

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT****PRESENTED TO THE BOARD OF TRUSTEES****DATE:** May 22, 1996**SUBJECT:** Joint District and BCEA Proposal to the  
BCEA Contract**Item No. :** 96- 4889**Enclosure:** XX**CATEGORY:** Personnel**BOARD CONSIDERATION:****Prepared by:**BMD *Betty M. Dean*  
Betty M. Dean

Superintendent/President

**Action** XX **Information**     **Regular** XX **Consent**     **BACKGROUND:**

The District and BCEA have been discussing their joint proposal that was received by the Board at the last meeting.

**STATUS:**

The District and BCEA have reached tentative agreement on the joint proposal and the faculty voted on May 13 to approve the agreement.

**RECOMMENDATION:**

The District recommends that the Board approve the tentative agreement reached between BCEA and the District.

**AGREEMENT**  
**JOINT DISTRICT AND BCEA PROPOSAL TO THE BCEA CONTRACT**  
**MAY 22, 1996**

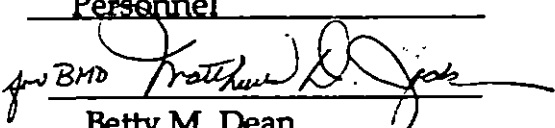
1. **1996-97 Contract** - Roll over 1993-96 contract with the following changes.

**ARTICLE XII - INSURANCE**

- A. The District will institute the IRC 125 Cafeteria plan for benefits. *(No cost to District - benefit to BCEA. Section 125 of the Federal Internal Revenue Code allows employee payments made via salary deduction for benefits obtained through a qualifying plan to be made with pre-tax dollars. This reduces employee cost for employee-paid benefits such as health insurance or child care.)*
- B. A Campus-wide committee consisting of equal representation of classified, faculty (BCEA) and administration will be formed to study employee benefits. *(This would allow an in-depth study of our health plans. No cost to the District.)*
- 1) The Chief Business Officer as a non-voting member will chair the committee.
  - 2) Each organization will choose its representatives.
  - 3) A final report from the committee will be due by May of 1999.
  - 4) The findings and recommendations are advisory to the Units and the District and any results subject to negotiation.

C. **ARTICLES VI AND VII - EVALUATION AND WORKLOAD**

- 1) 6.6.7 B.5: "The training for current tenured faculty will be done during the first year of this contract at the fall (and spring if needed) faculty institute. Thereafter newly tenured faculty (or current faculty who missed the initial training sessions above) must attend a required workshop to be trained..." to "The training for newly tenured faculty (or other faculty who have missed the training sessions) will be offered at the fall faculty institute as needed and at the spring faculty institute as needed. All tenured faculty must attend a required workshop to be trained at least once in their career..."
- 2) 6.10.4.D: "Prior to February 1 of each year the first, second and fourth year for a probationary faculty member, the team shall jointly or separately make a recommendation to the Tenure Committee submitting all documentation."
- 3) 6.10.4.D.1.: ~~If the probationary non-teaching faculty member is working under his/her first or second contract entered into pursuant to Education Code Section 87608 or 87608.5 the team shall elect one of the following alternatives:~~ If a faculty member is working under his or her first contract, the governing board, at its discretion and not subject to judicial review except as expressly provided in E.C. Sections 87610.1 and 87611, shall elect one of the following alternatives:
  - a. Not enter into a contract for the following academic year.
  - b. Enter into a contract for the following academic year.
  - c. Employ the faculty member as a regular tenured employee for all subsequent academic years.

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**MAY 22, 1996**

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  - a. Not enter into a contract for the following academic year.
  - b. Enter into a contract for the following academic year.
  - c. Employ the faculty member as a regular tenured employee for all subsequent academic years.

- 4) ~~6.10.4.D.2: "If the probationary faculty member is working under his/her third consecutive contract entered into pursuant to Education Code Section 87609, the committee shall elect one of the following alternatives:..."~~ If a faculty member is working under his or her second contract, the governing board, at its discretion and not subject to judicial review except as expressly provided in E.C. Sections 87610.1 and 87611, shall elect one of the following alternatives:
- ~~a. Employ the probationary employee as a tenured employee for all subsequent academic years.~~
  - ~~b. Not employ the probationary employee as a tenured employee.~~
  - a. Not enter into a contract for the following academic year.
  - b. Enter into a contract for the following two academic years.
  - c. Employ the faculty member as a regular employee for all subsequent academic years.
- 5) 6.10.4.D.3: If a faculty member is employed under his or her third consecutive contract entered into pursuant to E.C. Section 87608.5, the governing board shall elect one of the following alternatives:
- a. Employ the probationary employee as a tenured employee for all subsequent academic years.
  - b. Not employ the probationary employee as a tenured employee.

*(Changes in Evaluation are current District practice and bring the contract into compliance with the code and current practice.)*

- 6) 7.3.2 - Workload for Nursing Assistant - All Courses (72) (48) hours

### ARTICLE XIII - COMPENSATION

- D. APPENDIX B - SALARY SCHEDULE - Change class and step requirement statements as follows: "A valid California teaching credential appropriate for the community college or meets minimum qualifications for the discipline." *(Cosmetic change that came about with AB 1725. No cost to the District)*

2. **1997-2000 Contract** - Roll over 1996-97 Contract with two changes.

### ARTICLE XIII - COMPENSATION

- A. In the second year of the contract (1998-99) if the 4th column, 13th step has not reached the 20-school average in any year from 1996-97 through 1998-99 and if there has been no drop in FTES of more than 100 in any of these years compared to 1995-96, then the 4th column, 13th step would move to the 20-school average. If the District reached the 20-school average in any year from 1996-97 through 1998-99 then this requirement would be dropped.

*(Would bring the faculty up to the 20-school average as long as there is no loss in FTES, which is the intent of the current formula.)*

**ARTICLE VII - WORKLOAD**

B. 7.3.2 - Workload for Nursing Assistant - All Courses (48) ~~(36)~~ hours

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**

PRESENTED TO THE BOARD OF TRUSTEES

DATE: May 22, 1996

SUBJECT: Cost Analysis of BCEA Contracts

Item No. : 96-4880

Enclosure: \_\_\_\_\_

CATEGORY: Finance

BOARD CONSIDERATION:

Prepared by:

*for BHD [Signature]*  
Betty M. Dean  
Superintendent/President

Action \_\_\_\_\_ Information XX

Regular \_\_\_\_\_ Consent XX

**BACKGROUND:**

On June 30, 1996, the contract between BCEA and the District will end. During the 1995-96 year, BCEA and the District were in negotiations to develop a new contract. Tentative agreement has been reached on two contracts, one covering the period of July 1996 through June of 1997 and the other covering July of 1997 through June of 2000.

**STATUS:**

The following costs may be incurred with the adoption of the 1996-1997 and 1997-2000 contracts.

**1. 1996-1997 Contract**

- A. & B. Article XII, Insurance - no cost.
- C. Article VI and VII, Evaluation and Workload - no cost.
- D. Article XIII, Compensation - no cost.

**2. 1997-2000 Contract**

- A. Article XIII, Compensation - There may be a cost in the provisions of this section if FTES declines more than 100 from 1995-96. However, we are estimating that in 1998-99 the current 1.7% salary deficit (below the 20-school average) will be made up and there will be no additional cost.
- B. Article VII, Workload - no cost.

**AGREEMENT BETWEEN**

**THE BUTTE COMMUNITY COLLEGE DISTRICT**

**AND**

**THE BUTTE COLLEGE EDUCATION ASSOCIATION  
CTA/NEA**

**JULY 1, 1993 TO JUNE 30, 1996**



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## ARTICLE I

### **AGREEMENT AND RECOGNITION**

- 1.1 The articles and provisions contained herein constitute a bilateral and binding Agreement (which shall hereafter be referred to as "Agreement") by and between the Board of Trustees of the Butte Community College District (which shall hereafter be referred to as "Board" or "District") and the Butte College Education Association, CTA/NEA, its agents or representatives (which shall hereafter be referred to as "Association"), an employee organization.
- 1.2 This Agreement is entered into pursuant to The Rodda Act, Sections 3540 et seq. of the California Government Code (which shall hereafter be referred to as "Act").
- 1.3 The Governing Board of the Butte Community College District, hereinafter referred to as the "Board" or "District", hereby recognizes the Butte College Education Association, CTA/NEA, hereinafter referred to as "Association", as the sole and exclusive representative of those enumerated in the stipulated agreement, executed and attached hereto as Appendix "A1, A2 and A3".
- 1.4 The Board agrees not to negotiate with any other organization in matters upon which the Association is the exclusive representative, and agrees not to negotiate with any member of the unit individually during the duration of this Agreement on matters subject to negotiations.
- 1.5 The Association recognizes the Board as the duly-elected representatives of the people and agrees to negotiate only with the Board's representatives officially designated by the Board to act in its behalf. The Association further agrees that neither it nor any of its members or agents will attempt to negotiate privately or individually with the Board, any Board member, administrator or other person or persons not officially designated by the Board as its representative.
- 1.6 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and over state law to the extent permitted by state law.

## ARTICLE II

### **NON-DISCRIMINATION**

- 2.1 The Board and Association agree to comply with all pertinent provisions of Title VII of the United States 1964 Civil Rights Act, and Title IX of the 1972 Education Amendments.

## ARTICLE III

### **ASSOCIATION RIGHTS**

- 3.1 **Public Information** - The Association shall be provided with materials and data that are available to the public. When materials are requested that are not readily available in the form requested, the Association shall pay for all staff time and supplies necessary to produce the materials, providing such materials can be produced subject to the time limitations of staff and work priorities.
- 3.2 **Board Policies/Administrative Regulations** - The District shall provide the Association with one (1) book of Board Policies and one (1) book of Administrative Regulations. During the term of this Agreement, the District shall provide copies to the Association of any changes, additions, alterations, or deletions to each document.
- 3.3 **Board Minutes** - The District shall furnish the Association with one (1) copy of all official Board minutes and one (1) copy of each Board agenda packet, excluding all confidential information or materials as defined by applicable law.
- 3.4 **Employee Lists** - The District shall provide the Association with the names, College location address and telephone numbers of academic unit members at intervals not to exceed once per fiscal year upon Association written request. Additional newly hired bargaining unit employees' names, College locations, and telephone numbers shall be furnished as hired during the fiscal year.
- 3.5 **Distribution of Materials** - The Association may distribute organizational literature on District property, provided there is no interference with District business. No one shall be allowed to distribute materials in a manner which distracts employees while performing their duties. Duly authorized communications may be placed by the Association in mailboxes of unit members. Such communications must be dated and bear the Association's identification as the distributor.
- 3.6 **Bulletin Board Usage** - Duly authorized communications may be placed by the Association on the bulletin boards of the College. Such communications must be dated and bear Association identification as the distributor.
- 3.7 **Equipment Usage** - The Association shall secure prior approval from the Deputy Superintendent/Business or designee for the use of District equipment. The Association shall pay for its own supplies whenever the use of District equipment is approved. District requirements shall, at all times, have priority over that of the Association. Any materials produced shall be solely at the expense of the Association.
- 3.8 **Telephone Usage** - The Association shall not cause any long distance telephone calls or any other charges to be billed to the District.

- 3.9 Postage Machine - The Association shall not be granted the use of the District postage machine.
- 3.10 Use of Facilities - The Association and its members shall have the right to make reasonable and lawful use of available school buildings at reasonable times for meeting purposes subject to requirements of the Civic Center Act and applicable Board policies provided that such use, when applied for, shall be granted if no conflict exists and provided that such use which necessitates custodial overtime shall be compensated by the Association at the rate of \$10 per hour. The Association agrees to leave school buildings in the condition found, free of damage or loss other than damage resulting from normal wear and tear.
- 3.11 Employee Organization Contact Procedures
- 3.11.1 The Association shall provide the Superintendent the name(s) of recognized employee organizational representative(s) authorized to discuss organizational matters with District employees. Each notification shall include a statement agreeing to comply with the terms of the contract.
- 3.11.2 The Association shall notify the Superintendent, or designee, whenever an authorized representative shall be on campus.
- 3.11.3 The Association representatives shall have access to unit members for Association business during the unit members' non-scheduled hours of instruction or service. In no event shall an Association representative or unit member interrupt or interfere in any way with normal work.
- 3.12 Organizational Security - The Board and the Association recognize the right of all employees to form, join and participate in lawful activities of employee organizations and the equal alternative right of employees to refuse to form, join or participate in employee organizations or the Association's activities.
- 3.13 Dues Deductions - The District will deduct from the pay of Association members and pay to the Association the normal and regular monthly Association membership dues as voluntarily authorized, in writing, by the employee on the District-approved form, subject to the following conditions:
- 3.13.1 The District agrees to deduct dues in uniform amounts from all eligible Association members with the unit recognized and enumerated in Appendix "A2" who have signed an authorization card for such deduction in a form approved by the District, subject to the following conditions:
- A. Such deduction shall be made only upon the submission on a District-approved form of a duly-executed and revocable authorization by the employee;

- B. The District shall not be obligated to put into effect any new, changed, or discontinued deduction unless the change is in the District payroll office prior to the tenth (10th) of the month;
  - C. Association members who have voluntarily authorized dues deductions shall, from year to year, continue to have dues deducted until discontinued in writing;
  - D. Dues shall be deducted from warrants for each month of the ten (10) month fiscal year;
  - E. The Association agrees to indemnify, defend or hold the District harmless against any claims made of any nature whatsoever, and against any claim or suit instituted against the District arising from its collection and deduction of Association dues.
- 3.14 School Calendar - District agrees to negotiate on the calendar with Association in order to allow Association input prior to presentation to the Board for final decision.
- 3.15 Release Time - A maximum of three (3) authorized unit members of the Association Bargaining Committee shall be released from their regular work duties, with pay, if negotiations meetings with management are scheduled during working hours of the unit members involved.
- 3.15.1 The District will provide up to one thousand dollars (\$1,000) to share equally (50% District-50% Association) the expenses with the Association for either release time and/or travel and conference for unit members on official Association business. This is in addition to any other release time provided under other provisions of the Agreement.
- 3.15.2 All charges claimed under Section 3.15.1 shall be jointly prior-approved by the Association's President and the Deputy Superintendent/Business.
- 3.16 Distribution of Contract - After the execution of this contract, the District shall print or duplicate and provide a copy of this contract to every employee in the bargaining unit.
- 3.17 Management Orientation - The District and the Association jointly shall conduct an orientation session, not to exceed two (2) hours, on this Agreement for all unit members.

## ARTICLE IV

### **MANAGEMENT RIGHTS**

- 4.1 The District, on its own behalf and on behalf of the residents thereof, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities not specifically modified by terms and conditions of this Agreement and as provided by law.

## ARTICLE V

### PERSONNEL FILES

#### 5.1 Personnel Files

- 5.1.1 The official personnel file of each unit member shall be maintained at the District central administration office. No adverse action shall be taken against a unit member based upon written derogatory material which is not contained within the official personnel file, or otherwise made known to the unit member, unless otherwise permitted by law. All material placed in the file shall identify authorship, date of entry, and person placing material in file.
- 5.1.2 Unit members shall be provided a copy of derogatory written material before such material is placed within the official personnel file. The unit member may, within ten (10) working days after receiving the material, have attached a written response to the derogatory material for inclusion within the official personnel file. All material placed within the official file must have its inception during the same school year as it is placed in the official personnel file, in no case later than ten (10) days after the end of the fiscal year.
- 5.1.3 The unit member may, within the ten (10) working day period, during working hours, review, initial, date and return such copy through administrative channels to the central administration office.
- 5.1.4 A unit member or authorized representative shall have the right, without loss of pay during his/her regular working hours, and during the regular District office business day to examine all materials (except those items which were obtained prior to employment, prepared by identifiable examination committee members or obtained in connection with a promotional examination) contained within the official personnel file. Advance appointments for examination shall be required and scheduled with District representatives.
- 5.1.5 The Association agrees to indemnify and hold harmless the District from any and all claims, demands, suits or any other action arising from an authorized Association representative's examination of the file.
- 5.1.6 Official personnel files are considered confidential and are available for review only to those persons having a legal right or authorization to inspect. The District shall maintain a log, within each personnel file, indicating the persons who have examined the file and the date of such examination.
- 5.1.7 District shall have a representative present when any official personnel file is examined.

