

Long Beach Community College District



Management Professional Development/Evaluation Personnel Plan

**Presented to Board of Trustees
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PREAMBLE

Long Beach Community College District is committed to the policy that discrimination shall not occur in the operation of any of its employment programs and practices and that all employees and applicants shall be guaranteed the right of equal opportunity.

Therefore, no person shall be unlawfully subjected to discrimination or denied full and equal access to, or the benefits of District programs on the basis of their race, color, national origin, ancestry, religion, sex, age, physical disability (including HIV and AIDS) or mental disability, marital status, medical condition, genetic information (as provided under Title II of the Genetic Information Nondiscrimination Act of 2008), sexual orientation, veteran status (as set forth in the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C., 4212), and similar factors in compliance with Title IX, Sections 503 and 504 of the Rehabilitation Act, and other federal and state non-discrimination regulations.

I. INTRODUCTION

The Management Professional Development/Evaluation Personnel Plan (herein as the Plan) is designed to cover all permanent District employees who have been designated as The "Management Team." In this plan, management includes administrators (educational and classified), managers, and supervisors. The positions are identified in **Appendix A** of the Plan.

The various sections and provisions of the Government Code, Education Code, California Administrative Code, Title 5, and District policies, procedures, Administrative Regulations, the Rules and Regulations of the Classified Service, or administrator contracts which are applicable to District Management employees, shall remain in effect. 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 the Management Team of the District is based upon the following:

Since management positions are excluded from collective bargaining, personnel and compensation policies and procedures for management are established under the authority of the Governing Board and implemented under delegated authority by the Superintendent-President. This structure provides the required emphasis for the special needs of the Management Team.

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.

The building of a "Management Team" is emphasized through the development of individuals who are qualified to effectively manage academic enterprises. Therefore, the kinds of personnel and compensation policies that provide executives with the flexibility to recruit, retain, develop, and motivate employees, and provides incentives that recognize achievement in management performance must be improved.

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

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 – management must possess technical skills required by position

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

The Management Team includes employees who have primary responsibility for the implementation of policy which has been adopted by the Governing Board, 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.

Administration and implementation of the Plan are the responsibilities of the Vice President of Human Resources under delegated authority from the Superintendent-President.

II. MANAGEMENT FUNCTIONS

Executive and administrative levels focus more on strategic planning, establishing and measuring goals and objectives, formulating policy, and developing and administering budgets. At the supervisory level, supervisors focus more on assigning and directing the work of assigned staff.

The Management functions include the following:

1. 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.
2. 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.
3. Developing, justifying, and administering program budgets and authorizing program expenditures and services.
4. Determining methods, techniques, systems, and materials required to meet program goals.
5. Assessing and recommending internal change based on the impact of substantive changes in funding, laws, policies, and program dynamics.
6. Representing the College and its programs and services to the public, media, other educational institutions, and professional associations.
7. 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.

III. RESPONSIBILITIES OF INDIVIDUAL MANAGEMENT TEAM MEMBERS

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

1. Interdependence of Operation – Management endeavors to operate as a team, recognizing that any action by one Management Team member has an impact on others.
2. Authority – Administrators and Managers are authorized to make judgments and decisions which commit the College to various courses of action within the scope of their position descriptions.

3. Commitment to Learning – Management is responsible for creating and supporting a total environment dedicated to learning and open to those who want to learn.
4. Team Management – Management Team members are an integral part of the total College operation who participate in and contribute to the broad educational and support processes. Management 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.
5. Collaboration and Participatory Management – Management is responsible for fostering and maintaining a supportive environment characterized by trust and respect for the dignity and creative potential of the individual. As such, Management is 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.
6. Cost Effectiveness – Management is 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.
7. Ethical Behavior—Management has 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.
8. Planning and Awareness – Management is responsible for anticipating and responding to needs and problems, many of which are not covered by existing policy or guides and which require the development of new programs, techniques, or other innovative methods.
9. Competence – Management is 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.
10. Collaboration and Networking – Management develops procedures and/or recommendations through collaboration and networking with all constituent groups to reach consensus that underscores the interest(s) of the District.

IV. THE PLAN OBJECTIVES

The Plan objectives include the following:

1. To recruit and retain well-qualified Management Team members; 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 team member on behalf of Long Beach City College.
2. To facilitate and enhance effectiveness and productive efforts of the Management Team through evaluation of performance and the recognition of merit/accomplishments.
3. To provide a system in which the particular abilities, contributions, expertise, and effectiveness of the individual can be considered, along with the level of responsibility of the job performed, in determining appropriate compensation.
4. 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 Governing Board for the purpose of recognizing individual differences among management.
5. 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.
6. To establish a salary structure which is based on a "benchmarking methodology" utilizing the fifteen largest single college community college 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 budgets and permanent staffing levels. (See Appendix C and J.)
7. To provide a system of fiscal controls within which the Superintendent-President recommends to the Governing Board appropriate salaries for Management classifications.

V. BASIC COMPONENTS OF THE PLAN

5.1 Classification Structure

Each Management Team position is placed in one of four levels. The placement of each position in a particular level, is premised on an assessment of the general knowledge, skills, abilities 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; and accountability and impact of policies administered and/or decisions made.

Levels of management include the following:

- **Executive:** those designated as having the administrative authority in the execution of District business that includes the Superintendent-President, and the Vice Presidents.
- **Administrator:** an administrator organizes, supports, and manages the systems and strategies of the College that assist in the effective operation of the College. An administrator typically has responsibility for a division of the College.
- **Managers:** are those designated as having significant responsibilities for formulating District policies or administering District departments or programs. Managers typically have supervisors reporting to them.
- **Supervisors:** supervisors are those individuals who oversee the day-to-day operation of a department or area of the District that includes assigning work and directing the workforce.

5.2 Salary Structure

The salary structure/schedule (**Appendix C**) consists of a classification salary schedule with a salary range including five (5) steps established for each Management position.

