



Chaffey  College

# Management Professional Development/ Evaluation Personnel Plan

2023-2026

# TABLE OF CONTENTS

Preamble .....	1
I. INTRODUCTION.....	2
II. MANAGEMENT FUNCTIONS .....	3
III. RESPONSIBILITIES OF INDIVIDUAL MANAGERS .....	4
IV. OUTSIDE SERVICES/WORK .....	5
V. THE PLAN OBJECTIVES .....	5
VI. BASIC COMPONENTS OF THE PLAN .....	6
6.1 Classification Structure .....	6
6.2 Salary Structure .....	6
6.3 Salary Administration .....	7
6.4 Classification Review.....	8
6.5 Promotions .....	8
6.6 Tenure and Performance .....	8
6.7 Benefits Plan .....	9
6.7.1 Non-Contributory Programs.....	9
6.7.2 Contributory Programs.....	10
6.7.3 Voluntary Programs.....	10
6.7.4 Benefit Coverage Upon Retirement .....	10
6.8 Reassignment.....	12
6.9 Reconsiderations .....	12
6.10 Management Development.....	12
6.11 Leaves .....	12
6.11.1 Industrial Disability Leave .....	12
6.11.2 Non-industrial Disability Leave.....	13
6.11.3 Bereavement Leave.....	13
6.11.4 Jury Duty Leave .....	14
6.11.5 Personal Necessity Leave .....	14
6.11.6 Vacation Leave.....	14
6.11.7 Sick Leave .....	15
6.11.8 Military Leave.....	15
6.11.9 Catastrophic Leave Donation Program.....	15

6.12	Holidays .....	16
6.13	Layoff .....	17
VII.	MANAGEMENT PROFESSIONAL DEVELOPMENT/EVALUATION PROGRAM .....	17
7.1	Purpose .....	17
7.2	Program Goals .....	17
7.3	Manager Objectives .....	18
7.4	Guidelines for Developing Objectives .....	18
7.5	Professional Development Plan .....	19
7.6	Performance Evaluation .....	21
7.7	Manager’s Self Evaluation .....	21
7.8	Supervisor’s Evaluation .....	22
7.9	Behavioral Rating Scale .....	22
7.10	Performance Conference .....	23
VIII.	SAVINGS CLAUSE .....	24
Appendix A:	Classifications .....	A-1
Appendix B:	Administrative Retreat Rights .....	B-1
Appendix C:	Management Salary Schedule .....	C-1
	Effective July 1, 2023 .....	C-1
	Effective July 1, 2024 .....	C-2
	Effective July 1, 2025 .....	C-3
Appendix D:	Management Objectives .....	D-1
Appendix E:	Professional Development Plan .....	E-1
Appendix F:	Management Self-Evaluation .....	F-1
Appendix G:	Management Evaluation .....	G-1
Appendix H:	Behavioral Rating .....	H-1
Appendix I:	Institutional Code of Ethics .....	I-1

## PREAMBLE

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

Signed on behalf of the governing board

/s/ Kathleen Brugger  
President, Governing Board  
Chaffey Community College District

This Confidential Professional Development/Evaluation Personnel Plan was approved by the Governing Board on October 26, 2023.

## I. INTRODUCTION

The Management Professional Development/Evaluation Personnel Plan (herein after the Plan) is designed to cover all full-time district employees who have been designated as “management” or “supervisory”<sup>1</sup> in accordance with the provisions of the California Education Code. The positions are identified in Appendix A of the Plan.

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

Since management positions are excluded from collective bargaining, personnel and compensation policies and procedures for managers are established under the authority of the Governing Board and implemented under delegated authority by the superintendent/president. This structure provides the required emphasis for the special needs of the management group.

The varying fiscal conditions in the state, coupled with changes in district enrollment patterns, present additional challenges for management. Flexibility in the use of limited resources is one appropriate response to these ever-changing fiscal conditions.

There is a clear need to recognize the essentials in management positions for planning, accountability, cost effectiveness, application of new technologies, and maximum utilization of human, physical, and fiscal resources; to exert leadership to enhance the educational mission and to plan for the future of the college; and to stimulate the development of personnel and methods which will facilitate the meeting of institutional goals and program/services objectives.

Matters of major concern to management are the proliferation and complexity of public policy, educational futures, and changing social, legal, and economic conditions--all of which influence the environment surrounding higher education.

As the building of a “management team” is emphasized through the development of individuals who are qualified to manage academic enterprises, the kinds of personnel and compensation policies that provide executives with the flexibility to recruit, retain, develop, and motivate managers and to provide incentives that recognize achievement in academic, administrative, and management performance 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. One central principle is to align authority, responsibility, and compensation.

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

The management group includes employees who have primary responsibility for the implementation of policy which has been adopted by the Governing Board, as well as ensuring that the operations of the

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<sup>1</sup> In this plan, management and supervisory employees are considered as a single group and are referred to as “management.”

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 Office of Human Resources under delegated authority from the superintendent/president.

## II. MANAGEMENT FUNCTIONS

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

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

The management functions 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 MANAGERS

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

*Interdependence of Operation*

Managers endeavor to operate as a team, recognizing that any action by one manager has an impact on others.

*Authority*

Managers are authorized to make judgments and decisions which commit the college to various courses of action within the scope of their position descriptions.

*Team Management*

Managers are an integral part of the total college operation who participate in and contribute to the broad educational and support processes. Managers must work together in the planning stages of college-wide programs for effective implementation, solution of problems, and the attainment of high quality in all services delivered.

*Cost Effectiveness*

Managers are responsible for integrating and coordinating all programs and services used that respond to program users and broad management needs of the college within a fiscally responsive environment.

