

**SUPERVISORY/MANAGEMENT AND MANAGEMENT
PERSONNEL POLICIES**

**SUPERVISORY/MANAGEMENT AND MANAGEMENT
PERSONNEL PROCEDURES**

0090-1

EMPLOYEE STATUS

0090-1-8
01/25/95
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PROCEDURES
COAST COMMUNITY COLLEGE DISTRICT
MANAGEMENT PROFESSIONAL AND STAFF DEVELOPMENT PROGRAM

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I. PROCEDURES

The procedures that follow shall govern the work of the Management Professional and Staff Development Committee.

II. DEFINITIONS

Management Staff - All persons employed as Educational Administrators, Managers and Supervisors by Coast Community College District.

CDMA Staff Development Committee - The committee established to administer the Management Professional and Staff Development Program (herein known as the Committee) of the District (see Section IV).

Professional Development - To work toward achievement of increased knowledge and increased skills related to employment with the District within established career fields.

III. ELIGIBILITY

A. The Management Professional and Staff Development Program is a voluntary program.

B. The Manager must:

1. Be a permanent employee of the District.
2. Have completed 6 months of service.
3. Meet eligibility requirements as outlined in each program offered.

IV. MANAGEMENT PROFESSIONAL AND STAFF DEVELOPMENT COMMITTEE

A. Objectives

The Committee shall be charged with administration of the Management Professional and Staff Development Program. The Committee shall recommend to the Board any additions, deletions, or revisions to the program necessary after its implementation.

B. Membership

The Committee membership shall be as follows:

1. Six members, including a representative of the Office of Human Resources.
 - a. One representative, Coastline Community College
 - b. One representative, Orange Coast College
 - c. One representative, Golden West College

- d. One representative, District Office (Office of Human Resources)
 - e. One representative, District Information Services
 - f. One representative, KOCE
2. All representatives shall serve a one-year term, which may be renewed at the discretion of the CDMA. A new chairperson will be selected each year. The representative of the Office of Human Resources shall serve as executive secretary of the committee.

V. PROGRAMS

A manager may develop a plan for professional/staff development under several programs. Plans will be submitted to the Committee for approval before initiation. Each plan must include a provision for evidence of completion. Plans will be evaluated with respect to all of the following:

- 1. Value to manager and the District.
- 2. Clarity of goals.
- 3. Availability of funds.

The programs outlined below address new and innovative vistas of learning and development for the Management staff:

A. Academic Growth

Managers wishing to pursue formal course work at an accredited college or university shall apply to the Management Professional and Staff Development Committee prior to the first day of school for approval of the proposed program requesting that tuition, and/or a book allowance be awarded upon presentation of agreed upon evidence of completion. Classified managers and supervisors must select a single option prior to the beginning of an approved academic certificate/degree program. Educational administrators are eligible for Option I only.

The criteria for Options I, II and III follow:

- 1. Option I - Reimbursement of Expenses (all management)
 - a. Course work is to be completed on the manager's own time and under one award option and cannot be submitted for inclusion under a second option at a later time.
 - b. All course work is to be undertaken at an accredited college or university.
 - c. Tuition reimbursement for course work taken at California Community Colleges, California State Universities, and the University of California will be for actual cost of tuition, books, and mandatory fees, not to exceed the fiscal year maximum.

Total reimbursement not to exceed \$700.00 every fiscal year.

d. Reimbursement for classes at schools other than State-supported schools will be determined by computing the average cost of tuition, books, and fees charged by such State-supported institutions in the local area, not to exceed the fiscal year maximum. (Total reimbursement not to exceed \$700.00 every fiscal year.)

2. Option II - Salary Differential (classified managers and supervisors only)

Committee approval under this option provides salary differentials based on the completion of course work for a Certificate/degree program. Work completed prior to entering the program may not be considered for salary differential.

Certificate - 1.25%

AA or AB - 2.5%

BA or BS - 2.5%

MA or MS - 2.5%

PhD/EdD - 2.5%

3. Option III - Released Time (classified managers and supervisors only)

This option provides replacement cost for released time necessary for one college level class per school term. All requests requiring released time must have the supervisor's approval.

