

MANAGEMENT



Sequoias Community
College District



College of the Sequoias

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WELCOME

College of the Sequoias Community College District (“COS” or “District”) is a two-year California community college offering educational and enrichment programs for the residents of its District in Tulare and Kings Counties.

COS consists of the following education centers:

- Visalia Campus;
- Tulare College Center; and
- Hanford Educational Center.

COS employs more than 800 full and part-time faculty and staff.

The District actively seeks and encourages diversity with the belief that as a public institution of higher learning it reflects the community it serves.

MISSION STATEMENT

Sequoias Community College District provides excellent higher education in a spirit of equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.

DISTRICT GOALS

(2015-25 Master Plan)

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| District Goal I | The College of the Sequoias Community College District will increase student enrollment relative to population growth and educational and workforce development needs. |
| District Goal II | The College of the Sequoias Community College District will improve the rate at which its students complete degrees, certificates, and transfer objectives. |
| District Goal III | The College of the Sequoias Community College District will strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in workforce development. |

District Goal IV The College of the Sequoias Community College District Board of Trustees, administration, faculty and staff will engage in best practices and staff development to sustain and improve operational structures and systems for institutional assessment and continuous improvement.

MANAGEMENT EMPLOYMENT PHILOSOPHY

The primary role of management is to serve, support and guide the campuses, divisions, departments, staff, faculty and students of the District. Managers strive to provide effective, efficient systems that are aligned with District goals and objectives. Managers are expected to engage in individual and departmental assessments and evaluation and make appropriate changes to achieve ongoing improvement and meet all standards as an accredited institution by the Accrediting Commission of Community and Junior Colleges (ACCJC).

Positive and productive service to others is the desired outcome for all managers through personal and professional traits including respect, integrity, honesty, courage, compassion and personal accountability. Managers function as a team and consciously integrate their work through the COS systems for communication, planning and decision-making. The Board of Trustees ("Board") and Superintendent/President are expected to provide clear and consistent direction and expectations for all managers.

All managers in the District serve at the discretion of the Board and the Superintendent/President. They are afforded all applicable personnel rights and protections under the law but serve at will and are not represented by any union or collective bargaining agreement. Managers do not formally negotiate working conditions and benefits. Managers are salaried employees and do not necessarily have fixed work hours.

All managers are evaluated in accordance with standard annual evaluation protocols and it is the District's position that the evaluation process should be collaborative and serve as a vehicle for professional growth and development through collegial coaching and performance goals for ongoing performance improvement and accountability.

All managers are eligible to apply for vacancies in positions for which they are qualified. Internal leadership development and matriculation is desired. Standard procedures for filling management vacancies include opening positions to qualified candidates from within and outside the District and screening to interview the best possible candidates. The Superintendent/President can vary this standard procedure in special circumstances and make direct appointments of internal candidates to a management position, but this is the exception and not the rule and must be accompanied by a written rationale from the Superintendent/President.

All managers, except the Superintendent/President and Assistant Superintendents/Vice-Presidents (hereinafter "Vice-President" or "VP") serve in annual employment appointments in accordance with Education Code. The Superintendent/President shall serve under a separate employment agreement directly with the COS Board of Trustees and Vice-Presidents shall serve

under a multi-year employment agreement. Managers may be reassigned or released in accordance with Education Code.

CORE VALUES

- **Lead with servant's heart:** Management makes the greatest sacrifices
- **Team:** Shared commitment/mutual accountability
- **Institutional integrity:** Open, honest, and transparent; systems, decisions, and relationships
- **Continuous improvement:** Committed to ongoing self-assessment; both as a person and as an institution
- **Innovative thinkers and problem solvers:** Proactively explore and adapt, innovative and sustainable, data driven solutions to achieve institutional excellence.

COMMITMENT TO DIVERSITY

The District is committed to equal opportunity in educational programs, employment, and full access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, courses, and programs without regard to national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, genetic information, military service, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

CODE OF ETHICS

The District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the college community. Although we work in various settings and positions, we are committed to protecting human rights and pursuing academic excellence. While demanding for ourselves freedom of inquiry and communication, we accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the larger college community; and avoidance of conflicts of interest; and, the appearance of impropriety.

1. Definition of Ethics- Ethical behavior is often defined as "right" or "good" behavior as measured against commonly accepted rules of conduct for a society or profession. The ethical person is often described as one, who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced. The consistent exercise of integrity is the cornerstone of ethical behavior.

2. Rationale- The specifications of ethical standards enable us to clarify the nature of common ethical responsibilities, not only for present and future managers, but also for those we serve. As a means of supporting these commitments and responsibilities, District managers subscribe to the below standards of ethical behavior.
3. Limitations- The following is not an attempt to provide a comprehensive list of standards regarding ethical issues in education; nor does it supersede more specific Board policies affecting ethical considerations. It is intended to provide general expectations for the conduct of District.
4. General Ethical Standards- Recognizing responsibility to the District, all managers:
 - A. Have responsibilities to the District and to individuals they serve. Therefore, managers support the philosophy, core values and mission of the District.
 - B. Consistently support District core values with others.
 - C. Ensure that accurate representation of District goals, services, programs, and policies are made to the public, students, and colleagues.
 - D. Model ethically responsible behavior for students and colleagues and expect ethical behavior from others at all times. When the manager and the District encounter disagreements or conflicts concerning ethical behavior, personal values, performance or conduct, both the manager and the District have the responsibility directly and constructively to seek resolution of the conflicts. Possible actions include (a) conferring with the individual in question, (b) using institutional channels and procedures, and/or (c) using available mechanisms of professional associations.
 - E. Address issues and work with people without prejudice and, therefore, do not discriminate unjustly against or in favor of any student, staff member or manager.
 - F. Avoid relationships that seek to meet a manager's personal needs at the expense of a student or a person under their supervision. Managers avoid conflicts of interest which may result from dual relationships, such as those of a sexual nature.
 - G. Avoid conflicts of interest between employment obligations to the District and private business or personal commitments (e.g., not soliciting clients or selling services or products during the course of their regular work at COS including persons for whom they perform the same services as a manager of the District.)
 - H. Recognize that personal problems and conflicts may interfere with a manager's effectiveness. Accordingly, managers monitor their personal and professional effectiveness and seek assistance when needed or directed by their supervisor (e.g., psychological, medical, legal).