For salary comparison purposes, the salary schedule shall be based on a salary survey utilizing the fifteen largest single college community college 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 budgets and permanent staffing levels. (**See Appendix C and J.**)

Salary adjustments, authorized under the Plan, provide for annual step adjustments to individual salary rates. However, there are no automatic salary increases. (**See Section 5.3 and Appendix J**) Management Team members who have not attained the maximum step of the salary range for their respective classification shall qualify for advancement each July 1st after having been compensated as a Management Team member for at least 50 percent of the preceding fiscal year. Step increases will be determined by merit and recommended by the supervisor, and approved by the Vice President (**See Section 6.1**).

The Governing Board may, at its sole discretion, approve salary adjustments other than the salary adjustments provided for in this plan.

5.3 Salary Administration/Compensation (See Appendix J)

Management at the executive level and administrative level 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 Governing Board supports compensating management employees commensurate with the market value of their expertise immediately upon placement. Executives and academic administrators are contract employees, and as such, the initial salary placement shall be established through conferred agreement with the Superintendent-President and approval by the Governing Board.

All other Management Team members are normally expected to have varying degrees of experience and proven capabilities. In order to provide the Superintendent-President and the Governing Board adequate flexibility in the hiring and placement of management employees 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 Governing Board for approval.

Once an individual is appointed, subsequent salary advancements are based on merit as related to performance and by reference to the Management Professional Development/Evaluation Program.

There are no automatic step adjustments, nor does an upward adjustment of the classification salary schedule automatically affect individual salaries. Step adjustments are determined by merit as related to performance. Adjustments of salaries within the appropriate levels must be based on funds allocated to the District for this purpose by the Governing Board. (See Section 6.1 and Appendix K)

5.4 Workweek, Workday, Exempt

Management Team members who have been designated as exempt from overtime shall not claim overtime compensation or compensatory time off. This does not mean that the District will impose excessive working hours on Management Team members. However, when work demands exceed normal working hours, management employees shall be free to take time equivalent to time worked in excess of forty (40) hours within a reasonable time period. Time off should be scheduled consistent with work demands and with prior approval of the immediate supervisor.

5.5 Classification Review

The College is a dynamic entity, and, as such, reclassification procedures provide an opportunity for adjustment to classifications in order to meet the legitimate needs of the College.

5.6 Promotions

Management Team members covered by this plan may be promoted to a classification with a higher salary. Such promotions must be to classifications which have been officially established and classified.

Because the College is a dynamic entity, procedures must be in place that provide new opportunities to meet existing and emerging institutional needs, provide necessary management flexibility to appropriately control processes vital to the institution's functions, and create professional development opportunities for management.

When it can be demonstrated that a Management Team member has significantly increased his/her scope and/or level of responsibility and accountability and the reassignment of duties are in the best interest of the District, the Superintendent-President may confer upon that Management Team member a promotion.

Such promotions may occur as a result of a job reclassification or a reorganization. Such processes shall be conducted in alignment with the Rules and Regulations of the Classified Service, Chapter 3.3 and Title 5, Section 53021.

5.7 Recruitment and Selection of Management Team

New positions are approved by the Governing Board.

Recruitment and selection of Management Team members shall be conducted in accordance with Equal Employment Opportunity Guidelines and Objectives and in accordance with Administrative Regulation 3003, "Academic Administrative Hiring" and the Rules and Regulations of the Classified Service. Candidates must meet minimum qualification standards for the position to be filled.

At the discretion of the Superintendent-President, and as a substitute for meeting desirable qualifications, a Management Team member may within the first two (2) years of service, successfully complete a program of training, and development in management and/or leadership techniques which provides skills, knowledge, and abilities necessary for the position.

The Superintendent-President submits the final recommendation on all selections of Management Team personnel to the Board of Trustees.

5.8 Management Development

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

Professional self-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. Self-development may take many forms: graduate courses and degrees, certification programs, conferences, workshops, professional associations meetings, working with mentors, etc.

The District provides on-going management development programs for all Management Team members. The District also supports management attendance at professional conferences which benefit the District.

5.9 Terms of Employment

Educational Administrators

Per California Education Code 72411 (See Appendix B), every Educational Administrator shall be employed by the Governing Board of the District by a contract. They are not subject to probationary service and do not receive tenure or permanent status in management positions. See Ed. Code 87458 and Administrative Regulation 3035, "Administrator Reassignment Rights". (See Appendix B.)

Classified Management Team Members:

For classified positions designated by the Personnel Commission as executive, administrative, managers/supervisory, the probationary period shall be up to one (1) year or two hundred and sixty (260) days of paid regular service, whichever is less, in one classification in the classified service excluding days absent for illness or injury. New employees shall be evaluated prior to the end of the third, eighth and eleventh months of service. Such classified positions are governed by the California Education Code and the Rules and Regulations of the Classified Service.

5.10 Seniority

Classified management positions shall retain any earned seniority in previous classified assignments.

5.11 Retreat Rights

Educational administrator retreat rights are governed by California Education Code 87458 and existing case law, as well as Board Policy and Administrative Regulation, 3035, "Administrator Reassignment Rights". (See Appendix B.)

5.12 Benefits

The District provides its Management Team covered under this plan with a variety of benefit programs—contributory (financially supported by the District and employee), non-contributory (financially supported by the District), and voluntary (at the Management Team member's option).

5.12.1 Contributory Programs:

- (a) Health and Welfare Benefits. The group health/medical care plans provide for a variety of health and welfare benefits contracted for Management Team members and eligible dependents. They include medical, dental, vision, and mental/behavioral health insurance as well as, an Employee Assistance Program. Employees may select any health/medical insurance plan offered by the District. Management Team members contribute a portion toward the premiums for their health and welfare benefits. The contribution cost represents a percent of the total cost of the benefits selected. This information is made available to new Management Team employees when they complete their initial employment paperwork. It is also provided during the Open Enrollment period each year.
- (b) Retiree Health and Welfare Benefits. A Management Team member who retires from the District under PERS or STRS guidelines, after twelve (12) or more years of service qualifies for District-paid medical benefits. **(See Appendix I for eligibility and conditions)**
- (c) Retirement. The District provides Management Team members with membership in either PERS or STRS. Employees who are members of STRS do not pay into Social Security; however, upon retirement are subject to a government pension offset.
- (d) Spousal/Domestic Partner Continuation of Fringe Benefits Upon Death of Management Team Member

If, after twelve (12) years of service, a Management Team member dies while currently employed, the District shall, commencing with the date of the Management Team member's death or the beginning of his/her unpaid disability leave, provide the benefits to the surviving spouse or domestic partner (that meets District eligibility) on the same basis as those provided in Appendix I, Retiree Health and Welfare Benefits, I.A., Option B, which provides for 1 (one) year of medical benefits for every 3 (three) years of service to the District as a Management Team member .