B. Professional Conferences (all management)

Approval to attend and participate in symposiums, organizational conventions, workshop programs, and similar activities is granted on an individual basis without loss of salary and with reasonable reimbursement of expenses incurred. All requests requiring released time must have the supervisor's approval.

Attendance at professional conferences will be without loss of salary and may include payment for:

Registration - Full cost**

Transportation - Airfare (coach) - 100% reimbursement for travel within California, Nevada, and Arizona. Travel to other states will be considered on an individual basis.**

Mileage (not to exceed the equivalent of airfare)*

Lodging* and **

Meals*

Parking* and **

There is an annual maximum of \$700.00.

C. Professional Leave of Absence (full, partial, or no pay) (classified managers and supervisors only)

The governing board of any community college district may grant any classified manager with at least seven consecutive years of service a leave of absence not to exceed one year for the purpose of permitting study by the employee. Managers with at least three years of service may be granted leaves of absences for the purpose of retraining to meet changing conditions within the

District. Leaves of absence may be taken in separate six-month periods or in any other appropriate periods, rather than for a continuous one-year period; provided that the separate periods of leave of absence shall be commenced and completed within a three-year period. (California Education Code Sections 88220-88227).

Leaves of absence must be taken at no additional cost to the manager's departmental budget.

(Professional Improvement Administrative Leave Program for Educational Administrators see Board Policy Manual 090-2-10.1).

VI. PROGRAM FUNDING

The Coast Community College District allocates funds to encourage professional development of the Management Staff. The Committee provides for the utilization of funds. Quality control within the Committee is intended to assure optimum value to the manager/District. The following procedures are used in funding the program.

- A. The District will fund the Management Professional and Staff Development Program at \$17,000.00. (Allocation/Funding revised to: \$4,250 July 1- September 30, \$4,250 October 1 - December 31, \$4,250 January 1 - March 31, and \$4,250 April 1 - June 30).
- B. Recommendations for the distribution of funds will be the responsibility of the Committee, subject to and consistent with established policies and procedures of the District. The Committee reserves the right to first allocate funds to those who have not received prior funding from the program.
- C. All requests for participation in available programs will be routed through the Committee for evaluation and approval. The Committee will accept applications for funds from each eligible manager for participation in the program. There is an annual limit of \$700 on the amount of funds or number of conferences each eligible manager may request.

VII. ANNUAL REPORT

The Committee for Management Professional and Staff Development is to prepare and present an annual report to the Board of Trustees and Chancellor through the Office of the Vice Chancellor, Human Resources, no later than the first Board meeting in July of each school year. This report shall consist of, but not be limited to, the following:

- 1. A summary of professional/staff development programs that have been approved and are under way.
- 2. The number of management employees funded by the program.

3. A financial report showing the utilization of funds used for approved professional/staff development programs at each District unit.

* According to District policy

**Receipt required

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Approved 05/07/86
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**COAST COMMUNITY COLLEGE DISTRICT
MANAGEMENT EVALUATION AND PROFESSIONAL DEVELOPMENT PROGRAM**

PURPOSE

The purpose of the Coast Community College District Management* Evaluation and Professional Development Program is to encourage higher levels of performance in the service of students, the institution, and the community. In addition, it is to identify management performance requiring improvement in order to increase overall effectiveness and efficiency in the operation of the District.

The Evaluation and Professional Development Program is a supportive component of the District's total resource development program for managers. It is intended to achieve a progressive contemporary style and philosophy of managerial leadership that is understood and practiced by all managers.

The Program includes four major goal-oriented components which include annual and on-going evaluation and professional development activities for each manager in the District:

- I. First-Year Review for New Managers
- II. Professional Development Plan
- III. Annual Review of Goals and Objectives
- IV. Second-Year Performance Evaluation

I. FIRST-YEAR REVIEW

Within the first sixty calendar days of employment and in consultation with the supervisor, each new manager shall establish performance-related goals and objectives appropriate for entering his or her new position. Such goals and objectives shall be considered by the supervisor and made part of a written review and progress report completed by the supervisor at the end of the first six months of the manager's employment. The supervisor's six-month review and progress report shall be for the purpose of providing encouragement and direction, as appropriate.