*Planning and Awareness*

Managers are responsible for anticipating and responding to needs and problems, many of which are not covered by existing policy or guides and which require the development of new programs, techniques, or other innovative methods.

*Competence*

Managers are expected to possess the knowledge, skills, and abilities in their field of expertise to understand and to implement the principles and concepts underlying the program, to administer it effectively, to communicate its value to others, and to encourage colleagues to provide necessary courses of action for program support.

*Collaboration and Networking*

Managers develop procedures and/or recommendations through collaboration and networking with all constituent groups. Managers are responsible for fostering and maintaining a supportive environment, characterized by trust and respect for the dignity and creative potential of the individual.

*Resource Management*

Managers are responsible for the efficient and effective management of human, physical, fiscal, and technological resources within their respective areas.

*Ethical Behavior*

Managers have the responsibility to adhere to the highest standards of conduct, acting in a manner to merit the trust and confidence of all constituent groups and to work in the spirit of

harmony and consideration of individual differences with other managers, staff, faculty, and students.

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

- Board Policy 3050: Code of Ethics Standards of Practice – Employees
- Administrative Procedure 3050: Code of Ethics Standards of Practice – Employees

*Commitment to Learning*

Managers are responsible for creating and supporting an environment dedicated to learning.

#### IV. OUTSIDE SERVICES/WORK

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

Managers must comply with state laws and district procedures regarding conflicts of interest and incompatible activities. Individuals in positions designated by the superintendent/president, will also complete the California Form 700 annually. (See e.g., Govt. Code, §§ 1028, 1090, 87100 et seq., and District Administrative Procedure 2710). Management Team members are exempt from the overtime provisions of the Fair Labor Standards Act (FLSA) and are ineligible for overtime compensation or compensatory time off. Time off shall be scheduled consistent with work demands and with prior approval of the immediate supervisor.

#### V. THE PLAN OBJECTIVES

The Plan objectives include the following:

1. To recruit and retain well-qualified managers; to enhance their management capabilities in areas such as leadership and accountability; to provide opportunities for professional development; and to maximize the talents of each manager on behalf of Chaffey College.
2. To facilitate and enhance effectiveness and productive efforts, and the fulfillment of work responsibilities of managers through evaluation of performance, and the recognition of accomplishments.
3. To provide a system in which the particular abilities, contributions, expertise, and effectiveness of the individual managers can be considered, along with the level of responsibility of the job performed, in determining appropriate compensation.



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 managers.
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 indexed to comparable institutions.
7. To provide a system of fiscal controls within which the superintendent/president approves appropriate salaries for management classifications.
8. To establish a benefits program that complements the salary program, is appropriate for managers, and is indexed to comparable institutions.

## VI. BASIC COMPONENTS OF THE PLAN

### 6.1 Classification Structure

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

The following levels have been established to implement the Plan:

1. Level I – Executive
2. Level II – Management
3. Level III – Management
4. Level IV – Management

Managers appointed to Level I positions may be employed by the Governing Board under contract for a period not greater than four (4) years; managers appointed to Level II, Level III, and Level IV positions, may be employed by the Governing Board under contract for a period not greater than three (3) years.

### 6.2 Salary Structure

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

The classification salary schedule which shall be developed based upon a salary survey of the eight community college districts used for salary comparison purposes by Chaffey College for this employee group.

Salary adjustments, authorized under the Plan, provide for annual step adjustments to individual salary rates. The initial step increase shall occur upon completion of one (1) full year of service in a management position. Thereafter, step increases if approved, will occur annually in July, and all salary adjustments are subject to approval by the superintendent/president.

Effective July 1, 2023, the salary schedule shall be increased by 6%.

Effective July 1, 2024, the salary schedule shall be increased by two-thirds (2/3) of the funded COLA plus 1%.

Effective July 1, 2025, if by summer 2025, the total 2024 – 2025 FTES generation is equal to or greater than 16,900 the schedule shall be increased by funded COLA received by the District plus 1%. If by summer 2025, the total 2024 – 2025 FTES generation is below 16,900, no increases shall be applied to the salary schedule and the Plan will reopen for salary adjustments.

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

### 6.3 Salary Administration

Managers at the executive 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 the position to compensate managers commensurate with the market value of their expertise immediately upon placement. Executive level managers are contract employees, and as such, the initial salary placement shall be established through conferred agreement with the superintendent/president and approval by the Governing Board.

Managers at management Levels II, III, and IV 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 managers in the respective positions, initial salary placement shall be determined through conferred agreement with the superintendent/president who shall recommend placement on the salary schedule to the Governing Board for approval.

#### *Longevity*

Management employees shall be compensated in recognition of accrued continuous employment, without a break in service, at the following rate:

Longevity will be awarded after eight (8) years and each additional four (4) years up to a maximum of twenty (20) years of service. The amount of the longevity compensation increment will begin at \$100 per month up to a maximum of \$400 per month.

Longevity increases are effective July 1, October 1, January 1, and April 1 of each year for management employees whose anniversary date falls within that quarter.

#### 6.4 Classification Review

The college is a dynamic entity, and, as such, procedures must be in place that provide an opportunity for adjustment to classifications in order to meet the legitimate needs of the college. The procedures set forth herein will provide for classifications to be reviewed when it can be demonstrated that there has been a significant change(s) in duties/responsibilities and accountability.

Short-term and permanent change(s) must be documented by the employee and his/her immediate supervisor and forwarded to the Director, Human Resources. In the event the change(s) is both permanent and significant, the Director, Human Resources shall forward the request to the classification consultant, who shall determine the impact of the changes. In the event the classification consultant recommends a change to the classification, the change will be presented for review and approval by the superintendent/president. All such changes shall be effective on the first of the month following the superintendent/president's approval.