If the death occurs after the Management Team member has retired, the spouse or domestic partner may continue the District paid medical as though the retiree was still alive and then continue on a self-pay basis after the District paid medical period is over. (See Appendix I, Retiree Health and Welfare Benefits, for eligibility and conditions)

5.12.2 Non-Contributory Programs:

- (a) Life Insurance. This program provides a \$100,000 group term life insurance benefit. The plan also includes an additional benefit for accidental death and dismemberment.

- (b) Worker's Compensation. This program ensures that a Management Team member will have adequate means of support while unable to work as the result of work-related injury or illness.

California Law guarantees certain benefits to employees who are injured or become ill during the course and scope of their job duties. The benefits include medical care, payment for lost wages, payment for permanent disability, rehabilitation, and death benefits.

5.12.3 Voluntary programs in which contributions are made solely by the Management Team member:

- (a) Additional life insurance and, or additional AD&D (Accidental Death and Dismemberment) Insurance.
- (b) Tax Shelter Annuity Programs (403b)
- (c) LBCC Deferred Compensation Plan (457b).
- (d) IRC Section 125 Flexible Spending Plan--Redirection of Salary/Pre-Tax Basis. The plan allows Management Team members to redirect a portion of salary, on a pre-tax basis, to a flexible spending account to provide reimbursement for two specific types of expenses: Dependent Care (DC) and Unreimbursed Medical (URM). In addition, Management Team employees may elect to redirect, on a pre-tax basis, their share of the monthly premium for health insurance.

5.12.4 Appointments to Less Than Full-Time Positions

Individuals appointed to less than full-time (1.00 FTE) but equal to or greater than .50 FTE, shall be entitled to full health, dental, vision ,and life insurance benefits. All other benefits provided for under the Plan shall be prorated on the basis of percent of full-time equivalent (FTE).

5.13 Leaves

A. General

Leave benefits defined in sections B, C, D and E below will be prorated if a Management Team member serves less than 12 months of service to the District or is less than full-time.

B. Vacation Leave

1. Management Team members covered by the plan earn twenty-one (21) vacation days per year. The maximum number of vacation days that can be carried over to the next fiscal year is thirty-two (32) or 256 hours. The

annual vacation allowance is awarded in July at the beginning of the fiscal year. At July 1st any vacation in excess of 32 days or 256 hours will be converted to sick leave.

2. Vacation shall be taken as authorized by the direct supervisor and shall be scheduled by mutual agreement. Earned vacation will be compensated upon resignation or retirement in accordance with payroll procedure.

C. Sick Leave

Each full-time Management Team member covered by this plan shall accrue thirteen (13) days of sick leave with pay for each year of District service. Members employed less than full-time or for less than a full year of service shall be entitled to a pro-rata share of the sick leave benefit. Sick leave may be accumulated without limitation. The full amount of sick leave shall be credited to each team member. Credit for sick leave need not be accrued prior to taking such leave, and such leave may be taken at any time during the year up to the amount which would be accrued by June 30 of that fiscal year.

Management Team members shall be provided the opportunity to transfer accrued, unused sick leave from another elementary, union, unified, or community college district in accordance with California Education Code and District Procedures.

D. Personal Necessity Leave

Management Team employees may use up to seven (7) days of accumulated sick leave per fiscal year as personal necessity. Personal necessity is defined as an activity that is serious in nature, cannot be reasonably disregarded, can only be performed during the normal workday, and cannot be performed before or after regular working hours. Paternity leave; death in the family; illness or accident involving the Management Team employee or property of member of the immediate family; appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or order made with jurisdiction; or other compelling personal reasons are included as personal necessity leave. The use of this leave, due to a death in the immediate family, would be in addition to bereavement leave.

E. Management Leave (Non-Duty Days)

Management Team members shall be provided five (5) non-duty days during each fiscal year. This leave is non-cumulative and is pro-rated for members employed less than full-time or less than a full year.

F. Industrial Accident and Illness Leave

In addition to any other benefits that a Management Team member may be entitled to under the Workers' Compensation laws of this state, absence by a Management Team member which is determined to be to a job-related accident or illness, shall be administered in accordance with Administrative Regulation 3015, the Rules and Regulations of the Classified Service and/or District procedures.

G Statutory Illness Leave

Each Management Team employee shall be granted 100 days of non-cumulative statutory illness leave at the beginning of each fiscal year. After all accrued sick leave, vacation, and other paid time available has been exhausted, an employee who is still absent from his/her employment shall begin to draw on the 100 days of statutory illness which shall be compensated at the rate of fifty percent of the regular salary.

H. Bereavement Leave

This program provides a Management Team member with up to 4 days absence, 6 days if out-of-state travel is more than 250 miles or if out of state travel is necessary because of death in the immediate family.

Definition of Immediate Family: Members of the immediate family are defined as mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse/domestic partner of the employee, and the spouse/domestic partner, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee or of the spouse/domestic partner of the employee, or any relative who has been living in the immediate household of the employee.

(See Administrative Regulation 3017.2 and the Rules and Regulations of the Classified Service 14.7.)

I. Jury Duty Leave

To ensure that a source of income is provided while a Management Team member is required to perform jury duty, the District will pay the full salary. Any compensation, excluding reimbursement for meals, mileage and parking allowances, received by an employee as a member of a jury shall be remitted to the District.

J. Military Leave

A military leave of absence will be granted to Management Team members pursuant to California Education Code. Such leave shall be supported by a copy of the official orders requiring the employee to report to active duty.