At the completion of the first year of a manager's employment, the supervisor shall complete a written report reviewing the manager's performance, including a behavioral survey. As part of the review process, the supervisor and manager will discuss the supervisor's report and results of the

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behavioral survey, as well as the manager's previous goals and objectives. As a result of such discussion, the manager shall establish new goals and objectives, as appropriate, for the forthcoming year.

At the completion of the manager's second year of employment, he or she shall be evaluated according to procedures for second-year evaluation of all continuing managers.

II. PROFESSIONAL DEVELOPMENT PLAN

Integral to the success of a Management Evaluation Program is the existence of a comprehensive Professional Development Plan. It is essential that a comprehensive program, assisted by District resources, exist to support the professional growth of managers throughout the District.

*The terms management and manager, as used throughout this document, include those District employees whose job titles designate them as educational administrators, classified managers, or classified supervisor/managers with the exception of the Chancellor, Vice Chancellors and the Presidents.

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The Professional Development Plan has the following purposes:

- To encourage improvements in college and district operations.
- To encourage individual growth, creativity, and development which will improve the performance of managers.
- To encourage group activities which are planned to improve collective competencies of managers.
- To improve decision-making and to encourage and promote enthusiasm and teamwork.

Each manager shall develop an annual Professional Development Plan. The plan shall include goals, objectives, and methods of achievement. Where appropriate, the goals will relate to the recommendations of any previous Performance Evaluation. The Professional Development Plan will be developed by each manager in consultation with his or her supervisor and may include a wide range of activities such as the following:

- Administrative leave
- Advanced study
- Conference attendance
- Community activities
- Externships and internships
- Job exchanges
- Teaching

To the extent appropriate, a manager's Professional Development Plan should reflect or mutually support the annual goals and objectives which the manager develops as part of the Performance Evaluation.

III. ANNUAL REVIEW OF GOALS AND OBJECTIVES

Coast Community College management supports planning as the key to successful administration. District, college, and staff goals must be identified, priorities set, and resources allocated in order for managers and their institutions to be mutually supportive.

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Concurrent with an annual Professional Development Plan, each District manager, in mutual agreement with the supervisor, shall establish personal professional performance objectives for the forthcoming year. The objectives established each year will serve as a component in the manager's Performance Evaluation. Annual objectives for a year in which no Performance Evaluation is required shall be considered together with objectives evaluated in the following year. New managers, within the first sixty days of employment will establish, in agreement with their supervisors, a set of goals and objectives appropriate to their new positions. Such goals and objectives shall serve as a component in the six-month review and progress report, as well as in the first year evaluation.

The manager's objectives shall relate directly to his or her employment role and responsibilities. Where appropriate, they will also reflect the broader goals of the college or District. Objectives may be of two kinds: (1) outcome objectives which are concrete enough to be measured and have a specific completion date, and (2) process objectives which are continuing, but very important and may be difficult or impossible to measure objectively. As much as possible, each objective should specify a single key result. The number of objectives established will vary, depending on the supervisor, manager, and the amount of complexity involved.

On-going 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 manager's annual objectives shall be reviewed each year and will be evaluated by the manager's supervisor as part of the Performance Evaluation.

IV. PERFORMANCE EVALUATION

The evaluation process is designed to give encouragement, motivation, and constructive feedback to managers about their job performance, defining both areas of strength and areas of needed improvement. The evaluation is based upon goals related to objectives developed by the individual and his or her supervisor, upon the individual's job description, and upon the perceptual feedback from a selected pool of employees.

The goals of the Performance Evaluation process are as follows:

- To identify standards whereby each manager's performance can be measured.
- To recognize and commend individuals who are performing in an outstanding manner.
- To clarify job expectations and develop a prioritization of responsibilities where needed.
- To identify and support those individuals who are performing satisfactorily.