Requests for classification review, based upon changed conditions, are to be made on the Chaffey College Request for Reclassification form. The request may be initiated by either the employee or the employee's immediate supervisor.

When the job is changed (e.g., upgrade, title change), an incumbent will at no time be expected to reapply for his/her incumbent job/position.

#### 6.5 Promotions

Employees covered by this plan may be promoted to a classification with a higher salary either within the same level or in a different level. Such promotions must be to classifications which have been officially established and classified, or to positions recommended by the classification consultant.

#### 6.6 Tenure and Performance

Members of the management group shall serve contract base service days (does not include holidays) in academic, administrative, or other assignments at the pleasure of the Governing Board as prescribed by the California Education Code. They are not subject to probationary service and do not receive tenure or permanent status in management positions. Employees who are in management positions are evaluated, retained, and compensated on the basis of such factors as management performance, contribution, and value to the college. Managers who are classified permanent and are placed in or promoted to management positions shall retain any earned permanency and retreat rights. Managers appointed to academic positions are entitled to retreat rights as adopted by the Governing Board, pursuant to the California Education Code §87548. (Appendix B).

## 6.7 Benefits Plan

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

### 6.7.1 Non-Contributory Programs

The following are non-contributory programs:

- (a) Health/Medical Insurance. A group health care plan provides for a variety of health/welfare benefits contracted for employees and eligible dependents.
- (b) Dental. The group dental program provides for a variety of dental benefits contracted for employees and eligible dependents. Additionally, orthodontic benefits for employees and eligible dependents are provided. Dental coverage shall not exceed an annual maximum of \$3,000 and two (2) cleanings per calendar year.
- (c) Vision Care. The vision service plan includes examination, lenses, frames, and professional services for a variety of vision care benefits contracted for employees and eligible dependents.
- (d) Life Insurance. This program provides a \$100,000 term group life insurance plan. In addition, classified managers are provided accidental death and dismemberment benefits as outlined in the Plan.
- (e) Worker's Compensation. This program ensures that an employee will have adequate means of support while unable to work as the result of work-related injury or illness.
- (f) Unemployment Insurance. This program provides that an employee will have some means of support while unemployed through no fault of his/her own.
- (g) Key Employee and Executive Program (KEEP) Separation Plan. Upon termination of employment, employees may receive a distribution of their entire accumulated vacation days payout from the plan, or they may elect to receive a partial distribution or leave the funds invested in the Plan. Participation in the KEEP Separation Plan is automatic.
- (h) Section 125 (Modified). This plan allows employees 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 (DDC) and Unreimbursed Medical (URM). In addition, management employees may elect to redirect, on a pre-tax basis, a share of the monthly premium for health insurance.

### 6.7.2 Contributory Programs

The following are contributory programs:

- (a) Health/Medical Insurance. The group health/medical care plans provide for a variety of health/welfare benefits contracted for employees and eligible dependents. Employees may select any health/medical insurance plan offered by the district.

Management employees who are covered under this plan are not eligible for medical, dental, or vision insurance coverage as provided for by this plan if a spouse or registered domestic partner is enrolled in any district sponsored medical, dental, or vision insurance plan.

- (b) Retirement. The district provides employees with membership in either PERS or STRS, depending on their classification (classified or academic). Employees who are members of STRS do not pay Social Security; however, all new academic employees hired after April 1, 1986, must pay a percentage of their gross salary to Medicare.

### 6.7.3 Voluntary Programs

The following are voluntary programs in which contributions are made solely by the employee:

- (a) AD&D (Accidental Death and Dismemberment) Insurance.
- (b) Tax Shelter Annuity Programs.

### 6.7.4 Benefit Coverage Upon Retirement

- (a) Management/supervisory employees who separate from the district (in good standing as determined at the sole discretion of the superintendent/president) prior to the age of sixty-five (65) and who were participating in the district health and welfare programs, and who retire from CalPERS and/or CalSTRS within one hundred twenty (120) days of separation may continue participation in the district health, vision, and dental programs, subject to subsections (B) and (C).

- (b) Eligibility:

1. Is younger than age sixty-five (65) and at least fifty-five (55) years of age at the time of separation with at least ten (10) years of consecutive service as a full-time employee with the district; or
2. Is younger than age sixty-five (65) and at least fifty (50) years of age at the time of separation with at least fifteen (15) years of consecutive service as a full-time employee with the district; AND
3. Does not participate in any other district program that provides health and welfare benefits; AND

4. Is eligible for coverage under the district health, dental, and vision group plans except as provided for in subsection C below.
- (c) Conditions, if the employee meets all of the conditions of eligibility listed above:
1. The district will continue on behalf of the qualifying individual and eligible dependents at the time of separation, the amount of the premium authorized by the Governing Board for active management/supervisors for health, dental, and vision benefits. This amount may vary from year-to-year depending upon modifications.
  2. The contributions set forth in C.1. above shall apply to district-adopted health and welfare programs for active management/supervisory employees. Any modifications made at any time in such programs shall apply.
  3. In the event the medical plan elected exceeds the district's contribution rate, it shall be the individual's responsibility to ensure that the appropriate differential amount is received by the district on the first of the month prior to the month for which payment is being made. If payment is not received by the fifth (5th) day of each month, termination of benefits will occur on the last day of the month for which payment was received.
  4. Upon reaching age sixty-five (65), all benefits under this program shall terminate.
  5. In the event that management/supervisory employees, who separate from the district under this program, become ineligible to participate in the district-adopted health and welfare programs for any reason other than residency, the district shall have no further obligations under this program, and all benefits shall terminate immediately. If the reason for ineligibility is the residency of the participant, the district shall continue to contribute the same dollar amount set forth in C.1.above, on behalf of the individual, provided the conditions below are satisfied:
    - a. It shall be the responsibility of the eligible individual to:
      - i. Secure and enroll in a plan that provides for appropriate coverage, for the eligible individual including any eligible dependents;
      - ii. Pay the premiums for the plans elected directly to the insurer.
      - iii. Provide the district with timely proof of payment at such time and in such a manner as required by the district.
    - b. In the event the eligible individual satisfies all of the conditions set forth in 5a 1, 2, and 3 above, the district shall reimburse the eligible individual for payments made to the insurer in an

amount not to exceed the contribution set forth in C.1.above, upon receipt of satisfactory verification that the premium has been paid to the insurer, or the early retiree enrolls in a District plan that provides out-of-area coverage.