Under declaration of war or a declared presidential emergency, a Management Team member who is granted military leave will earn service increments the same as if providing service to the District. The Management Team member shall be paid regular salary at the time the leave is granted for a period of time of up to thirty (30) service days maximum in any fiscal year.

K. Catastrophic Leave Donation Program

A Management Team member who suffers from a catastrophic illness or injury or who must be absent to care for a member of their immediate family who suffers from a catastrophic illness may participate in a catastrophic leave donation program, provided:

- The Management Team member requests in writing to participate. Or, the Management Team member's representative requests on their behalf.
- The Management Team member or representative provides written verification of the catastrophic illness or injury or of the catastrophic illness or injury of the immediate family member and of the need for the Management Team member to provide care for the immediate family.
- The Management Team member exhausts all accrued paid leave credits.
- The District determines that the Management Team member is unable to work due to the Management Team member's or the immediate family member's catastrophic illness or injury, and in the case of the immediate family member, the Management Team member's need to care for the family member.

Management Team members desiring to donate sick/vacation leave credits authorize the donation in writing and acknowledge in writing that the donation cannot be revoked. However, the District at its discretion may choose to return sick or vacation leave credits to the donating employee.

A catastrophic illness or injury is one which is expected to incapacitate the Management Team member or the immediate family member for at least three (3) months, or which is diagnosed as a terminal illness or injury.

The maximum amount of time for which donated leave credits may be used, but not to exceed use for a maximum period of twelve (12) months (California Education Code, Section 87045).

L. Professional Leave for Managers

Management Team members assigned to Range 17 and above of the Management Team Salary Schedule are eligible for paid leave of absence for a period of up to three (3) months in accordance with District Administrative Regulation 3026. The leave must: (1) benefit the District; (2) provide professional development for the employee; or (3) prepare the individual for alternative service to the District

M. Non-Accruable Education Leave

Management Team members may apply, through the Executive Committee, for three (3) hours per week of paid non-accruable leave for a maximum of two (2) semesters towards an applicable graduate degree.

N. Other Paid Leaves

Other paid leave may be authorized for a Management Team member in accordance with Administrative Regulations and/or the Rules and Regulations of the Classified Service. Included in such provisions are, for example: Parental Leave, Immediate Death Leave.

5.14 Reduced Work Load

Eligible Management Team members participating in the State Teachers' Retirement System (STRS) may request a reduction in assignment while maintaining retirement benefits as if employed full-time in accordance with California Education Code, Board Policy and Administrative Regulation 3028.

5.15 Holidays

Each Management Team member covered by this plan shall be entitled to the following fifteen (15) holidays. These holidays are considered non-duty days for academic administrators.

- New Year's Day (January 1)
- Martin Luther King, Jr., Day (third Monday in January)
- Lincoln's Day (as designated by the District Calendar Committee)
- Washington's Day (as designated by the District Calendar Committee)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Veteran's Day (as designated by the District Calendar Committee)
- Thanksgiving Day (fourth Thursday in November)
- Christmas Day (December 5)
- Plus 5 Board Declared Holidays (as designated by the District Calendar Committee)

When a holiday falls on a Saturday, the preceding Friday shall be observed as the holiday. When the holiday falls on a Sunday, the following work day shall be deemed to be that holiday.

5.16 Resignation

The Superintendent-President or the Vice President of Human Resources (as the Superintendent-President's designee) is authorized to accept the resignation of a Management Team member and to establish the effective date of such resignation. Resignations will be approved by the Board of Trustees in accordance with operational procedures of the Human Resources Department (see Board Policy 3029).

5.17 Disciplinary Action

Management Team members shall be disciplined in accordance with California Education Code, Administrative Regulations, and the Rules and Regulations for Classified Service as applicable to their management employment status with the District.

5.18 Reduction of Management – Management Rights (See Appendix B)

A. Educational Administrators

The Board of Trustees may terminate the services of Contract Administrators in accordance with California Education Code 72411 and the terms and conditions of the individual employment contract.

B. Classified Administrators, Managers, and Supervisors

Classified members of the Management Team may be laid off from their position or District employment as a result of a lack of work or a lack of funds in accordance with California Education Code 88117 and 88127 and Rules and Regulations of the Classified Service. Reemployment rights are also contained in those provisions.

See Chapter 20 of the Personnel Commission Rules and Regulations.

5.19 Reassignment

The Superintendent-President may reassign employees to any classification/duties which the Superintendent-President deems to be necessary to the District's operation and programs.

VI. MANAGEMENT PROFESSIONAL DEVELOPMENT/EVALUATION PROGRAM

6.1 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 management 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 to 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 Management Team member 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.

Management Team members shall receive a written evaluation and evaluation conference with his/her immediate supervisor every three years by January 31. During his/her first two years of employment as a Management Team member with the District, the team member will receive an annual written evaluation and evaluation conference unless the Personnel Commission rules and regulations dictate more often. The District retains the right to conduct special evaluations at any time.

For those Management Team members eligible for a step advancement, their immediate supervisor will prepare a written evaluation in March and make a recommendation to the Vice President within the area on whether a step advancement is merited. When determining whether a step advancement is merited, the immediate supervisor shall evaluate whether the Management Team member exceeded expectations and make a recommendation to the area Vice President accordingly. Merely meeting expectations does not warrant a merit step advancement. The area Vice President will consult with the immediate supervisor about their recommendations

and will then make a recommendation to the Superintendent-President. All decisions on step advancements will be provided to the Management Team member no later than June 30th.

Evaluations shall form the basis for making recommendations for management development, professional leaves, and other activities related to professional development and upward mobility.

6.2 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 College. The Evaluation and Professional Development Plans are mutually supportive and components of a total resource development program for management. The evaluation is based on the goals developed by the Governing Board 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 of management.
- 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.

6.3 Program Goals

- a. The supervisor will regard evaluation as an ongoing process and 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 and salary decisions will be supported by the evaluation.
- d. The supervisor and the evaluatee 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 Management Team member's objectives will be discussed and agreed upon annually.
- h. Each Management Team member's objectives, to the extent possible, will include measurable outcomes.

