

ADMINISTRATIVE PROCEDURES

AN APPENDIX TO THE BOARD OF TRUSTEES POLICY MANUAL

College Mission Statement:

We are a diverse learning and teaching community committed to improving individual life and society through high-quality, accessible educational programs and engaged learning opportunities.

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***Procedures to be Used in Implementing
Policy on Hiring Operational Staff***

Administrative Procedure 601

Operational staff positions include administrative support, facility, and campus police staff.

1. All operational positions will have a concise position description with well-defined duties that will be utilized in any posting.
2. Job descriptions for operational staff will be initiated by the immediate supervisor and approved by the division vice-president.
3. Postings for operational staff positions will comply with negotiated contractual language. **The committee chair will submit the following documents to the Office of Human Resources prior to a position being posted:**
 - a. approved application screening documents,
 - b. interview criteria,
 - c. interview questions
4. **The President or division vice-president will appoint the chair of the search committee. The remaining two members will be selected by the Office of Human Resources. The search committee will consist of three full-time non-teaching professionals and a non-voting member from the Office of Human Resources. One full-time faculty member may substitute for a non-teaching professional.**
5. The first screening by the Office of Human Resources will be to remove applicants who do not meet the minimum qualifications. The second screening will be done by the Office of Human Resources to determine ranking. Once the ranking is complete, the **committee chair** and the Office of Human Resources will determine candidates to be interviewed. Ranking scores will not be shared with committee members prior to interviews.
6. The chair of the search committee will be expected to present recommended candidates to the executive hiring committee, consisting of the President, the vice-presidents and the executive director of human resources, prior to the Board of Trustees meeting. If a member of the executive hiring committee is unable to be present, he/she may designate a representative. At that time, the executive hiring committee will have the opportunity to question the recommendations of the committee and determine a recommended candidate for presentation to the board.
7. Reference checks will be conducted by the committee chair. The committee chair shall contact finalists to confirm interest in the position prior to submission to the **Board of Trustees**.
8. The President, in consultation with the **Office of Human Resources**, has the option of extending the search efforts if, in his/her judgment, the recommendations are not in the best interest of the College.

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10. The committee chairperson will submit the following documents through the approval channel:
 - a. summary and rationale for the recommendation;
 - b. employee **workflow**;
 - c. information received from reference checks; and
 - d. interview ratings, responses, and interview summary scoring sheet.
11. Upon determining a recommendation, a background check will be conducted by the Office of Human Resources prior to submission to the Board of Trustees.
12. Recommendations must be signed and received in the Office of Human Resources on or before the board agenda deadline to be included on that month's agenda. The salary that is being recommended must be determined by collective bargaining agreements or Board Policy.
13. The President will present his/her recommendation to the Board of Trustees.
14. **After the Board of Trustees approves a recommendation for hire, the committee chair must notify the candidate by the end of the next business day.**
15. Applicants who were not offered the position will be notified after the Board of Trustees approves the recommendation for hire.
16. The College will follow hiring procedures established under the terms of collective bargaining agreements for facility staff in the custodial classification and for campus police staff. The Office of Human Resources may, on an as-needed basis, follow the procedures above to develop pools of candidates from which the administration will pull for newly created or vacant positions. Such pools will be presented to the executive hiring committee and the Board of Trustees prior to candidates being selected from the pool.

ORIGINAL SIGNED BY PRESIDENT RON HOUSE
PRESIDENT

AUGUST 8, 2019
DATE

ADOPTED: APRIL 1, 1980

AMENDED: JULY 15, 1996; NOVEMBER 21, 2008; DECEMBER 5, 2014 (*INCORPORATES FORMER ADMINISTRATIVE PROCEDURES 601A AND 601B*); **AUGUST 8, 2019**

CROSS REF.: BOARD POLICIES 5221, 6200, 6300, 6400

The purpose of this guide is to provide the evaluator with a standard for the evaluation of employees. Each supervisor is required by the College to complete in writing an evaluation for faculty, operational, and non-teaching professional staff. Operational and non-teaching professional staff must be evaluated no later than February fifteen of each year. In addition, those employees who are on probation must be evaluated every month during the 90-day probationary period. Employee Performance Evaluation Forms may be obtained from the Office of Personnel Services.