- 5.1.8 At the written request of the unit member, derogatory materials shall be sealed in the personnel file after remaining in the file for a period of two (2) years.
- 5.1.9 Day - A "day" for the purpose of this contract (except as defined elsewhere) is any day in which the central Administration office of the District is regularly open for business.

## **ARTICLE VI**

### **EVALUATION**

#### **6.1 Introduction (Teaching and Non-Teaching Unit Members)**

- 6.1.1 Butte College, in a commitment to excellence in education, opens all facets of the educational environment to periodic review and evaluation. The primary intent of this open assessment is to improve the learning environment for students.
- 6.1.2 Faculty members are at the heart of the instructional process. It is through their ideas and involvement that instructional programs are developed, delivered, and improved. Educational excellence at Butte College is therefore dependent upon the quality of the faculty and upon their continued improvement. The objective of faculty evaluation is to sustain and improve the high quality of the faculty.
- 6.1.3 Evaluations will be conducted in a spirit of constructive observation, mutual respect, and goodwill. Before the evaluation process begins, the evaluator shall make the following assumptions. The faculty member:
- A. is a professional and will be treated with all the dignity implied in professionalism;
  - B. has the capacity to correct any deficiencies which might be recognized;
  - C. is committed to improving him/herself as an ongoing process;
- 6.1.4 The purpose of the faculty evaluation process is to develop and sustain excellence in the performance of duties. Evaluation provides faculty members with official records of their professional service, encourages professional growth and development, and provides a means of recognizing excellent performance. Only if the evaluation process identifies significant inadequacies that do not yield to necessary improvements will evaluation data be used for personnel decisions including recommendations for staff transfer or termination.
- 6.1.5 The term "teaching" and "instructional" are used interchangeably and refer to those unit members whose primary responsibility is in the classroom. The terms "non-teaching" and "special services" are used interchangeably and refer to those



unit members whose primary responsibility is other than the classroom (a job description other than Section 7.2.1). All unit members are considered "faculty" unless "faculty" is used in a section clearly referring to "teaching" or "non-teaching" only.

## **6.2 Guidelines (Teaching and Non-Teaching Unit Members)**

### **6.2.1 Proper evaluation requires:**

- A. Clear faculty role expectations. A job description which delineates the areas of responsibility and duties is required for each faculty member.**
- B. A close communication network between the unit member and his/her evaluator or evaluators so that honest and meaningful information and perceptions can be exchanged;**
- C. A plan and procedures for improving a faculty member's skills and abilities when such needed improvement is recognized by either the unit member or the evaluator. Such improvement plans could include (but are not limited to) the taking of classes, workshops, conferences, voluntary therapy, reading assignments, lesson plan rewrites, classroom visitations, peer assistance, etc.; and**
- D. A defined process for follow-up on specific improvement plans, activities assignments which will be conducted to measure and determine the accomplishment of needed improvements.**

### **6.2.2 The faculty member will be given the widest possible latitude within the parameters of professional conduct so that academic freedom will be preserved.**

- A. The faculty member's performance appraisal shall NOT be predicated upon lawful, non-school related personal actions which have no impact on the unit member's job performance or effectiveness as an employee.**
- B. The faculty member shall not receive reprisals for exercising freedoms guaranteed by the Constitution of the United States.**

## **6.3 Areas of Instructional Evaluation**

### **6.3.1 Areas for faculty evaluation include:**

- A. Teaching and Instruction--Classroom Effectiveness.**
  - 1. Plans for and is continually well prepared to teach.**
  - 2. Provides organized and effective delivery of instruction.**
  - 3. Is courteous to and approachable by students.**

4. Is able to relate with students and command their respect.
5. Stimulates student participation.
6. Instruction is consistent with the stated and approved goals and objectives.
7. Shows enthusiasm for the subject matter.
8. Uses effective motivation to create student desire to learn the subject/skill(s).
9. Uses standards of student evaluation that are clear, fair, and followed consistently throughout the course.
10. Requires and evaluates levels of student effort sufficient to determine the mastery of the subject or skills in the course.
11. Grades and returns student assignments and tests in a reasonable period of time.
12. Makes effective use of teaching aids and materials.
13. Is an overall effective teacher.

**B. Preparation of Up-to-Date Instructional Methods and Materials.**

1. Prepares complete course syllabi.
2. Continually revises and updates course contents, methods and materials of instruction.
3. Coordinates course contents and methods with other teachers in the program/discipline.

**C. Meets and assists students during office hours or by pre-arranged appointment or at other reasonable times.**

**D. Professional Growth (The following are examples of professional growth which may be included in the Self-Evaluation Form).**

1. Classes taken.
2. Conferences attended.
3. Professional achievements.
4. Reading and course work taken.
5. Attendance at staff development functions.
6. Visitations to other educational institutions or appropriate businesses, agencies or organizations.
7. Other efforts to improve teaching and individual effectiveness.

**E. Area and Department Responsibilities.**

1. Is knowledgeable about and abides by College, Area and Departmental policies, procedures, timelines and targets.
2. Orders instructional materials, equipment and textbooks, etc., in a timely fashion.
3. Assists in scheduling and staffing functions.

4. Works cooperatively with and assists other staff members (especially new instructors).
5. Provides information for the development of departmental budgets and monitors expenditures.
6. Exercises good judgment in the management and use of facilities, equipment and supplies.
7. Attends assigned meetings.
8. Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating and/or expansion of programs.
9. Contributes to a sense of Area and Departmental teamwork.
10. Does his/her fair share of Area and Departmental duties and responsibilities.
11. None of the above (1-10) are to be interpreted as limiting the free expression of any policy differing from that currently in force or proposed, or the active but reasonable pursuit to change the current or proposed policy.

**F. College-wide Service.**

1. Demonstrates a pattern of service on College committees, projects and/or student organizations.
2. Participates in faculty/college governance.

**G. Community Service.**

1. The College values the contributions made to their local communities by the instructional staff. However, such contributions are at the option of the instructor and are not a formal requirement of the full-time College instructor position.

**6.4 Student Evaluation of Instructors (Tenured and Non-Tenured) (H1)**

**6.4.1 Students are customers of the College's educational services.**

**6.4.2 As such, the College recognizes a responsibility to provide student customers with both a sound education and a favorable, positive impression or opinion about their instructors and their college experience as a whole.**

**6.4.3 To achieve these objectives, the College must continually secure feedback from students on their perceptions of their educational experiences in the classroom. The College is committed to providing students with opportunities to directly influence their educational process and environment.**

**6.4.4 To secure student feedback and provide a method for student influence into the educational process, the College requires that Instructor/Course Evaluations by**

students be conducted a minimum of once each academic year. Additional evaluations may be conducted if the initial evaluation indicates significant concerns. These student evaluations are designed to capture the student's evaluation of a given instructor and course and to insure that the information is made available to the instructor and to relevant parties responsible for maintaining educational excellence.

#### **6.4.5 General Procedures.**

- A. It is the goal of the College that each full-time instructor be evaluated by his/her students a minimum of once every year.**
- B. The area dean's office shall be responsible for managing, conducting, coordinating and processing the Instructor/Course Student Evaluation of full-time instructors.**
- C. The student evaluation component shall be administered to a minimum of two classes; one chosen by the dean and the other (a different class) chosen by the evaluatee.**
- D. Tenured faculty shall be evaluated between the ninth and twelfth week of the semester. The faculty member will select the day(s) the evaluation is to be administered.**
- E. Instructors to be evaluated by their students in a given semester shall be notified prior to the evaluation taking place. The responsible administrator shall make all arrangements for the conduct of the student evaluation and so advise the instructor.**
- F. To allay student fears, student anonymity shall be protected throughout the student evaluation process.**
- G. The classroom student evaluation shall be conducted by an administrator designated by the Assistant Superintendent. The evaluation may be administered in class by a volunteer student.**
- H. Great care shall be taken to see that students understand their role, take the evaluation seriously, are provided adequate time and that student comments are actively solicited and encouraged as a major component of the student's evaluation.**
- I. Only with the written permission of the evaluatee may the evaluation report be based upon information obtained by using videotape or other recording devices in the classroom.**

- 6.4.6 The results of the student evaluations shall be forwarded to the appropriate administrator for review and analysis.
- 6.4.7 The results of the student evaluation (and the evaluation forms or copies thereof) shall be made available to the full-time instructor only after all grades for the given semester have been processed.
- 6.4.8 Students shall never suffer any retaliation for evaluations or comments on the evaluation form, or for oral or written comments made to administrative evaluators or their designees.
- 6.4.9 Instructor/Course evaluations by students are to be used as one source of evaluative information by evaluators in writing Formal Evaluations of Instructor Performance. Should need be, the original Instructor/Course Evaluation forms, as well as the computerized summary, will be placed in the instructor's personnel file.
- 6.4.10 Instructor/Course evaluations by students provide a mechanism by which administrators can identify, document and specifically commend instructors who are making significant, positive contributions to the education of students in their classrooms.
- 6.4.11 Negative student evaluations (used when instructor is not scheduled for formal evaluation).
- A. If the student evaluations indicate a significant problem or point to a significant weakness in the instructional technique or approach employed by an instructor, the area dean shall make arrangements for a personal meeting with the instructor to discuss the results of the student evaluation.
  - B. One of the outcomes of the meeting will be the creation of an improvement plan and/or the scheduling of a classroom visitation by the area dean or administrator designated by the area dean. If a mutually agreed upon improvement plan is not developed within twenty (20) working days, an administratively developed improvement plan shall be used.
  - C. With the full knowledge of the instructor, it shall be the responsibility of the area dean to keep a record of the proceedings. The instructor shall be given every opportunity to improve and shall be provided with assistance as needed.
  - D. Should any negative aspects of the proceedings be judged important enough for entry into the instructor's personnel file, the instructor shall be notified and afforded the right to respond in writing should he/she so desire.

- 6.4.12 The area dean will review the status of the process with the assistant superintendent and make him/her aware of the results of meetings, observations and the status of any Improvement Plan in progress or in the developmental stages.

**6.5 Instructor Self-Evaluation (H2)**

- 6.5.1 The faculty member will complete a Self-Evaluation form to be submitted to the area dean in conjunction with the preparation of the Formal Evaluation of Instructor Performance.

**6.6 Evaluation of Tenured Instructor Performance (H3)**

- 6.6.1 The assistant superintendent shall be responsible for implementing and managing the process of instructor evaluations.
- 6.6.2 The Formal Evaluation of Instructor Performance reports shall be written by the supervising deans of instruction or other administrators so designated by the assistant superintendent.
- A. Formal evaluation reports for regular full-time instructors must be submitted a minimum of at least once each three academic years.
  - B. Tenured instructors scheduled for formal evaluation will be given the opportunity ten (10) working days prior to the pre-conference to choose either the peer evaluation process (6.6.6) or the department chair/coordinator peer input process (department chair input form acts as the peer evaluator). If the peer evaluation process is selected, the selection process outlined in 6.6.6 A.1 will be used prior to the pre-conference.
  - C. Formal evaluation reports shall include evaluation and comments on teaching effectiveness, professional growth and currency, and area and departmental responsibilities. Evaluation and/or comments in the area of community service may be included at the option of the faculty member.
  - D. The Formal Evaluation of Instructor Performance Reports shall be based upon data obtained from student evaluations, the self-evaluation, normal daily operational interactions, classroom visitations, verifiable student comments and observations, peer evaluation, and input from department chairperson/coordinator.
  - E. The Department Chairperson/Coordinator Input Form (H4) will be attached as a part of each evaluation and will be placed in the instructor's personnel file along with all other evaluation documentation. In those cases where the regular instructor selects the peer evaluation process the department

chair/coordinator input form will not be attached as part of the documentation.

- F. The Formal Evaluation Report shall provide for narrative comments by both the evaluator and the instructor.
- G. The evaluator and faculty member shall sign the Formal Evaluation Report of Instructor Performance. The instructor signature indicates only that the instructor has read and understands the contents of the report.
- H. The original copy of each Formal Evaluation Report (and any related substantiating information) shall be forwarded to the Personnel Office for inclusion in the instructor's personnel file. Copies of the Formal Evaluation Report of Instructor Performance shall be provided to the instructor and to his/her immediate dean.

**6.6.3** Classroom visitations shall be performed by the appropriate supervising dean or other administrator, so designated by the assistant superintendent. At least one classroom visitation must be conducted before a Formal Evaluation of Instructor Performance is prepared. Components of a classroom visitation include a pre-conference, observation and data collection, a post-conference, and an Instructor Improvement Plan (if necessary).

- A. A pre-conference is an informational meeting between evaluator(s) and instructor which may include but is not limited to lesson plans, course syllabi, course and class goals, selection of standardized option for soliciting student input (H5) and objectives for the period of observation and data collection.
- B. The classroom observation and/or data collection component of a classroom visitation is an active, systematic, and purposeful process which requires the observer to assess teacher-student interaction. Data collection includes evaluator soliciting student input using the standardized options.
- C. Evaluators are expected to ask questions and obtain clarification from evaluatee during (if appropriate) and immediately after the classroom observation.

**6.6.4** The final written Evaluation Report of Instructor Performance shall be composed of the following: 1) the Butte College Formal Evaluation of Instructor Performance form, 2) narrative comments on matters of substance by the evaluator(s) (including data from student evaluations, solicited student comments obtained during classroom observation, and information from Department Chair/Coordinator Input Form), and 3) teacher comments in response to the evaluation, if desired.

The written evaluation shall:

- A. Be based on the unit member's job description, areas of responsibility and duties.
- B. Include significant data regarding mitigating factors which may influence job performance.
- C. Be in terms of observable or verifiable behavior or information.
- D. Avoid evaluative conclusions which cannot be supported with verifiable and specific examples, information, or generally accepted criteria of good educational practices.
- E. Be based only on job-related criteria and factors.

**6.6.5 Post-Observation and Evaluation Summary Conference.**

- A. An Evaluation Summary Conference with the evaluatee shall be mutually scheduled by the evaluator(s) and evaluatee. However, if mutual agreement is not reached after 10 working days the evaluating administrator shall schedule the conference giving a 5 working day notice to evaluatee. The written evaluation report should be reviewed by the instructor before a discussion of the evaluation's contents. The discussion should focus on sustaining or improving instructional effectiveness.
- B. Instructor Improvement Plans if necessary (see Appendix) are the logical product of Evaluation Summary Conferences. The instructor and the evaluator(s) should work cooperatively to identify areas of strength, which should be noted by evaluators and hopefully continued by the instructor. Also, ideally any high priority areas needing improvement or strengthening should be honestly discussed and improvement goals, objectives and methods jointly developed.
- C. Initially, improvement plans may be oral or written. Should inadequacies or substandard performance continue, further improvement plans shall be in written form.

**6.6.6 Optional Peer Evaluation for Tenured Faculty**

- A. Selection of peer evaluator.
  - 1. A tenured peer evaluator (any faculty member who has completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation) will be selected by mutual agreement between the evaluatee and area dean or other administrator as



- designated. In those cases where mutual agreement cannot be reached, the evaluatee and appropriate administrator will each select three faculty names. Each will then cross off one name from the list leaving four names. The remaining names will then be placed in an appropriate container. The evaluatee will then draw from the container. The name drawn will be the peer evaluator. A faculty member if asked is obligated to participate in at least one peer evaluation every two years.
2. The area dean or other administrator as designated and peer evaluator will work as a team to perform the instructor evaluation.
  3. The peer evaluator and area dean will follow the same procedures used for the formal evaluation outlined in 6.6.2 A-G, 6.6.3 A and B, 6.6.4 A-E and 6.6.5 A, B and C.
  4. After the classroom observation the area dean (or other designated administrator) and peer evaluator will separately write the evaluation report.
  5. The area dean (or other designated administrator) and peer evaluator will meet to compare their reports and by mutual agreement merge the two reports into one final document.
  6. If mutual agreement cannot be reached, a second observation of a different class will be performed.
  7. If no agreement is reached after the second observation, the assistant superintendent will select another administrator and the instructor will select another peer and repeat the process.
  8. If the new team fails to reach agreement the administrator will write the formal report and the peer will write a minority report that shall be attached to the final report.

#### **6.6.7 Peer Evaluation for Probationary Faculty**

- A. The evaluatee is to be given copies of all documentation (including student evaluations) ten working days before it is sent to the assistant superintendent.
- B. The evaluation team shall consist of:
  1. The appropriate area dean or other administrator as designated, appointed by the assistant superintendent.
  2. The department chairperson/coordinator or (if the chairperson/coordinator can not serve on the team) a faculty designee selected by mutual agreement between the area dean and the chairperson/coordinator. If mutual agreement cannot be reached, use method outlined in 6.6.6 A.1.
  3. A tenured peer evaluator(s) (any tenured faculty member who has completed in-service training as specified in 6.6.7 B.5.) chosen by the evaluatee. Eight hours of flex credit per semester may be given if requested by peer evaluator.