#### 6.8 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.

#### 6.9 Reconsiderations

Requests for reconsideration of personnel decisions, reassignments, or allegations of discrimination shall be submitted to the chief human resources officer or designee, who shall be responsible for submitting the request to the superintendent/president whose decision shall be final.

#### 6.10 Management Development

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

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

The district provides on-going management development programs for all managers. The district also supports management attendance at professional conferences which benefit the district.

#### 6.11 Leaves

##### 6.11.1 Industrial Disability Leave

In addition to any other benefits that an employee may be entitled to under the Workers' Compensation laws of this state, the following is provided:

1. Should an employee of the district suffer an injury or illness arising out of and in the course and scope of his/her employment, a leave of up to seventy-five (75) working days in any fiscal year for the same accident or illness may be granted.
2. Payment for wages lost on any day shall not, when added to an award granted the employee under the Workers' Compensation laws of this state, exceed the normal wage for the day.
3. The leave is to be used in lieu of normal sick leave benefits. When entitlement to the leave has been exhausted, entitlement to other leaves (sick, vacation, or other paid leave) may then be used. If, however, the employee is still

receiving temporary disability payments under the Workers' Compensation laws of this state at the time of the exhaustion of benefits under this program, the employee shall be entitled to use that amount of his/her accumulated and available normal sick leave and vacation leave which, when added to the Workers' Compensation award, provides for a day's pay at the regular rate of pay.

Once all available leave has been exhausted, a five (5) month differential pay period begins.

#### 6.11.2 Non-industrial Disability Leave

This program provides employees with an opportunity to use available sick leave and vacation leave prior to any pay reduction. Once all available leave has been exhausted, a five- (5) month differential pay period begins. If medical or personal complications require the employee's leave to extend beyond the exhaustion of the five (5) months of differential pay, the employee will be terminated. In that event, the terminated employee has a right to any opening for which she/he is adjudged qualified for a period of thirty-nine (39) months.

#### 6.11.3 Bereavement Leave

This program provides an employee with up to three (3) days absence (five [5] days if out-of-state travel is necessary) because of death in the immediate family. The term "immediate family" includes the following persons:

- spouse/significant other/registered domestic partner
- parent (including biological, foster, step-parent, or legal guardian) of the management employee or of the spouse/significant other/registered domestic partner
- child (including biological, foster, adopted, step, legal ward, or a child of a person standing in loco parentis) of the management employee or of the spouse/significant other/registered domestic partner
- grandparent of the management employee or the spouse/significant other/registered domestic partner
- grandchild of the management employee or the spouse/significant other/registered domestic partner
- sibling of the management employee or the spouse/significant other/registered domestic partner
- aunt or uncle of the management employee or the spouse/significant other/registered domestic partner



- niece or nephew of the management employee or the spouse/significant other/registered domestic partner
- cousin of the management employee or the spouse/significant other/registered domestic partner
- any relative living in the immediate household of the management employee

Requests for bereavement leave extensions or for persons other than immediate family may be granted at the discretion of the superintendent/president or designee.

#### 6.11.4 Jury Duty Leave

To ensure that a source of income is provided while an employee is required to perform jury duty, the district will pay the difference, if any, between the amount received for jury duty and the employee's regular rate of pay, provided, however, that reasonable prior notice is submitted to the chief human resources officer or designee. In the event that an employee is required to serve for a portion of the day, the employee must report to work for the remainder of the day.

#### 6.11.5 Personal Necessity Leave

Management 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 which 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. Death in the family, illness or accident involving the management employee or property or member of the immediate family, certain types of medical and dental services 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.

- Each management employee may use up to six (6) days of accumulated sick leave per year to attend to an illness of a child, parent, spouse, registered domestic partner, parent-in-law, grandparent, grandchild, and sibling. In the event the management employee has used personal necessity during the year for purposes other than attending to the illness of an immediate family member, this entitlement shall still apply.

#### 6.11.6 Vacation Leave

Employees covered by the Plan earn 14.667 hours per month or twenty-two (22) vacation days per year. The maximum number of vacation days which can be accrued is forty (40).

In no instance shall an employee accrue more than forty (40) days.

Vacation shall be taken as authorized by the superintendent/president and shall be scheduled by mutual agreement whenever possible. Vacation time shall be earned and accumulated on a monthly basis. Credit for vacation leave must be accrued prior to taking such leave.

#### 6.11.7 Sick Leave

Each employee covered by this plan shall accrue eight (8) hours of sick leave with pay for each month of service. Sick leave may be accumulated without limitation. The full amount of sick leave shall be credited to each employee. 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.

#### 6.11.8 Military Leave

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

Under declaration of war or a declared presidential emergency, a management employee who is granted military leave will earn service increments the same as if providing service to the district. The management employee 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.

#### 6.11.9 Catastrophic Leave Donation Program

Each employee covered by this plan who suffers from a catastrophic illness or injury or who must be absent to care for a member of the employee's immediate family who suffers from a catastrophic illness may participate in a catastrophic leave donation program, provided:

- The employee requests in writing to participate.

The employee 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 employee to provide care for the immediate family.