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- To identify and assist individuals whose performance needs improvement.
- To involve the manager and supervisor in constructive dialogue focused on increased job effectiveness, job satisfaction, development of a professional growth plan, and career development.

The Performance Evaluation for each manager shall take place once in each of the first two years of employment and every second year thereafter. The evaluation shall comprise the following areas of professional performance:

- A. Annual Review of Goals and Objectives including Division Goals
- B. Behavioral Survey
- C. Self-Evaluation by the Manager
- D. Evaluation by the Supervisor

A. ANNUAL REVIEW OF GOALS AND OBJECTIVES

The manager's annual objectives shall be reviewed each year and will be evaluated by the manager's supervisor as part of the Performance Evaluation. The supervisor must discuss the objectives with the manager and assess the extent to which each has been accomplished, as well as their relationship to the District goals and the manager's job description. The supervisor's determination of the manager's success in attaining the objectives shall be part of the total Performance Evaluation.

B. BEHAVIORAL SURVEY

A Behavioral Survey shall be part of each manager's Performance Review during the first two years of employment and part of each Performance Evaluation thereafter. The survey shall be sent to all faculty/staff members assigned to their Division and other appropriate faculty/staff members who work with the manager. At the beginning of the Performance Evaluation year, each manager may submit names of other appropriate faculty/staff members to their supervisor to consider for participation in the survey. The Supervisor will determine the final list of additional names to be surveyed. Individuals whose names are submitted should have knowledge of the manager's work performance and as much as possible, reflect the diversity of students, classified staff, faculty, peers, and other administrators with whom the manager regularly works.

A three member committee shall be established to assist in the distribution and summarization of the Behavioral Survey as follows:

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1. Educational Administrator of an academic division
 - Supervisor shall appoint the Chair of the committee.
 - The manager who is being evaluated shall appoint one faculty member.*
 - The third member will be selected from the members from the area of the manager's responsibility. This member* shall be selected by lot by the above two committee members.

2. Other Educational Administrators
 - Supervisor shall appoint the Chair of the committee.
 - The manager who is being evaluated shall appoint one member.
 - The third member will be selected from the members from the area of the manager's responsibility. This member* shall be selected by lot by the above two committee members.

* At Golden West College and Orange Coast College this member shall be a full-time tenured faculty member. At Coastline Community College, this member should be a full-time or an adjunct faculty member.

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3. Classified Managers

- Supervisor shall appoint the Chair of the committee.
- The classified manager who is being evaluated shall appoint one member.
- The third member will be selected from the members from the area of the manager's responsibility, or, if necessary, from a related area. This member shall be selected by lot by the above two committee members.

The committee will submit a summary report that includes behavioral survey scores and a list of comments to the supervisor. The committee should summarize the results of the survey instrument in such a way as to maintain the anonymity of each survey respondent and forward the summarization, including the original survey forms, to the supervisor.

All information received by the committee shall be discussed only with the supervisor and held in complete confidentiality.

The manager shall receive a copy of the summary from the supervisor. The summary shall be incorporated in the supervisor's final evaluation. Survey forms completed by the manager and supervisor shall not be included in the survey summary, but shall form the basis for discussion between the manager and supervisor and for comparison with results from the survey pool.

All original survey forms shall be retained by the supervisor for at least thirty (30) calendar days after the final Performance Evaluation is completed and the manager has had an opportunity to request reconsideration of the evaluation and a review of the summary by the supervisor. At the end of the evaluation period the original survey materials shall be destroyed by the supervisor. To protect the anonymity of the respondents, the manager should not be allowed to see any original handwritten comments.

C. SELF-EVALUATION BY THE MANAGER

As part of the Performance Evaluation, each District manager shall also evaluate himself or herself in the following areas:

- The extent to which the manager has fulfilled the duties and obligations set forth in his or her job description.
- The extent to which the manager has met his or her own annual objectives.
- The manager's perception of the results from the Behavioral Survey.