The evaluation of instructional employees must be completed in accordance with the collective bargaining agreement. The Division of Instructional Services oversees the evaluation function for faculty, and the Office of Personnel Services oversees the evaluation process for operational and non-teaching professional staff.

The applicable position description of the employee should be used in the evaluation process. Supervisors should discuss the evaluation with their employees, and any differences of opinion should be expressed and made part of the record. After the employee signs the document, each supervisor should sign and forward it through the approval channel in a timely fashion. The offices of the vice-presidents and president are responsible for forwarding all performance evaluations under their jurisdiction to the Office of Personnel Services within sixty days of the date of each evaluation.

Each unit supervisor should strive to evaluate his/her staff promptly and insure that his/her employees are aware of how their performance is regarded, with a view toward improvement. The performance evaluation is a review process designed to determine how well the employee is performing in terms of the assigned tasks; to bring out strengths and weaknesses of the employee; and to clearly designate areas where improvement is required. This process is intended to be a strong supervisory tool for development.

The major reason for evaluating basic strengths and shortcomings is to facilitate the individual's development. If supervisors are to help subordinates improve their job performance and/or advancement potential, supervisors must know in what ways they need to improve. It would not be prudent, for example, to encourage a subordinate to become more aggressive "because good employees are aggressive" without first assessing whether he or she is already too aggressive, too passive, or "just right" for the position. Similarly, everyone does not need to become "more considerate of and sensitive to subordinate needs and feelings." Some employees may already be too sensitive and considerate. Effective management development, therefore, requires an evaluation of basic strengths and shortcomings in behavioral terms. Behavioral traits refer to such areas as the individual's approaches to problems and decisions, emotional maturity, attitudes and motivation, interpersonal skills, and managerial behavior.

Below are steps and information to assist each supervisor in the evaluation process:

1. Standards of Performance

It is the supervisor's responsibility to maintain accepted standards of job performance and personal conduct by insuring that employees know what is expected of them and by promptly calling attention to unsatisfactory performances.

2. Constructive Discussion

When an employee's performance is unsatisfactory, corrective action should be the purpose of all discussions. Supervisors should allow the employee a reasonable time to meet acceptable standards of performance, and evaluations should be fair and equitable in accordance with the nature of the shortcoming or offense.

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3. Unsatisfactory Work Performance

For unsatisfactory quality or quantity of work, the employee should be allowed a period of not less than 90 days to correct the unsatisfactory condition before a warning is made part of the employee's personnel file. Depending on the circumstances, employees may or may not be allowed additional time for recurrence of the same or similar sub-standard work performance. Three written warnings could result in termination of employment.

4. Promotions

The first criterion to be considered in evaluating a person's suitability for promotion is the individual's performance on his/her current job. It should be clear, however, that performance is an insufficient basis on which to make promotional decisions. The job to which the individual is to be promoted is by definition different from his/her current job and frequently requires different abilities, skills, and behavior. Automatically promoting a person because he/she is liked or for affirmative action reasons may not be appropriate. The same characteristics, motives, and attitudes which make him/her effective in the current position may render him/her ineffective in a different position. Sound placement decisions, therefore, require an analysis and evaluation of the individual's overall strengths and deficiencies, in addition to his/her job performance.

5. Common Evaluation Errors

A. Lack of Objectivity

Far too often supervisors evaluate people on the basis of personal feelings rather than on an objective analysis of strengths and shortcomings. In order to be objective, supervisors must recognize their biases and actively work at not allowing them to influence their evaluations.

B. Halo Effect

A typical error in evaluating people is to allow the evaluation of one aspect of a person's ability or makeup to distort the evaluation of his/her other abilities and characteristics and to overly influence the entire evaluation of the person. It is easy, for example, to be so impressed by a high degree of overall intelligence and motivation that one fails to appreciate the fact that the person is so terribly disorganized that he/she gets little done.

