sick leave. Thereafter, the employee will receive only the difference between his/her salary and the pay of the substitute employee as specified in the salary schedule for the five-month period.

8.3 Family Illness Leave

Employees may use half of the current year's annual accrual of sick leave for illness or injury of a parent, child, or spouse or domestic partner according to Labor Code §233.

8.4 Personal Necessity

The District shall provide seven days of personal necessity leave to be charged against sick leave in any fiscal year. Available days may be used for purposes deemed by the employee to be of a compelling nature, the nature of which cannot be attended to outside of regularly scheduled duty days. Before utilization of personal necessity leave, when the leave is foreseeable, the employee shall arrange leave at a time which is mutually acceptable to the employee and his/her supervisor and attain prior approval (California Education Code §88207 & §87784).

Purposes for which personal necessity leave may be used include:

- a) Death of a person significant to the employee
- b) An accident or emergency illness involving the employee's person or property or the person or property of the employee's immediate family
- c) Urgent personal business which requires presence at or in a time frame which falls within the employee's regular work day, and which cannot be arranged outside of the employee's normal work day

8.5 Critical Illness

Employees may be granted an absence from service with full salary for a period not to exceed three working days in any one fiscal year for a critical illness in the family. Critical illness shall be defined as one in which the person's life is in danger. This allowance will not affect accumulated sick leave and will not be accumulated from year to year. Critical illness leave is not to be used until all Personal Necessity Leave and Family Illness Leave have been used. It is the employee's responsibility, upon returning to work, to provide written certification from a qualified physician that the illness is critical.

8.6 Bereavement Leave

Employees are entitled to an absence from work with full salary for a maximum of five work days for the death of any member of the immediate family. Days need not be taken consecutively. The supervisor may require verification, including location and relationship, of the death of the family member.

An absence from service with full salary for one working day shall be allowed for the death of any other close relative of the unit member with prior written approval from the immediate supervisor or the administrator of the area. "Close relative" for the purpose of this Section is defined as "aunt, uncle, niece or nephew" of the unit member, their spouse or domestic partner.

8.7 Jury Leave

Employees shall be granted leave at full pay when required to report for jury duty. The employee shall present proof of service to Payroll and to their immediate supervisor. The District shall not discourage employees from accepting jury service. The District reserves the right to discuss with the employee the practicality of seeking exemption or deferment when jury service would materially disrupt District operations. Fees received by employees, excluding travel and subsistence expenses, shall be remitted to the District.

8.8 Subpoena Leave

Employees shall be granted leave at full pay when subpoenaed as a witness, other than as a defendant or plaintiff, in a criminal or civil trial, which has resulted directly from an incident that took place during the course of conducting regular District business. Such leave shall be restricted to personal appearance under a subpoena issued by a court of competent jurisdiction.

For reasons other than listed above, an employee shall be granted a leave of absence when subpoenaed as a witness and not as a litigant in a court of law. The leave shall be granted for the number of days specified in the subpoena as certified by an authorized officer of the court.

The leave shall not be accumulated from year to year. Compensation for such leave will be made up to a maximum of ten working days per year. The amount of compensation shall be equivalent to but not more than the difference between the employee's regular earnings and any amount received under the subpoena.

8.9 Industrial Illness or Accident Leave

Administrators are eligible for this benefit from the first day of employment (see Section 7.1).

Industrial accident or illness leave of up to sixty days per injury will be granted. In the event an employee exhausts all benefits provided herein, sick leave, vacation, or other paid leave may be used.

The employee must endorse to the District any wage loss benefit checks received from the workers' compensation carrier that would make the total compensation from both sources exceed 100 percent of the employee's regular salary.

In the event a Management Team member has a work injury, or suffers from a work related illness, is under the care of a physician, and the employee is released to return to work with restrictions, every effort

will be made to find a temporary modified work assignment which will allow the employee to progress to full duty status and is consistent with the work restrictions.

8.10 Pregnancy Disability Leave

Upon written request, accompanied by verification from a licensed California physician, pregnancy disability leave of absence without pay will be granted to an employee for disabilities caused by pre-pregnancy, miscarriage, childbirth and recovery. Such leave shall be for a term of not more than one calendar year. Employees returning from pregnancy disability leave shall provide the District with at least one calendar month notice of their intent to return. Pregnancy disability leave should be used in conjunction with earned leave and Family Medical Leave.

8.11 Family Medical Leave

In accordance with Government Code §12945.2 and the Family and Medical Leave Act of 1993 (FMLA), employees shall be eligible for an unpaid leave of absence, not to exceed twelve working weeks (sixty working days) (twenty-six weeks for military caregiver) in a twelve month period for the following purposes and under the enumerated conditions:

Leave because of: 1) the birth of a child of the employee, 2) the placement of a child with the employee in connection with the adoption or foster care or 3) the serious illness of a spouse, domestic partner, child or parent of the employee, 4) because of a serious health condition that makes the employee unable to perform the function of the position, 5) a qualifying exigency or for military caregiver leave as provided by law.

Employee shall retain all employment rights during the leave period and shall be guaranteed the right to return to the same or similar position at the end of the leave period.

FMLA is to be used in conjunction with and coordinated with available and applicable benefit time.

If the leave provided is used in conjunction with pregnancy disability leave, the maximum duration of the FMLA shall be a period of twelve weeks.

Employees on FMLA shall continue to be eligible for membership in the District health and welfare plans. If the employee fails to return to work when the leave expires for a reason other than the continuation, recurrence of onset of a serious health condition that would entitle that employee to leave under existing law, or other circumstances beyond the employee's control, the District will recover the premium which was paid for maintaining health coverage during the employee's leave.

The District will require certification that indicates the medical necessity for requesting leave and the expected duration of such leave if the employee is requesting leave because of a serious medical condition.

If the need for the leave is foreseeable, the employee is required to make a reasonable effort to schedule the leave at a time which would least disrupt his/her service to the college. Requests for leave shall be submitted to the immediate supervisor with as much advance notice as possible.

8.12 Military Leave

Employees requesting a leave of absence for military service will be granted as mandated by applicable state and federal law. Requests for military leave of absence should be submitted in writing to the employee's immediate supervisor with a copy of the official order.

8.13 Unpaid Leave of Absence

Administrators may, at the sole discretion of the District, be granted a leave of absence for purposes satisfactory to the District. If granted, the leave will be without compensation or benefits and will generally be for a period not to exceed one academic year. Such unpaid leave, if granted, shall not be counted toward seniority or salary advancement. During the duration of the leave of absence, the management employee will be offered COBRA coverage at their expense.

8.14 Catastrophic Leave

Definition: Catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off (Education Code 87045). Catastrophic Sick Leave shall not be available simply because an employee has exhausted all available paid leave

Participation/Eligibility: Management employees with more than ten (10) days of accumulated sick leave may participate in the Catastrophic Leave Bank. Management employees who elect to join the Catastrophic Leave Bank may join the bank July 1 – July 30 of each year (catastrophic leave enrollment) and must have a waiting period of thirty (30) calendar days after joining the bank before becoming eligible to withdraw from it. Once a management employee becomes a participant in the Catastrophic Leave Bank, he/she shall not be required to reenroll each year.

Donation of Days: A management employee may elect to participate in the Catastrophic Leave Bank by donating at least one (1) day of his/her accumulated sick leave to the Catastrophic Leave Bank, and no more than ten (10) days to the Catastrophic Leave Bank in any one catastrophic leave enrollment. The management employee shall make this donation by filing an appropriate form, and sending it to The Office of Human Resources during the catastrophic leave period. This donation shall be irrevocable. A donation to the Catastrophic Leave Bank must be made from the management employees' accumulated sick leave and shall not be designated to a specific management employee for his/her exclusive use. Only donors to the bank are eligible for withdrawals.

Administration of the Bank: A Catastrophic Leave Bank Committee shall administer the Catastrophic Leave Bank. The Committee shall consist of three (3) members, appointed by the Superintendent/President or designee. The Catastrophic Leave Bank Committee shall be responsible for receiving leave requests, verifying validity of requests, approving the full or less than full amount requested or denying requests, communicating its decision to affected management employee and the Superintendent/President or designee, and informing management employees of the catastrophic leave enrollment. Committee decisions are not reviewable through the complaint provisions within the Plan.

Mandatory Donations: A management employee who has received contributions from the Catastrophic Leave Bank must, upon return to duty, commence repaying donations with a minimum of one (1) accumulated sick leave day per year until total donations equal the amount of donated leave received from the bank, minus the number of days originally donated by the management employee. If a management employee retires or resigns from the District, the balance of the leave contributions they received will be repaid to the Catastrophic Leave Bank from their accumulated sick leave.