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- The extent to which the manager has met his or her Professional Development goals for that year.
- The manager's Self-Evaluation should also describe his or her professional activities which exceed those set forth in the job description. These activities should not be routine activities which would be expected or required as directly related to the manager's normal responsibilities. Acceptable other professional activities might include, for example, participation in community or statewide organizations, serving on District or campus committees, working on special projects or grants, or making other valuable contributions to the District or the community.

The manager shall submit the self-evaluation to the supervisor at an agreed upon time following the completion of the Behavioral Survey portion of the Performance Evaluation. The supervisor and the manager shall meet to discuss the manager's self-evaluation. The supervisor shall include the self-evaluation in his or her consideration of the manager's total performance.

D. EVALUATION BY THE SUPERVISOR

Having received and reviewed the manager's self-evaluation and all completed behavioral survey forms, the supervisor shall complete a Performance Evaluation of the manager. The supervisor and manager will meet to review the manager's Performance Evaluation in accordance with the District schedule for completion of the evaluation. As part of the Performance Evaluation, the supervisor will evaluate the manager's performance, taking the manager's self-evaluation into consideration. The total evaluation will comprise the following components:

- Performance of responsibilities as described in the job description.
- Degree of success in completing the annual objectives, taking into consideration the degree of difficulty inherent in each of the objectives.
- Work behaviors especially in the areas of decision making, teamwork, attitude, management style, and communication.
- Other professional activities such as campus or District committee work, extra assignments, or other projects, involvement with community or state organizations, or professional development activities.

It should be understood that evaluation is intended to be a constructive process to identify both strengths and weaknesses in the manager's performance. To the extent appropriate, the supervisor's evaluation should ordinarily emphasize the manager's strengths. Performance areas in which the supervisor believes improvement is needed and which are noted in the evaluation report should, as much as possible, be those which have been the subject of previous periodic reviews and support by the supervisor during the evaluation year.

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Both the manager and the supervisor should retain copies of the supervisor's evaluation, the manager's self-evaluation, and summary of the Behavioral Survey. The manager retains the right to attach any written response he or she may wish to make to the evaluation. These materials shall be forwarded to the President and then to the Vice Chancellor for Human Resources, who will have them placed in the manager's personnel file. The evaluation will be confidential, with access limited to those individuals who normally have access to the manager's confidential record. The results of the evaluation will be used by the supervisor and manager for planning institutional improvement, professional improvement, professional development activities, and clarifying expectations. The supervisor may conduct a manager's performance evaluation at any time.

RECONSIDERATION OF THE EVALUATION

If a manager believes the results of the Performance Evaluation are inappropriate, the manager may, within seven working days after receiving the results, arrange a conference with the supervisor to discuss the evaluation. Written documentation may be presented to the supervisor at that meeting. If the manager's concerns are not thereupon resolved, the manager may arrange a meeting to include the manager, his or her supervisor, and the next higher level supervisor to discuss the evaluation. Following such a meeting, the next higher level supervisor will present a written response to the manager's concerns about the evaluation. The manager may also attach any written response to the evaluation or to the written response of the next higher level supervisor. All such written responses shall be placed in the manager's personnel file along with the performance evaluation.

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ADMINISTRATOR* BEHAVIORAL SURVEY

DIRECTIONS

Please assign a number to each of the questions. The numbers on the questionnaire have the following values:

- 5) (Excellent) Greatly Above Expectation
- 4)
- 3) (Average) At Expectation
- 2)
- 1) (Unsatisfactory) Significantly Below Expectation
- N) Not Observed/Not Applicable

**Note: The term "administrator" is used here to denote any administrator, manager or supervisor.*

LEADERSHIP

1. To what extent does the administrator inspire faculty and/or staff to do their professional best?
2. To what extent does the administrator promulgate a shared vision, which creates the development of shared goals and priorities?
3. To what extent does the administrator demonstrate effectiveness and diplomacy in working with others and in maintaining productive relationships?
4. To what extent does the administrator demonstrate the ability to make good judgements, develop and maintain support, and give firm direction when it is called for?
5. To what extent is the administrator well organized and produce quality work?
6. To what extent does the administrator actively pursue affirmative action goals?
7. To what extent does the administrator's personal style include originality, creativity, and a sense of humor?
8. To what extent is the administrator able to maintain a high level of morale in his/her area?
9. To what extent do you feel the administrator is supportive of you as an individual?
10. Overall, how would you rate the leadership ability of this administrator?