4. In the event that the evaluation team or the evaluatee wishes to bring in a content expert, by mutual agreement between the area dean and the evaluatee they may select an individual from inside or outside the institution.
5. Any peer evaluator (including the chairperson/coordinator) shall have completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation. The training for current tenured faculty will be done during the first year of this contract at the fall (and spring if needed) faculty institute. Thereafter newly tenured faculty (or current faculty who missed the initial training sessions above) must attend a required workshop to be trained. Flex credit will be available. A faculty member if asked is obligated to participate on at least one evaluation team every eight years (for a non-tenured faculty member).

#### **6.6.8 Responsibilities and Timeline of the Evaluation**

- A. The chairperson of the evaluation team shall be the area dean or other administrator as designated.
- B. A preliminary meeting with the probationary faculty member and all members of the team shall be held by the end of the fifth week of instruction of the first semester of employment. At the initial meeting, called by the team chair, the following shall be covered.
  1. Explanation of the evaluation process.
  2. Establishment of the timeline for the completion of all components of the evaluation process.
- C. The evaluation team will have the responsibility of administering the student evaluation. It will include:
  1. Administering the student evaluation component to a minimum of two classes, one chosen by the team and the other (a different class) chosen by the evaluatee. The evaluatee will choose the day(s) the student evaluation(s) will be administered. Within the timelines of 6.6.8 B.2 above, the student evaluation will be administered to different classes than those visited by the team.
- D. If an evaluatee feels his/her job is in jeopardy, s/he may have a BCEA representative at any meeting or classroom observation concerning evaluation. The BCEA representative shall be an observer only and will not participate directly or indirectly in the evaluation process, nor will his/her presence be mentioned in any documentation or discussion.

- 6.6.9 All evaluation team members will serve until such time as the contract employee is granted tenure or is terminated.
- A. If a replacement of the peer evaluator is required, the evaluatee will select another peer.
  - B. If a replacement of the chairperson/coordinator or faculty designee is required, another person will be selected by mutual agreement between the chairperson/coordinator and the dean.
  - C. If the evaluatee wishes the chairperson/coordinator or faculty designee or peer evaluator to be replaced because of personal or professional differences (not the specific content of the evaluation), s/he may appeal to the Tenure Committee (see 6.6.6).
- 6.6.10 The Formal Evaluation for non-tenured faculty shall follow the same procedures outlined in the BCEA contract for tenured faculty (pre-conference, observation, post-conference, written evaluation, and an instructor improvement plan if necessary). Exceptions are as follows:
- A. There will be one evaluation per semester by the evaluation team, each with a minimum of one joint class visit by all team members. One class will be chosen by the team (fall), the other (a different class) will be chosen by the evaluatee (spring). Each visitation date will be selected by mutual agreement among all concerned. Either the evaluatee or the team may request further class visits. These must be different classes from student evaluation.
  - B. Each team member will submit his or her own written evaluation to the team chairperson. If consensus is possible, a single evaluation by the team chairperson will be written. Otherwise, each team member will submit his or her own evaluation with one of the recommendations stated in 6.6.10 D. Each team member will review the final report(s) before it is sent to the Tenure Committee. (See H10.)
  - C. The evaluatee is to be given copies of all documentation (including student evaluations) ten (10) working days before it is sent to the Tenure Committee. After the evaluatee discusses the documentation with the evaluation team, the team may revise the documentation and the evaluatee may submit a written response to the Tenure Committee.
  - D. Prior to February 1 of each year, the team shall jointly or separately make a recommendation to the Tenure Committee submitting all documentation.
    - 1. If a contract employee is working under his or her first contract, the committee shall elect one of the following alternatives (E.C. 87608):

- a. Not enter into a contract for the following academic year.
  - b. Enter into a contract for the following academic year.
  - c. Employ the contract employee as a regular employee for all subsequent academic years.
2. If a contract employee is working under his or her second contract, the committee shall elect one of the following alternatives (E.C. 87608.5):
- a. Not enter into a contract for the following academic year.
  - b. Enter into a contract for the following two academic years.
  - c. Employ the contract employee as a regular employee for all subsequent academic years.
3. If a contract employee is employed under his or her third consecutive contract entered into pursuant to Section 87608.5, the governing board shall elect one of the following alternatives:
- a. Employ the probationary employee as a tenured employee for all subsequent academic years.
  - b. Not employ the probationary employee as a tenured employee.

#### **6.6.11 The Tenure Committee.**

- A. The Tenure Committee shall be composed of:
  - 1. One tenured faculty member from each area.
  - 2. One tenured non-teaching faculty member.
  - 3. Assistant superintendent or other administrator as designated.
- B. Selection of faculty members of the Tenure Committee shall be by election (the same as for the Professional and Sabbatical Leave Committees) conducted by the Academic Senate. Membership shall be for two year terms staggered so that two members shall be elected each year.
- C. All members of the Tenure Committee must have completed a District and BCEA sponsored in-service training session specifically designed for evaluation.
- D. Prior to February 15 of each year, the Tenure Committee shall make a recommendation to the superintendent/president concerning each contract employee. The Committee may take any of the following actions:
  - 1. Accept and act upon the recommendation of the evaluation team.
  - 2. Return the recommendation to the evaluation team with suggestions for further action.

3. Hold a joint meeting with the evaluation team and the evaluatee to suggest revisions or modifications of the tenure team's recommendation or procedures.

- E. The Tenure Committee shall be responsible for reviewing packages of materials and recommendations provided by evaluation teams and for recommending whether the evaluatee shall be retained by the District. The Tenure Committee shall maintain consistent standards for tenure decisions. Its proceedings and decisions shall be public.

#### **6.7 Areas of Special Services Evaluation**

- 6.7.1 Rating non-teaching faculty should be based on the job description.

#### **6.7.2 Areas of Evaluation.**

##### **A. Job specific.**

1. Work attitudes.
2. Competency.
3. Initiative.
4. Attitude toward students.
5. Attitude toward staff.

##### **B. Professional growth.**

1. Course work taken.
2. Conferences attended.
3. Professional achievements.
4. Reading of professional material related to job.
5. Attendance at staff development functions.
6. Visitations to other educational institutions or appropriate businesses, agencies or organizations.
7. Other efforts to improve individual effectiveness.

##### **C. College-wide service.**

1. Demonstrates a pattern of service on College committees, projects and/or student organizations.
2. Participates in faculty/college governance.

##### **D. Community service.**

1. The College values the contributions made to the local community by the faculty. However, such contributions are at the option of the

faculty member and are not a formal requirement of the full-time college faculty member position.

**6.8 Formal Evaluation of Special Services Faculty Performance**

- 6.8.1** The assistant superintendent shall be responsible for implementing and managing the process of evaluation.
- 6.8.2** The Formal Evaluation of Non-Teaching Faculty Performance reports shall be written by the supervising or designated administrator.
  - A.** Formal Evaluation of Non-Teaching Faculty Performance reports for probationary faculty must be completed a minimum of once each academic year.
  - B.** Formal Evaluation reports for regular full-time faculty must be submitted a minimum of at least once each three academic years.
  - C.** Tenured non-teaching unit members scheduled for formal evaluation shall be given the opportunity ten (10) working days prior to the pre-conference to choose either the peer evaluation process (6.6.6) or the department chair/coordinator input process (department chair/coordinator form acts as peer evaluation). If the peer evaluation process is selected, the selection process outlined in 6.6.6 A. 1 will be used prior to the pre-conference.
  - D.** Formal Evaluation reports shall include evaluation and comments on job effectiveness, professional growth and currency, and area and departmental responsibilities. Evaluation and/or comments in the area of community service may be included at the option of the faculty member.
  - E.** The Formal Evaluation of Special Services Faculty Performance reports shall be based upon data obtained from normal daily operational interaction, job site visitations, peer evaluation, and input from department chairpersons and coordinators where appropriate.
  - F.** The Coordinator Input form (H8) will be attached as a part of each evaluation and will be placed in the faculty member's personnel file along with all other evaluation documentation. In those cases where the regular faculty member selects the peer evaluation process, the department chair/coordinator input form will not be attached as part of the documentation.
  - G.** The Formal Evaluation report shall provide for narrative comments by both the evaluator and by the faculty member.

- H. The evaluator(s) and faculty member shall sign the Formal Evaluation of Special Services Faculty Performance reports. The faculty member signature indicates only that the faculty member has read and understands the contents of the report.
- I. The original copy of each Formal Evaluation report (and any related substantiating information) shall be forwarded to the Personnel Office for inclusion in the faculty member's personnel file. Copies of the Formal Evaluation of Special Services Faculty Performance report shall be provided to the faculty member and to his or her immediate dean.

**6.8.3** Job site visitations shall be performed by the appropriate supervising dean or other administrator, so designated by the assistant superintendent. At least one job site visitation must be conducted before a Formal Evaluation of Special Services Faculty performance report is prepared. Components of a job site visitation include a pre-conference, observation and data collection, a post conference, and an improvement plan, if necessary.

- A. A pre-conference is an informational meeting between evaluator(s) and the evaluatee which may include, but is not limited to, expected outcomes of the on-site visit by the evaluators and objectives for the period of time of the observation and data collection.
- B. The job site observation and data collection component is an active, systematic, and purposeful process which requires the observer(s) to assess the evaluatee's effectiveness relative to his/her job description.
- C. Evaluators are expected to ask questions and obtain clarification from evaluatee during (if appropriate) and immediately following the observations.

**6.8.4** The final written Formal Evaluation of Special Services Faculty Performance shall be composed of three elements: 1) the Butte College Formal Evaluation of Special Services Faculty Performance form (H7), 2) narrative comments on matters of substance by evaluator, and 3) faculty member comments in response to the evaluation, if desired.

**The written evaluation shall:**

- A. Be based on the unit member's job description, areas of responsibility and duties. The job description should be given to the faculty member at the pre-evaluation conference.
- B. Include significant data regarding mitigating factors which may influence job performance.
- C. Be in terms of observable or verifiable behavior or information.

D. Avoid evaluative conclusions which cannot be supported with verifiable and specific examples, information, or generally accepted criteria of good educational practices.

E. Be based only on job-related criteria and factors.

#### **6.8.5 Post-Observation and Evaluation Summary Conference.**

A. An evaluation summary conference with the evaluatee shall be mutually scheduled by the evaluator(s) and evaluatee. However, if mutual agreement is not reached after ten (10) working days the designated administrator shall schedule the conference giving five (5) working days notice to the evaluatee. The written evaluation report should be reviewed by the faculty member before a discussion of the evaluation's contents. The discussion should focus on sustaining or improving effectiveness.

B. Faculty Member Improvement Plans, if necessary, are the logical product of the evaluation summary conference. The faculty member and the evaluator(s) should work cooperatively to identify areas of strength, which should be noted by administrators and hopefully continued by the faculty member. Ideally, any high priority areas needing improvement or strengthening should be honestly discussed and improvement goals, objectives and methods jointly developed.

C. Initially, improvement plans may be oral or written. Should inadequacies or substandard performance continue further improvement plans should be in written form.

#### **6.9 Peer Evaluation for Tenured Special Services Faculty**

**6.9.1** When a non-teaching faculty member selects the peer evaluation option, the following procedures are to be used.

##### **A. Selection of Peer Evaluator.**

1. A tenured peer evaluator (any faculty member who has completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation) will be selected by mutual agreement between the evaluatee and appropriate dean or other appropriate administrator. In those cases where mutual agreement can not be reached the evaluatee and appropriate administrator will each select three faculty names. Each will then cross off one name from the list leaving four names. The remaining names will then be placed in an appropriate container. The evaluatee will then draw from the container. The name drawn will be the peer evaluator. A faculty member if asked



is obligated to participate in at least one peer evaluation every two years.

2. The dean or other administrator as designated and the peer evaluator will work as a team to perform the faculty evaluation.
3. The peer evaluator and appropriate administrator will follow the same procedures outlined in 6.8.
4. After the job site observation the dean (or other administrator as designated) and peer evaluator will separately write the evaluation report.
5. The dean (or other administrator as designated) and peer evaluator will meet to compare their reports and by mutual agreement merge the two reports into one final document.
6. If mutual agreement cannot be reached, a second job site visit will be performed.
7. If no agreement is reached after the second observation, the assistant superintendent will select another administrator and the instructor will select another peer and repeat the process.
8. If the new team fails to reach agreement, the administrator will write the formal report and the peer will write a minority report that shall be attached to the final report.

#### **6.10 Peer Evaluation for Probationary Non-Teaching Unit Members**

##### **6.10.1 The evaluation team will consist of:**

- A. The student services dean or administrative designee appointed by the vice president.
- B. The director/coordinator when appropriate or (if no coordinator exists or the coordinator cannot serve on the team) a unit member designee selected by mutual agreement between the appropriate administrator and the evaluatee. If no mutual agreement is reached; use process outlined in 6.6.6.A.1.
- C. A tenured peer evaluator(s) (any tenured faculty member who has completed in-service training as specified in 6.10.1 E.) chosen by the evaluatee.
- D. In the event that the evaluation team or the evaluatee wishes to bring in a content expert, by mutual agreement between the appropriate administrator and the evaluatee they may select an individual from inside or outside the institution.
- E. Any peer evaluator (including the director/coordinator) shall have completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation. The training for current tenure faculty will be done during the first year of this contract at the fall (and

spring, if needed) faculty institute. Thereafter, newly tenured faculty (or current faculty who missed the initial training sessions) must attend a required workshop to be trained. A faculty member if asked is obligated to participate on at least one evaluation team every eight years (for a non-tenured faculty member).

**6.10.2 Responsibilities and Timeline of the Evaluation.**

- A.** The chairperson of the evaluation team shall be the dean or appropriate administrative designee.
- B.** A preliminary meeting with the probationary faculty member and all members of the team will be held by the end of the fifth week of instruction of the first semester of employment. At the initial meeting, called by the team chair, the following will be covered:
  - 1. Explanation of the evaluation process.
  - 2. Establishment of the timeline for the completion of all components of the evaluation process.
- C.** An evaluatee may, if s/he feels his/her job is in jeopardy, have a BCEA representative at any meeting or job site observation concerning evaluation. The BCEA representative shall be an observer only and will not participate directly in the evaluation process, nor will his/her presence be mentioned in any documentation or discussion.

**6.10.3 All evaluation team members will serve until such time as the probationary faculty member is granted tenure or is terminated.**

- A.** If the replacement of the peer evaluator is required, the evaluatee will select another peer.
- B.** If the replacement of the chairperson/coordinator or faculty designee is required, another person will be selected by mutual agreement between the chairperson/coordinator and the dean or appropriate administrator.
- C.** If the evaluatee wishes the chairperson/coordinator or faculty designee or peer evaluator to be replaced because of personal or professional differences (not the specific content of the evaluation), s/he may appeal to the Tenure Committee.

**6.10.4 The Formal Evaluation for Probationary Non-teaching faculty shall follow the same procedures outlined in 6.8 of the contract for tenured special services faculty (pre-conference, job site observation, post-conference, written evaluation, and an improvement plan, if necessary). Exceptions are as follows:**

- A. There will be one evaluation per semester by the evaluation team, each with a minimum of one job site visit by all team members. Each visitation date will be selected by mutual agreement among all concerned. Either the evaluatee or the team may request further job site visits.
- B. Each team member will submit his/her own written evaluation to the team chairperson. If consensus is possible, a single evaluation by the team chairperson will be written. Otherwise, each team member will submit his/her evaluation with one of the recommendations stated in 6.6.10 D. Each team member will review the final report(s) before they send it to the Tenure Committee.
- C. The evaluatee is to be given copies of all documentation ten (10) working days before it is sent to the Tenure Committee. After discussing the documentation with the evaluation team, the team may revise the documentation and the evaluatee may submit a written response to the Tenure Committee.
- D. Prior to February 1 of each year, the team shall jointly or separately make a recommendation to the Tenure Committee submitting all documentation.
  - 1. If the probationary non-teaching faculty member is working under his/her first or second contract entered into pursuant to Education Code Section 87608 or 87608.5 the team shall elect one of the following alternatives:
    - a. Not enter into a contract for the following academic year.
    - b. Enter into a contract for the following academic year.
    - c. Employ the faculty member as a regular tenured employee for all subsequent academic years.
  - 2. If the probationary faculty member is working under his/her third consecutive contract entered into pursuant to Education Code Section 87609, the committee shall elect one of the following alternatives:
    - a. Employ the probationary employee as a tenured employee for all subsequent academic years.
    - b. Not employ the probationary employee as a tenured employee.