6.4 Management Team Member Objectives

Although the setting of objectives is an interactive process, it is essentially a top-down approach. The goals adopted by the Governing Board of the College will be transferred to the Superintendent-President, who will develop a set of management objectives in consultation with the Governing Board. Executive level Management Team members 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 Governing Board and the objectives developed by the Superintendent-President. All other Management Team members will develop their objectives in a similar manner following the development of their supervisor's objectives.

The objectives developed by each Management Team member will attempt to integrate the unit needs with the needs of the College. Some of the objectives may overlap, but the final agreed-upon objectives will ensure that the Management Team member will be prepared to move the College in a uniform direction directed towards achieving the goals adopted by the Governing Board. Ongoing monitoring of the objectives will ensure that the Management Team member 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, the amount of risk-taking involved, and the resources available.

6.5 Guidelines for Developing Objectives (See Appendix D)

- a. Tie objectives to College 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 Management Team member'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) outcome objectives (those that are concrete enough to be measured, and (2) process objectives (those which are continuing, but very important and may be difficult, if not impossible to measure).

6.6 Professional Development Plan (See Appendix E)

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

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 management and institutions as a whole. Management Team members 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 administrators, managers, or supervisors 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.

Concurrent with the development of objectives, each Management Team member 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 for either Management Team member 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 Long Beach City College, in particular, needs the finest quality Management Team members available. Leadership is based on the philosophy that students, classified staff, faculty, the Governing Board, management, and the public have the right to expect excellence.

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

Management growth and development plan goals:

- a. To encourage and develop the professional growth and potential of each Management Team member
- 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 Management Team member to become increasingly proficient through individual initiative
- g. To foster and encourage creativity and enthusiasm
- h. To promote enthusiasm and optimism
- i. To broaden professional development through a variety of strategies
- j. To encourage trust and cooperation among Management Team members in shared responsibilities and duties

6.7 Performance Evaluation

The evaluation process is designed to give constructive feedback to Management Team members 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 significant improvement

- e. To clarify job expectations and develop a prioritization of responsibilities where needed
- f. To involve the supervisor and the evaluatee 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 1) **self-evaluation** of performance, 2) **supervisor's evaluation** of performance, and 3) **behavioral ratings**.

6.8 Management Team Member's Self Evaluation

The Management Team member will evaluate his/her performance in the following areas (See Appendix F):

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

6.9 Supervisor's Evaluation (See Appendix G)

The supervisor will evaluate the performance of the Management Team member, which shall include taking into consideration the Management Team member's self-evaluation, as shown below. 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. Optional areas for professional growth (5%).
- d. 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.
- e. 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.

6.10 Behavioral Rating Scale (See Appendix H)

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.

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

Rate work behavior

- a. Serve as a constructive feedback instrument to the employee 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 Management Team member, other management peers, as well as the Management Team member.
- 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 the supervisor and other employees familiar with the work of the individual being evaluated. The completed, unsigned forms are then sent to the supervisor who will average the scores and present the Management Team member 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.

The Management Team member should develop a list of a minimum of twenty-five (25) individuals, mutually agreed upon between the employee and his/her supervisor, who will comprise the evaluator pool. From the list of twenty-five (25) individuals, the supervisor will select fifteen (15) 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 Management Team member - 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 individual being evaluated. Thus, those who report directly to the individual being evaluated should be considered first in constituting the pool. For Management Team members who directly or indirectly supervise faculty, the pool shall include input from faculty directly involved in the individual Management Team member's normal job performance. The pool should have balanced representation from classified staff, faculty, and management and may include students and community members when appropriate.

In addition, a cover memo from the supervisor 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 H**)

6.11 Performance Conference

The supervisor and the evaluatee will agree upon a mutually convenient time to review the evaluation.

The evaluatee should retain a copy of the supervisory evaluation, the 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 who will arrange to place them in the evaluatee's personnel file. The evaluation will be confidential with access limited to those persons who normally have access to the individual's confidential record.

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

6.12 Reconsiderations

Should a Management Team member believe that he/she has been evaluated unfairly, a panel consisting of the Vice President, Human Resources, and the Vice President of the area of concern shall review the situation(s). If the evaluation was conducted by the Vice President, then a Vice President from another area shall be selected to participate on the panel.

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 Management Team member during the evaluation year.

The panel will consult with the supervisor and the evaluatee, review the situation, and issue a determination. This determination will be forwarded to the Superintendent-President whose decision shall be final.

VII. FUNDING PLAN

The Management Plan will be allocated funds to support salary adjustments provided for under the Plan. The Superintendent-President determines the frequency and amount of salary adjustments based on an evaluation of merit, contribution, and value to the College. The Vice President, Human Resources is charged by the Governing Board with monitoring the operation of the plan for the Superintendent-President. All salary adjustments for Management Team members, as provided for under this plan, are subject to the approval of the Superintendent-President. (See Appendix K)

VIII. MANAGEMENT PERSONNEL PLAN MAINTENANCE

The Management Plan will be reviewed periodically. The review shall be initiated by the Superintendent-President or the Vice President of Human Resources.

A Management Personnel Committee, chaired by the Vice President of Human Resources, shall review the Management Plan periodically. The review committee shall consist of a Management Team member from each level: Executive, Administrative, Manager, Supervisor.

IX. 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.

APPENDIX A

MANAGEMENT PROFESSIONAL DEVELOPMENT/EVALUATION PERSONNEL PLAN
MANAGEMENT TEAM CLASSIFICATIONS & SALARY RANGES

Classification Range

EXECUTIVE LEVEL

* Superintendent-President	
* Executive Vice President* (A Vice President assigned and designated by Superintendent-President)	24
* Vice President	23

ADMINISTRATIVE LEVEL

* Associate Vice President	22
* Executive Director, Economic and Partnership Development	22
* Executive Director, Academic Administrator	21
* Dean, Academic Administrator	21
* Associate Dean	20
Director Applications Development & Support	20
Director Business Support Services	20
Director College Advancement, Public Affairs & Government Relations	20
Director, District Facilities	20
Director, Fiscal Services	20
Director, Human Resources	20
* Athletic Director	19
* Director, Distance Learning	19
Director, Financial Aid	19
Small Business Development Center (SBDC) Regional Director	19
* Director, DSPS & Special Programs	19
Director, Workforce Development	19
Deputy Director, User Support & Web Development	18
Applications Development Manager	17
Deputy Director, Operations & Maintenance	17
Deputy Director, Academic Computing & Multimedia Services	17
Deputy Director, Finance & Accounting	17
Program Director, Small Business Development Center (SBDC)	17
Small Business Center (SBDC), Associate Director	17
Deputy Director, Purchasing & Contracts	16

*Academic positions.