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PROFESSIONAL KNOWLEDGE AND EXPERTISE

11. To what extent does the administrator demonstrate knowledge of the responsibilities of his/her position and integrates this knowledge into the operation of their area?
12. To what extent does the administrator understand finances and institute procedures that assure fiscal accountability?
13. To what extent does the administrator resolve issues in a timely manner (eg. information dissemination, reporting and decision making)?
14. To what extent does the administrator foster planning, that includes program review and incorporates the college plan?
15. To what extent is the administrator able to recognize and solve problems that may arise in his/her area?
16. To what extent is the administrator able to maintain consistency in his/her dealings with others?
17. To what extent does the administrator understand current regulations and governance policies appropriate to his/her assignment?
18. To what extent does the administrator demonstrate adequate follow through in the areas of student grievances and sexual harassment complaints?
19. Overall, how would you rate the administrator's professional knowledge and expertise?

COMMITMENT TO THE INSTRUCTIONAL PROGRAM

20. To what extent does the administrator demonstrate commitment to student learning and success?
21. To what extent does the administrator demonstrate appropriate support for the instructional program?
22. To what extent does the administrator support and encourage curriculum and program development?
23. To what extent does the administrator support and encourage innovation in instruction?
24. Overall, how would you rate your administrator's commitment to instruction?

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COMMUNICATION SKILLS

25. To what extent does the administrator communicate information clearly in written and oral messages?
26. To what extent does the administrator communicate persuasively with his/her staff/faculty.
27. To what extent is the administrator an open individual who listens carefully, is respectful of others, and welcomes new ideas?
28. To what extent does the administrator communicate effectively with the college/district at large, building understanding and support for the overall college needs?
29. Overall, how would you rate the administrator's communication skills?

SHARED GOVERNANCE

30. To what extent does your administrator support the colleges' commitment to shared governance?
31. To what extent has the administrator fostered a shared governance climate in his/her area of responsibility?
32. To what extent does the administrator's governance structure allow adequate opportunity for all staff/faculty to provide input prior to decision making?
33. To what extent do the final decisions of the administrator generally reflect the shared governance process?
34. To what extent does the administrator encourage and support student/staff/faculty participation in activities of college/district governance (e.g. committee participation)?
35. Overall, how would you rate your administrator's commitment to shared governance?

COLLECTIVE BARGAINING

36. How would you rate your administrator's knowledge and implementation of our collective bargaining contracts?
37. How would you rate your administrator's acceptance of the collective bargaining process?

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PROFESSIONAL STAFF DEVELOPMENT

- 38. To what extent does the administrator support professional staff development?
- 39. To what extent does the administrator encourage staff to participate in college/district professional staff development programs and activities?
- 40. To what extent does the administrator actively pursue his/her own professional staff development?
- 41. Overall, how would you rate your administrator's commitment to professional staff development?

OVERALL RATING

- 42. Overall, how would you rate this administrator's performance?

ACHIEVEMENT OF GOALS

- 43. - 50. Please find attached a list of up to eight goals the administrator has set. Please score each goal as to the extent the administrator has met that particular goal.

COMMENTS

Please list areas of accomplishment for the administrator.

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Please list areas of improvement for the administrator.

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EMPLOYEE ABSENCES

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Approved 07/17/85

MANAGEMENT ADMINISTRATIVE LEAVES

Definition.