- I. Recognize that the shift to an information society gives managers access to increasing amounts of data, much of it automated. Managers exercise the privilege of using such data with care and integrity, and actively guard the privacy of individuals.
- J. Engage in research and are knowledgeable and skilled in research techniques, use sound and defensible methodologies, conduct and report investigations in a manner that minimizes the possibility that results will be misleading, inaccurate, and/or deceptively incomplete.
- K. Adhere to copyright law and established guidelines which seek an appropriate balance between the proprietary rights of copyright owners and the instructional needs of educational institutions.

PROHIBITION OF DISCRIMINATION AND HARASSMENT

Board Policy 3430 and Administrative Procedures 3430/3435 contains the District's policy and procedures on the prohibition of harassment and discrimination.

It is the responsibility of every administrator to make sure that the District's policy on the prohibition of harassment and discrimination is adhered to by all persons under their supervision.

Managers are required to participate in discrimination and harassment training as required by law.

Unlike most laws which may protect an administrator from liability so long as they were acting as an agent of the District, sexual harassment laws hold administrators for their actions.

REASONABLE ACCOMMODATIONS

The District provides reasonable accommodations to all employees with disabilities within the meaning of the California Fair Employment and Housing Act and the Americans with Disabilities Act. This would include accommodations for those managers who are returning to work after a long illness or injury (whether or not workers' compensation related) and whose health care providers have indicated the manager may return to work with restrictions/limitations (permanent or temporary). To request a reasonable accommodation review, contact the Dean of Human Resources for the appropriate paperwork to start the process.

MANAGEMENT PERSONNEL

Administrators (aka “managers”) are those individuals of the District who are designated as “Management” by the Board of Trustees in accordance with the California Education Code. Administrators are exempt managers under the Fair Labor Standards Act. Administrators at the District are categorized as either educational administrators or as classified administrators.

1. Classification of Administrators

- A. *Educational Administrator* – an administrator who is employed in an academic position designated by the governing board of the District as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or District. (Education Code §87002).

See Appendix A for current educational administrator job classifications at the District.

- B. *Classified Administrator* – an administrator who is not employed as an educational administrator. (Education Code §87002).

See Appendix B for current classified administrator job classifications at the District.

2. Employment of Administrators

- A. *Educational Administrator* – With the exception of Vice-Presidents, who shall be employed by a written, multi-year, employment agreement, all Educational Administrators at the District shall be employed by appointment for a term of one (1) year at a time and may be changed without cause or a hearing at the end of the one (1) year appointment with appropriate notice in accordance with law (Education Code §72411).

Educational administrators who were employed by the District in a faculty position prior to July 1, 1990, shall have return rights to previously held faculty status only as described in Education Code §87458.1.

All other educational administrators may have return rights, if applicable, pursuant to the Education Code §87458.

- B. *Classified Administrator* – With the exception of Vice-Presidents, who shall be employed by a written, multi-year, employment agreement, all Classified Administrators at the District shall be employed by appointment for a term of one (1) year at a time and may be changed without cause or a hearing at the end of the one (1) year appointment with appropriate notice in accordance with law (Education Code §72411).

RECRUITMENT AND SELECTION OF MANAGEMENT PERSONNEL

The recruitment and selection of managers shall be conducted in accordance with the District's Management Hiring Procedures which are as follows:

1. Recruitment

- A. Senior Management Council ("Senior Management") and/or designee(s) which include immediate supervisors for all vacant positions review all management vacancies and organizational needs to determine ongoing need for the position.
- B. Senior Management and/or designee(s) set all minimum and desired qualifications for management positions. "All degrees and units used to satisfy minimum qualifications shall be from accredited institutions. Foreign degree equivalency will be determined by a credentials evaluation service. A list of accepted services may be obtained from the Office of Human Resources. The expense of this evaluation is the responsibility of the applicant."
- C. Senior Management and immediate supervisor for vacant position review possible revisions to job descriptions and titles and may invite faculty/staff input.
- D. Senior Management and immediate supervisor for vacant position reviews salary placement for vacancies and re-affirm or adjust salary placement in accordance with any changes in duties/responsibilities.
- E. Management position vacancies are advertised and posted through all appropriate human resource channels for a period of time to be determined by the immediate supervisor for vacant position in consultation with the Dean of Human Resources. Conditions sometimes change during the filing period, which requires a vacancy to be revised to meet these changes. If this occurs Human Resources may rescind the original job advertisement and replace it with an updated/revised advertisement and adjust timelines if necessary.

2. Interview Process (for all levels of positions)

- A. Upon the closing of the candidate filing period, the Human Resources Staff will conduct an initial review all applications and identify all applicants who meet minimum qualifications as eligible for a possible interview.
- B. A representative from Human Resources will serve as a neutral proctor throughout the interview process.
- C. The interview committee chairperson (manager) will ensure compliance with equal employment opportunity laws as well as facilitate protocols to preserve the integrity and consistency of the hiring process.

- D. The immediate supervisor for vacant position will serve as chairperson of the interview panel. The panel chairperson and interview panel (College Stakeholders panel when dual panels are used) will establish criteria and screen eligible applicants for selection of candidates for interviews. The panel chairperson has final approval of candidates selected for interview.

3. Management Positions (Below Dean Level)

The initial interview process will consist of two separate activities. These activities will include an interview with a single representative panel and a job-specific simulation activity.

Each activity is conducted and scored separately (confidentially) then cross-referenced to identify frequency of highest independent scores of each candidate. This technique of blind scoring is intended to strengthen objectivity and reliability in predictors for success.

Simulation activities will be job-specific and designed by immediate supervisor for vacant position and reviewed by area Vice-President (VP) to reflect current management needs in the department. Human Resources will recruit from other members of (except the President) Senior Management to assign neutral proctors to score the simulation activities.

A. *Panel Activity*

- 1) The supervising manager will be the chairperson of the interview panel which will consist of seven (7) or nine (9) members. Employee representatives on the panel are appointed in accordance with respective Master Agreements. Other members of the panel will be assigned by the panel chairperson in consultation with the area VP and in accordance with board policy. All panel participation is voluntary activity for all faculty, classified staff and student representatives. Panel interviews will generally last 45 minutes.
- 2) The Dean of Human Resources and panel chairperson will conduct a pre-interview orientation to review/explain panel interview process.
- 3) The interview panel may review and revise interview questions. The panel chairperson will facilitate discussion and assign interview questions.
- 4) Panel members will score each candidate relative to responses to each of the interview questions.
- 5) Panel members will complete and submit the scoring of each candidate prior to engaging the next candidate.
- 6) After interviewing all candidates, panel members' scoring is compiled and shared on a summary chart.