MANAGERS LEVEL

Applications Development Analyst V	19
Business Systems Analyst V	19
Director, Institutional Resource Development	18
Senior PeopleSoft Database Administration/Systems Manager	18
Deputy Director, Network Services	17
Program Director, 10,000 Small Businesses	17
Director, Superintendent-President's Office	17
Business Systems Analyst IV	16
Internal Audit Manager	16
Program Director, Economic Development	16
Director, Institutional Research	16
Director, Student Health Services & Student Life	16
Stadium & District Facilities Business Manager	16
CalWORKS Program Manager	15
* Director, Communications & Digital Media	15
Human Resources Manager-Academic	15
Human Resources Manager-Classified	15
International Trade Program Manager	15
Payroll & Benefits Manager	15
Program Director, Workforce Development	15
Program Manager, 10,000 Small Businesses	15
Program Manager, Advanced Transportation & Security Technology	15
Project Manager, Economic Development	15
Research Systems Analyst II	15
Small Business Development Center (SBDC) Operations Manager	15
Small Business Development Center (SBDC) Program Manager	15
Small Business Development Center (SBDC) Special Projects Manager	15
* Assistant Athletic Director	14
Facilities Maintenance Manager	14
Foster & Kinship Care Education Program Manager	14
Media Production Manager	14
Registrar	14
Director, Student Discipline & Student Life	14

SUPERVISORS LEVEL

Accounting Supervisor	13
Budget Officer	13
Business Process Support Supervisor	13
Business System Analyst III	13
Center for Training & Professional Development Manager	13
Child Development Center Manager	13
Manager, Environmental Health & Safety Services	13
Small Business Development Center (SBDC) Financial Analyst	13
Bursar	12
International Student Program Manager	12
Job Development Manager	12

*Academic positions.

SUPERVISORS LEVEL (Cont.)	
Associate Director, Foundation	11
Learning Resource Center Supervisor	11
Multimedia Services Supervisor	11
Operations & Maintenance Manager	11
TRIO Supervisor	11
Administrative Support Manager-ERD	10
Associate Registrar	10
Mail & Reprographics Services Manager	10
Financial Aid Supervisor	10
Warehouse/Logistics Manager	10
Ground & Transportation Supervisor	8
Custodial Supervisor II	8
Small Business Development Center (SBDC) Client Supervisor	8
Custodial Supervisor I	7

*Academic positions.

REASSIGNMENT RIGHTS

3035. ADMINISTRATIVE REGULATIONS ON ADMINISTRATOR
REASSIGNMENT RIGHTS

3035.1 The Superintendent-President shall be responsible for implementing these regulations.

3035.2 This policy applies to administrators not part of the classified service hired after June 30, 1990. The reassignment of such an administrator to a faculty position shall be done in accordance with Section B. below. Administrators hired after June 30, 1990, can acquire the right to become a first-year probationary faculty member as provided by the Education Code and in accordance with the following procedure.

A. An administrator hired after June 30, 1990, and who did not have faculty tenure in this district, shall be reassigned to a first-year probationary faculty position provided that she/he meets all of the following:

1. The administrator holds a non-classified administrative position; district records shall be used to make this determination.
2. No administrator shall be reassigned to a first-year probationary faculty position if such a reassignment leads to a layoff of a contract or regular faculty member.
3. The administrator has completed at least two years of satisfactory district service, including any prior service as a faculty member, and received two annual satisfactory district evaluations during this period in accordance with the evaluation process approved by the district.
4. The termination of the administrative assignment is for any reason other than dismissal for cause as defined by the Education Code.

B. To determine the reassignment of the administrator, the following shall apply:

1. The administrator will be reassigned to a discipline in which she/he possesses the minimum qualifications at the time of hire or to a discipline to which she/he subsequently qualified, as certified by the Academic Senate. The Board of Trustees shall provide the Academic Senate with an opportunity to present its views to the Board before a decision is made on reassignment and provide a written record, including the views of the academic Senate, for review, pursuant to the Education Code.

2. Whenever possible, the administrator should be reassigned to a discipline in which she/he not only has the minimum qualifications, but also where the following apply:
 - a. The administrator has an interest or preference for the assignment which is considered in the same manner as all other faculty members' interests or preferences for an assignment at Long Beach City College.
 - b. The administrator should be reassigned into a discipline in which she/he has the most academic preparation and/or experience.

3035.3 A tenured faculty member, when reassigned from a faculty position to an administrative position, retains her/his status as a tenured faculty member.

3035.4 A copy of this policy shall be sent to all applicants.

Long Beach Community College District
May 14, 1991

LONG BEACH COMMUNITY COLLEGE DISTRICT

MANAGEMENT TEAM

SALARY SCHEDULE

2013

RANGE	STEPS					LONGEVITY INCREMENTS*
	A	B	C	D	E	
1	2529	2655	2788	2928	3074	See footnote which retains current longevity increments
2	2706	2841	2983	3133	3289	
3	2895	3040	3192	3351	3519	
4	3098	3253	3416	3586	3766	
5	3314	3480	3654	3836	4028	
6	3547	3724	3911	4106	4311	
7	3795	3985	4184	4393	4613	
8	4061	4264	4477	4701	4936	
9	4344	4561	4789	5029	5280	
10	4648	4880	5124	5381	5650	
11	4974	5223	5484	5758	6046	
12	5323	5589	5869	6162	6470	
13	5696	5981	6280	6594	6924	
14	6093	6398	6718	7053	7406	
15	6521	6847	7189	7549	7926	
16	6976	7325	7691	8076	8479	
17	7465	7838	8230	8642	9074	
18	7988	8387	8807	9247	9709	
19	8547	8974	9423	9894	10389	
20	9145	9602	10082	10586	11116	
21	9786	10275	10789	11329	11895	
22	10470	10994	11543	12120	12726	
23	13902	14597	15327	16093	16898	
24	14702	15438	16209	17020	17871	

*Longevity increments of 5% each are provided for employees with management, supervisory and confidential status at 10, 15, 20, 25, and 30 year anniversary.