C. Leniency

Most people want to get along with other people. Most want to be helpful and to be thought well of by others. Certainly, no one wants to hurt people. In addition, due to the egalitarian values of our society, many people are not particularly comfortable in "judging" other people. For these reasons and others, many people tend to evaluate their staff more favorably and more leniently than they should. One tends to see his or her employees' strengths more readily and more clearly than their shortcomings, placing more emphasis on their strengths than their shortcomings in the overall assessment. These tendencies are particularly strong when the supervisor knows that his/her evaluation is going to affect the individual's career and when the supervisor must communicate this to him/her.

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D. Sufficient Data

Good evaluations usually require the following kinds of data:

- (1) knowledge of the person's background, experience, and training;
- (2) clear understanding of the person's job responsibilities;
- (3) appreciation for the situational factors affecting the person's performance;
- (4) observations of performance on a variety of tasks;
- (5) observations of performance in a range of situations; and
- (6) frequent discussions with the person in order to understand attitudes, motivation, interests, aspirations, etc.

6. Behavioral Characteristics

The following list of "behavioral characteristics" is a glossary of terms which is designed to be helpful in analyzing and evaluating **strengths and deficiencies** of employees and can be used when writing comments about the individual's abilities and behavior. The list is intended to be a first step toward achieving consistency in language and definition of words and phrases when evaluating employees. It is not intended to be inclusive and to be used rigidly or mechanically. Rather, it is intended to stimulate thinking and to help make the evaluation more productive, thorough, analytical, and objective for the employee.

Aggressive--	Presents views in a forceful and assertive manner. Does not back down when opposed. Takes charge.
Ambitious--	Strongly desires advancement to position of increased authority and prestige.
Analytical--	Thinks logically, isolates the fundamental parts of a complex problem.
Communicates well--	Speaks clearly, articulately, and concisely. Is readily understood by others.
Competitive--	Strongly desires to be first and to win.
Conceptual--	Thinks in abstract and theoretical terms.
Confident--	Approach to new, unfamiliar, and difficult situations reveals self-assurance and realistic confidence.
Courage of convictions--	Stands up for beliefs and principles.
Creative--	Thinks originally and imaginatively, conceives new ideas and approaches.
Credible--	Readily gains the trust and confidence of others.
Critical thinker--	Probes beneath the surface. Does not accept things at face value.
Decisive--	Makes decisions quickly, applying sufficient data as a basis for the decision.
Delegates effectively--	Assigns work in accordance with subordinate's capabilities and his/her need to grow and learn. Not reluctant to "let loose of the reins."
Deliberate--	Thoughtful and hesitant in making decisions. Carefully considers alternative.
Demands excellence--	Communicates and enforces high performance standards, strict and exacting in judging performance.
Detail oriented--	Pays careful attention to details.
Develops people--	Actively works at enhancing the competence of subordinates. Stimulates growth and development.