- 7) The summary chart will keep panel members anonymous, but members will have an opportunity for discussion of the outcome of the ranking and individual candidates.
- 8) The Panel chairperson will compile any panel notes in the form of bulleted comments to be included with the summary chart and forwarded in the process for consideration.

B. *Job-specific Simulation Activity*

- 1) The simulation activity often referred to, as an “In-Box” activity, is an opportunity for candidates to respond to a real-life situation encountered on the job. The format for the simulation activity is a written exercise and variations along with an appropriate scoring process be designed by the immediate supervisor and reviewed by area Vice-President (VP) to reflect current management needs in the department. Faculty, staff, students may be invited to participate in the simulation development process. The simulation activity will be reviewed during panel orientation for information with the interview panel(s).
- 2) Candidates will typically be given a 30 minute period of time to review and prepare a written response to a workplace scenario. This simulation activity is done independently and results are submitted to Human Resources for confidential scoring.
- 3) Candidates will then be ranked based on their scores from the simulation activity. The panel chairperson and participating VP’s may then discuss their independent simulation rankings and individual candidate responses.

C. *Finalist Interviews*

- 1) The panel interview ranking is cross-referenced with the simulation activity ranking to identify candidates with highest combined rankings.
- 2) The pool of possible candidates to interview with Superintendent/President (or designee) is initially determined by the combined scoring of the two independent processes (panel and simulation rankings). The panel chairperson in consultation with Vice-President(s) also review any interview *panel notes* and determine the number of candidates advanced to the finalist round of interviews.
- 3) Finalist interviews will be conducted by the Superintendent/President. Others may be invited to participate in the finalist interviews at the discretion of the Superintendent/President. Final reference checks may be made by the panel chairperson, Superintendent/President and/or designee.
- 4) At the conclusion of finalist interviews and if an excellent candidate has been identified, the Superintendent/President will make the management

appointment and prepare a Board agenda item for ratification.

- 5) If such a candidate does not emerge the Superintendent/President may extend the recruitment and conduct additional rounds of interviews.

4. Management Positions (Dean Level and Above - Dean/Provost/Vice-President)

The initial interview process will consist of *three* separate activities. These activities include interviews with *two* representative panels and a job-specific simulation activity.

Each activity is conducted and scored separately (confidentially) then cross-referenced to identify frequency of highest independent scores of each candidate. This technique of blind scoring is intended to strengthen objectivity and reliability in predictors for success.

Simulation activities will be job-specific and designed by VP's and Provosts for the vacant position to reflect current management needs in the department. Human Resources will recruit from other members of (except the President) Senior Management to assign neutral proctors to score the simulation activities.

A. *Panel Activities*

- 1) Two panels are formed and will conduct separate interviews to assess candidates' different experience/expertise in specific areas essential to management/leadership success. Panel interviews will generally last 45 minutes.
- 2) The supervising manager will be the chairperson of the "College Stakeholders" interview panel which will consist of seven (7) or nine (9) members. Employee representatives on the panel are appointed in accordance with respective Master Agreements and board policy. Other members of the panel will be assigned by the panel chairperson and Area VP. Panel participation is voluntary activity for all faculty, classified staff and student representatives. The stakeholders' panel will assess important knowledge and skills under the broad areas of personal relations, leadership style, communication, organization, team-building, follow-through, etc. The College Stakeholders panel has the broadest representation of staff and will be the panel to participate in screening applications and recommending candidates for interview.
- 3) A different representative VP or Provost will be the panel chairperson of the "Technical Skills" interview panel will consist of seven (7) or nine (9) District-level staff, managers and a faculty member recommended by Academic Senate with relevant technical experience. All other members of this panel will be approved by the panel chairperson and area VP. Panel participation is a voluntary activity for non-management faculty, staff and students. The skills panel will assess important knowledge and skills under the broad areas of laws related to college administration, state and federal

compliance, finance/budget, grants/categorical programs, personnel, employee evaluation, risk/liability, etc.

- 4) The Dean of Human Resources and panel chairpersons will conduct pre-interview orientations to review/explain panel interview process separately with each individual panel.
- 5) Each interview panel will review and revise interview questions if necessary. Interview panel chairpersons will facilitate discussion and assign interview questions.
- 6) Panel members will score each candidate relative to responses to each of the interview questions.
- 7) Panel members will complete and submit the scoring of each candidate prior to engaging the next candidate.
- 8) At the conclusion of interviewing all candidates, panel members' scoring is compiled and shared on a summary chart.
- 9) The summary chart will keep panel members anonymous but members will have an opportunity for discussion of the outcome of the ranking and individual candidates.
- 10) Panel chairperson compiles *panel notes* in the form of bulleted comments to be included with the summary scoring chart and forwarded in the process for consideration.

B. *Job-specific Simulation Activity*

- 1) The simulation activity often referred to, as an "In-Box" activity, is an opportunity for candidates to respond to a real-life situation encountered on the job. The format for the simulation activity is a written exercise and variations along with an appropriate scoring process will be designed by the immediate supervisor and reviewed by area Vice-President (VP) to reflect current management needs in the department. Faculty, staff, students may be invited to participate in the simulation development process. The simulation activity will be reviewed during panel orientation for information with the interview panel(s).
- 2) Candidates will typically be given a 30-minute period of time to review and prepare a written response to a workplace scenario. This simulation activity is done independently and results are submitted for confidential scoring in Human Resources.
- 3) Candidates will then be ranked based on their scores from the simulation activity. The panel chairperson and participating VP's may then discuss

their respective simulation rankings and individual candidate responses.

C. *Finalist Interviews*

- 1) The panel interview and simulation activity rankings are cross-referenced with to identify candidates with highest combined rankings.
- 2) The pool of possible candidates to interview with Superintendent/President (or designee) is initially determined by the combined scoring of the three independent processes (panels and simulation rankings). The panel chairpersons in consultation with Vice-President(s) also review any interview *panel notes* and determine the number of candidates advanced to the finalist round of interviews.
- 3) Finalist interviews will be conducted by the Superintendent/President. Others may be invited to participate in the finalist interviews at the discretion of the Superintendent/President. Final reference checks may be made by the panel chairperson, Superintendent/President and/or designee.
- 4) At the conclusion of finalist interviews and if an excellent candidate has been identified, the Superintendent/President will make the management appointment and prepare a Board agenda item for ratification.
- 5) If such a candidate does not emerge the Superintendent/President may extend the recruitment and conduct additional rounds of interviews.