Procedures to Use/Withdraw Sick Leave

- A. In order to be eligible to withdraw catastrophic leave from the bank, the management employee must be a participant and have exhausted all of his/her available and applicable accrued paid leave credits, which includes, but is not limited to, industrial injury leave and sick leave.
- B. A management employee electing to use the Catastrophic Leave Bank shall complete an appropriate form in order to make a draw on the bank. The management employee must submit a Catastrophic Leave Bank Withdraw form to the Catastrophic Leave Bank Committee for processing. The management employee must provide an attending physician's statement to the Office of Human Resources, which verifies the illness, injury, or hospitalization. Failure of the management member to submit a complete application, including medical information provided by the applicant's physician, within twenty (20) calendar days, will stop the usage of the catastrophic leave.
- C. If there are insufficient days in the Bank, there is no obligation to grant leave hereunder, in whole or in part. Neither the District nor Committee shall be legally responsible if there are insufficient days in the Bank to provide a Catastrophic Sick Leave donation.

Allowable Days: An initial request shall not normally exceed twenty (20) days. A management employee may request an additional twenty (20) days by filing an additional request for consideration by the Catastrophic Leave Bank Committee. The maximum number of days allowed to be utilized by one management employee for a single injury/illness shall not exceed forty (40) days. The number of sick bank days needed by the management employee shall be specified in the initial request. Any days approved by the Committee but unused by the management employee shall be returned to the Catastrophic Leave Bank.

Method of Payment: When a management employee uses a day from the Catastrophic Leave Bank, pay for that day shall be at the same daily rate the management employee would have received. No

distinction shall be made as to the differing pay rates of the donor and the recipient. Pay for Catastrophic Sick Leave shall not include any additional assignments (TEAs, adjunct, etc.).

Termination of Catastrophic Leave Bank: If the Catastrophic Leave Bank is terminated for any reason, the hours remaining in the Bank shall be equally distributed to the then-current management employees enrolled in the Catastrophic Leave Bank. In the event of a natural disaster or catastrophic event having a generalized effect, the Superintendent/President shall retain the right to suspend the provisions of this benefit.

Hold Harmless: Any management employee who deposits donated sick leave into the Catastrophic Leave Bank must sign an agreement stating the management employee agrees to hold the District and the Committee harmless for any and all claims and liabilities arising out of such deposit and/or its subsequent use. This section satisfies and supersedes any obligation of the District under California Education Code section 87045.

8.15 Vacation

Classified and Educational Administrators earn 15.33 vacation hours per month, with 23 days of vacation leave earned each fiscal year. Classified and Educational Administrators who work less than 12 months will have vacation accrued prorated based on the number of months assigned. Vacation leave can be used in advance of accrual that will be earned in the current fiscal year. Vacation shall be taken as authorized by the immediate supervisor and shall be scheduled by mutual agreement. It is the responsibility of the administrator to report vacation prior to taking the leave through the established District process.

The maximum number of vacation days that can be accrued is forty-six days. When the accumulated vacation balance reaches or exceeds this limit, an employee ceases to earn vacation until the vacation balance is reduced below the maximum earnable.

Upon separation, resignation, retirement, termination, or non-renewal, Management Team members shall be compensated for the amount of vacation earned at the time of leaving employment with the District. If an employee has been granted vacation that has not yet been earned at the time of termination of his or her services, the District may deduct from the employee's final check the full amount of salary, which has been paid for such unearned days of vacation, taken.

8.16 Holidays

The following are board approved holidays observed by the District. Sixteen holidays will be observed each year. For those holidays that change annually, the Board will approve specific days to be celebrated and a listing will be distributed to employees.

When a holiday falls on Sunday, the following Monday will be observed as the holiday. When a holiday falls on Saturday, the preceding Friday will be observed as the holiday with the exception of Lincoln's Day which will be observed coinciding with the adopted school schedule in accordance with Education

Code §79020. District offices will be closed on board approved holidays and no classes will be held on those days.

	Legal	Local
Independence Day	1	
Labor Day	1	
Veteran's Day	1	
Thanksgiving Day	1	
Friday following Thanksgiving		1
Winter Break Holiday		1
Christmas Day (celebrated)	1	
In Lieu of Admissions Day		1
New Year's Day (celebrated)	1	
Martin Luther King Day	1	
Lincoln's Day	1	
Washington's Day	1	
Cesar Chavez Day		1
Spring Holiday		1
Memorial Day	1	
Native American Day		1

Christmas/New Year Holiday Break

The District shall be closed for business during the Christmas/New Year Holiday Break from December 24 – January 1. All Management Team members will observe the holidays during this period by using three local holidays, two legal holidays and two mandatory vacation days.

Local Holidays

The three Local Holidays that are not being used during the Christmas/New Year Holiday Break will be assigned to the Friday following Thanksgiving, Spring Break Thursday, and Spring Break Friday.

Christmas/New Year's Vacation and Holiday Pay

If an Administrator is requested to work on any of the days of the Christmas/New Year Holiday Break, the employee will receive days off equal to the days worked. Authorization to work must be reviewed and approved by the appropriate Vice President and/or the Superintendent/President.

9. MANAGEMENT PROFESSIONAL DEVELOPMENT

Professional development is primarily the responsibility of each Management Team member. In an era of rapid and continuous change, this must be a high priority for professional administrators.

Professional development, improvement, and maintenance of currency in the field, whether or not at District expense, are normal requirements for retention and advancement in management positions. Professional development may take many forms: graduate courses and degrees, certification programs,

workshops, professional associations meetings, working with mentors, etc.

The District provides on-going professional development programs open to all Management Team members. The District also supports attendance at professional conferences that benefit the District.

Professional Development Program

The Professional Development Program is designed to provide an incentive for members to further their education, skills and training as it relates to their current work assignment.

- Improve the standard of service
- Improve on-the-job performance
- Promote technological advancements
- Provide opportunities for personal growth
- Provide opportunities for advancement

The Role of the Management Personnel Committee: All Professional Development Applications shall be reviewed by the Committee. See **Appendix E** for application guidelines.

In addition to employee Professional Development Program, a management team member may apply for themselves, their spouse, their domestic partner and/or dependent child(ren) to receive reimbursement of up to \$1,200 per family, for enrollment in classes at College of the Desert. Reimbursable costs covered will be tuition, books, and registration. Children must be between the ages of 17 and 24 and must be birth, adopted, or step children of the employee. A child must maintain a grade of “C” or better in all courses taken to be eligible to take another class covered by this program. See **Appendix E** for application.

10. EXPECTED CONDUCT

All management team members are expected to function in accord with and abide by:

- a) Board Policy 3050: Code of Ethics Standards of Practice – Employees
- b) Administrative Procedure 3050: Code of Ethics Standards of Practice – Employees
- c) Institutional Code of Ethics (**Appendix F**)
- d) Association of California Community College Administrators (ACCCA) Statement of Ethics (**Appendix G**)

11. MANAGEMENT COMPLAINT PROCEDURE

Definitions

- a) A “complaint” is a formal written allegation by a complainant that he/she has been adversely affected by a violation of District policies and procedures.
- b) A “complainant” is a member of the management team filing a complaint.

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- c) A “day” is any day in which the central administrative office of the Desert Community College District is open for business.
 - d) The “immediate supervisor” is the lowest level administrator having immediate jurisdiction over the grievant.

See Complaint Procedure (**Appendix H**).

12. MANAGEMENT PROFESSIONAL DEVELOPMENT/EVALUATION PROGRAM

12.1 Introduction

Although management evaluation is a difficult, demanding and even a complex undertaking, it is also one of the most significant experiences for learning. Management's process of evaluation should focus on evaluating effectiveness and outcomes. It is very helpful for managers to place themselves in the position of being a learner whose efforts are being evaluated. One of the more beneficial professional development experiences is to learn something new from the process and then to reflect on its significance for improvement. Evaluation is to assist and affirm, rather than to be negative, critical or demean.

Most people share a desire to know the answer to the question "How am I doing?" They want to know what is expected of them, how well they are meeting expectations and how they can improve. Managerial evaluation should be designed to improve or enhance performance through identifying areas of professional and personal development that need fine-tuning. Performance appraisal of one's management team and its professional development is inextricably a single process. Management evaluation's core purpose is to identify areas of needed or desired improvement, and to point the way to personal and professional development, which in turn, hopefully, enhances a college's overall performance. "What am I doing well?" "What am I doing that I should not be doing?" "What should I do more of?" "What should I do less of?" In brief, the primary reason for evaluating one's administrative performance is simply to improve it. As part of the process, one's own self-evaluation and that of one's supervisor's, should be the most meaningful, and more often than not, yielding useful information. The evaluation should be that of teacher and coach rather than judge. There is no single best style of administrative behavior. The evaluation process is to improve the quality of the management of the College. Appraisals should be generally positive rather than punitive. Further, the process should be based on the belief that each manager on one's team possesses different abilities and skills. The effort should be on maintaining the strengths and shoring up the shortcomings. Management evaluation and management development are two sides of the same coin.

During Management team members' first two years of employment in each position, the administrator shall receive an annual written evaluation and evaluation conference on the administrator's anniversary date of hire. Thereafter, he/she shall receive a written evaluation and evaluation conference with his/her immediate supervisor every three years on the manager's anniversary date of hire. The District retains the right to conduct special evaluations at any time.

Evaluations shall be a significant part of basis for the Superintendent/President to make recommendations

for management development, professional leaves, and other activities related to professional development and upward mobility.