Effective: July 1, 2013

Board Approved: October 23, 2012

LONG BEACH COMMUNITY COLLEGE DISTRICT
MANAGEMENT OBJECTIVES
_____ ACADEMIC YEAR

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

1.

Supervisor

Date

Management Team Member

Date

LONG BEACH COMMUNITY COLLEGE DISTRICT
MANAGEMENT SELF-EVALUATION
ACADEMIC YEAR _____

Position: _____ Date: _____

Management Team Member: _____

- A. Position Description
- B. Management Objectives (degree to which objectives have been completed/addressed.)
- C. Behavioral Rating Scale
- D. Professional Development
- E. Discussion/Update of area noted for improvement in one's last evaluation
- F. Other
 - 1. Community Activities
 - 2. Unanticipated Responsibilities
 - 3. Special Projects
- G. Rate your overall evaluation of your performance

Ratings		Description
5	Outstanding	Performance has consistently exceeded job requirements and expectations resulting in an exceptionally high quality of work
4	Exceeds Expectations	Performance is found more than adequate on most occasions
3	Meets Expectations	Requirements are met usually indicating the delivery of adequate results
2	Below Expectations	Requirements are met occasionally yet minimum standards are often not achieved
1	Unsatisfactory	Failed to meet necessary requirements against set standards

Date

Management Team Member

SELF EVALUATION PROFILE GUIDELINES

It is acknowledged that to evaluate someone is to make a value judgment about worth, supposedly on the basis of certain criteria. These criteria purport to reflect the reality that a Management Team member'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 and 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, students) are satisfied even if it may be consistent with a cultural and interpretive view of organizations. As previously mentioned, there are few, if any, objective indicators. Effectiveness is in the eye of the beholder and depends on how well the College is meeting whatever criteria each evaluator is using. 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.

Since a Management Team member'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.

All too often many self-evaluations leave 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 expression 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 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 College?
4. 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.
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.

APPENDIX H

BEHAVIORAL RATING

LONG BEACH COMMUNITY COLLEGE DISTRICT (Letterhead)

TO: (Evaluation Pool)

-Sample-

FROM: (Supervisor Performing Evaluation)

DATE:

SUBJECT: Management Evaluation

You have been mutually selected by the Management Team member named on the attached evaluation and me to provide input on the Management Team member's performance. Please complete the rating instrument, using the instruction sheet attached, and return it to me at your earliest convenience.

All ratings will be grouped, individual rating sheets destroyed, and the Management Team member 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 Management Team member, but it is not the most important aspect of the evaluation process. Primary consideration will be given to how well the Management Team member performs responsibilities outlined in the position description. Second in importance will be the degree to which the Management Team member 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: Behavioral Rating Form and Instructions.

EVALUATION FOR _____

PLEASE RETURN TO _____

Management

Behavioral Rating Scales Instructions

This performance-rating instrument is designed to give constructive feedback to the Management Team member 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 Management Team member'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 Management Team member'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 Management Team member'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 Management Team member 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 Management Team member 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. Degree to which this Management Team member displays 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 Management Team member in achieving organization 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. The Management Team member is 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 Management Team member.

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. The Management Team member encourages 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. The Management Team member's decisions are timely.

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 Management Team member 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 Management Team member 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 Management Team member 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 Management Team member 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 Management Team member 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. Extent to which the Management Team member motivates 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: _____

16. Extent to which this Management Team member 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 Management Team member 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 Management Team member 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 Management Team member 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. Access to this Management Team member.

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. The Management Team member consistently supports, motivates and promotes 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: _____

APPENDIX I

I. Retiree Health and Welfare Benefits

- A. Management Team members hired prior to February 1, 1995 who retire from District service, shall designate one of the following retiree medical benefit options at the time their retirement forms are submitted to the District:

Option A

A Management Team member who retires from the District under PERS or STRS guidelines, after twelve (12) or more years of service qualifies for District-paid medical benefits according to the following schedule:

<u>Age at Retirement</u>	<u>Years of Service*</u>	<u>Terms of Coverage</u>
Under 65	12	Until age 67
65 or over	12-22	2 years after retirement
65 or over	23-29	3 years after retirement
65 or over	30 or more	4 years after retirement

*defined as service as a regular monthly salaried employee of the District.

Option B

A Management Team member who retires from the District under PERS or STRS guidelines, after twelve (12) or more years of service qualifies for one (1) year of District-paid medical benefits for every three (3) years of full-time service as a regular monthly salaried employee of the District.

- B. Employees hired after February 1, 1995 shall only be eligible for Option B.
- C. Retiree medical benefit contributions will not apply to employees who beginning on July 1, 2008 have twelve (12) or more years of permanent full-time Management Team service with the District. Such employees would have started employment with the District on or before June 30, 1996.
- D. Retiring employees who are age 65 or over and qualified dependents of said retiring employees who are age 65 or over shall be required to enroll in and participate in Medicare Parts A and B as a condition of receiving medical benefits.
- E. A Management Team employee who retires with less than twelve (12) years of service and all retired Management Team members who are no longer eligible for District-paid medical benefits may participate indefinitely in the District medical plan by paying their own premiums.

- F. A Management Team member's surviving spouse or surviving domestic partner shall receive benefits under the following conditions:
1. The affected employee had completed twelve (12) years of service;
 2. The retired member has not exhausted all of their accrued medical benefits;
 3. Death or permanent disability occurs while currently employed, or before expiration of the benefits as accrued by the employee;
 4. Application for such benefits must be made within thirty (30) days of the employee's death or determination of disability;
 5. This provision shall be governed by the eligibility criteria of the insurance carrier, provided that the spouse or domestic partner was eligible for coverage under the original provision of the affected insurance plan. This provision is subject to change upon written notice from the group insurance carrier.