- The employee exhausts all accrued paid leave credits.
- The district determines that the employee is unable to work due to the employee's or the immediate family member's catastrophic illness or injury, and in the case of the immediate family member, the employee's need to care for the family member.

Management employees desiring to donate sick/vacation leave credits shall authorize their irrevocable donation in writing for a minimum of eight (8) hours, and in one (1) hour increments thereafter.

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

Upon return to work, the management employee may continue to use donated leave credits for the purpose of related, follow-up medical care consistent with the provisions outlined in this article. The maximum amount of time for which donated leave credits may be used shall not exceed twelve (12) consecutive months (California Education Code, Section 87045).

## 6.12 Holidays

Each employee covered by this plan shall be entitled to the following holidays on the days specified:

- January 1 (New Year's Day)
- March 31 (Cesar Chavez Day)
- June 19 (Juneteenth)
- July 4 (Independence Day)
- First Monday of September (Labor Day)
- Thanksgiving Day
- December 25 (Christmas Day)

The following paid holidays shall be observed on the days specified unless they fall on a Saturday or Sunday or are scheduled by the superintendent/president on another day:

- Third Monday in January (Martin Luther King, Jr. Day)
- Third Monday in February (President's Day)
- February 12 (Lincoln's Birthday)
- Last Monday in May (Memorial Day)
- Admissions Day (a regular workday with compensatory day taken as one of the five holidays between Christmas and New Year's Day)
- November 11 (Veteran's Day)
- The Friday after Thanksgiving Day
- Christmas Vacation (five working days between the observance of Christmas and New Year's Day)

When a holiday falls on a Saturday, for those employees whose normal workweek is Monday through Friday, the preceding Friday shall be observed as the holiday. When a holiday falls on a Sunday, the following Monday shall be observed as the holiday.

### 6.13 Layoff

Procedures which are in effect at the time a layoff may occur shall apply to the employee.

## VII. MANAGEMENT PROFESSIONAL DEVELOPMENT/EVALUATION PROGRAM

Employees in the management group shall receive a written evaluation and evaluation conference with his/her immediate supervisor every three (3) years on the manager's anniversary date. During his/her first two (2) years of employment as an administrator with the district, the manager will receive an annual written evaluation and evaluation conference. The district retains the right to conduct special evaluations at any time.

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

### 7.1 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 managers. 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:

1. A progressive and effective style of managerial leadership and philosophy that is understood and practiced by all managers.
2. An adherence to a sound wage and salary program.
3. A goal-oriented system, which is practiced by the management team.
4. An orientation program offered to each individual involved in the evaluation process.
5. A management development program, which provides opportunities for professional improvement.

### 7.2 Program Goals

1. The supervisor will regard evaluation as an ongoing process and offer timely feedback and recommend specific areas for professional development activities.

2. Supervisors are responsible for using the information in the evaluation to identify and recommend specific areas for professional development activities.
3. Contract and salary decisions will be supported by the evaluation.
4. The manager's supervisor and the manager will review and discuss the results of the behavioral rating portion of the evaluation.
5. If applicable, the extent to which the individual has become involved in outside community activities may be reviewed.
6. The accomplished objectives will be reviewed and areas of needed improvement discussed.
7. Each manager's objectives will be discussed and reviewed annually.
8. Each manager's objectives, to the extent possible, will include measurable outcomes.

### 7.3 Manager Objectives

Although the setting of objectives is an interactive process, it is essentially a top-down approach. The goals adopted by the Governing Board for 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 managers reporting directly to the superintendent/president will develop a set of management objectives in consultation with the superintendent/president covering their area(s) of responsibility. The objectives should be consistent with the goals adopted by the Governing Board and the objectives developed by the superintendent/president. All other managers will develop their objectives in a similar manner following the development of their supervisor's objectives.

The objectives developed by each manager will attempt to integrate the unit needs with the needs of the college. Some of the objectives may overlap, but the final agreed-upon objectives will ensure that the manager 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 manager and supervisor will periodically review the progress, related budget constraints, and any additional short-term objectives that must be accomplished.

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

### 7.4 Guidelines for Developing Objectives

- Tie objectives to college goals, where appropriate.
- Start with "to" followed by an action verb.
- Specify a single key result.
- Specify a target date for accomplishment.
- The objective relates directly to the accountable manager's role and responsibilities and to higher-level roles, responsibilities, and objectives.
- The objective is understandable by those who will be contributing to its attainment.
- The objective is realistic and attainable, yet represents a significant challenge.

- The objective is consistent with resources available.
- If complex, the objective lends itself to the development of an action plan that details what, why, who, where, when, and how.
- 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).

## 7.5 Professional Development Plan

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

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

There is a wide range of activities that might be included in a professional development plan for either managers or for the entire management team. The following are examples of professional development activities: job exchange (within the institution/outside the institution), job sharing, workshops, conferences, individual research, seminars, mini-grants, advanced study visitations, work experience in business/industry, teaching, travel, internships, externships, and community activities.

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

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

- a. Leadership must begin at the top—Managers provide role models and set the tone for the entire organization.
- b. Mutual trust at all levels—respecting the worth and expertise of others
- c. Open Communication—dealing directly with people, problems, and situations
- d. Teamwork—vertically and horizontally
- e. An Attitude of Service—to encourage and involve everyone
- f. Inspirational—an optimistic and positive demeanor
- g. Community Oriented—becoming involved in the needs of the community
- h. Creative, Innovative Environment—to plan, organize, and implement programs

- i. An emphasis on both individual and team development
- j. Appropriate recognition
- k. Accountability—cost effectiveness, achievements, responsibility, and evaluation
- l. Competent managers

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

There are three purposes of the professional development plan for managers: (1) encourage improvement in college operations; (2) promote individual growth and development which will improve performance of managers; (3) plan organized group activities in order to improve the collective competencies of managers. The objectives of the individual and the goals of the 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 manager.
- b. To encourage and reward excellence in leadership at all levels.
- c. To foster a successful program of career circulation developing generalists as well as specialist's skills.
- d. To develop a management style that is team oriented.
- e. To build strong member relationships within the district.
- f. To motivate the manager to become increasingly proficient through individual initiative.
- g. To 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 managers in shared responsibilities and duties.