12.2 Purpose

The purpose of the Management Professional Development/Evaluation Program is to encourage higher levels of performance in the service of students, the community, and the institution and to identify areas requiring improvement in order to increase the overall effectiveness and efficiency of the operation of the District. The Evaluation and Professional Development Plans are mutually supportive and components of a total resource development program for managers. The evaluation is based on the goals developed by the Board of Trustees and objectives developed by the individual and his/her supervisor, the individual's position description, and, the constructive feedback from a selected pool of employees. This purpose is largely based on the theories which indicate that high achievers welcome the opportunity to be rated and that underachievers should be provided with constructive feedback on how to improve performance.

The degree of success of this program will depend on the following criteria:

- a. A progressive and effective style of managerial leadership and philosophy that is understood and practiced by all managers.
- b. An adherence to a sound wage and salary program.
- c. A goal-oriented system, which is practiced by the Management Team.
- d. An orientation program offered to each individual involved in the evaluation process.
- e. A management development program, which provides opportunities for professional improvement.

12.3 Program Goals

- a. The supervisor will regard evaluation as an ongoing process, offer timely feedback, and recommend specific areas for professional development activities.
- b. Supervisors are responsible for using the information in the evaluation to identify and recommend specific areas for professional development activities.
- c. Contract or employment decisions will be supported by the evaluation.
- d. The manager's supervisor and the manager will review and discuss the results of the behavioral rating portion of the evaluation.
- e. If applicable, the extent to which the individual has become involved in outside community activities may be reviewed.
- f. The accomplished objectives will be reviewed and areas of needed improvement discussed.
- g. Each manager's objectives will be discussed and agreed upon annually.
- h. Each manager's objectives, to the extent possible, will include measurable outcomes.

12.4 Manager Objectives

Although the setting of objectives is an interactive process, it is essentially a top-down approach. The goals adopted by the Board of Trustees of the District will be transferred to the Superintendent/President,

who will develop a set of management objectives in consultation with the Board of Trustees. Executive level managers reporting directly to the Superintendent/President will develop a set of management objectives in consultation with the Superintendent/President covering their area(s) of responsibility. The objectives should be consistent with the goals adopted by the Board of Trustees and the objectives developed by the Superintendent/President. All other managers will develop their objectives in a similar manner following the development of their supervisor's objectives.

The objectives developed by each manager will attempt to integrate the unit needs with the needs of the District. Some of the objectives may overlap, but the final agreed-upon objectives will ensure that the manager will be prepared to move the District in a uniform direction directed towards achieving the goals adopted by the Board of Trustees. Ongoing monitoring of the objectives will ensure that the manager and supervisor will periodically review the progress, related budget constraints, and any additional short-term objectives that must be accomplished.

The number of objectives established will vary depending on the supervisor, manager, and the resources available.

12.5 Guidelines for Developing Objectives (See Appendix I)

- a. Tie objectives to District goals, where appropriate.
- b. Start with "to" followed by an action verb.
- c. Specify a single key result.
- d. Specify a target date for accomplishment.
- e. The objective relates directly to the accountable manager's role and responsibilities and to higher-level roles, responsibilities, and objectives.
- f. The objective is understandable by those who will be contributing to its attainment.
- g. The objective is realistic and attainable, yet represents a significant challenge.
- h. The objective is consistent with resources available.
- i. If complex, the objective lends itself to the development of an action plan that details what, why, who, where, when, and how.
- j. Separate objectives into (1) measurable outcome objectives and (2) continuous quality improvement objectives.

12.6 Professional Development Plan (See Appendix J)

Preplanning is the key to success of the program, both from the perspective of the manager and the District. District goals and manager objectives must be identified, priorities need to be set, and resources must be allocated in order for the manager and the institution to be mutually supportive.

Concurrent with the development of objectives, each manager must develop a Professional Development Plan in consultation with his/her supervisor. The plan should include goals, objectives, and methods of achievement.

There is a wide range of activities that might be included in a professional development plan either for

managers or for the entire Management Team. The following are examples of professional development activities: job exchange (within the institution/outside the institution), job sharing, workshops, conferences, individual research, seminars, mini-grants, advanced study visitations, work experience in business/industry, teaching, travel, internships, externships, and community activities.

Education, in general, and College of the Desert, in particular, needs the finest quality managers available. Leadership is based on the philosophy that students, classified staff, faculty, Board of Trustees, managers, and the public have the right to expect excellence.

Excellence is measured in industry by production. In education, success is measured by benefit and effectiveness, as well as productivity. If an organization is to be effective and benefit all concerned, the following conditions must be present:

- a. Leadership Begins at the Top - provide role models and set the tone for the entire organization
- b. Mutual Trust at All Levels - respect the worth and expertise of others
- c. Open Communication - deal directly with people, problems, and situations
- d. Teamwork - practiced both vertically and horizontally
- e. An Attitude of Service - encourage and involve everyone
- f. Inspiration - an optimistic and positive demeanor
- g. Community Orientation - becoming involved in the needs of the community
- h. Creative, Innovative Environment - plan, organize, and implement programs
- i. An Emphasis on Both Individual and Team Development
- j. Appropriate Recognition - demonstrate appreciation and recognized effort
- k. Accountability - cost effectiveness, achievements, responsibility, and evaluation
- l. Competency - managers must possess technical skills required by position

There has been considerable research conducted that documents the need for professional growth and supports its positive impact. Researchers consider the present state of in-service at most community colleges as one of poorly defined purposes and confused objectives. In a rapidly changing society, an instructor must keep current. The same is true of managers and institutions as a whole. Managers are recruited from a wide range of sources - public schools, industry, business, and four-year institutions. Others are recruited from the teaching ranks at many levels and need assistance with management skills. Characteristically, many are unprepared as managers in the community college because they lack the broad base of knowledge of community college practices and philosophy. Moreover, many lack a strong theoretical background in management and very few have had management experience outside of education.

There are three purposes of the professional development plan for managers: (1) encourage improvement in District operations; (2) promote individual growth and development that will improve performance of managers; (3) plan organized group activities in order to improve the collective competencies of managers. The objectives of the individual and the goals of the District are necessary to develop a meaningful professional development program.

Management growth and development plan goals:

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- a. To encourage and develop the professional growth and potential of each manager
 - b. To encourage and reward excellence in leadership at all levels
 - c. To foster a successful program of career circulation developing generalists as well as specialists skills
 - d. To develop a management style that is team oriented
 - e. To build strong member relationships within the District
 - f. To motivate the manager to become increasingly proficient through individual initiative
 - g. To promote and encourage creativity, optimism, and enthusiasm
 - h. To broaden professional development through a variety of strategies
 - i. To encourage trust, transparency and cooperation among managers

12.7 Performance Evaluation

The evaluation process is designed to give constructive feedback to managers about their job performance, defining both areas of strength and areas of needed improvement.

The goals of the performance evaluation process are:

- a. To recognize and acknowledge individuals who are performing in an outstanding manner
- b. To identify standards whereby each employee's performance can be measured
- c. To identify and provide assurance to those individuals who are performing satisfactorily
- d. To identify and assist individuals whose performance needs improvement
- e. To clarify job expectations and develop a prioritization of responsibilities where needed
- f. To involve the manager's supervisor and the manager in a constructive dialogue focused on increased job effectiveness, job satisfaction, development of a professional growth plan, and career development

The major components of the performance evaluation consist of **self-evaluation** of performance, **supervisor's evaluation** of performance, and **behavioral ratings**.

12.8 Manager's Self Evaluation

The manager will evaluate his/her performance in the following areas (**See Appendix L**):

- a. Position description
- b. Management Objectives Results - degree to which objectives have been completed.
- c. Behavioral Rating Scale - The manager's self-perception of his/her performance.
- d. Professional Development
- e. Other
 - community activities
 - unanticipated responsibilities
 - special projects
 - District activities and events

12.9 Supervisor's Evaluation

The supervisor will evaluate the performance of the manager, which shall include taking into consideration the manager's self-evaluation, as shown below (See **Appendix M**). The total evaluation will be comprised of the following weighted components:

- a. Performance of responsibilities as defined in the position description (50%)
- b. Degree of success in completing management objectives, taking into consideration the degree of difficulty inherent in the objectives (25%)
- c. Work behaviors (as measured by Behavioral Rating Scales) (15%)
 - Commitment to the Management Team
 - Ability to engage in cooperative relationships
 - Decision-making ability
 - Ability to develop positive relationships
 - Written and verbal skills
 - Supervisory skills (if appropriate)
 - Time and resources management
- d. Other activities and responsibilities (5%)
 - Participation in community organizations and in the committees of the College
 - Unanticipated activities
 - Special assignments and projects
 - Budget management including contributions to cost effectiveness
- e. Optional areas for professional growth (5%)

12.10 Behavioral Rating Scale

The main reason for developing a behavioral rating scale is to reduce the amount of subjectivity and to broaden the input involved in the evaluation process.