## ARTICLE VII

### **WORKLOAD**

- 7.1 The District shall have a WSCH/FTE target of 530.
- 7.2 Duties and responsibilities for teaching and non-teaching faculty members as listed below are included as Appendix E.

- 7.2.1 Full-time instructor
- 7.2.2 Counselors - 199 days
- 7.2.3 College Nurse/Health Services Coordinator
- 7.2.4 Assessment Coordinator/Career Counselor - 221 days
- 7.2.5 Learning Disabilities Specialist
- 7.2.6 EOPS Program Assistant
- 7.2.7 Reference Librarian
- 7.2.8 Coordinator of Job Placement and Work Experience - 221 days
- 7.2.9 Learning Resource Specialist
- 7.2.10 Learning Center Coordinator
- 7.2.11 EOPS Financial Aid Specialist/Counselor - 199 days
- 7.2.12 EOPS Counselor - 199 days
- 7.2.13 Coordinator of Counseling Services - 199 days
- 7.2.14 Workability III Specialist - 199 days
- 7.2.15 Nurse Practitioner
- 7.2.16 Coordinator of Activities/Orientation - 199 days
- 7.2.17 Coordinator of Career Services/GAIN
- 7.2.18 Instructional Department Chair/Coordinator
- 7.2.19 Re-Entry/Gender Equity Coordinator
- 7.2.20 Adapted Computer Technology Specialist
- 7.2.21 Coordinator of Contract Education
- 7.2.22 Media Coordinator
- 7.2.23 Career Counselor
- 7.2.24 Transfer Center Counselor
- 7.2.25 Disabilities Specialist

7.3 Teaching Loads.

- 7.3.1 One hour lecture equals 1/30 of a load - 3.5% variance  
One hour lab equals 1/38 of a load

- A. The lecture percentage will be the factor that determines the number of overload hours to be paid (3.33%).
- B. All overload hours will be paid at the associate faculty salary schedule rate.

- C. The variance percentage will be subtracted prior to determining hours to be paid.
- D. Once the loads have been determined each semester, the variance percentage will not apply for any class taught as an overload.
- E. Physical Education activity hours and studio hours are synonymous with lab hours.

**7.3.2** The following courses/programs will have annual load hours as follows, except the workload in LVN, RT and EMT (except 101, 102, 103, 104, 107, 120 and 121) will be reduced to 42 hours per year in 1993-94, 39 hours per year in 1994-95 and 36 hours per year in 1995-96.

EMT 101, 102, 103, 104, 107, 120, 121	(60) hours
Nursing Assistant - All courses	(72) hours
Fire Science 102 through 104	(48) hours
Administration of Justice 130 through 180	(48) hours
Banking and Finance - All courses	(40) hours
Real Estate - All courses	(36) hours
LVN	(48) hours
ADN	(36) hours
Respiratory Therapy and EMT/Paramedic	(48) hours

**Adult/Special Education/Handicapped Work Year/Teaching Load**

The Special Education/Handicapped program operates for approximately 250 days during the calendar year. The work year for instructors in this program shall be 210 days. The assignment of days will be flexible in order to meet the needs of the students as well as the instructor. Special Education instructors may take leave at any time during the year upon prior approval of the assistant superintendent.

The teaching load will be 35 hours per week, a minimum of six hours per day in the classroom and the remainder to be used for preparation, meetings, office hours, etc.

**7.3.3** Any full-time faculty member who teaches an overload in these areas will be paid at the associate faculty salary schedule rate for those hours above the maximum load. The formula pertaining to lecture and lab does not apply. (There is no percent variance).

**7.3.4** Each varsity sport will equal three (3) activity hours per sport.

- 7.3.5 Unit members who are assigned less than a full teaching load as shown in 7.3 shall first have prior approval of the Assistant Superintendent.
- 7.3.6 For large classes of any type, 65-95 students equals double load. Ninety-six (96) or more students equals triple load. The extra load may be used as part of the regular load, banked, or for extra pay.
- 7.4 Instructional unit members will schedule a minimum of five (5) on-campus office hours per week.
- 7.4.1 An office hour will be a minimum of fifty (50) minutes.
- 7.4.2 Associate deans shall review unit members' office hour schedules, and where student needs require, shall make changes.
- 7.4.3 Each instructional unit member will attempt to schedule at least one office hour daily (Monday through Friday).
- 7.5 Teaching loads may be divided among day classes and extended day (evening) and/or outreach classes to complete a teaching load as prescribed in 7.3. If possible such assignment shall not extend over more than a ten (10) hour time span unless requested by a unit member.
- 7.6 Non-classroom staff responsibilities represent a forty-hour week.
- 7.7 Non-classroom staff assigned to classroom duties shall have two hours of time deducted from their schedule for each hour of instructional time.
- 7.8 Unit members may request a reduced teaching or work load with a proportionate reduction in salary for a one (1) year period or less.
- 7.8.1 All such requests shall be made in writing to the assistant superintendent and the superintendent/president prior to being reviewed and acted on by the Board.
- 7.9 199 day work year contract (eleven months).
- 7.9.1 Upon recommendation of the superintendent/president and approval of the board of trustees, non-classroom unit members may have a work year of 199 days (eleven months).
- 7.10 221 day work year contract (twelve months).
- 7.10.1 Upon recommendation of the superintendent/president and approval of the board of trustees, non-classroom unit members may have a work year of 221 days (twelve months).

**7.11 The work year.**

**7.11.1** The work year for all unit members shall be one-hundred seventy-five (175) instructional days and a maximum of two (2) additional days for college institutes as designated by management, except for those non-classroom unit members as noted in section 7.2.

**7.11.2** The board will annually adopt a calendar for the fiscal year.

**7.11.3** The work week shall be Monday through Saturday.

**7.11.4** The work day for members of the unit shall be defined as follows:

7:00 a.m. to 11:00 p.m. Monday through Thursday

7:00 a.m. to 8:00 p.m. Friday

If Saturday work is required to complete a unit member's teaching load, a unit member and management will consult prior to making a Saturday assignment (excluding those assignments provided under Appendix D, Additional Duties Compensation Schedule).

**7.12 Flexible Calendar Agreement**

**7.12.1** Instructional Faculty - Contract/Non-Contract

The instructional calendar includes 175 days of instruction. Staff Development days will be those designated each year in the Academic Calendar. Instructors are required to submit a written plan to the appropriate administrator designating the required days that may be utilized as staff development days. (See Appendix G.) Procedures and timelines for plan submission will be prepared in consultation with faculty and distributed by the District.

The appropriate administrator shall review and sign each staff development plan, if each plan is in accordance with Title V regulations. In a situation where the proposed plan is not approved by the appropriate administrator, a faculty member may, within ten days, appeal the decision in writing to the assistant superintendent.

Notwithstanding the right of the district not to release instructors from teaching or other assigned responsibilities if it is deemed in the best interest of the district, the assistant superintendent will approve the plan if it is in accordance with Title V regulations and district needs. The decision of the assistant superintendent is final. The approved plan is a legally binding contract. Failure to submit a plan on time or failure to complete part or all of the plan will result in a proportionate reduction in compensation. (See Appendix "G".)

Development plans submitted by contract instructors shall constitute contractual obligations as outlined in the unit contract. Specifically, instructors shall have a six (6) hour per day scheduled commitment for each day in lieu of instruction (flex day). A prorated number of staff development days will be computed for instructors on reduced contract, partial contract and sabbatical leave assignment.

**7.12.2 Non-classroom academic staff and other categories not considered as traditional instructional staff.**

The above staff may submit a staff development plan that may include up to the number of days designated each year in the academic calendar. The days are flexible within the instructional calendar year. Following consultation with staff, the district shall distribute policies and procedures for implementing the appropriate plan(s).

The appropriate administrator shall review and sign plans that are in accordance with district needs. In a situation where the proposed plan is not approved, the staff member may, within ten days, appeal the decision in writing to the assistant superintendent. The decision of the assistant superintendent is final. The district reserves the right not to release staff if it is deemed in the best interest of the district.

**7.12.3 Continuance of the flexible calendar.**

The board of trustees retains the right to determine, after consultation with faculty and staff, whether to continue the flexible calendar format for subsequent academic years.

**7.13 Summer Session - Unit members will be given consideration for summer session assignments.**

**7.14 Unit members are limited to one course per semester or four contract hours as an extra assignment. Compensation shall be based on the salary schedule for associate faculty.**

**7.14.1 Exceptions to 7.14 may be granted by the assistant superintendent.**

**7.15 Instructional Department Chairpersons/Coordinators (see Appendix for duty responsibilities)**

**7.15.1 Department chairs/coordinators shall be evaluated at least once per year.**

**7.15.2 By April 15th of each year the assistant superintendent shall communicate in writing to each department chair/coordinator who will not be reappointed for the next academic year.**



- 7.15.3 At the district's sole discretion, department chair I may be required to work an additional thirty (30) duty days and department chair II may be required to work an additional twenty (20) duty days. Compensation for additional duty days shall be at the per diem rate (See 13.3).
- 7.15.4 When a department chair or coordinator position becomes vacant and the district desires to fill it, the appropriate dean and unit members from the area to be coordinated will serve as a screening committee to review the applicant(s) qualifications. This committee shall send the name(s) of all qualified candidates to the assistant superintendent for consideration and action. The committee shall specify, in writing, the reasons for a person's lack of qualifications to be considered for the position.
- 7.15.5 A review committee shall be established to review a department chair/coordinator's dispute with his/her placement. This committee shall be advisory to the assistant superintendent. The review committee shall include the appropriate dean, department chair/coordinator with the dispute, and a unit member from the same instructional area.
- 7.15.6 The assistant superintendent shall be responsible to the superintendent/president for making the recommendations for all department chair/coordinator positions and in settlement of department chair/coordinator placement disputes.
- 7.16. Coordinator of Counseling Services (see Appendix for duty responsibilities)
- 7.16.1 The coordinator of counseling services shall be evaluated at least once per year.
- 7.16.2 By April 15th of each year the assistant superintendent shall communicate in writing to a coordinator who will not be reappointed for the next academic year.
- 7.16.3 When the coordinator position becomes vacant and the district desires to fill it, unit members from the area to be coordinated will serve as a screening committee to review the applicant(s) qualifications. This committee shall send the name(s) of all qualified candidates to the assistant superintendent for consideration and action. The committee shall specify, in writing, the reasons for a person's lack of qualifications to be considered for the position.
- 7.16.4 A review committee shall be established to review a coordinator's dispute with his/her placement. This committee shall be advisory to the assistant superintendent. The review committee shall include the appropriate department manager, the coordinator with the dispute, and a unit member from the coordinator's area.
- 7.16.5 The assistant superintendent shall be responsible to the superintendent/president for making the recommendation for the coordinator position.

## ARTICLE VIII

### **SAFETY**

- 8.1 District Compliance - The district shall conform to and comply with all health, safety, and sanitation requirements imposed by state or federal law or regulations adopted under state or federal law.
- 8.2 Safety Committee - Two (2) unit members shall be appointed by the association to the district Safety Committee which reviews health, safety, sanitation and working conditions to insure compliance with section 8.1 of this article. The committee shall make recommendations to the deputy superintendent concerning improvements in health, safety, sanitation and working conditions.
- 8.3 Released Time - The bargaining unit members on the committee shall be allowed reasonable released time to carry out obligations under section 8.2 of this article assigned by the safety committee.
- 8.4 No Discrimination - No unit member shall be in any way discriminated against as a result of reporting any condition believed to be a violation of section 8.1 of this article.

## ARTICLE IX

### **TRANSFERS**

- 9.1 Voluntary Transfer - A notice of open positions within the unit shall be circulated and posted on appropriate bulletin boards. Unit members have the right to request transfer to any open positions for which they are qualified.
- 9.2 Administrative Transfer - Where due to changing student preferences or administrative requirements it becomes necessary to transfer unit members, such transfers shall be made only after consultation between the member and the supervisor.
- 9.3 Transfers shall be considered on the following non-ordered criteria:
  - 9.3.1 The qualifications and competency of the unit member to perform the required services.
  - 9.3.2 The length of service in the district.
  - 9.3.3 Affirmative action goals of the district.

**ARTICLE X**  
**GRIEVANCES**

10.1 **Purpose** - To provide an orderly procedure for reviewing and resolving grievances promptly.

10.2 **Definitions**

10.2.1 **Grievance** - Any complaint by a grievant that the grievant has been adversely affected by an alleged violation of a specific provision of this agreement. "Grievance" as defined in this agreement shall be brought only through this grievance procedure.

A grievance shall not include and this grievance procedure shall not apply to any of the following:

- A. Any matter upon which the district is without authority to act;
- B. Any alleged violation of law that does not also state a violation of a specific provision of this agreement;
- C. The evaluation of members of the unit, except for alleged violations of procedural matters;
- D. Any discharge, dismissal or layoff of a member of the unit;
- E. Any attempt to alter or change this agreement;
- F. An appeal of any board decision if such decision is a result of a state or federal regulatory commission or agency rule or decision, or state or federal law or court decision;
- G. Any other matter not included in the definition stated in section 10.2.1.

10.2.2 **Grievant** - Any member of the bargaining unit covered by the terms of this agreement.

10.2.3 **Day** - a "day" (for purposes of this grievance article) is any day in which the central administration office of the district is regularly open for business.

10.2.4 **Immediate Supervisor** - The immediate supervisor is the first district designated supervisor or manager not within the same bargaining unit who has immediate jurisdiction over the grievant.

10.3 **Time Limits.**

- 10.3.1 Grievants who fail to comply with the established time limits of any step shall forfeit all rights to further application of this Grievance Procedure.
- 10.3.2 District failure to respond within established time limits at any step entitles the grievant to proceed to the next step.
- 10.3.3 Time is of the essence in all processing of grievances.
- 10.3.4 Time limits and steps may be waived by mutual written consent of the parties.

#### **10.4 Other Provisions.**

- 10.4.1 **Member Legal Rights** - Nothing contained herein shall deny to any unit member his/her legal rights under state or federal constitution and laws. No probationary unit member may use this grievance procedure in any way to appeal discharge or a decision by the board not to renew his/her contract of employment. No unit member shall use this grievance procedure to appeal any board decision if such decision is a result of a state or federal regulatory commission or agency, state or federal law decision.
- 10.4.2 The grievant may be represented by a designee of the association at any step of this procedure above Level I.
- 10.4.3 **Grievance Processing Limits** - Any grievance or alleged grievance which occurred or is alleged to have occurred and which the unit member knew or could reasonably be expected to have known more than fifteen (15) days prior to notification at Level I with the immediate supervisor shall not be processed by the district.
- 10.4.4 The chairperson of the association grievance committee and/or the grievant shall be released from their regular work duties, with pay, if grievance resolution meetings are scheduled by the parties during the working hours of the chairperson or grievant involved.

#### **10.5 Procedural Steps.**

##### **Level I**

- 10.5.1 Within fifteen (15) days of the time a unit member knew or could reasonably be expected to have known of the occurrence of an alleged grievance, the unit member shall discuss with the immediate supervisor or designee the alleged grievance.
- 10.5.2 If a satisfactory resolution is not reached within five (5) days of the discussion, the grievant shall present, within five (5) days thereafter, on the "Statement of Grievance Form" (Appendix F), the grievance in writing to the immediate

supervisor or designee and simultaneously to the association grievance committee.

- 10.5.3 The immediate supervisor or designee shall communicate the decision to the unit member in writing within five (5) days after receiving the grievance.

#### **Level II**

- 10.5.4 In the event the grievant is not satisfied with the decision at Level I, the decision may be appealed on the appropriate approved form to the next higher designated supervisor, manager or designee, within five (5) days.
- 10.5.5 In order to be processed or considered, the appeal shall include copies of the original grievance and decision rendered, and the reason for the appeal.
- 10.5.6 The next higher designated supervisor, manager, or designee shall communicate the decision to the grievant in writing within ten (10) days of receiving the appeal. Either the grievant or the next higher designated supervisor, manager or designee may request a personal conference within the above time limits. Any meeting shall be by mutual agreement.