## 7.6 Performance Evaluation

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

The goals of the performance evaluation process are:

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

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

## 7.7 Manager's Self Evaluation

The manager will evaluate his/her performance in the following areas:

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



## 7.8 Supervisor's Evaluation

The supervisor will evaluate the performance of the manager, which shall include taking into consideration the manager's self-evaluation, as shown below. 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.

## 7.9 Behavioral Rating Scale

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

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

Rate work behavior.

- a. Serve as a constructive feedback instrument to the manager and the supervisor.
- b. Be as objective as possible on qualitative and perceptual issues, thus attempting to minimize subjectivity.
- c. Solicit feedback from supervisors, employees supervised by the manager, other management peers, as well as the manager.
- d. Cause respondents to carefully consider the individual's specific behavior rather than the individual's general traits or characteristics.

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

The manager should develop a list of approximately twenty (20) individuals, mutually agreed upon between the employee and his/her supervisor, who will comprise the evaluator pool. From the list of twenty (20) individuals, the supervisor will select fifteen (15) individuals who will be requested to complete a behavioral rating scale.

1. The behavioral rating scale should be completed by the following personnel:
2. The supervisor.
3. The manager - from the perspective of how he/she views his/her performance on each of the scales.
4. A pool of evaluators. The primary criterion should be knowledge of the work performance of the manager being evaluated. Thus, those who report directly to the manager being evaluated should be considered first in constituting the pool. The pool should have balanced representation from classified staff, faculty, and administrators and may include students and community members when appropriate.

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

#### 7.10 Performance Conference

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

The manager, the supervisor(s), higher-level managers, and the Governing Board (when appropriate) may review the results. The manager should retain a copy of the supervisory evaluation, the manager's self-evaluation, and the behavioral rating scales (the listing of rater pool comments generated by the behavioral rating form should be given to the employee - no other copies are to be retained). The originals must be forwarded to the chief human resources officer or designee who will arrange to place them in the manager's personnel file. The evaluation will be confidential with access limited to those persons who normally have access to the manager's confidential record.

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

## VIII. SAVINGS CLAUSE

If during the life of this Plan, there exists 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: CLASSIFICATIONS

LEVEL I – EXECUTIVE		Range
A.	* Associate Superintendent, Administrative Services and Emergency Operations	40
	* Associate Superintendent, Business Services, Human Resources, and Information Technology Services	40
	* Associate Superintendent, Instruction and Institutional Effectiveness	40
	* Associate Superintendent, Student Services and Strategic Communications	40
	* Associate Superintendent, Workforce Innovations and Entrepreneurial Development	40
	Chief Legal Officer and General Counsel	40
B.	Chief Technology Officer	35
	Executive Director, Human Resources and Senior Strategic Advisor	35
LEVEL II – MANAGEMENT		Range
	* Dean, Academic and Career Counseling	32
	* Dean, Arts, Communication and Design	32
	* Dean, Business, Technology and Hospitality/Manufacturing, Industrial Design and Transportation	32
	* Dean, Chino Campus	32
	* Dean, Fontana Campus	32
	* Dean, Health and Wellness	32
	* Dean, Institutional Effectiveness	32
	* Dean, Institutional Research	32
	* Dean, Instructional Support	32
	* Dean, Public Service, Culture and Society	32
	* Dean, Science, Technology, Engineering and Mathematics	32
	* Dean, Student Life	32
	Executive Director, Business Services	32
	Executive Director, Enrollment Services and Student Support	32
	Executive Director, Foundation/Governmental Relations	32
	Executive Director, Facilities and Construction	32
	Executive Director, Human Resources	32
LEVEL III – MANAGEMENT		Range
	Chief of Police/Director, Public Safety	27
	Director, Administrative Systems	27
	Director, Admissions and Records	25
	Director, Alumni and Community Outreach	23
	Director, Budgeting and Grant Compliance	27
	* Director, Transfer Center	23
	* Director, Child Development Center	21
	Director, Desktop Support and Helpdesk	25
	* Director, Disability Programs and Services	25
	* Director, EOPS/CARE/CalWORKS/NextUp	25

Director, Equity Programs and Student Engagement	20
Director, Facilities and Physical Plant	28
Director, Financial Aid	25
Director, Grant Development and Management	24
Director, Infrastructure and Security	29
* Director, Kinesiology and Athletics	28
Director, Marketing and Public Relations	23
Director, Museum/Gallery	11
Director, Purchasing Services	22
Director, Student Health Services	24
Director, Technical Services	29
Internal Auditor	24

LEVEL IV – MANAGEMENT

Range

Administrator, Campus Store	18
Administrator, Creative Services	14
Administrator, Payroll	19
Captain, Campus Police	15
Grounds Manager	8
Supervisor, Operations	4

\* Academic positions

## APPENDIX B: ADMINISTRATIVE RETREAT RIGHTS

### AB 1725 Employment Reform Chaffey Community College District Administrative Retreat Rights

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

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

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

- I. An administrator hired on or after July 1, 1990, who did not have faculty tenure in this district at the time of hire, shall be reassigned to a first-year probationary faculty position provided he or she meets all of the following:
  - a. Holds an administrative position that is not part of the classified service. For every administrative job title, the records of the district shall show whether or not it is part of the classified service.
  - b. Has served in this district a total of at least two years as a faculty member and/or an administrator.
  - c. Is being reassigned, for reasons other than cause (including, but not limited to, elimination of the current position as part of an administrative reorganization or as part of a reduction in force among administrators) 87458 (d).
  