Behavioral rating scales are not new to evaluation systems. Renis Likert developed the "Likert Profile" in the early 1960's to increase organizational vitality. Since that time, the use of behavioral anchor bars or rating scales has become a common measuring device. (See **Appendix O**)

The following criteria were used for development of the rating form:

Rate work behavior.

- a. Serve as a constructive feedback instrument to the manager and the supervisor
- b. Be as objective as possible on qualitative and perceptual issues, thus attempting to minimize subjectivity

-
- c. Solicit feedback from supervisors, employees supervised by the manager, other management peers, as well as the manager
 - d. Cause respondents to carefully consider the individual's specific behavior rather than the individual's general traits or characteristics

The rating scale was developed using 21 factors to be rated by both the supervisor and other employees familiar with the work of the manager being evaluated. The completed, unsigned forms are then sent to the supervisor who will average the scores and present the manager with one summarized rating profile. The individuals who are asked to evaluate the manager should be familiar with the manager's work traits. The individuals from the evaluator pool should be from different levels in the organization and may include managers, peers, students, faculty, and classified staff, and may include community members. In addition, the manager being rated and his/her supervisor should fill out the rating scale as he/she sees it for comparison with the average.

The employee should develop a list of approximately twenty individuals, mutually agreed upon between the employee and his/her supervisor, who will comprise the evaluator pool. From the developed list, the supervisor will select at least twelve individuals who will be requested to complete a behavioral rating scale.

The behavioral rating scale should be completed by the following personnel:

1. The supervisor
2. The manager - from the perspective of how he/she views his/her performance on each of the scales.
3. A pool of evaluators - The primary criterion should be knowledge of the work performance of the manager being evaluated. Thus, those who report directly to the manager being evaluated should be considered first in constituting the pool. For those managers who directly or indirectly supervise faculty, the pool should include input from faculty directly involved in the individual manager's normal job performance. The pool should have balanced representation from classified staff, faculty, and administrators and may include students and community members when appropriate.

In addition, a cover memo from the manager doing the evaluation should accompany the rating scales and directions sheet asking for the assistance of each identified member of the evaluation pool. The memo should stress the confidentiality of the process and should list areas of involvement; e.g., key position description statement, key objectives, and any special projects. (See **Appendix N**)

12.11 Performance Conference

The supervisor and the manager will agree upon a mutually convenient time to review the manager's evaluation.

The manager, the supervisor(s), higher-level managers, and the Board of Trustees (when appropriate) may review the results. The manager should retain a copy of the supervisory evaluation, the manager's self-evaluation, and the behavioral rating scales (the listing of rater pool comments generated by the behavioral rating form should be given to the employee - no other copies are to be retained). The originals

must be forwarded to the Vice President, Human Resources and Employee Relations who will arrange to place them in the manager's personnel file. The evaluation will be confidential with access limited to those persons who normally have access to the manager's confidential record.

The results of the evaluation will be used for planning, institutional improvement, professional improvement, professional development activities, and clarifying expectations.

12.12 Reconsiderations

Should a manager believe that he/she has been evaluated unfairly, the manager can request a panel consisting of the Vice President, Human Resources and Employee Relations and two other managers (one selected by the concerned manager and one appointed by the Superintendent/President) shall review the situation(s).

The panel will not question the supervisor's credibility or judgment; rather, it will determine whether or not the evaluation process was properly administered and that the supervisor provided periodic reviews and support to the manager during the evaluation year.

The panel will consult with the supervisor and the manager, review the situation, and issue a determination within thirty (30) days. This determination will be forwarded to the Superintendent/President whose decision shall be final.

Regardless of the Superintendent/President's decision or a request for a panel review, the manager can submit a written response to the evaluation within ten working days of the evaluation conference.

13. NON-DUPLICATION OF BENEFITS

No benefits shall be duplicated under this plan and/or any other District plan.

14. FUNDING PLAN

The Management Plan will be allocated funds to support salary adjustments provided for under the plan. The Vice President, Human Resources and Employee Relations is charged by the Superintendent/President with monitoring the operation of the plan. All salary adjustments for managers, as provided for under this plan, are subject to the approval of the Superintendent/President.

15. MANAGEMENT PERSONNEL COMMITTEE

A Management Personnel Committee will be established to make recommendations to the Superintendent/President. It will be chaired by the Vice President of Human Resources and Employee Relations. The committee shall consist of a Management Team member from each level: Executive, Administrative, Manager, and Supervisor, and are selected by the Superintendent/President. The charge of the committee will include maintenance of the personnel plan, evaluation and compensation, and management development. In addition, the committee will also make recommendations to the

Superintendent/President regarding the Confidential and Foundation Plans. When doing so, the membership of the committee will be expanded to include a confidential or foundation employee.

16. MANAGEMENT PERSONNEL PLAN MAINTENANCE

The Management Plan shall be reviewed periodically by the Management Personnel Committee as initiated by the Superintendent/President or the Vice President of Human Resources and Employee Relations.

17. SAVINGS CLAUSE

If during the life of this plan, there exists any applicable law or any applicable rule, regulation, or order issued by governmental authority other than the District which shall render invalid or restrain compliance with or enforcement of any provisions of this plan, such provision shall be immediately suspended and be of no effect hereunder so long as such law, rule, regulation, or order shall remain in effect. Such invalidation of a part or portion of this plan shall not invalidate any remaining portions, which shall continue in full force and effect.

18. APPENDICES

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MANAGEMENT CLASSIFICATION**Level 1 – Executive** **Classification Range**

A. Superintendent/President*	Contract
B. Vice President, Instruction*	Contract
Vice President, Student Services *	Contract
Vice President, Human Resources & Employee Relations**	Contract
Vice President, Administrative Services**	Contract
C. Chief of Staff**	Contract
Executive Director, Bond Program and Facilities Planning**	Contract
Executive Director, COD Foundation**	Contract

Level 2 – Management **Classification Range**

A. Dean, School of Applied Sciences and Business*	XI
Dean, School of Communication and Humanities*	XI
Dean, School of Health Sciences, Education, PE & Athletics*	XI
Dean, School of Math & Science*	XI
Dean, School of Social Sciences & Arts*	XI
Dean, Student Success & Student Learning*	XI
Dean, Counseling*	XI
Dean, Enrollment Services*	XI
Executive Director, Institutional Advancement**	XIII
Executive Director Education Technology**	XIII
B. Director, Public Safety and Emergency Preparedness**	VIII
Director, Child Development Center**	VIII
Director, DSPS*	IX
Director, Library & Learning Resources*	IX
Director, Non-Credit & Adult Basic Education Programs*	IX
Director, Education Centers* (2)	IX
Director, EOPS, CARE, and Foster Youth*	IX
Director, Kinesiology and Athletics*	IX
Director, Mental Health Services*	IX
Director, Public Safety Academy*	IX
Director, Student Life*	IX
Director, Tutoring and Academic Skills Center & Supplemental Instruction*	IX
Director, International Student Program*	IX
Director, Institutional Grants**	IX
Director, Admissions and Records**	IX
Director, Maintenance & Operations**	IX
Director, Network Services & Telecommunications**	IX
Director, Systems Management & MIS Operations**	IX

Director, Educational Technology & Web Services**	IX
Director, Financial Aid**	IX
Director, Nursing & Allied Nursing*	X
Director, Human Resources**	X
Director, Auxiliary Services, Contracts & Purchasing**	X
Director, Fiscal Services**	XI
Director, Institutional Research**	XI
C. Director, Community Relations**	
Director, Trio-Veterans*	VII
Director, Trio-DSPS*	VII
Director, Upward Bound – Trio Program*	VII
Director, Talent Search and Grant Program**	VII
Director, Career and Workforce Solutions Center**	VII
Project Director, Career Technical Education**	VII
Grant Project Director, TAACCCT and Proposition 39**	VII
Deputy Sector Navigator**	VII
Deputy Sector Navigator, Health Care**	VII
Director, Title V Project, Student Affairs**	VIII

Level 3 – Management/Supervisors

Classification Range

A. Supervisor, Custodial Services**	V
Assistant Director, Clinical Services**	VII
Accounting Manager**	VII
Assistant Director, Football Operations/Head Coach**	VII
Human Resources Manager**	VII
Program Manager, Partnership and Community Education**	VII
Assistant Director, First Year Experience**	VII
Manager, Career and College Access Pathways**	VII
Manager, Maintenance & Grounds**	VII
Public Information Officer**	VII
Manager, Student Resolutions Support**	VII
Manager, Networks and Servers**	VII