EMPLOYMENT INFORMATION FOR MANAGERS

Managers are public employees and subject to all applicable laws related to employment. The following guidelines and information are derived generally from law and board policy and are nonbinding. The COS Board of Trustees and President/Superintendent as authorized by the Board of Trustees may revise or change any elements at their discretion and in accordance with board policy and the law.

Hours of Work

The regular workweek for managers is a minimum of forty (40) hours. However, it is recognized that the complexities of these duties frequently require flexible hours and a commitment beyond the normal work expectation. Management positions are excluded from overtime provisions.

Work Year

The work year for most management team members will be twelve months (225 days), beginning July 1 and ending June 30. If the work year is less than twelve months, those months when a manager is in a non-paid status will be identified by the District. The number of annual workdays for each management position is available in Human Resources.

Classification and Salary Placement

The District's classification plan categorizes positions based on the current scope of duties and level of responsibilities and groups them in relationships based on services provided, qualifications and characteristics. Appropriate relationships are established for positions which then aid in the recruitment and selection of persons into positions, and in adequate salary placement of positions in relation to like positions. The District will ensure that positions are properly classified based on the duties and responsibilities assigned to them. Initial placement on the Management Salary Schedule for managers will be recommended by Human Resources and must be approved by the Superintendent/President. Factors considered in management salary placement may include but are not limited to prior work experience and prior annual salary.

Annual educational stipends for relevant, job-related degrees beyond the minimum qualifications for the classifications will be granted as follows: Doctorate \$1,800; and Master's \$1,200.

Step advancement will take place as described on the management salary schedule on July 1 of each year until the manager is at the bottom step of the range for the position. This procedure may be changed at any time through action by the Board of Trustees.

Managers are generally paid monthly, on the last working day of the month.

Paychecks may be deposited by electronic wire transfer with the bank of the manager's choice. Any changes in banking institutions must be coordinated with the District's Payroll Office.

Current management salary schedules can be found on the Human Resources webpage.

Extra Duty Assignments

Provided they meet the minimum qualifications for teaching community college courses (as established by the Board of Governors of the California Community Colleges) and are hired pursuant to the Faculty Hiring Procedures, managers are permitted to teach at the District.

If approved by their supervisor, managers may teach *during* their normal working hours for no additional compensation.

Additionally, managers may teach *after* their normal working hours and be paid at the appropriate adjunct faculty rate. Supervisor approval is not needed under this circumstance.

Managers may teach or provide professional services for other education institutions or professional organizations at their discretion outside the scope of their District work hours, days and responsibilities. Managers may request use of their personal vacation days to teach/serve other institutions or organizations with prior approval from their supervisor.

Reassignment of Employment

A manager may be reassigned to a different management position for which he/she meets minimum qualifications at the discretion of the Superintendent/President. Such reassignments should normally (not required) coincide with the start of a new work year with proper notification and change in salary to be carried out in accordance with law.

Managers may be considered for hiring into non-management positions in the District for which they meet the minimum qualifications in accordance with the interview & hiring procedures for such non-management positions. Being hired into such a position (i.e. years of experience granted/salary schedule placement) will be carried out in strict accordance with both the Education Code and applicable employee collective bargaining agreements.

Management Reclassification Procedures

A manager may request a reclassification if he/she has reason to believe the majority of the duties assigned to his/her position have substantially changed or evolved on a permanent basis. Additionally, a manager may request a reclassification if there is reason to question the appropriateness of the current job title or the current pay classification.

Requests for reclassification may be initiated by the manager, the manager's immediate supervisor or Human Resources. A manager is eligible for reclassification review once every two years.

Requests for reclassification shall be submitted to the Dean, Human Resources for processing during the month of February and, if approved, will become effective July 1.

A reclassification request shall contain: a cover letter with an overview of the request; a letter from the manager's immediate supervisor (if this is a manager-initiated request) stating his/her position on the request; a current job description; a proposed job description (with a proposed salary range); and, any other information supporting the request.

Reclassification requests will be reviewed by the Superintendent/President and his/her designee(s).

Retirement or Resignation

If a manager retires or resigns from the service of the District, a letter giving notice to this effect should be sent through the immediate management supervisor to Human Resources prior to the retirement or resignation date. In general, it is expected that managers will provide a minimum notice of one month to facilitate a smooth and orderly transition of responsibility.

Termination

A manager may be terminated from their employment in accordance with Board Policy and Education Code.

HEALTH AND WELFARE BENEFITS

General Information

Eligible managers and their dependents receive District-sponsored medical, dental and vision benefits at an amount set annually by the Board.

Health and welfare benefit plans continue from year to year unless and until changed by Board action. All full-time administrators are eligible to receive District-sponsored health and welfare benefits.

Medical, dental and vision coverage for eligible, new managers becomes effective the first of the month following his/her date of hire.

Medical insurance initially selected will remain in effect unless and until changed by the manager during an annual, health and welfare benefits open enrollment.

Surviving Spouse

Upon the death of a manager or retiree, the surviving spouse, will have the option of obtaining the appropriate District group health plan at his/her own expense as specified by the insurance carrier's policy.

Health Benefits for Retirees

The District will pay the cost of a health benefits plan with major medical, dental and vision for retiring managers and eligible dependent(s) according to the following qualifications.

The manager must be eligible to retire under STRS or PERS. Also, the manager and eligible dependent(s) must enroll in Medicare Part "A" if qualified through Social Security eligibility. Additionally, the manager and eligible dependent(s) must enroll in Medicare Part "B" upon becoming eligible. All references to "Medicare" refer to the Federal Medicare Law as described in Title 18 of the Social Security Act of 1964.

The amounts paid for retiree medical, dental and vision coverage shall remain consistent with coverage provided all managers still in active employment, but shall not be less than the amount paid at the time of the managers' retirement.