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Diligent--	Applies steady, earnest effort to perform task.
Energetic--	Works vigorously and actively. Does not tire or fatigue easily.
Engaging--	Stimulating, elicits positive reactions from others.
Enthusiastic--	Communicates positive attitudes in an emotionally expressive and vibrant manner. Approaches problems optimistically.
Follows through--	Carries activities through to conclusion, insures that projects are completed.
Friendly--	Shows a personal interest in others. Has a pleasing personality.
Gives feedback--	Freely and generously communicates recognition for accomplish-ments and criticism for deficient performance.
Gives guidance and direction--	Lets subordinates know what is expected of them. Suggests appropriate courses of action.
Good judgment--	Discerns and chooses the correct course of action. Effectively blends intelligence, knowledge, and the understanding of people.
Has drive--	Pursues objectives with a high degree of energy and persistence.
Has perspective--	Views things in their relative importance, appreciates the broad picture.
Honest--	Behaves sincerely and candidly. Avoids deception and artificiality.
Initiative--	Moves into new areas without being prodded. Starts a series of events independently.
Intellectually curious--	Wants to know "why." Shows a thirst for and a keen interest in acquiring knowledge.
Learns quickly--	Readily grasps new ideas and concepts.
Listens well--	Pays close attention when others are speaking actively, tries to understand what's being said.
Mature--	Does not allow feelings to distort reasoning. Controls the expression of strong feelings. Does not rationalize failures.
Motivates subordinates--	Enhances subordinate's motivation to perform and achieve results.
Objective--	Reaches conclusions on the basis of facts as opposed to personal feelings and prejudices.
Open and straight forward--	Freely states what's on his/her mind. Expresses views without creating defensiveness.
Open minded--	Willingly considers new ideas and an approach not tied to tradition or convention.
Outgoing--	Sociable, extroverted, enjoys and seeks out contact with people.
Patient--	Maintains composure in the face of delays and barriers.
Perseveres--	Pursues objectives in spite of obstacles and discouraging events.
Persuasive--	Sells ideas effectively. Overcomes objections.
Plans and organizes--	Lays out tasks in a logical and orderly sequence. Establishes and follows through on priorities.
Poised--	Maintains composure in embarrassing or upsetting situations.
Politically astute--	Is shrewd in discerning sources of power and ways of dealing with them.
Practical--	Emphasizes action over abstraction. Thinks realistically, rejects the impractical.
Responsible--	Reliable and trustworthy, willing to be held accountable.
Responsive--	Reacts promptly to suggestions and requests.
Resourceful--	Improvises, devises ways to solve difficult problems.

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Results-oriented--	Is intent upon achieving practical results. Concentrates attention on making things happen.
Risk-taker--	Acts without assurance of success. Able and willing to risk failure.
Selects competent people--	Recognizes and appreciates strength and competence. Actively seeks out competent people.
Self-disciplined--	Carries out difficult, unpleasant, and unrewarding tasks without procrastination.
Self-reliant--	Acts without undue guidance and assistance from others.
Sensitive--	Shows appreciation for and understanding of others.
Sets a fast pace--	Works quickly, places a premium on speed of action. Shows a strong sense of urgency.
Shows consideration and sensitivity--	Responsive to the needs and feelings of subordinates.
Shows foresight--	Anticipates the future consequences of actions.
Sophisticated--	Presents an impressive and dignified appearance and demeanor.
Tactful--	Rarely offends people. Expresses views without creating defensiveness.
Terminates incompetent people--	Able and willing to fire people when necessary. Terminates people for incompetence, not because of feelings.
Tolerates ambiguity--	Copes effectively with complex, vague, and disordered situations.
Tough minded--	Unsentimental, able to make decisions detrimental to a few but helpful to most.
Versatile--	Applies a wide range of aptitudes, skills, and abilities.
Works hard--	Expend extra effort "above and beyond the call of duty." Makes personal sacrifices for the sake of the job.

7. Examples of a Positive Display of a Behavioral Trait

- A. For a positive comment, the evaluator may say the employee is "ambitious," meaning that he or she strongly desires advancement to position of increased authority and prestige;
- B. Another example of a positive comment occurs when the evaluator uses the word "practical," such as: "Counselor 'X' is very practical when she discusses financial matters with disadvantaged students."

8. Examples of a Negative Display of a Behavioral Trait

- A. If an ambitious behavior is improperly channeled and is disruptive, it may impact negatively on the individual's employment. The evaluator may add such descriptive terms as "overly" or "too" to the word "ambitious" in order to represent a trait that needs improvement, such as: "Employee 'X' does not follow the chain of command and continues to seek direction from outside the department; therefore, the evaluator feels this employee is overly ambitious."

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- B. "Impractical" behavior denotes a negative trait, so the evaluator may say: "Employee 'X' is impractical when he demands that his staff report to work 15 minutes before start time and work through lunch on a routine basis."

*A duplicate of this procedure may also be found under "Professional Personnel" as Administrative Procedure #507."

(Original signed by President Ray Hancock)
PRESIDENT

January 18, 1996

DATE

ADOPTED: JANUARY 18, 1996
AMENDED:
REVIEWED:
CROSS REF.: BOARD POLICY 5220