**Educational Administrator*

***Classified Administrator*

Management Salary Schedule 2019-2020



Range	Salary	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Range 1	Hourly	142,716	148,711	154,960	161,465	168,247	175,316	182,678	190,350	198,347	206,679
	Monthly	2,675,922	2,788,325	2,905,491	3,027,474	3,154,638	3,287,171	3,425,210	3,569,069	3,719,005	3,875,229
	Annual	32,111,064	33,459,900	34,865,892	36,329,688	37,855,656	39,446,052	41,102,520	42,828,828	44,628,060	46,502,748
Range 2	Hourly	178,399	185,892	193,702	201,836	210,312	219,147	228,352	237,940	247,936	258,350
	Monthly	3,344,973	3,485,478	3,631,912	3,784,434	3,943,345	4,108,999	4,281,591	4,461,376	4,648,799	4,844,058
	Annual	40,139,676	41,825,736	43,582,944	45,413,208	47,320,140	49,307,988	51,379,092	53,536,512	55,785,588	58,128,696
Range 3	Hourly	214,076	223,073	232,440	242,202	252,377	262,976	274,019	285,529	297,518	310,015
	Monthly	4,013,931	4,182,610	4,358,251	4,541,286	4,732,064	4,930,803	5,137,854	5,353,674	5,578,455	5,812,783
	Annual	48,167,172	50,191,320	52,299,012	54,495,432	56,784,768	59,169,636	61,654,248	64,244,088	66,941,460	69,753,396
Range 4	Hourly	249,761	260,247	271,183	282,566	294,435	306,801	319,687	333,118	347,107	361,687
	Monthly	4,683,017	4,879,636	5,084,674	5,298,118	5,520,665	5,752,514	5,994,131	6,245,970	6,508,251	6,781,628
	Annual	56,196,204	58,555,632	61,016,088	63,577,416	66,247,980	69,030,168	71,929,572	74,951,640	78,099,012	81,379,512
Range 5	Hourly	285,440	297,428	309,920	322,937	336,500	350,632	365,361	380,701	396,695	413,357
	Monthly	5,351,997	5,576,779	5,810,991	6,055,076	6,309,382	6,574,341	6,850,523	7,138,149	7,438,023	7,750,445
	Annual	64,223,964	66,921,348	69,731,892	72,660,912	75,712,584	78,892,092	82,206,276	85,657,788	89,256,276	93,005,340
Range 6	Hourly	321,118	334,609	348,663	363,302	378,565	394,462	411,029	428,291	446,283	465,022
	Monthly	6,020,967	6,273,910	6,537,425	6,811,918	7,098,089	7,396,158	7,706,801	8,030,457	8,367,806	8,719,171
	Annual	72,251,604	75,286,920	78,449,100	81,743,016	85,177,068	88,753,896	92,481,612	96,365,484	100,413,672	104,630,062
Range 7	Hourly	358,796	371,783	387,400	403,673	420,624	438,292	456,697	475,880	495,865	516,694
	Monthly	6,889,923	6,970,935	7,263,742	7,568,878	7,886,691	8,217,974	8,563,063	8,922,754	9,297,474	9,688,013
	Annual	80,279,076	83,651,220	87,164,904	90,826,536	94,640,292	98,615,688	102,756,756	107,073,048	111,569,688	116,256,156
Range 8	Hourly	392,481	408,964	426,142	444,038	462,689	482,121	502,371	523,469	545,454	568,365
	Monthly	7,359,020	7,668,066	7,990,164	8,325,721	8,675,410	9,039,773	9,419,457	9,815,051	10,227,256	10,656,844
	Annual	88,308,240	92,016,792	95,881,968	99,908,652	104,104,920	108,477,276	113,033,484	117,780,612	122,727,072	127,882,128

Management Salary Schedule 2019-2020



Range	Salary	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Range 9	Hourly	428,159	446,139	464,879	484,403	504,747	525,947	548,039	571,058	595,042	620,030
	Monthly	8,027,990	8,365,104	8,716,481	9,082,563	9,464,011	9,861,512	10,275,732	10,707,345	11,157,039	11,625,567
	Annual	96,335,880	100,381,248	104,597,772	108,990,756	113,568,132	118,338,144	123,308,784	128,488,140	133,884,468	139,506,804
Range 10	Hourly	463,837	483,320	503,622	524,774	546,812	569,778	593,707	618,641	644,630	671,702
	Monthly	8,696,945	9,062,246	9,442,915	9,839,520	10,252,728	10,693,329	11,131,997	11,599,525	12,086,811	12,594,411
	Annual	104,363,340	108,746,952	113,314,980	118,074,240	123,032,736	128,199,948	133,583,964	139,194,300	145,041,732	151,132,932
Range 11	Hourly	499,516	520,500	542,359	565,139	588,877	613,608	639,381	666,231	694,212	723,372
	Monthly	9,365,926	9,759,378	10,169,232	10,596,351	11,041,435	11,505,155	11,988,389	12,491,834	13,016,479	13,563,230
	Annual	112,391,112	117,112,536	122,030,784	127,156,212	132,497,220	138,061,860	143,860,668	149,902,008	156,197,748	162,758,760
Range 12	Hourly	535,201	557,675	581,101	605,504	630,935	657,439	685,048	713,820	743,800	775,044
	Monthly	10,035,012	10,456,415	10,895,653	11,353,207	11,830,036	12,326,972	12,844,653	13,384,131	13,946,259	14,532,071
	Annual	120,420,144	125,476,980	130,747,836	136,238,484	141,960,432	147,923,664	154,135,836	160,609,572	167,355,108	174,384,852
Range 13	Hourly	570,879	594,856	619,839	645,875	673,000	701,263	730,717	761,409	793,389	826,709
	Monthly	10,703,981	11,153,546	11,621,984	12,110,164	12,618,754	13,148,693	13,700,952	14,276,428	14,876,043	15,500,796
	Annual	128,447,772	133,842,552	139,463,808	145,321,968	151,425,048	157,784,196	164,411,424	171,317,112	178,512,516	186,009,552
Range 14	Hourly	642,236	669,211	697,319	726,605	757,124	788,924	822,058	856,588	892,560	930,051
	Monthly	12,041,920	12,547,714	13,074,734	13,623,849	14,196,073	14,792,329	15,413,588	16,061,020	16,735,494	17,438,458
	Annual	144,503,040	150,572,568	156,896,808	163,486,188	170,352,876	177,507,948	184,963,056	192,732,240	200,825,928	209,261,496
Range 15	Hourly	-	-	-	913,400	951,760	991,737	1,033,388	1,076,787	1,122,012	1,169,136
	Monthly	-	-	-	17,126,256	17,845,506	18,595,062	19,376,027	20,189,750	21,037,717	21,921,303
	Annual	-	-	-	205,515,072	214,146,072	223,140,744	232,512,324	242,277,000	252,452,604	263,055,636

**COLLEGE OF THE DESERT
MANAGEMENT TEAM
CLASSIFICATION ANALYSIS FORM**

- I. Present a statement (two pages maximum) outlining:
- A. The reasons for the requested change in classification, including a summary of changes to the current job duties, increased responsibility, and additional requirements necessary to perform the functions of the job.
 - B. How those changes have impacted your job (e.g. scope of responsibility, required skills, knowledge and abilities, complexity, accountability, supervision given or received, impact of decisions, scope and effect, etc.)

Employee's Signature

Date

- II. Statement of Immediate Supervisor (mandatory). In order to insure that any recommendation proposed is consistent with organizational resources, goals and objectives, provide comments, concerns and recommendations regarding this request.

Supervisor's Signature

Date

AB 1725 Employment Reform

Board Policy 7250 (Educational Administrators)

College of the Desert Community College District Administrative Retreat Rights

In accordance with the California Education Code, §87458, the Desert Community College District adopts this Administrative Retreat Policy.

This policy does not apply to Educational administrators hired before the effective date for these sections of the Assembly Bill 1725 (July 1, 1990). A tenured employee, when assigned from a faculty position to an administrative position, retains his or her status as a tenured faculty member.

Administrators hired on or after July 1, 1990, can acquire the right to become first-year probationary faculty members as provided by the California Education Code, §87458 and in accordance with this procedure. The assignment of an administrator who is not tenured or probationary faculty to a faculty position shall be done in accordance with Section II below.

- I. An administrator hired on or after July 1, 1990, who did not have faculty tenure in this district at the time of hire, shall be reassigned to a first-year probationary faculty position provided he or she meets all of the following:
 - a. Holds an administrative position that is not part of the classified service. For every administrative job title, the records of the District shall show whether or not it is part of the classified service.
 - b. Has served in this District a total of at least two years as a faculty member and/or an administrator.
 - c. Is being reassigned, for reasons other than cause (including, but not limited to, elimination of the current position as part of an administrative reorganization or as part of a reduction in force among administrators) 87458 (d).

- II. To determine the discipline to which an administrator shall be assigned, the following shall apply:
 - a. The administrator can be assigned to a discipline in which he or she has at least minimum qualifications or equivalencies as specified by the California Education Code, Title V. The faculty senate, jointly with the administration, shall certify to the Board of Trustees for which discipline or disciplines the administrator meets the minimum qualifications or equivalencies. A written record of the board's decision, including the views of the senate, shall be available for review pursuant to the California Education Code §87458 (a).
 - b. The administrator may, at the discretion of the District, be offered a first year probationary assignment in the discipline or service held by temporary faculty, thus making a full-time assignment.