When a manager retires with a minimum of twenty (20) years' full-time equivalency at the District (including up to two years of additional service credit if such retirement incentive is approved by the Board and accepted by the manager) and who retire from the District into STRS or PERS, the manager will receive the benefits until reaching the age of Medicare eligibility. For each retiree of this age and older who qualify for Medicare, the District will contribute \$3536 annually (with an annual 2 percent inflation factor) toward the purchase of a Medicare Supplemental Plan (see Appendix C). For those retirees who choose to remain in the District health insurance benefit program the District will pay a maximum of \$1,500 of the retiree's annual premium.

Managers with ten (10) years but less than twenty (20) years full-time equivalency at the District who are age 55 or older and eligible under STRS or PERS will receive the benefits until they reach the age of 65. After reaching such age, the retiree and eligible dependent(s) may retain the benefit by paying the total premium cost to the District's Payroll Office.

Retirees will be formally notified when changes are made which affect their status.

OTHER MANAGER BENEFITS

State Retirement Benefits

Upon hire and consistent with the law, administrators will either be placed within the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") and shall, thereafter, be subject to applicable retirement rules and regulations.

Term Life Insurance

Managers receive a \$100,000 life insurance policy during their employment at the District.

IRS Section 125 Plans

The District provides access to IRS Section 125 Flexible Benefit Plans. These plans allow managers to purchase optional benefits on a pre-tax basis. Enrollment periods occur once every calendar year. Subject to provider coverage, these benefits may include long and short term disability, accident, cancer insurance, group hospital and surgery insurance, dental and/or vision insurance, group life insurance, flexible spending account for unreimbursed medical expenses, dependent childcare, and elderly care.

FSA - Flexible Spending Accounts – Current managers can use these accounts to pay for qualified expenses not covered by another plan or dependent care assistance program. Under such a plan, a manager's contribution to the account is deducted from his or her paycheck on a pretax basis. These contributions are not considered wages, and are therefore not subject to income taxes.

Tax Deferred Retirement Contributions

The District may accommodate manager requests to participate in tax sheltered annuity programs in accordance with the Internal Revenue Code, the California Revenue and Taxation Code, and guidelines established by the District (i.e. 403(b) and 457(b) Plans).

The District may accommodate requests by managers to participate in a deferred compensation plan in accordance with the Internal Revenue Code, the California Revenue and Taxation Code, and the Agreement between the District and a loan association authorized by Board of Trustees Resolution.

LEAVES OF ABSENCES

General Information

A record of all absences is to be maintained by the District's Payroll Office.

Each month, all managers shall submit to the District's Payroll Office a signed "Absence Report" documenting all absences for the month.

Absence without loss of pay shall be granted to managers (1) to serve jury duty, and (2) to respond to an official order from another governmental jurisdiction for reasons not brought about through connivance or misconduct of the manager.

Managers shall be entitled to any/all leave provisions as provided by law. Below is a partial list of the most common types of leaves.

Vacation

Managers serving in a full-time, twelve-month position shall earn twenty (20) days of paid vacation each year. Managers in positions serving less than twelve (12) months or less than full-time shall earn vacation on a pro-rata basis as set forth in Education Code Section 88197(c), or its successor.

Managers must obtain supervisor approval before taking vacation hours.

Annual vacation is earned on a pro-rata basis for each month of employment. It is expected that managers make every effort to use all their vacation days annually. Accumulated vacation can be a benefit of additional paid time available for unexpected circumstances.

For all managers, a maximum of 40 days (two years) of accrued vacation credit may be maintained as a benefit while employed at the college. Therefore, a manager whose accrued vacation balance has reached the 40 day maximum will not accrue vacation hours until the 40 days is reduced. Once the manager's balance has been reduced below 40 days, he/she will again receive vacation credit at the applicable rate, up to the 40 day maximum.

In accordance with District policy, accrued vacation will be compensated to the manager upon separation, resignation or retirement.

Non-duty Days

Managers shall be given four (4) days per fiscal year to be used at the manager's discretion. In addition, managers are given two (2), non-duty days for personal or professional development. To utilize these two, non-duty days for professional development the manager must have supervisor approval. Non-duty days are non-cumulative and any unused days are forfeited annually.

Sick Leave

Sick leave shall be granted when a manager is kept from the performance of duties by sickness, injury, or quarantine.

Sick leave with full pay is accrued by full-time, managers on the basis of one day of sick leave (effective July 1, 2014 and thereafter) for each calendar month worked starting from the first (1st) date of service. A manager employed less than full-time shall be entitled to a pro-rata share of the sick leave. A manager absent from duty as a result of an industrial accident or illness shall be paid that portion of salary which when added to temporary disability indemnity will result in payment of not more than full salary.

Unused sick leave shall be accumulated in accordance with law.

After accumulated sick leave, industrial accident and illness leave, vacation days, and other available leave to which the manager may be entitled has been exhausted, the manager is entitled to additional leave benefits when absent from duties because of illness or accident, whether or not the illness or accident arises in the course of employment of the manager. These benefits allow for one-half (1/2) pay for the work days he/she is absent beyond the sick leave period to a maximum of one hundred (100) working days. However, vacation and sick leave may not be accrued during this period (Education Code §§87786 and 88196).

Personal Necessity Leave

Managers may use up to six (6) personal necessity days per fiscal year with prior approval of their supervisor. Personal necessity days are deducted from available accumulated sick leave or may be deducted from accumulated vacation days if requested by manager. Personal necessity days are considered:

1. Death of a member of the immediate family. Immediate family shall be those members as defined under Bereavement Leave provisions. (This would be in addition to the normal Bereavement Leave).
2. Accident, involving his/her person or property, or the person or property of a member of his/her immediate family, as defined above, or such an emergency nature that the immediate presence of the manager is required during his/her work day.
3. Appearance in court other than as a litigant or representative of the District under official order.
4. Serious or critical illness of a member of the immediate family, calling for the services of physician, and of such an emergency nature that immediate presence of the manager is required during his/her work day and which may require verification by the physician's statement.
5. Religious holidays particular to his/her faith.
6. Adopted parenthood when receiving the child into the home.
7. Personal emergency/business (up to 2 days) with approval by the Dean of Human Resources.

Bereavement Leave

When a death occurs in the immediate family of any manager, the manager shall be entitled to three (3) days paid leave of absence for bereavement or (5) five days if out of state travel is required. The Superintendent/President, or designee, may authorize a longer period of Bereavement Leave with full salary compensation, not to exceed five (5) additional days.