#### **Level III**

- 10.5.7 If the grievant is not satisfied with the decision at Level II, s/he may appeal the decision in writing within five (5) days to the next higher designated supervisor, manager or designee.
- 10.5.8 The appeal shall include a copy of the original grievance and appeal with the decisions rendered, and, the reasons of the appeal.
- 10.5.9 The next higher designated supervisor, manager or designee shall communicate the decision in writing to the grievant within ten (10) days. Either the grievant or the next higher designated supervisor, manager or designee may request a personal conference within the above time limits. Any such meeting shall be by mutual agreement.

#### **10.6 Advisory Third Party Intervention.**

- 10.6.1 If a grievance is not resolved in Levels I, II or III, the Association may request, in writing, a hearing before an arbitrator. The request shall be filed in the Personnel Office within fifteen (15) working days after the written decision of the superintendent/president.
- 10.6.2 Within five (5) working days after receipt of a request for arbitration, the deputy superintendent shall request the California Conciliation Service to supply a list of five (5) arbitrators. The arbitrator shall be chosen by allowing each party, in turn,

to strike out one (1) name until only one (1) name remains. The determination of the party to strike first shall be by lot.

**10.6.3** The district and the association shall share equally in the payment for the services and expenses of the arbitrator.

**10.6.4** A qualified stenographic reporter shall be employed to record verbatim the entire hearing. If either party desires a transcript, that party shall pay the cost of the transcript, and if both parties request transcripts, they shall share the cost.

**10.6.5** Powers and limitations of the arbitrator shall be as follows:

**A.** The functions of the arbitrator shall be:

1. to hold a hearing concerning the grievance;
2. to render an advisory decision, if possible, within twenty (20) working days after the closing of the hearing and, in any event, as soon as possible.

**B.** The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this agreement but shall determine only whether or not there has been a violation, misinterpretation, or misapplication of this agreement as alleged by the grievant or grievants.

**C.** The arbitrator shall determine disputed interpretation of terms actually found in the agreement or determine disputed facts upon which the application of the agreement depends. The arbitrator may not decide any issue not submitted and may not interpret or apply the agreement so as to change what can fairly be said to have been the intent of the parties as determined by generally accepted rules of contract construction. The arbitrator shall not render any decision or award merely because in the arbitrator's opinion such decision or award is fair and equitable.

**D.** The decision of the arbitrator shall be based solely upon the evidence and arguments presented by the parties in the presence of each other and upon arguments presented in briefs.

**E.** The arbitrator shall have no power to render an award in any grievance arising before or after the effective dates of this agreement.

## **10.7 Appeal to the Board of Trustees.**

**10.7.1** If the advisory decision of the arbitrator is not appealed by either party, the arbitrator's decision shall be considered to be full and complete resolution of the grievance and implemented in accordance with its terms. Either the grievant or the district may appeal the advisory decision of the arbitrator to the district's

board of trustees within ten (10) working days of such advisory decision. If the board of trustees does not act on the appeal within twenty (20) working days, the advisory decision of the arbitrator shall be considered the full and complete resolution of the grievance and implemented in accordance with its terms. The decision of the board of trustees will be final.

#### **10.8 General Provisions.**

- 10.8.1** Designations of representatives will be in writing. Such designations shall be entered on the grievance form.
- 10.8.2** No party may be required to discuss any grievance if his or her representative is not present.
- 10.8.3** The time allowances set forth in this grievance procedure may be extended by mutual written agreement of the grievant or the grievant's representative and the district.
- 10.8.4** Any grievance not appealed to the next step of the procedure within the prescribed time limits shall be considered settled on the basis of the answer given at the preceding step.
- 10.8.5** If the district does not render a written response within the limits set forth at any step of the proceedings, the grievant may advance to the next step.
- 10.8.6** No reprisal of any kind will be taken by or against any participant in the grievance procedure by reason of such participation.
- 10.8.7** Wherever under this grievance procedure documents are required to be served or filed on one party by another, they shall be accompanied by a "Proof of Service" which shall include a statement by the party or the party's agent that the document was personally delivered, was deposited in the United States mail with first class postage properly affixed, or was deposited in the school mail, and the date on which said action was taken. The "Proof of Service" shall either be in the form of an affidavit or a declaration made under penalty of perjury. Forms for "Proof of Service" shall be provided by the district and made available by the association.
- 10.8.8** If the representative of the grievant is a member of the bargaining unit, the district shall permit a reasonable amount of released time for the representative for the purpose of processing the grievance regardless of the outcome of the grievance.
- 10.8.9** The evaluation of members of the unit, except for alleged violation of procedural matters shall not be subject to the grievance procedure.

## ARTICLE XI

### **LEAVES OF ABSENCE**

#### **11.1 Sick Leave**

**11.1.1 Each ten (10) month full-time unit member shall be granted ten (10) days of sick leave per school year.**

**Each eleven (11) month full-time unit member shall be granted eleven (11) days of sick leave per school year.**

**Each twelve (12) month full-time unit member shall be granted twelve (12) days of sick leave per school year.**

**All sick leave shall be accumulated from year to year without limit.**

**11.1.2 When the unit member has made application for retirement, the district shall certify to the State Teachers' Retirement Board the number of days of accumulated and unused leave of absence for illness or injury to which the unit member is entitled on his/her final day of employment.**

**11.1.3 Credit for sick leave of absence need not be accrued prior to taking sick leave by the unit member, and such leave may be taken at any time during the fiscal year, not to exceed the balance of the unit member's sick leave entitlement through June 30 of that fiscal year.**

**11.1.4 Any unit member who is on paid status while on sick leave, sabbatical, or other paid leave, shall continue to earn all unit member leave benefits to which entitled if employed full time. A unit member who is on other leaves of absence without pay shall retain all accumulated sick leave benefits but shall not accrue any additional sick leave benefits during such periods of absence.**

**11.1.5 When a unit member employed in a position requiring certification qualifications has exhausted his/her sick leave benefits and is absent from work because of illness or accident for a period of five (5) school months or less, whether or not the absence arises out of or in the course of the employment of the unit member, the unit member shall receive fifty percent (50%) of his/her regular salary during the period of such absence up to a maximum of five (5) school months.**

**11.1.6 Sick leave credit received by transfer from the previous employer of a new unit member shall be accepted pursuant to the provisions and limitations provided in the Education Code. It shall be the responsibility of the unit member to notify the superintendent/president's office, in writing, of the name and address of the district by whom s/he was last employed and request credit for the accumulated**



leave of absence for illness or injury to which s/he is, or was, entitled at the time of separation.

- 11.1.7 All sick leave rights or accumulations shall be canceled when a full-time unit member severs all official connection with the district as an employee, except that accumulated sick leave may be transferred to a subsequent employing district upon request pursuant to the provisions of the Education Code.
- 11.1.8 Any unit member shall have the right to utilize sick leave necessitated by pregnancy, miscarriage, childbirth, and recovery therefrom.
- 11.1.9 At the time a unit member begins his/her contracted employment for each academic year, s/he shall be provided with a current accounting of his/her accumulated sick leave.
- 11.1.10 Any unit member utilizing sick leave benefits under provisions of this article shall provide the district with a signed "certificate of illness" and verification on return, and, if absent five (5) or more consecutive duty days, shall provide the district, upon request, with a statement from a physician verifying the necessity of such absence.
- 11.1.11 Sick leave may be utilized by a unit member placed under quarantine on the same basis as though this unit member had been ill.

## **11.2 Industrial Accident and Illness Leave**

- 11.2.1 For accidents or illness which are job-incurred, unit members shall be provided leave benefits under the following provisions:
  - A. Allowable leave shall be not less than sixty (60) days during which the district is required to be in session or when the unit member would otherwise have been performing work for the district in any one fiscal year for the same accident.
  - B. Allowable leave shall not be accumulated from year to year.
  - C. Industrial accident or illness leave shall commence on the first day of absence.
  - D. When a unit member is absent from his/her duties on account of an industrial accident or illness, s/he shall be paid the portion of the salary due him/her for any month in which the absence occurs, as, when added to his/her temporary disability indemnity under Division 4 or Division 4.5 (commencing with section 1600) of the Labor Code, will result in a payment to him/her of not more than his/her full salary. The phrase "full salary" as

- 11.5.1 Wherever a unit member's personal emergency leave provisions (described above in 11.4) have been totally exhausted in any fiscal year, and, additional personal emergencies occur, it may be considered cause for granting additional emergency leave.
- 11.5.2 Such additional leave may be granted, with pay, if approved by the superintendent/president for a period no longer than six (6) days in any fiscal year.
- 11.5.3 Any such additional emergency leave granted shall not be cumulative from year to year.

#### **11.6 Military Leave**

- 11.6.1 Unit members shall be granted military leave in accordance with applicable provisions of the state of California Education and Military and Veterans Codes.

#### **11.7 Required Legal Appearance**

- 11.7.1 A unit member who is subpoenaed will be granted the necessary time off with pay to fulfill this obligation.
- 11.7.2 The unit member shall pay to the district any fee received for appearance as a witness.
- 11.7.3 Request for such appearance should be made by presenting as soon as possible the official court summons to the unit member's immediate supervisor and to the district payroll office through regular administrative channels.
- 11.7.4 Unit members are required to return to work during any day in which such appearance is not required.
- 11.7.5 The district may require verification of such appearance prior to, or subsequent to, providing compensation.

#### **11.8 Jury Duty**

- 11.8.1 A unit member who is called for jury duty will be granted the necessary time off with pay to fulfill this obligation.
- 11.8.2 The unit member shall pay to the District any per diem fees paid by the court.
- 11.8.3 Request for jury duty should be made by presenting as soon as possible the official court summons to the unit member's immediate supervisor and to the District payroll office through regular administrative channels.

11.8.4 Unit members are required to return to work during any day in which jury services are not required.

11.8.5 The District may require verification of jury duty prior to, or subsequent to, providing compensation.

11.9 **Sabbatical Leave** - Sabbatical leave may be granted to unit members by the Board for the purpose of carrying out an approved program which will enable the unit member to provide improved service to the District and its students. Consideration will be given to programs which involve an appropriate program of organized study research, work experience, or travel.

11.9.1 **Eligibility**

- A. All unit members who have satisfactorily completed at least six (6) consecutive years of full-time service in the District will be eligible to apply for a sabbatical leave.
- B. After completion of a sabbatical leave, the unit member is not again eligible to apply for such leave until he/she has served on a full-time basis for at least six (6) additional consecutive years.
- C. A leave for health, maternity, or military service, while not constituting a break in service, will not count as one of the six (6) years required for sabbatical leave eligibility.

11.9.2 **Types/Requirements**

- A. **Study** - Requires a planned program of courses or special projects to be undertaken or completed.
- B. **Travel** - Requires the proposed program to incorporate a plan of study or research in an area related to the unit member's assignment.
- C. **Work Experience** - Requires the proposed program directly relate to the unit member's assignment.

11.9.3 **Financial Arrangements**

- A. Assuming funding availability as determined and allocated by the Board, the Board may, in any one semester, grant up to five percent (5%) of the total number of full-time academic unit members as of July 1 of any fiscal year, sabbatical leave.
- B. Such leaves granted shall be as follows:

utilized in this section, shall be computed so that it shall not be less than the member's "average weekly earnings" as that phrase is utilized in Section 4453 of the Labor Code. For purposes of this section, however, the maximum and minimum average weekly earnings set forth in Section 4453 of the Labor Code shall otherwise not be deemed applicable.

- E. Industrial accident or illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a temporary disability indemnity award.
- F. When an industrial accident or illness leave overlaps into the next fiscal year, the unit member shall be entitled to only the amount of unused industrial accident or illness leave due him/her for the same illness or injury.
- G. Upon termination of the industrial accident or illness leave, the unit member shall be entitled to the benefits provided in Education Code 87780, 87781 and 87786, and for the purposes of each of these sections his/her absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the unit member continues to receive temporary disability indemnity, s/he may elect to take as much of his/her accumulated sick leave which, when added to his/her temporary disability indemnity will result in a payment to him/her of not more than his/her full salary.
- H. During any paid leave of absence, the unit member may endorse to the district the temporary disability indemnity checks received on account of his/her industrial accident or illness. The district, in turn, shall issue the appropriate salary warrants for payment of the unit member's salary, and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the unit member for periods covered by the salary warrants.
- I. Any unit member receiving benefits as a result of this section shall, during a period of injury or illness, remain within the state of California unless authorized by the governing board to travel outside the state.
- J. When all available leaves of absence have been exhausted and the unit member is not medically able to return to all the duties of his/her prior assignment, the district shall provide first priority in assigning such a unit member into classes where his/her disability, at the discretion of the district, does not hinder the performance of the duties required of him/her if s/he is otherwise qualified.

### **11.3 Bereavement Leave**

- 11.3.1 Unit members shall be granted, without loss of salary, or other benefits, leave of absence not to exceed three (3) working days or five (5) working days if out-of-state travel is required, at the time of death of any member of the unit member's immediate family. Whenever a unit member has been named executor of the estate, or the travel one way exceeds four hundred (400) land miles, the five (5) days will be granted. Such absence will not be deducted from authorized absences or leaves.
- 11.3.2 "Member of the immediate family," as used in this section, means the mother, father, grandmother, grandfather, or grandchild of the unit member or of the unit member's spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, or any immediate relative living in the immediate household of the unit member.
- 11.3.3 Bereavement leave shall not be granted during a non-paid leave of absence, holidays, or Board-granted days off.
- 11.3.4 An extension of Bereavement Leave may be requested by the unit member under Personal Leave provisions (Article XI, Section 11.4).

#### 11.4 Personal Emergency Leave

- 11.4.1 A unit member may be granted a maximum of six (6) days leave of absence in any school year, at his/her election, without loss of pay, in cases of personal emergency. Such leaves shall be deducted from the unit member's accumulate sick leave.
- 11.4.2 Personal emergencies include serious illness or death of a member of his/her immediate family; an accident involving his/her person or property, or the person or property of a member of his/her immediate family; appearance in court as a litigant, or as a witness under an official order.
- 11.4.3 "Immediate family" will be interpreted to mean the mother, father, grandmother, grandfather, or a grandchild of the unit member or of the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the unit member, or any relative living in the immediate household of the unit member.
- 11.4.4 The deputy superintendent may grant exceptions if a unit member applies under section 11.4.3 or 11.3.2 for leave involving a family member not within the definition of "immediate family" in section 11.4.3, but with whom the unit member has a particularly close and long-standing relationship. Whether or not to grant the exception is within the sole discretion of the deputy superintendent.
- 11.4.5 Verification of personal emergency leave shall be made on a form provided by the district and signed by the unit member.

#### 11.5 Additional Emergency Leave

1. One (1) complete school year shall be paid sixty-five percent (65%) of his/her full contractual salary.
  2. One (1) semester of the school year shall receive eighty percent (80%) of his/her full contractual salary.
  3. For instructional reasons, a complete school year shall have priority over a one (1) semester leave.
- C. Compensation while on sabbatical leave will be computed in accordance with the salary schedule in effect during the period of leave and will be paid in equal monthly payments. Sabbatical leave will be counted as service and experience on the salary schedule.
- D. Time on sabbatical leave will count towards retirement.
- E. Unit members on sabbatical leave shall accrue sick leave, fringe benefits, changes in salary and rating placement, and the same insurance premium contributions by the District as if the unit member were actually employed on campus.

#### **11.9.4 Unit Member Commitment**

- A. Unit members granted sabbatical leave shall accept the obligation to return to active full-time duty for twice the period of the leave, following return from leave.
- B. The unit member who is approved for a sabbatical leave shall, as the Board directs, sign the "Sabbatical Leave Agreement." In the event s/he does not return to the District for the required time commitment (Section 11.9.4 A), the unit member shall make full restitution to the District for the compensation received while on sabbatical leave. In the case of death, illness, accident, or military leave, making his/her return impossible, the obligation above may be waived.
- C. If the unit member does not serve for the entire period of service agreed upon in the "Sabbatical Leave Agreement," the amount of compensation paid for the leave of absence shall be reduced by an amount which bears the same proportion to the total compensation as the amount of time which was not served bears to the total amount of time agreed on.
- D. The unit member and the authorized representative of the District shall sign the "Sabbatical Leave Agreement" that indicates the unit member's sabbatical plan and other conditions related to receiving the leave and meeting leave obligations.