-
- c. The administrator, in the event that there is no program, no position, or demonstrated need in a department, can be offered an alternate assignment at the discretion of the board.
 - III. This policy and these procedures are subject to review at the request of either the faculty senate or the designated agents of the Board of Trustees. Until a consensus is reached on proposed changes by the faculty senate and the agents of the Board of Trustees and approved by the Board of Trustees, this policy and these procedures shall remain in effect.

MANAGEMENT PROFESSIONAL DEVELOPMENT GUIDELINE & APPLICATION FORM

Application Guidelines

The Management Professional Development Program is designed to provide an incentive for Management Team Members to further their education, skills and training as it relates to their current work assignment.

All Professional Development Applications shall be reviewed by the Personnel Management Committee.

- The Committee shall be responsible for review of all applications for reimbursement and make recommendations for such reimbursement.
- The Committee shall review the process and recommend revisions in forms or process as necessary.

Funding: Annually there will be an allocation for the Professional Development Fund. Applicants for this program must have identified the activities they desire to participate in their Professional Development Plan. Funds are disbursed on a first come, first serve basis. Examples of expenses include reimbursement for verified costs of tuition, fees, books and supplies for approved credit classes of study at College of the Desert or any other accredited college or university.

Reimbursement: To qualify for reimbursement of educational expenses, a Management Team Member must be employed full-time and:

- Complete the Management Professional Growth Application
- Receive approval of the Personnel Plan Committee for a planned course of study leading to improving skills related to the unit member's present position or which prepares the unit member for advancement to a position with the District, or prepares the unit member for a new career;
- Receive advanced Committee approval and enroll in a class which is a part of the approved plan
- Submit a transcript from the institution attended evidencing completion of the class with a grade of "C" or better, or the equivalent;
- Submit documented proof of expenses related to the completed class to the Office of Human Resources for reimbursement.

Number of units: There shall be no limit to the number of units which a Management Team Member may take during a given semester or year as long as they fit within the above guidelines. However, no more than the prescribed \$1,200 per employee shall be reimbursed in any fiscal year.

Management Professional Development Application Form

Employee: _____ Name of Child (if applicable): _____

Job Title: _____ Application Date: _____

Course Title: (Attach Catalog description)	Course Number:	Timeline:	Category: (Graduate, Undergraduate)	Number of Units: (Specify Quarter, Semester)	Institution:

Estimated Expenses: Fees/Tuition \$ _____
 Books \$ _____
 Total \$ _____

Maximum reimbursement allowable per fiscal year is \$1,200.00

Institutional Code of Ethics (Board Policy and Administrative Procedure 3050)

The Desert Community College District (hereinafter “District”) recognizes the District’s responsibility and obligation to the public to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in Board Policy. To that end, the District is committed to public accountability and transparency.

The Institutional Code of Ethics applies to all employees of the District. Employees of the District share the fundamental responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students.

Employees of the District shall conform their conduct to the following standards:

District resources shall not be used for other than their intended purpose. Employees of the District shall manage the District’s resources prudently and shall not improperly convert such resources to personal use or for the personal use of another. The District’s resources shall not be offered to another in order to obtain unfair advantage or otherwise offered in a manner or under circumstances that would constitute a violation of law.

Employees of the District who have a financial interest in a firm under consideration for business transactions with the District, excluding publicly traded firms, must disclose the relationship to appropriate District personnel. Such employees shall recuse themselves from participation in decisions related to District business with the firm. In addition, such employees shall disclose the relationship in writing, to the District’s legal counsel to determine that the proposed activity is fair to the District and will not result in the District foregoing revenues, or incurring costs in excess of the costs that would be incurred for goods, property, or services of like quality if acquired from another source.

Under no circumstances may a person described in the above section approve a relationship with, order or authorize purchase from, or approve or make payments to an affiliated firm or person on behalf of the District. For the purposes of this paragraph, the terms “person” and “affiliated person” includes an individual’s immediate family members, spouse, and others living within such individual’s household.

Executive administrative personnel and other designated personnel subject to the provisions of the Political Reform Act of 1974 as set forth in Government Code Section 18000 have additional responsibilities with reference to contracts and financial decisions made by the District as described in applicable conflict of interest laws, which include the following: Contractual Conflicts: Executive administrative personnel and other designated personnel are prohibited from having a controlling financial interest in any contract made by the District or in any contract entered into in their official capacity. As such, they are prohibited from making, participating in making or in any way attempting to use their official positions to influence a District decision when it is foreseeable that their personal financial interests may be affected by those decisions. If an executive administrator or other designated person determines that he or she has a conflict of interest at some point in the contract-making process, this determination shall be disclosed and he or she shall immediately disengage from the contract process.

Obligation to Resolve Conflicts: Executive administrative personnel and other designated personnel have an obligation to examine any situation in which they believe they have a conflict of interest and take steps to resolve the conflict.

Disqualification: When a conflict of interest exists, an executive administrator or other designated person who has declared or who has been found to have a conflict of interest in a matter shall refrain from participating in consideration of the matter.

No employee of the District shall receive or solicit anything of value in return for influencing or exercising his/her discretion in a particular way on a District matter. In addition, employees of the District are prohibited from accepting or soliciting any gratuity or thing of value (for which a fair market price has not been paid) for or because of any official act performed or to be performed in his/her official capacity with the District.

This provision does not prohibit the acceptance of an item having a nominal value or ceremonial gifts received by employees of the District in their official capacity.

The accounts and records of the District are maintained in a manner that provides for an accurate and auditable record of all financial transactions in conformity with generally accepted accounting principles, established business practices, and all relevant provisions of controlling law. No false or deceptive entries may be made and all entries must contain an appropriate description of the underlying transaction.

To the extent not required for daily operating transactions (e.g., petty cash transactions), all District funds must be retained in the appropriate District accounts with appropriately designated financial institutions and no Desert Community College District undisclosed or unrecorded fund or asset shall be established or maintained for any purpose.

All reports, vouchers, bills, invoices, payroll information, personnel records, and other essential business records must be prepared with care and honesty, and access to such data shall be closely controlled. Employees of the District who improperly access District accounts and records or who improperly convert these records and accounts for their own personal purpose or for the personal purpose of another, or who wrongfully disclose such records or accounts will be subject to appropriate sanctions by the District.

Employees of the District who may have access to confidential information relating to students, job applicants, employees, and other information of a sensitive nature are expected to take appropriate measures to safeguard confidential or sensitive information and not disclose such information except in the course of their official duties to those who have a legitimate business need to know.

Employees of the District are expected to conform their actions to the requirements of the law and District policy related to their positions and areas of responsibility, and to ethically and effectively carry out their responsibilities. No employee of the District shall engage in any employment practice that is a violation of law or District policy, or use his or her position to intimidate subordinate employees or exact personal favors or things of value (for which a fair market price has not been paid) from subordinate employees.

Employees of the District are expected to treat other members of the District and members of the public with courtesy, honesty, professionalism, and civility.

Statement of Ethics

Association of California Community College Administrators (ACCCA)

Retrieved from www.accca.org, November 2018

A Definition of Ethics

Ethical behavior is often defined as "right or "good" behavior as measured against commonly accepted rules of conduct for a society or for a profession. The ethical person is often described in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate and unprejudiced. If, however, one is inconsistently fair or honest, one loses credibility and is perceived to be unethical. The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office.

Importance of Ethics

The credibility of college administrators depends upon whether they are perceived as honest men and women. If integrity contributes to credibility, then ethical behavior is a singular prerequisite to successful management. When people are convinced that public institutions are administered by honest individuals, questions of credibility and demands for public accountability rarely arise.

Statements of ethical standards do not necessarily ensure ethical behavior. Yet public statements of intent surely create an expectation that public officials will indeed act with integrity in the public interest.

Expectations for Ethical Behavior

Administrators of community colleges shall be committed to the principles of honesty and equity. They shall not seek to abridge for any purpose the freedoms of faculty, staff and students. At the same time, they shall not willingly permit the right and privileges of any members of the college community to override the best interests of the public served by the college.

As appointed managers of the college community, administrators shall exercise judgments that are dispassionate, fair, consistent and equitable. They shall exhibit openness and reliability in what they say and do as leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior.

The consistent exercise of integrity is ethical behavior.

RESPONSIBILITIES OF ADMINISTRATORS

Administrators respond to many constituencies: to elected or appointed Board of Trustees; to colleague administrators, faculty and staff; to their professions; and to the students and the community. The following statements of responsibilities are intended as guidelines:

-
- I. **With respect to students, the community college administrator has the responsibility:**
 - a. To provide and protect student access to the educational resources of the community college
 - b. To protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers.
 - c. To invite students to participate in the established shared governance process.
 - d. To protect students from disparagement, embarrassment or capricious judgment.
 - e. To keep foremost in mind at all times that the college exists to serve students.

 - II. **With respect to colleagues and staff, the community college administrator has the responsibility:**
 - a. To develop a climate of trust and mutual support through the established share governance processes.
 - b. To foster openness by encouraging and maintaining two-way communication.
 - c. To encourage, support and abide by written policies and procedures and to communicate clearly to all staff members the conditions of employment, work expectations and evaluation procedures.
 - d. To provide opportunities for professional growth.
 - e. To provide due process with opportunity for appeal and review of employee evaluation.
 - f. To challenge unethical behavior in a timely manner.