Members of the immediate family as used in this section, means the mother, father, grandmother, grandfather, or grandchild of the manager or the spouse of the manager, and the spouse's son, son-in-law, daughter, daughter-in-law, brother, or sister of the manager or spouse, or any other established member of the immediate household of the manager as determined by the Dean, Human Resource Services.

Family Medical Leave Act FMLA

In accordance with the law, each manager shall be eligible for all applicable provisions of the FMLA.

Maternity/Paternity Leave

At the request of the manager, an unpaid maternity/paternity leave may be granted up to twelve (12) months upon approval of the Superintendent/President and the Board of Trustees.

Industrial Accident / Illness Leave

Job related accident or illness (industrial accident and industrial illness) is defined as any injury or illness arising out of and in the course of employment.

A maximum of sixty (60) working days of leave is available for the same accident or illness.

The industrial accident or illness leave shall not be accumulated from year to year.

Industrial accident or illness leave shall commence on the first (1st) day of absence.

When an industrial accident or illness absence occurs, the manager shall be paid a salary which when added to the Worker's Compensation benefit amount will yield full salary.

During a paid leave of absence, the manager shall endorse to the District all Workers' Compensation benefit checks received for industrial accident or illness. The District, in turn, shall issue the manager's appropriate salary warrants and shall deduct normal retirement and other authorized contributions.

When an industrial accident or illness leave overlaps into the next fiscal year, the manager shall be entitled to only the amount of unused leave due for the same illness or injury.

Upon termination of the industrial accident or illness leave, the manager shall be entitled to the benefits of such other leaves as may be provided by law or regulations.

Any manager receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California unless the Board of Trustees authorizes travel outside the State.

This leave shall not be considered to be a break in service of the manager.

Military Leave

Managers are eligible for leaves of absence to serve with the Armed Forces in accordance with Board of Trustees Administrative Procedure 7346.

Conference Attendance

Managers may be authorized to attend conferences and participate in state and national professional organizations related to their responsibilities when there is clearly an opportunity for professional growth and direct benefit to the District.

Permission to attend such functions or conferences may be granted upon written request submitted to the immediate supervisor well in advance of the event. If the immediate supervisor approves the request, the use of a school car for transportation to conferences and/or reimbursement for other pertinent expenses may be granted in accordance with District policy.

EVALUATIONS

Purpose

Evaluations serve a number of important purposes for both the manager and the manager's supervisor at the District. Evaluations provide a manager with:

1. Feedback on his/her work quality.
2. Feedback on his/her overall work performance.
3. Feedback on his/her work behavior.
4. Feedback on his/her strengths and weaknesses.
5. An opportunity to gain insights into his/her supervisor's perceptions of his/her work performance.
6. An opportunity to become aware of his/her supervisor's concerns.
7. An opportunity to learn what his/her supervisor views as important to be successful at the District.
8. An opportunity to learn how to improve and enhance his/her performance.

Evaluations provide the manager's supervisor the opportunity to:

1. Provide feedback to the manager.
2. Critique manager's work performance.
3. Recognize manager's achievements and accomplishments.
4. Recognize measurable progress or improvements made in manager's performance.
5. Identify manager's work strengths and weaknesses.
6. Provide managers with guidance and suggestions for improvement.

Frequency

Managers shall be evaluated at least annually. Additional evaluations may be conducted at the supervisor's discretion.

Evaluation Documents (Appendix D, E and F)

Evaluations consist of three documents:

1. Manager Performance Goals Development Sheet.
2. Manager Mid-Year Self-Assessment Report.
3. Manager Year-end Evaluation Report.

Evaluation Procedure

1. *Notification*

Human Resource Services will notify the manager and the manager's supervisor of the annual timelines for evaluation and provide the following to the manager's supervisor:

- A. A copy of the Evaluation Procedure
- B. A job description (of the manager to be evaluated)

- C. Manager Performance Goals Development Sheet
- D. Manager Self-Assessment Report
- E. Manager Year-End Evaluation Report

2. *Manager Performance Goals Development Sheet*

No later than August 31st, all supervising managers will meet with each manager they supervise to develop and sign the “Manager Performance Goals Development Sheet.” The purpose of this meeting is to reflect on the previous year, consider new/revised District objectives and discuss/develop specific performance goals to be set by each manager that will result in their respective division/department positively impacting the District objectives. Annual performance goals should be appropriate, reasonable and realistic. Goals, tied to District objectives, should be measurable and the annual assessments for performance goals should be stated with the goal.

3. *Manager Mid-Year Self-Assessment Report*

Each manager should be monitoring their progress toward their annual performance goals and maintaining evidence that demonstrate this progress. Reflecting on this evidence, each manager will complete the written “Mid-Year Self-Assessment Report” updating their supervisor on their specific progress toward achieving their annual performance goals. Each manager will meet with the managers they supervise no later than February 15th to initiate this report.

4. *Manager Year-End Evaluation Report*

Each supervising manager will meet with the managers he/she supervises no later than June 15th to present and review the “Manager Year-End Evaluation Report.”

5. *Personnel File*

At the conclusion of the above process, signed copies of all written evaluation documents finalized by the supervising manager will be sent to Human Resource Services for inclusion into the manager’s personnel file.

APPENDIX A

Educational Administrators

1. Superintendent/President (see Appendix G for a job description)
2. Assistant Superintendent/Vice-President (Academic Services; Student Services; Research, Planning & Institutional Effectiveness)
3. Provost (Hanford Education Center; Tulare College Center)
4. Dean (Academic Services; Student Services)
5. Director (Police Academy and Training Program; Learning Resources Center; Dual Enrollment; EOPS and CARE; CalWORKs; Nursing and Allied Health; TRIO Grant Upward Bound; Student Activities & Affairs, Access and Ability Center; Foster Care Educational Programs; Physical Therapy Program; Training Resource Center; Student Success; Financial Aid; Career Services; Health Center)
6. Manager (Program Developer; Career Technology Education Grant; Extended Police Academy)
7. Deputy Sector Navigator (Advanced Manufacturing; Health Workforce Initiative)
8. Coordinator (Fire Technology)

APPENDIX B

Classified Administrators

1. Assistant Superintendent/Vice-President (Administrative Services)
2. Dean (Technology Services; Human Resources/Legal Affairs; Facilities)
3. Director (Foundation; Budget & Categorical Accounting; Marketing & Public Relations).
4. Chief Accounting Officer
5. Manager (Applications; Food Services; Maintenance and Operations; Construction Services; Custodial; Infrastructure and Security; Purchasing & Business Support)
6. Chief (District Police Department)
7. Assistant Manager, Food Services