- E. Unit members shall submit in writing to the assistant superintendent for prior approval, any plans that deviate from the original leave proposal approved by the Board of Trustees.
- F. By the time period agreed to in the "Sabbatical Leave Agreement," the unit member shall submit to the assistant superintendent a brief written report of the progress being made to meet the objectives of the leave.
- G. Within one (1) semester after return to duty, a unit member who has completed a sabbatical leave shall submit to the assistant superintendent a written report covering the sabbatical leave activity. When applicable, a transcript or other evidence of completion of the planned program shall accompany this report. A copy of the report, together with the assistant superintendent's evaluation, shall be forwarded to the superintendent/president as evidence of the unit member's completion of the sabbatical leave. If the assistant superintendent and the unit member agree, the unit member shall present an oral report of the leave activity to interested members of the faculty, administration and Board.
- H. Should the superintendent/president, after consultation with the Leave Advisory Committee, determine that the intent of the leave had not been reasonably fulfilled, s/he will so advise the Board of Trustees. The Board may take such action as may be necessary to recover the funds paid to the unit member while on sabbatical leave.

#### **11.9.5 District Commitment**

- A. The Board shall cause the unit member on return, where eligible, to be reinstated in the position held by him/her at the time of the granting of the sabbatical leave.

### **11.10 Leave Advisory Committee**

#### **11.10.1 Composition:**

- A. The Advisory Committee shall be composed of the assistant superintendent, one (1) member of the instructional management staff, one (1) member of the student services academic staff, and three (3) full-time unit members from different areas elected by the faculty for two (2) year terms.
- B. No unit member may continue on the Committee if s/he files an application for leave or released time (sections 11.9 or 11.10).

#### **11.10.2 Functions With Respect to Long-Term Leaves With or Without Benefits or Pay/Banked Time Leaves and Sabbatical Leaves**

The Advisory Committee shall establish the functions, criteria, forms, dates of submission, and other procedural requirements for the submission of applications as approved by the Board. Each department of the College shall be given consideration depending upon size of the department and number of applicants from the department, and the impact of the leave or banked time on the respective academic program. In the case of sabbatical leaves, total years of full-time service also will be considered.

- A. If applying for long-term leave with or without paid fringe benefits, then the mutual benefit to the District and the unit member must be considered.
- B. If applying for long-term leave with paid fringe benefits or banked time, then the availability of full-time or part-time instruction in the respective academic program must be considered.
- C. Applications for banked time and changes in such programs shall be submitted to the assistant superintendent for approval. Should an agreement not be reached between the applicant and the assistant superintendent, the decision shall be referred to the Leave Advisory Committee.
- D. The Committee shall review all applications submitted, shall determine in accordance with the Committee-established criteria the acceptability for leaves and the settlements of banked time referrals, and shall provide a list of the acceptable applications for leaves and the settlements of banked time referrals to each applying unit member each time that leaves and the settlement of banked time referrals are recommended to the superintendent/president and the Board.
- E. The Committee shall provide the superintendent/president with the recommended leave applications and the settlements of banked time referrals, which shall, together with the superintendent/president's recommendation, be submitted for action and decision by the Board. If the superintendent/president's recommendations differ from the Committee's, s/he must provide a written statement of his/her rationale to the Committee and any applicant whose priority was lowered.
- F. Should the final decisions made by the Board deviate from the Committee's recommendation, the Board will provide the Committee and any applicant denied a leave with a written explanation of their selections.

#### **11.11 Leave Guidelines**

- 11.11.1 Banked leaves and leaves with benefits paid will not constitute a break in service. Unpaid leaves will constitute a break in service.



- 11.11.2 Unless the unit member serves for at least seventy-five percent (75%) of a year, no increment will be given (except for banked time). When a leave is not for a full year, semesters in which a faculty member has taught full time accumulate with two (2) such semesters equaling one (1) year for the purpose of an increment of the salary schedule. However, the increment will only be granted for the next school year. No increments are given in the middle of a school year when only one semester has been completed.
- 11.11.3 The Board may in any one semester grant no more than 5% of the total number of full-time academic unit members an unpaid leave with or without paid fringe benefits.

#### 11.12 Long-Term Leave Without Pay

- 11.12.1 Written request for long-term leave, i.e., leaves of over one (1) month, including but not limited to leave for pregnancy, childbirth, disability, recovery therefrom, obligations associated with pregnancy, personal reasons, etc., shall be presented to the Leave Advisory Committee as per the timeline that the Committee establishes.
- A. Unit members granted long-term leave with fringe benefits shall accept the obligation to return the active full-time duty for twice the period of the leave, following return from leave.
  - B. As a condition to the Board's granting of long-term leaves, the unit member agrees that s/he shall notify the superintendent/president, in writing, of intent to return to the District. This notification shall be received by 5:00 p.m., on or before April 1, as to whether s/he intends to return the following fall. Where notification is not received within the time limits established, the unit member is determined to have resigned his/her position.
  - C. If the long-term leave is for less than a fiscal year, the Board shall indicate the notification requirements for the unit member's intent to return to the District on a specific date. Where notification is not received within the time limits established, the unit member is determined to have resigned his/her position.
  - D. Banked time from overload teaching time allowance
    - 1. Prior to class scheduling each term, an academic staff member may submit to the assistant superintendent a proposal for accumulating overload hours for the purpose of taking banked time from job responsibilities with full pay and fringe benefits at some future date to engage in endeavors of personal importance, including but not limited to professional improvement. In the event a unit member is unable

unwilling to take his/her banked time leave, with the approval of the assistant superintendent the unit member may be paid for the classes s/he has accumulated at his/her overload rate.

2. The proposal must include an assessment of the effects on the program as evaluated by the applicant and administration and of the benefits both direct and indirect to the District.
3. A written agreement (letter of intent) between the academic staff member and the District must be approved by the superintendent/president.

- E. The Board shall cause the unit member on return, where eligible, to be reinstated in the position held by him/her at the time of granting of the leave or release time.

**11.13 Short-Term Leave - Discretion of the Superintendent/President**

Short-term leaves of absence may be granted in the sole discretion of the Superintendent/President under the provisions of California Education Code, Section 87780 (Salary deductions during absence from duties). Stats. 1976, c. 10102, operative April 30, 1977.

**11.14. Reduced Workload (E.C. 22713, 87483, Government Code Section 20815)**

Unit members desiring to participate in the Reduced Workload Program may do so under the following conditions and in accordance with Education Sections 22713, 87483, and, for academic employees who are members of the Public Employees' Retirement System, Government Code Section 20815. Prior to the reduction of an employee's workload under this section, the District personnel responsible for the administration of this program, in conjunction with the administrative staff of the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) shall verify the eligibility of the applicant for the reduced workload program. The Reduced Workload Program allows an employee who is a member of this system to reduce his or her workload from full-time to part-time duties, and receive the service credit the member would receive if the member was employed on a full-time basis and have his or her retirement allowance, as well as any other benefits that the member is entitled to under this section, based upon the salary that the member would have received if employed on a full-time basis.

**11.14.1** Unit member participation is subject to the provisions of Education Code Sections 22713 and 87483 and, where applicable Government Code Section 20815, administrative directives and other related rules and regulations established by the State of California, STRS or PERS.

**11.14.2** A unit member accepted into this program shall perform instructional services at times mutually agreed upon and set forth in a written contract for such

services. These activities, by definition, shall be in the best interests of the College District.

- 11.14.3 The number of unit members participating in the program may be limited at the discretion of the Governing Board, when such limitation is in the best interest of the College District.
- 11.14.4 It is mandatory that both the minimum salary and minimum employment requirements are met.
- 11.14.5 The unit member failing to meet any of the above requirements will receive only that service credit based on the ratio of earnings to earnable salary, and will not receive the service credit that would have been received if employed on a full-time basis.
- 11.14.6 In addition to the minimum qualifications and participation requirements stated in Education Code Sections 87483 and 22713 and Government Code Section 20815, STRS and PERS requires that:
  - A. The agreement or contract must be executed by the employer and unit member, in writing, and submitted to the STRS or PERS through the County Superintendent of Schools to arrive at least fifteen (15) days prior to the participation in the Reduced Workload Program at the beginning of the school year or before the beginning of the second half of the school year, if only the second half is to be considered reduced workload service.
  - B. The unit member must be identified and reported to STRS or PERS in accordance with the County/District Procedures Manual instructions.
  - C. Contributions for the unit member and employer must be submitted to STRS and PERS based on the amount the participant would have earned if employed on a full-time basis regardless of the schedule of employment.
- 11.15 This policy is subject to changes in the law (Education Code Sections 22713, 87483 or Government Code Section 20815) and rules and regulations established by the State of California, STRS or PERS.
- 11.16 Job Sharing Leave - May be granted to unit members by the Board of Trustees to provide an opportunity for flexibility in the schedule of its employees, providing there are no additional expenses to the District.
  - 11.16.1 Any full-time employee wishing to participate in the job sharing program must make formal application to the Office of Human Resources one semester prior to the anticipated date of job sharing.

- 11.16.2 Approval of the application will be determined by the assistant superintendent after consultation with the appropriate administrator.
- 11.16.3 Job sharing has no fixed percent formula, such as 50/50 or 60/40. Based on District needs, and by mutual consent, an employee can work 70% or 80% while his/her counterpart works 40% or 50%.
- 11.16.4 Job sharing does not have to occur between two employees in the same discipline or area.
- 11.16.5 If an employee wishes to job share and cannot find a partner, the District may agree to allow the employee to participate in the program at a level that is mutually agreeable to both the District and the employee.
- 11.16.6 Regardless of the total percent of work performed by the job sharing team (90-120%), the District will not pay benefits for more than 100%, or one full-time position.
- 11.16.7 Each partner in a job sharing position will pay their share of the benefits needed to complete their benefit package based on the percent they are working.
- 11.16.8 If one party in a job sharing position elects not to receive benefits from the District, then the total benefit package may go to the other partner. However, if at any time there is a need for benefit coverage, the employee who opted not to receive benefits automatically reverts back to the formula under 11.16.7.
- 11.16.9 Benefit payments paid by the job sharing employee will be made by the first of each month.
- 11.16.10 If the opportunity arises for an employee to return to full-time status (and the District agrees), the employee with the most seniority at the College has the first right of refusal, or of returning to work full time.
- 11.16.11 The right to return to full-time status will not be unreasonably withheld by the District if an employee desires to return and there is an appropriate opening.
- 11.16.12 Notice of a desire to return must be submitted in writing to the assistant superintendent at least one semester prior to the request of return date. Such a request may be acted upon sooner by mutual agreement.
- 11.16.13 It is recognized by the District that a job sharer is on an approved leave of absence, which may or may not be permanent, but has all rights as well as responsibilities as a regular full-time employee.
- 11.17 **Personal Leave:** Three days of personal leave will be granted each year (non-cumulative), deducted from sick leave.

## ARTICLE XII

### INSURANCE

#### **12.1 Insurance Programs (General)**

- 12.1.1** All insurance programs are subject to carrier requirements for eligibility enrollment, and, processing of claims.
- 12.1.2** Insurance programs listed herein shall continue during leaves with pay.
- 12.1.3** Insurance programs listed herein shall not continue during leaves without pay, except unit members at their option may, by paying full District and unit member premium accounts, continue the health and dental program.

#### **12.2** The District shall maintain, in participation with unit members and eligible dependents, a Prudent Buyer health plan, dental (including orthodontia), vision, and life insurance plans.

**12.2.1** For the term of this agreement the unit member will pay part of the cost of the benefits when the benefits paid by the District outlined in 12.2 exceed the average total amount spent per person for benefits by the twenty (20) selected districts used to calculate the average salary. (The average benefit cost will be calculated by the same procedure as average salaries).

**12.2.2** The cap for benefits will be calculated by May 15 of the preceding year. If the cap is exceeded, then each entry in the salary schedule for the year in question will be reduced by the amount exceeding the cap.

#### **12.3** The District shall provide a maximum of .95 per \$100 of insured salary towards long-term disability for unit members.

#### **12.4 Health Insurance Benefits - Retired Unit Members**

**12.4.1** Unit members may be eligible for early retirement benefits when they reach fifty-five (55) years of age if they have served at least ten (10) years of full-time employment with the District. Under such conditions the District agrees to pay the unit member's health insurance premiums. Section 12.2 only applies to a unit member who has met the above eligibility requirements at the time of resignation from the District and who also retires under one of the STRS or PERS options immediately after resignation.

**A.** Paid District academic service rendered by the unit member pursuant to E.C. 87482 prior to employment in a District contract position shall be

prorated for purposes of determining the minimum ten (10) years of full-time employment required under Section 12.4.1.

**12.4.2** When a unit member who has been granted early retirement benefits under Section 12.4.1 reaches the age of eligibility for Social Security health insurance benefits, the District shall reduce its level of insurance coverage for the unit member to a level that supplements Medi-Care, Plans A and B or their successors. This section is effective for all unit members even if they do not qualify or elect to participate in the above federal and state health insurance programs.

**A.** The District will provide supplemental health insurance coverage that when combined with Social Security health insurance plans will be as similar as reasonably possible to, though not necessarily exactly the same as, the coverage provided active members. The actual supplemental plan is subject to carrier requirements.

**12.4.3** A unit member who has been granted early retirement benefits by fulfilling the requirements of Section 12.4.1 and who subsequently obtains employment outside the District with an employer that provides health insurance shall be required to terminate the health insurance provided by the District.

**12.4.4** Only unit members employed as of July 1, 1988 may qualify for early retirement benefits under Section 12.4.1.

**12.4.5** Employees hired after July 1, 1988 shall be eligible for participation in 12.4 only if they qualify under 12.4.1. If they qualify under 12.4.1 they will be eligible for the benefits in 12.4 only to age 65 or the date upon which they qualify for Medi-Cal or Medi-Care benefits.

## **ARTICLE XIII**

### **COMPENSATION**

#### **13.1 Salary Schedules**

**13.1.1** For the period of this contract the salary shall be in accordance with the schedule attached hereto as Appendix B incorporated herein by reference.

#### **13.1.2 Compensation - Adult/Special Education**

Instructors in the Special Education program will be paid in accordance with their placement on the Academic Salary Schedule plus ten percent (10%) of their annual salary.

- A. For the duration of this contract, full-time instructors will be limited to ten (10) days of substituting for themselves at a rate to be determined by the District.
- 13.1.3 Any course work or projects to be used for an advancement for longevity must have prior approval of the appropriate Vice President (see Appendix C2).
- 13.1.4 Any course work or projects to be used for column movement must have prior approval of the appropriate Vice President (see Appendix C1).
- 13.1.5 All work under 13.1.3 and 13.1.4 must be completed by August 1 to be effective for the fiscal year.
- 13.2 The salary schedule contained in Appendix B hereto will be adjusted by use of the following criteria:
  - 13.2.1 For each year of this agreement the District will adjust the salary schedule to reach the average of a selected 20 districts according to the following procedure:
    - A. From the California Community College Fiscal Data Abstract for the preceding year, the ten districts whose funded apportionment FTES above Butte College, and the ten districts below will be selected. The average of the twenty selected districts shall be calculated after excluding the two highest and the two lowest benchmark salaries.
    - B. The benchmark salary equals the highest non-doctorate without special increments paid by the comparable districts.
    - C. The average referred to herein shall be calculated by March 10 of each year hereunder from the information contained in the Ross Report or by a survey of districts.
    - D. The salary adjustment referred to herein shall be retroactive to July 1 of each year hereunder and shall be paid in the ensuing April warrant.
    - E. The adjustment referred to herein shall be based upon receipt by the District of additional non-categorical funds (apportionment) above the level attained in the prior fiscal year.
    - F. The adjustment referred to herein, as stated in Section 13.2.1, shall not exceed the percentage of new funds received by the District, as stated in subsection "E". In the event that the percentage amount needed to adjust to the average exceeds the amount received in new funds, as stated in subsection "E", then the amount of the adjustment shall be the lesser percentage of the two.