- II. To determine the discipline to which an administrator shall be assigned, the following shall apply:
  - a. The administrator can be assigned to a discipline in which he or she has at least minimum qualifications or equivalencies as specified by the California Education Code, Title V. The faculty senate, jointly with the administration, shall certify to the Governing Board for which discipline or disciplines the administrator meets the minimum qualifications or equivalencies. A written record of the board's decision, including the views of the senate, shall be available for review pursuant to the California Education Code 87458 (a).
  - b. The administrator may, at the discretion of the district, be offered a first year probationary assignment in the discipline or service held by temporary faculty, thus making a full-time assignment.
  - c. The administrator, in the event that there is no program, no position, or demonstrated need in a department, can be offered an alternate assignment at the discretion of the board.

- III. This policy and these procedures are subject to review at the request of either the faculty senate or the designated agents of the Governing Board. Until a consensus is reached on proposed changes by the faculty senate and the agents of the Governing Board and approved by the Governing Board, this policy and these procedures shall remain in effect.

October 24, 1991

## APPENDIX C: MANAGEMENT SALARY SCHEDULE

Effective July 1, 2023

(6% increase from 7/1/22 rates)

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>1</b>	6,433	6,759	7,102	7,457	7,840	8,236	8,647
<b>2</b>	6,593	6,925	7,280	7,647	8,033	8,443	8,865
<b>3</b>	6,759	7,102	7,457	7,840	8,236	8,650	9,082
<b>4</b>	6,925	7,280	7,647	8,033	8,443	8,867	9,310
<b>5</b>	7,102	7,457	7,840	8,236	8,650	9,088	9,543
<b>6</b>	7,280	7,647	8,033	8,443	8,867	9,316	9,784
<b>7</b>	7,457	7,840	8,236	8,650	9,088	9,551	10,028
<b>8</b>	7,647	8,033	8,443	8,867	9,316	9,789	10,279
<b>9</b>	7,840	8,236	8,650	9,088	9,551	10,032	10,532
<b>10</b>	8,033	8,443	8,867	9,316	9,789	10,283	10,798
<b>11</b>	8,236	8,650	9,088	9,551	10,032	10,543	11,071
<b>12</b>	8,443	8,867	9,316	9,789	10,283	10,804	11,344
<b>13</b>	8,650	9,088	9,551	10,032	10,543	11,074	11,627
<b>14</b>	8,867	9,316	9,789	10,283	10,804	11,353	11,921
<b>15</b>	9,088	9,551	10,032	10,543	11,074	11,634	12,215
<b>16</b>	9,316	9,789	10,283	10,804	11,353	11,927	12,521
<b>17</b>	9,551	10,032	10,543	11,074	11,634	12,226	12,836
<b>18</b>	9,789	10,283	10,804	11,353	11,927	12,531	13,160
<b>19</b>	10,032	10,543	11,074	11,634	12,226	12,844	13,485
<b>20</b>	10,283	10,804	11,353	11,927	12,531	13,164	13,825
<b>21</b>	10,543	11,074	11,634	12,226	12,844	13,495	14,171
<b>22</b>	10,804	11,353	11,927	12,531	13,164	13,830	14,523
<b>23</b>	11,074	11,634	12,226	12,844	13,495	14,175	14,883
<b>24</b>	11,353	11,927	12,531	13,164	13,830	14,532	15,258
<b>25</b>	11,634	12,226	12,844	13,495	14,175	14,892	15,637
<b>26</b>	11,927	12,531	13,164	13,830	14,532	15,266	16,030
<b>27</b>	12,226	12,844	13,495	14,175	14,892	15,649	16,429
<b>28</b>	12,531	13,164	13,830	14,532	15,266	16,038	16,840
<b>29</b>	12,844	13,495	14,175	14,892	15,649	16,438	17,259
<b>30</b>	13,164	13,830	14,532	15,266	16,038	16,850	17,695
<b>31</b>	13,495	14,175	14,892	15,649	16,438	17,271	18,138
<b>32</b>	13,830	14,532	15,266	16,038	16,850	17,704	18,590
<b>33</b>	14,175	14,892	15,649	16,438	17,271	18,148	19,056
<b>34</b>	14,532	15,266	16,038	16,850	17,704	18,600	19,532
<b>35</b>	14,892	15,649	16,438	17,271	18,148	19,056	20,008
<b>36</b>	15,266	16,038	16,850	17,704	18,600	19,527	20,505
<b>37</b>	15,649	16,438	17,271	18,148	19,056	20,817	21,857
<b>38</b>	16,038	16,850	17,704	18,600	19,527	21,339	22,407
<b>39</b>	16,438	17,271	18,148	19,056	20,817	22,745	23,883
<b>40</b>	16,850	17,704	18,600	19,527	21,339	23,318	24,482
<b>41</b>	17,271	18,148	19,056	20,817	22,745	23,901	25,097
<b>42</b>	17,704	18,600	19,527	21,339	23,318	24,496	25,722
<b>43</b>	18,148	19,056	20,817	22,745	23,901	25,108	26,365
<b>44</b>	18,600	19,527	21,339	23,318	24,496	25,735	27,022



Effective July 1, 2024

	A	B	C	D	E	F	G	
1								
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10	<p>Salary Schedule to be determined upon confirmation of COLA effective 7/1/24. The salary schedule shall be increased by two-thirds (2/3) of the funded COLA plus 1% (see Section 6.2, Salary Structure for additional information).</p>							
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Effective July 1, 2025

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10	<p>Salary Schedule to be determined upon confirmation of COLA effective 7/1/25, plus 1% increase, dependent upon 2024-2025 FTES generation (see Section 6.2, Salary Structure for additional information).</p>							
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## APPENDIX D: MANAGEMENT OBJECTIVES

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
MANAGEMENT OBJECTIVES  
\_\_\_\_\_ ACADEMIC YEAR**

The objectives shall be established by the supervisor in consultation with the manager. The number of objectives will vary depending on the responsibilities and scope of the assignment.