 - III. **With respect to the Board of Trustees, the community college administrator has the responsibility:**
 - a. To keep the Superintendent/President informed so that he/she can act in the best interests of the District and the public.
 - b. To act in the best interest of the District.
 - c. To be guided by the principles and policies established by the board.
 - d. To represent the District in official statements only when formally designated to do so.

 - IV. **With respect to the profession, the community college administrator has the responsibility:**
 - a. To improve performance through participation in professional activities.
 - b. To be informed about developments in education in general and in the community college in particular.
 - c. To encourage and assist new professionals toward growth and effectiveness.

 - V. **With respect to the community, the community college administrator has the responsibility:**
 - a. To remain continuously informed of the characteristics, preferences and educational needs of the local community.
 - b. To be sensitive to individuals from diverse backgrounds
 - c. To encourage and stimulate communications with community groups.

RIGHTS AND DUE PROCESS

A community college administrator should have the right:

- A. To be considered for employment without regard to race, sex, religion, creed, age, national origin, gender identity, disability or sexual orientation.
- B. To a clear written statement of the philosophy, goals and objectives of the District.
- C. To a written contract identifying terms and conditions of employment.
- D. To work in a setting of institutional support and a climate of professional respect.

-
- E. To be assigned authority commensurate with responsibilities and resources adequate to carry out assigned functions.
 - F. To act independently within the scope of authority to carry out responsibilities assigned.
 - G. To perform duties and carry out responsibilities without disruption or harassment.
 - H. To be provided with legal and financial protection from liability in carrying out duties of the position except in the case of negligence.
 - I. To participate in formulating and implementing institutional policy at a level appropriate for the position held.
 - J. To speak for the institution at the level of assigned authority.
 - K. To participate in professional associations.
 - L. To confidentiality regarding personal matters.
 - M. To participate in and to be supported at an appropriate level in activities providing for professional growth such as career advancement and promotion, sabbatical leaves, other leaves, and conference attendance.
 - N. To loyal support from supervisors for the proper performance of work assigned.
 - O. To be evaluated in a professional manner on a regular and systemic basis, and to receive adequate notice of dissatisfaction with performance or action to terminate in accordance with existing statutes.
 - P. To due process in accordance with written procedures which are communicated to the administrator.

COMPLAINT PROCEDURE

Definitions

- e) A “complaint” is a formal written allegation by a complainant that he/she has been adversely affected by a violation of District policies and procedures.
- f) A “complainant” is a member of the management team filing a complaint.
- g) A “day” is any day in which the central administrative office of the Desert Community College District is open for business.
- h) The “immediate supervisor” is the lowest level administrator having immediate jurisdiction over the grievant.

The following levels will be followed in complaint resolution:

Informal Level

Before filing a formal written complaint, the complainant shall attempt to resolve it by an informal conference with his/her immediate supervisor.

If the complaint is not resolved because of the informal procedure identified above, a two-track formal grievance procedure is available. The leadership employee may select the procedure that more appropriately meets his/her needs, option one or option two. The complainant having chosen either of the options may select the other alternate at any point in the process.

Formal Level

Option One

(1) Step One

(a) Within fifteen (15) days after the occurrence of the act or omission giving rise to the complaint, or within fifteen (15) days after which the complainant could have reasonably been expected to have known of the act or omission giving rise to the complaint, the complainant must present his/her complaint in writing on the appropriate form to his/her immediate supervisor. This statement shall be a clear, concise statement of the complaint, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

(b) The immediate supervisor shall communicate his/her decision in writing to the employee within ten (10) days after receiving the complaint. If the immediate supervisor fails to respond within the time limits, the complainant may appeal to the next step.

(c) Within the above time limits, either party may request a person conference with the other in an attempt to resolve the problem and end the matter. At any time the complainant may wish to do so, he/she may withdraw the complaint.

(2) Step Two

(a) In the event the complainant is not satisfied with the decision at Step One, he/she may appeal the decision on the appropriate form to the next higher supervisor as identified in the organizational chart. This statement should include a copy of the original complaint, the decision rendered, and a clear, concise statement of the reasons for the appeal.

(b) The next higher supervisor shall communicate his/her decision in writing to the employee within ten (10) days after receiving the appeal. If the next higher supervisor fails to respond within the time limits, the complainant may appeal to the next step.

(c) Within the above time limits either party may request a personal conference with the other in an attempt to resolve the problem and end the matter. At any time the complainant may wish to do so, he/she may withdraw the complaint.

(3) Step Three

(a) If the complainant is not satisfied with the decision at Step Two, he/she may within ten (10) days after receipt of the decision appeal the decision on the appropriate form to the Superintendent/President or designee. This statement shall include a copy of the original complaint and appeal, the decisions rendered, and a clear, concise statement of the reasons for the appeal.

(b) The Superintendent/President shall communicate his/her decision in writing to the complainant within ten (10) days. The decision of the Superintendent/President shall be final.

Option Two

A management employee desiring to use a less structured complaint procedure may do so by filing a written statement with the Management Personnel Committee. One or more of the members of the Committee will meet with the complainant for the purpose of considering an appropriate alternative designed to achieve resolution. A representative(s) of the Committee will assist the management employee in the resolution of the complaint.

Complaint File

A record of individual complaints and decisions relating thereto will be maintained in a file separate from the employee's personnel file.

**COLLEGE OF THE DESERT
MANAGEMENT OBJECTIVES _____
ACADEMIC YEAR**

See section 12.4 and 12.5 for description and guidelines

The number of objectives established will vary depending on the supervisor, manager, and the amount of risk-taking involved.

1.

Employee _____ Date _____

Supervisor _____ Date _____

Management Team Member Objective Outcomes

Objectives Action Plan			
Employee Name: _____			
Date: _____			
Note – Major performance objectives must be:			
<ul style="list-style-type: none"> a. In alignment/support of Supervisor’s goals and objectives b. Attainable and reasonable c. Realistic and measurable d. Items which are in addition to the day-to-day operational tasks 			
	Objective	Intended Outcomes	Actual Outcomes
Goal:			
(Attach additional sheets, if necessary)			
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> _____ Employee Signature _____ Date </div> <div style="width: 10%;"></div> <div style="width: 40%;"> _____ Supervisor Signature _____ Date </div> </div>			
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> _____ Superintendent/President or Vice President Signature </div> <div style="width: 35%;"> _____ Date </div> </div>			

**COLLEGE OF THE DESERT
PROFESSIONAL DEVELOPMENT PLAN
_____ ACADEMIC YEAR**

PROFESSIONAL DEVELOPMENT OBJECTIVES

State the objective and state the benefits to you and the College for each objective

- 1.

Employee

Date

Supervisor

**COLLEGE OF THE DESERT
MANAGEMENT SELF-EVALUATION
_____ ACADEMIC YEAR**

Position: _____ Date: _____

Manager: _____

- A. Position Description

- B. Management Objectives (Degree to which objectives have been completed/ addressed.)

- C. Professional Development

- D. Other
 - 1. Community Activities
 - 2. Unanticipated Responsibilities
 - 3. Special Projects

Date

Manager

SELF EVALUATION PROFILE GUIDELINES

It is acknowledged that to evaluate someone is to make a value judgment about worth, supposedly based on certain criteria. These criteria purport to reflect the reality that a manager's actions and ideas can be judged according to some set of objective standards. Such standards or criteria have, in most cases, been generated by some figure of authority that has researched the viability and validity of the standards. Unfortunately, but understandably, most managers feel uncomfortable with this reality. Some may argue that evaluations should be value-free measurements of one's performance according to objective indicators. No indicators are completely "objective" in the sense of being free from human judgment. In the last analysis, all indicators rest upon someone's belief that actions (and thinking) in certain ways are better than other ways.

As mentioned, any self-evaluation asks one to assess how he/she is doing, that is how effective have they been during a given period of time. This can be considered fraught with peril. The natural tendency is to rate oneself more highly than others would rate you. It is much easier to take responsibility (along with others) for improvements in one's area of responsibility and for events/outcomes that have had positive effects. It is not as comfortable to take responsibility for events/outcomes, which have had negative consequences. Successes are all too often ascribed to one's innate abilities, skills, and failure to the environment or bad luck.

Discrepancies between one's own self-evaluation and how others see you do not always suggest that the self-assessment is biased. Rather, it is most natural to see ourselves more positively than others see us. It is fallacious to just define effectiveness in terms of the extent to which strategic constituencies (faculty, staff, peers, and students) are satisfied even if it may be consistent with a cultural and interpretive view of organizations. Many constituents (faculty, staff and students) only occasionally become involved in the College's governance processes. Their participation has been commonly more program or issue specific and sporadic. They usually have little direct or continuous contact with judgments of one's effectiveness. Therefore, it is acknowledged that although many may be considerably removed from the daily complex, demanding activities and requirements of the manager's "job," it is a political reality that comes with the territory. However, if one enjoys support, he/she should hope the claim is not based on popularity (being well liked, although popularity is not insignificant in the political environment of the College), but more on the likelihood that these constituencies will have different interests and concerns.