- 13.3 The salary for duties assigned unit members beyond the days of normal service shall be computed by using the following formula:

$$\text{Daily Rate} = \frac{\text{Contract Salary}}{210 \text{ days}}$$

- 13.4 The remuneration for additional duties shall be in addition to contract salary and in accordance with the schedule attached hereto as Appendix D, incorporated herein by reference. Appendix D will be adjusted at the same time Appendix B is adjusted.
- 13.5 The District shall provide a five percent (5%) additional stipend to counselors over and above regular salary placement on the salary schedule.
- 13.6 Instructional Department Chairs/Coordinators shall receive the following compensation and assigned teaching or service load reduction to perform coordination functions (see Appendix for descriptions).
- 13.6.1 Department Chair I - Responsible for twenty-five (25) hours per week to perform coordination functions. Compensation will equal the hourly rate at Column IV, Step 13, on the academic salary schedule plus four percent for five hours per week per the academic calendar (174 to 177 days). The assigned time reduction on the teaching load shall equal fifty percent (50%).
- 13.6.2 Department Chair II - Responsible for fifteen (15) hours per week to perform coordination functions. Compensation will equal the hourly rate at Column IV, Step 13, on the academic salary schedule plus four percent for five hours per week per academic calendar (174 to 177 days). The assigned time reduction on the teaching load shall equal twenty-five percent (25%).
- 13.6.3 Department Chair III and Coordinator I - Responsible for twelve (12) hours per week to perform coordination functions. Compensation will equal the hourly rate at Column IV, Step 13, on the academic salary schedule plus four percent for two hours per week per the academic calendar (175 to 177 days). The assigned time reduction on the teaching load shall equal twenty-five percent (25%).
- 13.6.4 Coordinator II - Responsible for four (4) hours per week to perform coordination functions. Compensation will be ten percent reduction on the teaching load or a sum of \$600 per semester.
- 13.6.5 All stipends granted under this contract will be adjusted by the cost of living percent granted to salary increases.
- 13.7 Coordinator of Counseling Services - The assigned time reduction to perform coordination duties shall equal ten hours per week of direct student contact time. Compensation will be \$1,000 per semester.



- 13.8 Re-Entry/Gender Equity Coordinator - The assigned time reduction to perform coordinator duties shall equal fifty percent (50%) of the teaching load. Compensation will be two and one-half percent (2-1/2 %) of contractual salary. (See Appendix for duty responsibilities)
- 13.9 Assessment Coordinator/Career Counselor, Coordinator of Job Placement and Work Experience, Student Activity Coordinator and GAIN Assessment Coordinator/Counselor - Compensation will be five percent (5%) of contractual salary.
- 13.10 College Nurse/Health Services Coordinator - Compensation will be five percent (5%) of contractual salary.
- 13.11 Learning Resource Center Coordinator - Compensation will be five percent (5%) of contractual salary.
- 13.12 Coordinator of Activities/Orientation - Compensation will be five percent (5%) of contractual salary.
- 13.13 Non-classroom unit members on 199 day (eleven month) contracts will be compensated at 11/10ths of the academic salary schedule.
- 13.14 Non-classroom unit members on 221 day (twelve month) contracts will be compensated at 12/10ths of the academic salary schedule.

#### **ARTICLE XIV**

#### **PAST PRACTICES**

- 14.1 The Board shall not be bound by any requirement which is not expressly and explicitly stated in this Agreement. Specifically, but not exclusively, the Board is not bound by any past practices of the District or understandings with any employee or organization unless such past practices or understandings are specifically stated in this Agreement.

#### **ARTICLE XV**

#### **WAIVER OF BARGAINING**

- 15.1 This Agreement shall constitute the full and complete commitment between both parties. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in a written and signed amendment to the Agreement.

- 15.2 During the term of this Agreement, Board and Association expressly waive and relinquish the right to bargain collectively on any matters:
- 15.2.1 Whether or not specifically referred to or covered in this Agreement:
  - 15.2.2 Even though not within the knowledge or contemplation of either party at the time of negotiations;
  - 15.2.3 Even though during negotiations the matters were proposed and later withdrawn.
- 15.3 Such waiver does not preclude bargaining collectively for subsequent, new collective bargaining agreements during the term of Agreement.
- 15.4 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District policies, practices and procedures and over State law to the extent permitted by State law.

#### **ARTICLE XVI**

##### **SEPARABILITY AND SAVINGS**

- 16.1 If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held invalid by operation of law or by a court or other tribunal of competent jurisdiction, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

#### **ARTICLE XVII**

##### **SUCCESSOR AGREEMENT**

- 17.1 No later than 120 days prior to the expiration of this Agreement, the Board of Trustees, upon request, agrees to begin negotiations on a successor agreement.

#### **ARTICLE XVIII**

##### **SETTLEMENT OF DIFFERENCES BY PEACEFUL MEANS**

- 18.1 The Association and the Board agree that differences between the parties hereto shall be settled by peaceful means as provided in this Agreement. During the term of this Agreement the Association, in consideration of the terms and conditions of this Agreement, will not engage in, instigate, or condone any strike, work stoppage or any concerted refusal to perform work duties as required in this Agreement, and will

undertake to exert its best efforts to discourage any such acts by any employee in the Unit. During the term of this Agreement, the Board, in consideration of the terms and conditions of this Agreement, will not authorize or permit any lockout of members of the Unit.

## **ARTICLE XIX**

### **SENATE RIGHTS/COMPETENCY/FACULTY SERVICE AREAS**

#### **19.1 Academic Senate Rights**

- 19.1.1 BCEA recognizes the right of the Academic Senate to assume primary responsibility for making recommendations to the District in the areas of curriculum and academic standards. (Education Code Section 70902 (b)(7).)
- 19.1.2 BCEA shall consult with the Academic Senate prior to engaging in collective bargaining on procedures for:
  - A. Grievances related to the denial of tenure (E.C. Section 87610.1(a).)
  - B. The evaluation of faculty (E.C. Section 87663(f).)
  - C. The establishment of Faculty Service Areas (E.C. Section 87743.2.)

#### **19.2 Grandparenting Current Credentials**

- 19.2.1 Notwithstanding Education Code Section 87356, every person authorized to serve as a community college instructor, librarian, counselor, or student personnel worker under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of the credential (E.C. Section 87355).
- 19.2.2 Nothing in subsection 19.2.1 shall be considered a limitation on the District's right of assignment.

#### **19.3 Faculty Service Areas**

- 19.3.1 The faculty service areas of the District are those listed in the appendix attached.
- 19.3.2 Every contract or regular employee shall be deemed to have been employed on the date upon which he/she first rendered paid service. The Education Code (Section 87414) requires the District to determine the order of employment (seniority ranking) by lots drawn by all academic employees with tied seniority dates.

The District will determine a seniority ranking list by using the following procedures:

- A. When necessary, the District will have a lottery within 30 days of the date service was first rendered by the employee.
- B. Each employee, or their designee, will be required to appear for the drawing on the date and time designated by the District.
- C. If the employee cannot appear for the drawing at the scheduled time, the employee must in writing notify the Personnel Office which will serve as their proxy (BCEA may serve as Proxy).
- D. Depending on the number of tied hire dates, the District will place the appropriate numbers in a container to be drawn from.
- E. The determination of order in which employees draw their seniority number will be by lottery. (Example: If there are eight tied hire dates, numbers one through eight will be placed in a container. The number drawn by the employee or their designee will be the order of draw.)

#### 19.4 Competency Standard

- 19.4.1 Competency for all unit members employed prior to June 30, 1993, will be minimum qualifications.
- 19.4.2 For unit members not working within their disciplines, competency will be minimum qualifications.
- 19.4.3 Beginning fall semester 1993, all new academic employees, except for Unit members serving under Section 19.4.2, in order to maintain competency in a discipline within a FSA, must meet the criteria in either A or B below.
  - A. For instructional faculty:
    - 1. Has taught two classes in the discipline in the last five years, or
    - 2. Has taken two classes in the discipline in the last five years, or (Prior approval of classes must be obtained from assistant superintendent. If disapproved, instructor may appeal to Equivalency Committee for final decision, See appendix.)
    - 3. Has worked in a discipline-related job for one semester in the last five years (relevance to be decided by the Equivalency Committee).
  - B. For special services faculty:

1. Has taught two classes in the discipline in the last five years (assuming there are classes in that discipline), or
2. Has taken two classes in the discipline in the last five years (Prior approval of classes must be obtained from Assistant Superintendent. If disapproved, instructor may appeal to Equivalency Committee for final decision. See appendix.), or
3. Has worked in a discipline-related job for one semester in the last five years (relevance to be decided by the Equivalency Committee).


## ARTICLE XX

### DURATION AND REOPENERS


#### 19.1 Duration

19.1.1 This Agreement shall be effective as of July 1, 1993, and shall continue in full force and effect until June 30, 1996.

*In witness whereof, the Butte College Education Association, CTA/NEA, has caused this Agreement to be signed by its President, and the Butte Community College District Board of Trustees has caused this Agreement to be signed by its President, attested by its Clerk.*

  
 President, Butte College Education  
 Association

Date: Aug. 3, 1994

  
 President, Board of Trustees  
 Butte Community College District

Date: Aug 4, 1994

  
 Clerk  
 Board of Trustees

Date: 8/4/94

**APPENDIX**

**AGREEMENT BETWEEN  
THE BUTTE COMMUNITY COLLEGE DISTRICT  
AND  
THE BUTTE COLLEGE EDUCATION ASSOCIATION  
CTA/NEA**

**JULY 1, 1993 TO JUNE 30, 1996**

In the Matter of:

BUTTE COMMUNITY COLLEGE DISTRICT

Employer,

and

BUTTE COLLEGE EDUCATION ASSOCIATION,  
CTA/NEA

Employee Organization,

and

BUTTE COLLEGE INDEPENDENT FACULTY  
ASSOCIATION

Employee Organization.

Type of Election

( Check One )



Consent Agreement



Board Direction

Docket No. S-R-627

## CERTIFICATION OF REPRESENTATIVE

An election having been conducted in the above matter under the supervision of the Regional Director of the Public Employment Relations Board in accordance with the Rules and Regulations of the Board; and no objections having been filed to the Tally of Ballots furnished to the parties, or to the conduct of the election, within the time provided therefor; ..

Pursuant to authority vested in the undersigned by the Public Employment Relations Board, IT IS HEREBY CERTIFIED that a majority of the valid ballots have been cast for

BUTTE COLLEGE EDUCATION ASSOCIATION, CTA/NEA

and that, pursuant to the Public Employment Relations Act, described employee organization is the exclusive representative of all the employees in the unit set forth below.

Shall Include: All permanent full-time certificated contract employees and all probationary full-time certificated contract employees assigned to the instructor salary schedule.

Shall Exclude: All other certificated District employees.

Signed at Sacramento, California

On the 27th day of February 1978

On behalf of  
PUBLIC EMPLOYMENT RELATIONS BOARD

*William E. ...*  
Regional Director



BUTTE COMMUNITY COLLEGE DISTRICT

Employer,

and

BUTTE COLLEGE EDUCATION  
ASSOCIATION/CTA/NEA

Exclusive Representative

Case Numbers: S-R-627; S-UM-133

Date Exclusive Representation Obtained:

Voluntary Recognition:

PERB Certification: June 21, 1979

Consent Election

☒ Directed Election

**CERTIFICATION**

MODIFICATION OF UNIT: CERTIFICATED

Pursuant to authority vested in the undersigned by the Public Employment Relations Board, the following modification of the above-referenced unit is approved.

Add full-time certificated Special Education Teachers to the established certificated unit.

This unit modification certification shall not be considered to be a new certification for the purpose of computing time limits pursuant to PERB Regulation 32754.

Issuance of this certification should not be interpreted to mean that the Board would find the unit in question to be an appropriate unit in a disputed case.

Signed at Sacramento, California

On the 7th day of August, 1981

On behalf of  
PUBLIC EMPLOYMENT RELATIONS BOARD

*[Signature]*  
Regional Director

PERB-150 (11/80) mv



STATE OF CALIFORNIA

## PUBLIC EMPLOYMENT RELATIONS BOARD

APR 6 1983

OFFICE OF THE  
REGIONAL DIRECTOR

Butte Community College District,

Employer,

and

Butte College Education Association/  
CTA/NEA,

and

Butte Faculty Alliance,

Employee Organizations.

## Type of Election

☐

Consent Agreement

☐

Board Directed

☒

RD Directed

Case Number: S-R-627;  
S-D-54CERTIFICATION OF REPRESENTATIVE

An election having been conducted in the above matter under the supervision of the Regional Director of the Public Employment Relations Board in accordance with the Rules and Regulations of the Board; therefore

Pursuant to the authority vested in the undersigned by the Public Employment Relations Board, IT IS HEREBY CERTIFIED as of March 25, 1983 that a majority of the valid ballots has been cast for

Butte College Education Association/CTA/NEA

and that, pursuant to the Higher Education Employer-Employee Relations Act, described employee organization is the exclusive representative of all the employees in the unit set forth below:

Shall INCLUDE: Full-time instructors in the Butte Community College District and all probationary full-time certificated contract employees assigned to the instructor salary schedule.

Shall EXCLUDE: All other certificated district employees; also all management, supervisory and confidential employees.

Signed at Sacramento, California

On the 5th day of April, 1983.

On behalf of

PUBLIC EMPLOYMENT RELATIONS BOARD

*[Signature]*  
Regional Director

1s

APPENDIX B

**BUTTE COMMUNITY COLLEGE DISTRICT**  
**3536 BUTTE CAMPUS DRIVE**  
**OROVILLE, CA 95965**

**ACADEMIC SALARY SCHEDULE 1992-93**

<b>STEPS</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>
1	26,619	28,994	31,372	33,748
2	28,043	30,422	32,796	35,175
3	29,470	31,847	34,225	36,600
4	30,895	33,273	35,649	38,025
5	32,323	34,697	37,076	39,453
6	33,747	36,121	38,500	40,877
7	35,171	37,549	39,924	42,300
8	36,598	38,975	41,350	43,729
9	38,022	40,399	42,778	45,155
10	39,452	41,826	44,203	46,581
11	—	43,252	45,630	48,060
12	—	—	—	49,432
13	—	—	—	50,858

**LONGEVITY**

16	40,452	44,252	46,630	51,858
20	41,452	45,252	47,630	52,858
24	42,452	46,252	48,630	53,858

Maximum initial placement on the salary schedule shall be Step 6 of the appropriate class. Unit members shall receive appropriate credit for previous full-time teaching and related instructional support services that may allow them a maximum of five (5) steps on the salary schedule, therefore placing them on Step 6. However, the Administration has the right to place above the sixth (6th) step when deemed necessary for the purpose of hiring qualified applicants. Vocational instructors only shall receive one year step credit for each two (2) years of full-time work experience related to their initial employment assignment to a maximum of ten (10) years full-time related work experience. Vocational instructors only may use a combination of full-time teaching and related work experience for initial placement but the maximum initial salary placement shall be Step 6. A vocational instructor shall be an instructor initially employed to: (1) instruct in a vocational program that is on the approved Butte College state plan for vocational education, and (2) at least 50 percent of the annual class contact hours are assigned in an approved vocational program(s).

Doctorate stipend shall be the appropriate step of Class IV + 6.6% of the base of the salary schedule (Column I, Step 1) equaling \$1,757. The doctor's degree shall be earned, not honorary, from an institution recognized by either the Council on Post-Secondary Accreditation or on the International Accrediting Association list of recognized agencies published by the U.S. Department of Education, Division of Eligibility and Agency Evaluation.

### **LONGEVITY**

For the term of this Agreement (July 1, 1993 through June 30, 1996), the District shall apply the percent salary increase (using the 20-school average based on Column IV, Step 13) to the longevity steps. In the 1995-96 year, longevity steps will be increased using the 20-school average to find the average highest non-Ph.D. salary. The twenty-fourth (24th) step will be raised to this amount and Steps 16 and 20 equally spaced between 12 and 24.

#### **\*\* Units:**

1. Only units completed after July 1, 1985 may be counted for longevity purposes.
2. Units taken must be job-related and have prior approval of the appropriate vice president.
3. Units may be used for longevity or column changes; not both.
4. Other experiences may be used in lieu of college units with prior approval of the appropriate vice president. The appropriate vice president will convert these experiences to a unit value.

### **CLASS AND STEP REQUIREMENTS**

- A =** Placement of academic instructors and those vocational instructors who qualify - initial placement on salary schedule.
- B =** Placement of vocational instructors only. Programs designated annually by the Board of Trustees for initial placement on salary schedule.

#### **CLASS I (UNIT EQUIVALENT - 136)**

A valid California teaching credential appropriate for the community college.

**A. B.A. Degree + 12 semester units.**

- B. 1. H.S. diploma + 6 years of related work experience + 64 semester units to H.S. diploma + 10 years related work experience + 16 semester units.**
- 2. A.A. Degree + 4 years related work experience + 28 semester units to A.A. Degree + 5 years related work experience + 16 semester units.**

#### **CLASS II (UNIT EQUIVALENT - 160)**

A valid California Teaching Credential appropriate for the community college.