1.

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Manager

\_\_\_\_\_  
Date

## APPENDIX E: PROFESSIONAL DEVELOPMENT PLAN

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN  
\_\_\_\_\_ ACADEMIC YEAR**

### **PROFESSIONAL DEVELOPMENT OBJECTIVES**

State the objective and state the benefits to you and the college for each objective.

1.

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Manager

\_\_\_\_\_  
Date

## APPENDIX F: MANAGEMENT SELF-EVALUATION

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
MANAGEMENT SELF-EVALUATION  
\_\_\_\_\_ ACADEMIC YEAR**

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Manager: \_\_\_\_\_

- A. Position Description
  
- B. Please provide details on how effectively you have performed your job duties. Please include specific areas of strengths and areas requiring improvement:
  
- C. Management Objectives (Degree to which objectives have been completed/addressed.)
  
- D. Professional Development
  
- E. Equity and Ethics: Please explain how you have advanced equitable and ethical practices.
  
- F. Other
  - 1. Community Activities
  - 2. Unanticipated Responsibilities
  - 3. Special Projects

\_\_\_\_\_  
Manager

\_\_\_\_\_  
Date

APPENDIX G: MANAGEMENT EVALUATION

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
MANAGEMENT EVALUATION  
\_\_\_\_\_ ACADEMIC YEAR**

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Manager: \_\_\_\_\_

- A. Position Description
- B. Management Objectives
- C. Behavioral Ratings
- D. Professional Development
- E. Other Activities & Responsibilities
- F. Narrative Summary to include effectiveness of performance, areas of strength, areas of improvement, and equitable and ethical practices.
- G. Commendations
- H. Recommendations

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Manager

\_\_\_\_\_  
Date

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

## APPENDIX H: BEHAVIORAL RATING

**SAMPLE MEMO**

**TO:** [Evaluation Pool]  
**FROM:** [Manager Performing Evaluation]  
**DATE:** [Date]  
**SUBJECT:** Manager Evaluation

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

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

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

Thank you very much for your assistance.

Attachment: 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 manager being evaluated.

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

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

1-4 = Rarely,                      5-8 = Occasionally,                      9-12 = Often  
 13-16 = Usually,                      17-20 = Almost Always

Circle the number that best evaluates each item. Write an explanatory comment if you give a low or high score. Example:

Extent to which you have confidence in this manager.

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



EVALUATION FOR \_\_\_\_\_

**\*CONFIDENTIAL\***

**BEHAVIOR RATING SCALE**

1. Extent to which you have confidence in this manager’s personal integrity. Please include assessment of equitable and ethical practices.

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 \_\_\_\_\_

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

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

Comments \_\_\_\_\_

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

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

Comments \_\_\_\_\_

---



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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Amount of interaction and communication used by this manager in achieving 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. How well is this manager aware of the problems faced at lower levels?

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Amount of teamwork displayed by this manager.

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. How timely are this manager's decisions?

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Extent to which this manager encourages innovative ideas.

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Extent to which this manager demonstrates positive attitude.

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

Comments \_\_\_\_\_

\_\_\_\_\_

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

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

Comments \_\_\_\_\_

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

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

Comments \_\_\_\_\_

19. Ability of this manager to organize.

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

Comments \_\_\_\_\_

20. How accessible is this manager?

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

Comments \_\_\_\_\_

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

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

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX I: INSTITUTIONAL CODE OF ETHICS

**Administrative Procedures**  
Chapter 3, General Institution**AP 3050 Institutional Code of Ethics**

To guide all District employees in setting and practicing high standards of ethical conduct, the following are the expectations for ethical behavior:

- Acting within laws, regulations, and District policies and procedures
- Protecting the District from misappropriation
- Accepting responsibility for and performing consistently and completely position duties
- Maintaining confidentiality within scope of responsibility
- Avoiding conflicts of interest, or its appearance, between personal and institutional interests
- Challenging unethical work-related behavior
- Promoting equality of opportunity for the diverse communities of the institution
- Making objective, well-informed decisions in the best interest of the District
- Being honest in word and action
- Being respectful of self, others, and our diverse communities

Additionally, the following guidelines are encouraged for all employees but are expected of District leaders to promote ethical behavior:

- Developing a climate of trust and mutual support
- Being inclusive and valuing others' differences
- Cultivating and sustaining high academic and professional standards
- Creating and maintaining an outcome-based learning environment
- Creating an environment where all people in the institution empower each other to excel
- Facilitating inclusive access to education
- Modeling ethical behavior

This institutional code of ethics procedure and the related policy shall be communicated to all employees of the District. In addition, all employees shall demonstrate a commitment to the principles outlined in the institutional code of ethics. Violations of the institutional code of ethics shall be reported to the Superintendent/President or designee. The District will promptly address any violation of the institutional code of ethics. Alleged violations may be cause for thorough and fair due process review by the District.

If the violation is an unlawful act, a timely, thorough, fact-finding process will be initiated. Concerns regarding an alleged violation involving the Superintendent/President shall be reported to and addressed by the Governing Board President.

Inquiries about the institutional code of ethics may be directed to the Chief Human Resources Officer.

Reference: WASC/ACCJC Accreditation Standard III.A.13 (*formerly III.A.1.d*)

Approved: 09/25/12

Revised: 01/03/20