APPENDIX C

Retiree Medicare Amounts District Contribution by Year July 1

YEAR			AMOUNT
2014	-	2015	\$ 3,536
2015	-	2016	\$ 3,606
2016	-	2017	\$ 3,678
2017	-	2018	\$ 3,752
2018	-	2019	\$ 3,827
2019	-	2020	\$ 3,904
2020	-	2021	\$ 3,982
2021	-	2022	\$ 4,062
2022	-	2023	\$ 4,143
2023	-	2024	\$ 4,226
2024	-	2025	\$ 4,311

Appendix D
COLLEGE OF THE SEQUIAS
Manager Performance Goals Development Sheet
(No later than August 31st)

Manager:		Management Position:	
Department:		Supervisor's Name:	
Date:		Date:	

PERFORMANCE GOALS FOR (Academic year) _____

1. _____

- District Objective:
- District Action (if applicable):
- Unit level (Division/department) planned action(s):

2. _____

- District Objective:
- District Action (if applicable):
- Unit level (Division/department) planned action(s):

3. _____

- District Objective:
- District Action (if applicable):
- Unit level (Division/department) planned action(s):

4. _____

- District Objective:
- District Action (if applicable):
- Unit level (Division/department) planned action(s):

Signature of Manager:	Date:
Signature of Manager's Supervisor:	Date:

APPENDIX E

COLLEGE OF THE SEQUOIAS Manager Mid-year Self-assessment Report

(No later than February 15th)

Manager:		Management Position:	
Department:		Supervisor's Name:	
Date of Last Evaluation:		Date of Evaluation:	

- | | |
|--|---|
| <p>1. Performance deficient and requires immediate improvement</p> <p>2. Improvement needed for performance to meet expected standards</p> <p>3. Performance meets expected standards</p> | <p>4. Performance frequently exceeds expected standards</p> <p>5. Performance consistently exceeds expected standards</p> |
|--|---|

1	2	3	4	5	PERFORMANCE FACTORS	Comments supporting self-assessment rating
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. MANAGEMENT SKILLS: Planning; use of judgment; problem solving; resource management; accountability; personnel decisions; and, knowledge of job.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. WORKING RELATIONSHIPS: Consider relationships; attitude; ability to communicate (both written and oral); and trustworthiness.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. LEADERSHIP SKILLS: Consider creativity and innovation; credibility of leadership; risk-taking; staff development; is informed; sets goals; and commitment to diversity.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. PERSONAL ABILITIES/QUALITIES: Consider self-motivation; openness to change; seeks professional growth; flexibility; contributes to positive staff morale; ability to remain calm in crisis situations; and respects ethics of profession.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. QUALITY/QUANTITY OF WORK: Consider extent to which completed work is accurate, well organized, thorough, effective, and timely.	

GOALS PROGRESS UPDATE (Status of current performance goals)

1. Personal performance and related department goals accomplished:

2. Personal performance and related department goals in progress:

3. Personal support requested:

4. Additional Comments:

Signature of Manager:	Date:
Signature of Manager's Supervisor:	Date:

APPENDIX F

COLLEGE OF THE SEQUIOIAS Manager Year-End Evaluation Report (No later than June 15th)

Manager:		Management Position:	
Department:		Supervisor's Name:	
Date of Last Evaluation:		Date of Evaluation:	

PERFORMANCE FACTORS	COMMENTS
	Attach additional sheets if necessary.
1. MANAGEMENT SKILLS: Consider quality of work; quantity of work; planning; use of judgment; problem solving; resource management; accountability; personnel decisions; knowledge of job.	
2. WORKING RELATIONSHIPS: Consider relationships; attitude; ability to communicate (both written and oral); and trustworthiness.	
3. LEADERSHIP SKILLS: Consider creativity and innovation; credibility of leadership; risk-taking; staff development; is informed; sets goals; and commitment to diversity.	
4. PERSONAL ABILITIES/QUALITIES: Consider self-motivation; openness to change; knowledge of position; seeks professional growth; flexibility; contributes to positive staff morale; ability to remain calm in crisis situations; and respects ethics of profession.	
5. QUALITY/QUANTITY OF WORK: Consider extent to which completed work is accurate, well organized, thorough, effective, and timely.	

Additional Comments:

_____ Recommend continuing in current assignment.

_____ Recommend continuing in current assignment with performance improvement.

Signature of Manager:	Date:
Signature of Manager's Supervisor:	Date:

APPENDIX G

COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT Board of Trustees Meeting (June 13, 2016)

APPROVAL OF BASE JOB DESCRIPTION AND BASE SALARY GUIDELINES FOR POSITION OF SUPERINTENDENT/PRESIDENT **15**

Status: **Action**

Presented by: John Bratsch
Dean, Human Resource Services & Legal Affairs

Issue

In their most recent conducting of the Superintendent/President's annual performance evaluation the Board identified that no base job description or base salary guidelines exist for this position. Past practice has been to define the job duties/ responsibilities and base salary through the recruitment/selection process for hiring the Superintendent/President. It is the Board's desire to codify a base job description and base salary guidelines to be kept on file in the department of Human Resource Services & Legal Affairs. Such documents will serve to guide the Board of Trustees in their actions to recruit, select, evaluate and compensate the position of Superintendent/President.

Facts

The Board has sole authority for all actions relating to the employment of the position of Superintendent/President. This position is different than any other position in the district through specific terms and conditions set forth in an individual employment agreement by and between the District and the position of Superintendent/President.

Our Board President and Vice President have worked directly with staff to review all available past job announcements and fliers to develop a base job description. They have also worked directly with staff to research the CCDs directly adjacent to College of the Sequoias to quantify the value of community college educational leadership in our region. This analysis included a study of total costs for base salary and benefits for district Chancellors, Vice chancellors and Associate Chancellors and college Presidents, Vice Presidents and Provosts.

Recommended Action

The Board President and Vice President propose the Superintendent/President Base Job Description and Base Salary Guidelines for consideration and approval by the full Board of Trustees.