1. An administrative leave is a fully paid two calendar month leave of absence.
2. The administrative leave must be taken in two consecutive months unless a split leave is authorized by the appropriate chief administrator. Split leaves may be taken in increments of one month, but must be completed within a twelve month period. Accumulation of service to qualify for a subsequent leave will be counted from the first working day following the second month of the split leave.
3. Vacation taken within sixty (60) calendar days of the beginning or ending date of the leave must be reviewed and approved in advance by the Vice Chancellor for Human Resources.

Conditions.

1. Replacement Personnel. An administrative leave may be granted only if staffing and/or resources can be arranged such that there will be no additional cost to the District.
2. Qualifications.
 - a. All District employees designated as filling management positions are eligible to apply for an administrative leave providing they have served the District for four consecutive years since the beginning date of any prior paid administrative leave or sabbatical leave. If there has been no prior administrative or sabbatical leave taken, four years' continuous service to the District is required. These qualifications remain in effect for all those designated as managers prior to July 1, 1981. Persons designated as management after June 30, 1981, will be required to serve four consecutive years in a management role immediately prior to being eligible for an administrative leave.
 - b. Managers who serve on eleven-month contracts will be eligible after serving forty-eight months of paid service over a period of no less than four years and four months. The month of unpaid service each year shall not be construed as a break in continuity.
3. Remuneration. As the purpose of an administrative leave is primarily that of relieving the manager of the press of full-time duties, any employment which might detract from this purpose is prohibited.

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Application Procedure.

1. Guidelines.
 - a. A written application must be submitted by the employee to the appropriate administrator at least sixty days prior to the proposed beginning date of the administrative leave.
 - b. The application for management leave shall include:
 - (1) Name and title of the applicant.
 - (2) Start date of the applicant's initial employment with the District and inclusive dates of the administrative leave.
 - (3) In the case of a second administrative leave application, the inclusive dates of the previous administrative leave.
 - c. The application shall be processed through the offices of the Presidents (Colleges), the General Manager (KOCE), or the Vice Chancellor (District) as appropriate to the applicant's assignment.
 - d. The administrative officer (see (c) above) shall notify the Vice Chancellor for Human Resources of the request and her/his approval and the proposed arrangements for covering the duties of the manager during the period of absence.
 - e. The Vice Chancellor for Human Resources shall review the application and transmit it with approval and/or comments to the Chancellor. Upon approval of the Chancellor, the necessary Personnel Action Form (PAF) will be authorized.

Organizational Procedures.

1. Each College, KOCE-TV, and the District Office shall establish a procedure by which a plan for administrative leaves is proposed annually.
2. The plan shall provide for adequate coverage of management needs throughout the organization at no additional cost to the District.
3. No later than November 15th of each year, the annual plan shall be submitted to the Vice Chancellor for Human Resources for review and recommendation to the Chancellor. The Vice Chancellor for Human Resources shall send the recommendation to the Chancellor no later than December 1st to facilitate final approval by December 15th.

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4. Adjustments to the approved plan may be made upon the recommendation of the appropriate chief administrative officer, review by the Vice Chancellor for Human Resources, and approval by the Chancellor.

In reviewing requests by individual managers for administrative leaves, the following guidelines are suggested in establishing priorities:

1. The needs of the institution.
2. Seniority of the manager applicants.
3. Number of prior administrative leaves granted to applicants.
4. The timeliness of the application.

Final determination of the order of priority of request will be by the College, KOCE-TV, and the District Office chief administrators.

MANAGEMENT PROFESSIONAL IMPROVEMENT ADMINISTRATIVE LEAVE

Based on the policy criteria expressed in Policy 090-2-10, Management Administrative Leave, a manager requesting a Professional Improvement Administrative Leave shall prepare a letter of application including all of the facts on the nature and length of the leave. The letter of application shall be reviewed and referred to the appropriate college president/chief executive officer. Upon approval, the college president/chief executive officer shall convene a special committee consisting of the remaining college presidents, the Vice Chancellor of Human Resources and the Chancellor. Upon approval, this committee shall recommend the Professional Improvement Administrative Leave to the Board of Trustees for consideration.