A manager's self-evaluation should serve as a major component of one's evaluation; it needs to address the following:

- Performance of responsibilities as defined in the position description.
- Addressment of areas noted for improvement in one's last evaluations
- Degree of success in completing management objectives, taking into consideration the degrees of difficulty inherent in the objectives.
- Professional development activities (optional areas for professional growth).
- Other activities and responsibilities.

In the evaluation process, a self-evaluation should be viewed as an opportunity to look at yourself, not at others. Hence, it is important that your self-evaluation specifically address each of the following component parts.

Following are, at a minimum, **questions** that one needs to address (thread in) in their self-evaluation.

1. How and in what ways have you addressed those items or areas which were noted in your last evaluation (either generally or specifically) for improvement and/or identified as a recommendation for such?
2. Since your last evaluation, what would you list as major accomplishments in your area (s) of responsibility/operation?
3. What contributions can you cite that you, in your position, have made to enhance, resolve, remedy or otherwise attempt to improve the status of your area of responsibility and the District?
4. Make special note of:
 - a) contributions you feel were valuable,
 - b) where you feel you could have improved your contribution and
 - c) what initiatives you plan to improve or undertake on the status in your area of responsibility?
5. What goals during the next evaluation period do you have for your area of responsibility?
6. What areas (cite) are there where management performance, college-wide, could be improved and what is your assessment of priority concerns for your area of responsibility and the College as a whole?
7. What would you list as the major disappointments or frustrations in your area (s) of responsibility/operation?
8. Would you analyze these disappointments and frustrations and indicate what plan or procedure would avoid them in the future?
9. Looking back on your services, what is your overall evaluation of your performance? This should also take into account those items that still need work.

Feel free to augment, as deemed appropriate.

EVALUATION COMMUNICATION NOTICE

TO: **MANAGER AND TITLE**

FROM: **SUPERVISOR**

DATE: Click or tap to enter a date.

SUBJECT: **Self-Evaluation**

In accord with the new Management Professional Development/Evaluation Personnel Plan, during a manager's first two years of employment with the District, the manager will receive an annual written evaluation and evaluation conference.

As you know, the self-evaluation serves as a major component for my evaluation of you. In accord with the "Supervisor's Evaluation" section of the aforementioned Program, particularly as it relates to the "weighted components" (Section 12.9), your self-evaluation needs to address the following:

- Performance of responsibilities as defined in the position description.
- Degree of success in completing management objectives, taking into consideration the degree of difficulty inherent in the objectives.
- Work Behavior (Behavioral Rating Scale).
- Professional development activities (optional areas for professional growth).
- Other activities and responsibilities.

Following are suggested questions that you may wish to address (thread in) in your self-evaluation.

- Reviewing the past year, what would you list as major accomplishments in your area(s) of responsibility/operation? What contributions can you cite that you, in your position, have made to enhance, resolve, remedy or otherwise attempt to improve that status of your area of responsibility or the College? Make special note of (a) contributions you feel were exemplary or meritorious, (b) where you feel you could have improved your contribution and (c) what initiatives you plan to improve or undertake on the status in your area of responsibility? (What goals in **2020-2021**? do you have for your area of responsibility?)
- What areas (cite) are there where management performance, college-wide, could be improved and what is your assessment of priority concerns for your area of responsibility and the college as a whole?
- Reviewing the past year, what would you list as the major disappointments or frustrations in **your** area(s) of responsibility/operation?
- Would you analyze these disappointments and frustrations and indicate what plan or procedure would avoid them in the future?
- Looking back on your services, what is your overall evaluation of your performance? This should also take into account those items that still need work.

Feel free to augment, as you deem appropriate.

Continue to Page 55

As pointed out previously, self-evaluations have left a lot to be desired in terms of their responsiveness to the above types of questions or points have been missed in their responsiveness due to the fact that they "have been obscured in the narrative." Unfortunately, too often, the tendency has been to engage in the "rhetoric of blame and faultfinding as well as expressions of defensiveness." In the evaluation process, "a self-evaluation should be viewed as an opportunity to look at yourself, not at others." Hence, it is important that your self-evaluation specifically address each of the component parts.

I would appreciate you completing your self-evaluation no later than the first week in _____. Thereafter, I will complete a draft of your evaluation for your review and then set up a conference.

If you have any questions, please let me know.

**COLLEGE OF THE DESERT
SUPERVISOR'S EVALUATION OF
MANAGER _____ ACADEMIC YEAR**

Position: _____

Date: _____

Manager: _____

- A. Position Description
- B. Management Objectives
- C. Behavioral Ratings
- D. Professional Development
- E. Other Activities & Responsibilities
- F. Commendations
- G. Recommendations

Supervisor

Date

Manager

Date

- Attachments:
- 1. Self-Evaluation
 - 2. Behavioral Rating

**MEMORANDUM TO INDIVIDUAL BEHAVIORAL RATER
COLLEGE OF THE DESERT (Letterhead)**

TO: (Evaluation Pool)
FROM: (Manager Performing Evaluation)
DATE:
SUBJECT: Manager Evaluation

You have been mutually selected by the manager named on the attached evaluation and me to provide input on the manager's performance. Please complete the rating instrument, using the instruction sheet attached, and return it to me at your earliest convenience but no later than **DAY AND DATE**.

All ratings will be grouped, individual rating sheets destroyed, and the manager will only see a profile of grouped scores. All comments will be listed anonymously on a sheet and shared with the employee.

The rating scale provides important feedback for the manager, but it is not the most important aspect of the evaluation process. Primary consideration will be given to how well the manager performs responsibilities outlined in the position description. Second in importance will be the degree to which the manager has completed management objectives developed for this year. Also, the progress on the individual professional development plan for this academic year will be considered.

Thank you very much for your assistance.

Attachments: See Appendix O - Behavioral Rating Form and Instructions.

EVALUATION FOR _____

PLEASE RETURN TO _____

Behavioral rating scales are not new to evaluation systems. Renis Likert developed the "Likert Profile" in the early 1960's to increase organizational vitality. Since that time, the use of behavioral anchor bars or rating scales has become a common measuring device.

Management

Behavioral Rating Scales Instructions

This performance-rating instrument is designed to give constructive feedback to the manager being evaluated.

The performance rating instrument is not complicated if you follow these instructions:

- There are 21 items on the attached sheets upon which you will rate the manager's performance.
 - Read each item carefully.
 - Each item will have a rating code of 1-20:

1 – 4 = Rarely,	5-8 = Occasionally,	9-12 = Often
13-16 = Usually,	17-20 = Almost Always	
 - Circle the number that best evaluates each item. Write an explanatory comment if you give a low or high score. Example:

Extent to which you have confidence in this manager.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

- If you have not observed or are not familiar with the manager's performance for any one of the items, please write the letters "NA" on the item.
- Be as fair and accurate as possible. The data from this instrument will be averaged with ratings from instruments completed by other evaluators.
- Your rating will be held in strict confidence. Your rating sheet will be destroyed after it has been averaged with others.
- Your honesty and time are appreciated.

EVALUATION FOR _____

**CONFIDENTIAL
BEHAVIOR RATING SCALE**

1. Extent to which you have confidence in this manager's personal integrity.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

2. Extent to which this manager displays supportive behaviors towards others.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

3. Extent to which this manager contributes supportive attitudes towards the organization and its goals.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

4. To what degree does this manager display a cooperative attitude towards other members of the organization?

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

5. Amount of interaction and communication used by this manager in achieving organizational goals.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

6. How well is this manager aware of the problems faced at lower levels?

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

7. Amount of teamwork displayed by this manager.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

8. To what extent does this manager encourage active involvement of appropriate faculty, staff, and others in decision-making?

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

9. How timely are this manager's decisions?

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

10. Ability of this manager to analyze problems and research appropriate information, and include participation of key personnel to arrive at sound decisions.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

11. Extent to which this manager encourages innovative ideas.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

12. Ability of this manager to recognize and solve problems.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

13. Ability of this manager to use knowledge and new ideas in field of specialization.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

14. Extent to which this manager works to establish and maintain cooperative and productive relationships.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

15. To what extent does this manager facilitate the assessment and evaluation of student learning outcomes processes? This includes:

- Setting expectations
- Conveying deadlines for completion of relevant reports
- Providing information on training opportunities
- Monitoring compliance
- Providing resources as necessary
- Facilitating and engaging in outcome results conversations

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

16. Extent to which this manager demonstrates positive attitude.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

17. Extent to which this manager demonstrates reasonable decision-making, flexibility and ability to work constructively, creatively, and productively with diverse groups and individuals.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

18. Extent to which this manager is concerned about the "total organization" rather than just the "department/college".

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

19. Ability of this manager to organize.

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

20. How accessible is this manager?

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____

21. To what degree does the manager consistently support, motivate and promote staff in work relationships?

Rarely	Occasionally	Often	Usually	Almost Always
1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

Comments _____