College of the Sequoias
Human Resource Services

Position:	SUPERINTENDENT/PRESIDENT	Position Control:	
Department:	Administration	Position Class:	
Reports to:	Board of Trustees	Salary Range:	\$200,000 to \$300,000
Employee Class:	Management	Board Approved:	

Basic Function:

The Superintendent/President is expected to possess key leadership attributes and work collaboratively with all constituents and provide leadership in the areas of teaching and learning, community, shared governance and management.

The Superintendent/President will supervise and manage a prudent budget that will serve the District during challenging economic times; balance student demand for access and success with budgetary reality; and emphasize an organizational culture that is healthy, competent and committed to students and the community. Superintendent/President must motivate subordinates to successfully implement the college's mission.

The Superintendent/President shall have the ability to work collaboratively with the Board of Trustees, advise them on important matters, assist them with vision for the college's future and to take direction from them.

Representative Duties:

Teaching and Learning

- Ensures accountability for excellence in student access, equity, success and retention with measurable outcomes.
- Provide leadership and direction in the instructional and support programs.
- Ensure the District successfully hires and retains quality faculty

Community Relations

- Establishes relationships and partnerships with local government, business and industry, and community-based organizations with the goals of meeting emerging and future community needs.
- Enhances the District's image in the K-college educational community.
- Represents the District in the local community and succeeds in fostering and maintaining community partnerships
- Represents the District at the state level in order to increase financial resources and promote the District's and the larger community's interests.

Participatory Governance

- Supports the process of consultative and participatory governance with all constituent groups with the goal of effective and efficient operations in order to fulfill the District's mission.
- Respects the primary role of the Academic Senate in the areas of academic and professional matters and understands how to work with the Senate for the greater good.
- Successfully fosters leadership skills in administrators, faculty and classified staff.

Management and Operations

- Plans, organizes, controls and directs the overall administration of the District; assures the District is administered in accordance with the policies adopted by the Board of Trustees, compliance with state law and in accordance with the District mission.
- Ensures the Master Plan, Strategic Plan, and Board priorities are implemented in a timely manner and have measurable outcomes.
- Promotes District-wide cultural competence.
- Ensures fiscal accountability and makes all budget processes open, transparent and guided by collaborative planning processes.
- Works effectively with the District's constituent groups to foster harmonious and effective relations.
- Develops an effective and trusting relationship with the Board of Trustees.
- Oversees the District's Educational Centers.
- Provides leadership in maintaining accreditation with appropriate agencies and associations.

Knowledge and Abilities

Knowledge of:

- philosophy, purposes, curriculums, procedures, student services and the community appropriate to the mission and role of the District in the community
- principles and practices of administration, supervision and training
- effective communication skills (including listening skills)
- fiscal management, enrollment management, strategic planning, human resources development, collective bargaining, curriculum and instruction, accreditation, facilities planning, community relations and legislative relations
- contemporary educational issues in California and effective academic, occupational and continuing education programs
- interpersonal skills using tact, patience, and courtesy

Ability to:

- lead, motivate and be an advocate for student success and equity
- work collaboratively with District constituent groups
- work collaboratively with external partners such as business and industry, as well as government and community-based organizations
- be ethical, open and visionary
- be an effective, articulate leader for student success

- influence change and lead by example
- build and leverage community resources, relationships and partnerships
- maintain District planning and operations within the fiscal resources of the District
- prepare and deliver oral and written presentations
- communicate effectively both orally and in writing
- analyze situations accurately and adopt an effective course of action
- delegate responsibilities effectively

Education and Experience:

Any combination equivalent to:

- A Masters Degree from an accredited institution (Doctorate’s degree is desirable).
- Significant and successful administrative experience preferably in a community District setting, including at least five years as a chief executive officer or a senior administrator.
- Demonstrated competence, knowledge, sensitivity and ability to lead in a complex educational environment with students from diverse academic, socio-economic, cultural, disability, sexual orientation and ethnic backgrounds.
- Demonstrated leadership in higher education policy.

Licenses and Other Requirements:

- Valid California driver’s license.
- An incumbent must be insurable at the “standard rate” by the employer’s insurance carrier at all times while employed in this classification by the College of the Sequoias.

Working Conditions:

Environment

- Indoor work environment.
- Frequent contact in person and on the telephone with management, supervisory, academic and classified staff.
- Drive vehicle from site to site to conduct business of the District.

Physical Abilities

- Ability to communicate with students/employees/public.
- Ability to read documents.
- Ability to sit and stand for extended period of time.
- Ability to reach in all directions.
- Ability to lift light objects.
- Ability to operate a computer and office equipment.

Superintendent's Salary

Salary Range shall be \$200,000 to \$300,000 per year plus standard benefits which are made available to other management employees. The Board of Trustees may consider other benefits at its discretion. Existing salary and/or benefits may be adjusted from time to time at the discretion of the Board of Trustees.

In setting the Superintendent/President's salary, the board shall consider the following:

- Years of experience as a Vice President in an educational institution
- Years of experience as a President in an educational institution
- Years of experience as a Superintendent or Chancellor in an educational institution
- The size of the institution where experience was gained
- Experiences with our community or similar communities
- Past performance in current or previous positions
- Demonstrated ability to solve complex problems, motivate people, gain support from the community, improve student success and spend public money wisely and in a fashion which benefits students.

**APPENDIX H
MANAGEMENT SALARY RANGES**

Range	Title
40	Assistant Superintendent/Vice-President (Academic Services; Student Services; Administrative Services)
32	Provost (Hanford and Tulare)
30	Dean (Academic Services; Student Services; Facilities; Human Resources/Legal Affairs; Technology, Research, Planning & Institutional Effectiveness)
26	Director (EOPS; AAC; Dual Enrollment; Nursing & Allied Health; Financial Aid; Learning Resources Center; Training Resource Center; Budget & Categorical Accounting; Physical Therapy Program)
24	Director (Police Academy/Training Program; Foundation; Student Activities & Affairs); Manager (Applications; Infrastructure & Security)
23	Chief of District Police
22	Director (Career Services; Marketing & Public Relations; Student Success); Chief Accounting Officer
21	Director, Career Services
18	Manager, Construction Services
15	Director, Health Center
13	Manager, Food Services
12	Director, Foster Care Ed Programs
9	Manager, Purchasing & Business Support
8	Manager, Maintenance & Operations
7	Director, TRiO; Manager, Extended Police Academy
6	Manager, Custodial
1	Assistant Manager, Food Services