COMPENSATION/SALARY

A. Salary structure/schedule

For Management salary compensation, the “benchmark methodology” will be utilized. For this purpose, the benchmark colleges shall be the fifteen (15) largest single college community college districts based on multiple criteria primarily of which will be the most current funded full-time equivalent students (FTES) as well as other factors as deemed appropriate such as budgets and permanent staffing levels .

B. Salary Placement

Management Team members shall be paid in accordance with the salary range established for the class to which they are assigned. Step placement on the salary range is the step which represents, at a minimum, a five percent (5%) increase of the person’s current compensation.

C. Anniversary Date

Management Team members who have not attained the maximum step of the salary range for their respective classification, shall qualify for advancement each July 1st after having been compensated as a Management Team employee for at least fifty percent (50%) of the preceding fiscal year.

D. Longevity Increments

Classified Managers employed in designated classifications below Range 17 of the Management Team Salary Schedule, shall be provided longevity increments as prescribed by the Schedule.

E. Educational Stipend

Administrators employed in classifications assigned to Range 17 and above of the Management Team Salary Schedule, shall be granted an annual educational stipend for attainment of a Doctoral Degree from an accredited institution in the amount of \$2,250 as set forth in Article I, Section 53406 of the Title 5 Regulations for satisfying Minimum Qualifications from accredited institutions.

F. Mileage Reimbursement

Management Team members shall be eligible to receive reimbursement from the District for the use of his/her personal vehicle on District business in accordance with Administrative Regulation 3018.

APPENDIX K

FUNDING MANAGEMENT SALARY INCREASES

GUIDELINES

- Salary increases (adjustments) to the Management Salary Schedule shall be based on a “benchmarking methodology” utilizing the fifteen largest single college community college districts based on multiple criteria primarily of which will be the most current funded full-time equivalent students (FTES) as well as other factors as deemed appropriate such as budgets and permanent staffing levels.
- Salary increases shall be based on a sustainable, that is, an on-going funding source (fixed income resource to the District).
- One time funding sources or “ending fund balances” are not to be used for salary increases.
- During the period, when no comprehensive salary survey is undertaken, and in order to prevent management salary regression to the benchmark colleges, then the Superintendent-President may authorize utilizing the average percentage of salary increases of the benchmark districts granted to their management employees.

It is acknowledged that State funding for Long Beach Community College District operations can be unstable and, therefore, unpredictable. In an environment of fiscal instability, making a commitment to salary increases beyond a given year poses a serious problem to the overall stability of the College operations. To be able to respond to both appropriate increases in compensation and the unstable fiscal situation, the following three optional sources of funding shall serve as sources to fund management salary increases and/or step advancements.

The total dollar amount available for increases in management compensation (salary adjustments) shall be based on 1) the calculated annual amount that step advancements for all Management Team members eligible would cost; AND/OR 2) the *pro rata* share of the District’s Growth Funding received for the preceding fiscal year; AND/OR, 3) a *pro rata* share of the COLA included in the signed State Budget for Community Colleges.

I. Management Compensation Based on Step Advancement Dollars

- a) The total dollar amount available for step advancement shall be calculated annually in April (during Tentative Budget development) by determining the cost associated with providing a step advancement to all Management Team members eligible for a step advancement charged to the Unrestricted General Fund.
- b) Any excess funds available, after determining who has merited a step advancement will be set aside for innovation, professional development activities, and/or other needs designated by the Superintendent-President.

II. Management Compensation Based on Growth

- a) The total dollar amount available for management compensation (salary adjustments) shall be based on management's *pro rata* share of 80% of the District's Growth Funding received for the preceding fiscal year included in the P-2 apportionment funding (**Exhibit C**) provided by the Chancellor's Office.
- b) The total dollar amount shall be applied to the management salary schedule after making a deduction for the cost of statutory benefits applicable to salary adjustments.

III. Management Compensation Based on COLA

- a) The total dollar amount available for management compensation (salary adjustments) shall be based on management's *pro rata* share of 80% of the COLA included in the signed State Budget for Community Colleges.
- b) The total dollar amount shall be applied to the management salary schedule after making a deduction for: the cost of statutory benefits applicable to salary adjustments.

IV. General Provisions

- a) For the purposes of above, *pro rata* share is calculated as the management's actual salary and benefit expenses for the prior fiscal year divided by the total actual District expenditures and other outgoing for the same period utilizing the CCFS-311 (final financial report) for the unrestricted general fund.
- b) Deductions for the costs of statutory benefits applicable to salary adjustments will only be made once. They will not be duplicated for both COLA and Growth when both COLA and Growth are received in any given year.
- c) The District's funded FTES cannot decline by more than 1.0% from the previous fiscal year (based on P-2) nor a fundamental change of the funding mechanism resulting in the reduction to the base revenue. If such conditions exist, salary increase adjustments are not to be made; however, step advancements may be awarded as determined by merit.
- d) Actual data regarding total management expenditure salaries and total expenditures are not known until the District's financial records are closed. The previous guideline(s) are provided for the implementation of applying the *pro rata* share of funds for management salary adjustments. Management salary adjustments will be made at the beginning of each calendar year. Step advancements, if merited, will be made on July 1st.
- e) If the District deficit spent in the previous year ended and budgets to deficit spend in the current year, no salary increase adjustments are to be made; however, step advancements may be awarded as determined by merit.
- f) If the District's reserve is less than as required per Board Policy 6010 or if adjusted by the Governing Board, no salary increase adjustments are to be made; however, step advancements may be awarded as determined by merit.

- g) If the dollar amount provided by growth and/or COLA is less than one percent (1%) then it may be paid as a one-time, off-the-schedule payment. The management schedule will not be changed.

The one-time payment to all Management Team members will be paid in the spring. One-time payments will be made only if the individual Management Team member's one-time check is greater than \$100.