A. M.A. Degree

- B. 1. A.A. Degree + 4 years related work experience + 52 semester units to A.A. Degree + 7 years related work experience + 16 semester units.
2. B.A. Degree + 2 years related work experience + 12 semester units to B.A. Degree + 3 years related work experience + 0 semester units.

**CLASS III (UNIT EQUIVALENT - 184)**

A valid California Teaching Credential appropriate for the community college.

- A. 1. M.A. Degree + 24 semester units.
2. B.A. Degree + 60 semester units, including M.A. Degree
- B. 1. A.A. Degree + 4 years related work experience + 76 semester units to A.A. Degree + 7 years related work experience + 40 semester units.
2. B.A. Degree + 2 years related work experience + 36 semester units to B.A. Degree + 4 years related work experience + 12 semester units.
3. M.A. Degree + 2 years related work experience + 0 semester units.

**CLASS IV (UNIT EQUIVALENT - 208)**

A valid California Teaching Credential appropriate for the community college.

- A. 1. M.A. Degree + 48 semester units.
2. B.A. Degree + 84 semester units, including M.A. degree.
- B. 1. B.A. Degree + 2 years related work experience + 60 semester units to B.A. Degree + 5 years related work experience + 24 semester units (with M.A. Degree equivalent.\*)
2. M.A. Degree + 2 years related work experience + 24 semester units to M.A. Degree + 3 years related work experience + 12 semester units.

\*M.A. Degree equivalent as determined by the College. Refers to a planned or coordinated program leading to a specific objective related to the instructor's assigned area of teaching. The program shall be determined by the assistant superintendent, the instructional dean and the instructor involved.

**BUTTE COMMUNITY COLLEGE DISTRICT**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

<u>Dept/Course No.</u>	<u>Course Title</u>	<u>Enrollment Period</u>	<u>Units</u>	
				<u>Sem/Otr</u>
				<u>Sem/Otr</u>
				<u>Sem/Otr</u>

**Unit Value Designated by Assistant Superintendent:** \_\_\_\_\_

Approved ( ) Denied ( ) \_\_\_\_\_  
Assistant Superintendent Date

Approved ( ) Units: \_\_\_\_\_

Assistant Superintendent                      Date

**REPLACES: Professional Growth/Course Attendance Form**

## BUTTE COMMUNITY COLLEGE DISTRICT

## ACADEMIC LONGEVITY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**APPROVAL IS REQUESTED FOR THE FOLLOWING COURSE(S) OR SPECIAL PROJECT:**

<u>Dept/Course No.</u>	<u>Course Title</u>	<u>Enrollment Period</u>	<u>Units</u>	<u>Sem/Qtr</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Description of Proposed Project in Lieu of Units:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit Value Designated by Assistant Superintendent:** \_\_\_\_\_**REQUEST**

Approved ( ) Denied ( ) \_\_\_\_\_

Assistant Superintendent Date

-----

**COMPLETION (Verified and Approved for Longevity Step)**

Approved ( ) Units: \_\_\_\_\_

Assistant Superintendent Date

\*Copy to be given to employee

FROM PO 81:1a - REVISED 7/14/87

REPLACES: Professional Growth/Course Attendance Form - Effective 7/1/89

APPENDIX "D"

ADDITIONAL DUTIES COMPENSATION SCHEDULE

**ADDITIONAL DUTY ASSIGNMENT**

<b><u>COACH</u></b>	<b><u>STIPEND</u></b>
Men's Head Football	\$ 6,684
Men's Assistant Football	5,667
Men's Head Basketball	6,684
Men's Assistant Basketball	3,947
Men's Baseball	4,965
Men's Assistant Baseball	3,947
Track	4,965
Track Assistant	3,947
Wrestling	4,965
Tennis	4,965
Women's Head Basketball	6,684
Women's Assistant Basketball	3,947
Women's Softball	4,965
Women's Assistant Softball	3,947
Golf	4,965
Volleyball	4,965
Cross Country	4,965
Athletic Trainer	5,667

**OTHER**

Pep Team	2,863
Drama	1,526
Band	1,526
Choral	1,526
Journalism	1,017
Forensics	1,017
Club Advisor	509

**NOTE: TO BE ADJUSTED CONCURRENTLY WITH (AND BY THE SAME PERCENTAGE AS) FULL-TIME ACADEMIC INCREASES.**

**ACADEMIC JOB DESCRIPTIONS**

**7.2.1 FULL-TIME COLLEGE INSTRUCTOR**

The full-time college instructor is responsible for effective performance in the following areas:

**A. General Scope of Responsibilities**

1. Excellence in teaching and instruction.
2. Maintenance of professional growth and academic currency.
3. Carrying out of area, departmental and/or program responsibilities.
4. Contribution to the College as a whole in the form of College-wide service.
5. Service to the local community (optional).

**B. Teaching and Instruction - The following duties are representative of the kinds of expectations that are normally required of a full-time Butte College instructor. Certain duties are common to the everyday operational needs of the College while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for full-time instructional positions.**

1. Plans for and initiates curriculum improvements.
2. Plans for and is continually well prepared to teach.
3. Provides organized delivery of instruction.
4. Is courteous to and approachable by students.
5. Instruction is consistent with the stated and approved goals and content of the course.
6. Sticks to the subject matter of the course.
7. Shows enthusiasm for the subject matter.
8. Uses effective motivation to create a personal desire to learn the subject/skill(s).
9. Uses standards of student evaluation that are clear, fair and followed consistently throughout the course.
10. Requires levels of instructor and student effort sufficient to the mastery of the subject or skills in the course.
11. Grades and returns student assignments and tests in a reasonable period of time.



12. Makes effective use of teaching aids and materials required of students (e.g., texts, manuals, etc.).
13. Is effective as a teacher.
14. Prepares complete course outlines and syllabi.
15. Continually revises and updates course content and materials of instruction.
16. Coordinates course contents and methods with other teachers<sup>instructors?</sup> in the program/discipline.
17. Meets and assists students during office hours or by appointment or at other reasonable times.
18. Initiates and carries through with improvements to course contents and methods.
19. Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision and/or expansion.

**C. Professional Growth and Currency**

1. Instructors are required to show examples of activities which demonstrate a pattern of academic, professional, and/or technical updating or currency.

**D. Area or Departmental Responsibilities**

1. Is knowledgeable about and abides by College policies and procedures. This includes the accurate and timely submission of all reports, grades and paper work.
2. Meets deadlines and time targets.
3. Orders instructional materials, equipment and textbooks with sufficient lead times.
4. Assists in scheduling.
5. Assists in course staffing functions.
6. Provides assistance and help to other full-time, part-time and/or new instructors.
7. Coordinates plans and activities with others.
8. Provides information for the development of departmental budgets.
9. Monitors expenditures to keep within authorized budget spending appropriations.
10. Exercises good judgment in the use of and/or management of facilities, equipment and supplies.
11. Attends assigned meetings as requested.
12. Is punctual to assigned meetings.
13. Works well with peers, classified staff and administration.
14. In general, is easy and cooperative to work with.

15. Does his/her fair-share of outside of class departmental duties and responsibilities.

**E. College-wide service**

1. Volunteers to serve on College committees.
2. When requested serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty governance.
5. Participates on special project teams or ad hoc committees.

**F. Community service (optional)**

1. The College values the contributions made to the local community by the instructional staff, however, such contributions are at the option of the instructor and are not a formal requirement of the position.

- G.** The education, experience, aptitudes, skills, etc., for instructional positions differ by type of academic or vocational program. Refer to job announcements for specific job specifications.

## **7.2.2 COUNSELORS**

- A.** Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of Counselors include but are not limited to the following:

1. Providing academic, vocational and personal counseling to students on an individual basis.
2. Providing group counseling for the accomplishment of specific objectives.
3. Assisting in the planning and implementation of registration.
4. Assisting students with petitions for graduation and to the Academic Council.
5. Establishing and maintaining communication with the various instructional divisions, the administration and the staff of the College.
6. Establishing and maintaining communications with the high schools served by the College.
7. Establishing and maintaining communications with community agencies that can serve our students.
8. Serving on various College committees.

9. Keeping current with developments and changes in his or her field.
10. It is understood that these responsibilities may require a minimum of five (5) hours off-campus per week at the professional discretion of the staff member with the approval of the assistant superintendent.

### **7.2.3 COLLEGE NURSE/HEALTH SERVICES COORDINATOR**

**A. Non-classroom responsibilities represent a forty-hour week. The responsibilities of the College Nurse/Health Services Coordinator include but are not limited to the following:**

1. Managing common illness and injuries.
2. Selecting, requesting and interpreting x-rays and laboratory tests.
3. Interpreting test results in conjunction with patient's medical history in order to assess patient's needs and problems.
4. Providing significant, reliable and timely information to physician in order to aid in treatment.

**B. Under general supervision perform the following duties:**

1. Supervising the student health insurance program.
2. Assisting in preparing new health programs for students.
3. Assisting in preparing reports and working with the Safety Committee and Environmental Committee.
4. Assisting in preparing budgets and managing them so that district allocations are followed.
5. Assisting in evaluating assigned classified staff.
6. Assisting in maintaining adequate records and supervising maintenance of facilities, equipment and supplies.
7. Assisting in screening and interviewing academic and classified personnel.
8. Assisting in reviewing purchase orders, travel requests, invoices, and requisitions for appropriateness.
9. Assisting in developing goals, objectives and policies.
10. Assisting in recommending student workers as requested and assisting in supervising and evaluating them.
11. Representing the Student Services administrator as requested at meetings.
12. Assisting in completing additional duties for the maintenance of the program as designated by the Student Services administrator.
13. Assisting in other areas as assigned by the assistant superintendent.

#### **7.2.4 ASSESSMENT COORDINATOR/CAREER COUNSELOR**

**A. Non-classroom staff responsibilities represent a forty-hour week. The work year shall be 221 days. The assignment of days will be flexible in order to meet the needs of unit member, students and office. Leave may be taken at any time during the year upon prior approval of Office Director. The responsibilities of the Assessment Coordinator/Career Counselor include, but are not limited to the following:**

- 1. Interpreting vocational interest, aptitude and personality tests for students.**
- 2. Advising students on remediation of basic skills deficiencies.**
- 3. Counseling students in career and life planning.**
- 4. Evaluating transcripts and test scores for placement and degree requirements.**
- 5. Assisting students with occupational exploration.**
- 6. Additional duties include those delineated in current contract Section 7.2.2 A (1-10).**
- 7. Scheduling basic skills assessment, both on and off campus.**
- 8. Scheduling vocational testing.**
- 9. Training staff in administration and scoring of basic skills assessment and vocational tests.**
- 10. Reviewing new testing materials.**
- 11. Ordering and maintaining all testing materials.**
- 12. Coordinating special testing projects on campus.**
- 13. Managing computerized assessment/placement files.**
- 14. Disseminating testing information to campus personnel.**
- 15. Conducting validation and reliability studies on assessment instruments.**
- 16. Consulting with department and faculty on assessment/placement issues.**
- 17. Meeting with students for individual concerns and special circumstances regarding assessment/placement.**
- 18. Coordinating ESL assessment/placement.**
- 19. Providing testing and summary data to local high schools.**
- 20. Representing assessment operations to campus and community groups.**
- 21. Training staff in interpretation of basic skills assessment results and vocational tests.**
- 22. Assisting in other areas as assigned by the assistant superintendent.**

### **7.2.5 LEARNING DISABILITIES SPECIALIST**

A. Non-classroom staff responsibilities represent a forty-hour week. The responsibilities of the Learning Disabilities Specialist include, but are not limited to the following:

1. Administering and interpreting tests of language, perception, memory and achievement.
2. Obtaining information relevant to students' learning problems.
3. Developing instructional material specially suited to the students and providing information concerning available, suitable materials.
4. Supervising tutors assigned to students.
5. Providing instruction for students in DSP&S.
6. Consulting with subject matter instructors regarding specific students and materials.
7. Maintaining liaison with vocational programs and job agencies in cooperation with job placement services.
8. In cooperation with the counseling staff, providing guidance to students for appropriate courses and programs.
9. Serving on various College committees.
10. Keeping current with developments and changes in his/her field.
11. Assisting the director of DSP&S in responsibilities which are directly related to program maintenance.

### **7.2.6 EOPS PROGRAM ASSISTANT**

A. Non-classroom staff responsibilities represent a forty-four week. The work year is 221 days. The EOPS Program Assistant will report to the assistant dean of counseling and EOPS, and responsibilities will include but are not limited to the following:

1. Assisting the Assistant Dean of Counseling and EOPS by coordinating outreach/recruitment activities and supervising the outreach/recruitment staff.
2. Assisting the Assistant Dean of Counseling and EOPS by planning, implementing and coordinating the Summer Educational Experience Program (SEEP).
3. Under the supervision of the Assistant Dean of Counseling and EOPS, participating in the selection of EOPS students.
4. Assisting in the maintenance of EOPS records.
5. Advising EOPS students.

6. As requested by the Assistant Dean of Counseling and EOPS, assisting in working with college and community committees, programs and agencies, and
7. Other EOPS duties and responsibilities as assigned by the Assistant Dean of Counseling and EOPS.

#### **7.2.7 REFERENCE LIBRARIAN**

A. Non-classroom staff responsibilities represent a forty-hour week. The responsibilities of the Reference Librarian include but are not limited to the following:

1. Assisting faculty, staff and students in the use of print and automated library sources.
2. Developing and teaching information-seeking skills to faculty, staff and students. With the assistance of relevant faculty, plans and coordinates library resources in relation to new classroom learning.
3. Selecting and recommending automated and print sources for purchase by the library.
4. Writing and releasing procedures for circulating the general collection, reserve and periodicals collections, and for the utilization of the reference collection.
5. Assisting in the selection, training, and supervising of employees within departments. Serves as acting director in the absence of the Library Director.
6. As a member of the faculty, serving on various college committees.
7. Representing the library at appropriate local, state or national meetings.
8. Assisting in grant-writing activities with various faculty and administrators, as needed.

#### **7.2.8 COORDINATOR OF JOB PLACEMENT AND WORK EXPERIENCE**

A. Non-classroom staff responsibilities represent a forty-hour week. The work year shall be 221 days. The assignment of days will be flexible in order to meet the needs of unit member, students, and office. Leave may be taken at any time during the year based upon prior approval of Office Director. The responsibilities of the Coordinator of Job Placement and Work Experience include, but are not limited to the following:

1. Developing full-time, part-time, permanent and temporary job opportunities for students currently attending Butte College.

2. Developing job readiness information, job seeking, interviewing, resume and application tips and strategies.
3. Working directly with teachers in identifying and placing students in appropriate work experience locations.
4. Assisting in program planning and supervision of the College Work Experience program.
5. Developing and maintaining all records, employer contracts, and student files as required by District policy and state regulations.
6. Assigning grades and units for General Work Experience students.
7. Monitoring assignment of grades and units for Career Work Experience students.
8. It is understood that these duties may require work off-campus and/or during irregular hours at the discretion of the coordinator with approval from the director.
9. Assisting the director of career planning, placement, assessment and work experience in responsibilities which are directly related to program maintenance.
10. Submitting reports as required which include: number of jobs generated, number of students placed, and total value of job orders and placements.
11. Designing new employment skills guides (resume, application and interview guides).
12. Assessing students' marketable skills via standardized vocational assessment instruments, college transcripts and teacher recommendations.
13. Establishing policies, procedures and priorities for all activities of the Job Placement and Work Experience office.
14. Interpreting district policy, Title 5 and other relevant policies, laws and regulations pertaining to work experience.
15. Directly supervising full-time clerk and student assistants.
16. Maintaining office hours to advise students regarding work experience and placement.

## **7.2.9 LEARNING RESOURCE SPECIALIST**

**A.** Non-classroom staff responsibilities represent a forty-hour week. The responsibilities of the Learning Resource Specialist include, but are not limited to the following:

1. Assisting in short-term and long-term tutoring.
2. Providing prescriptive learning for high-risk students seeking tutorial help.
3. Establishing a tracking system for all such students.
4. Assisting with cataloging existing learning resource materials.

5. Assisting in identifying and organizing The Learning Center materials and informing faculty of available materials in their subject areas.
6. Assisting with identifying software materials for use in The Learning Center and seeking approval for such materials from faculty of the appropriate discipline.
7. Assisting with identifying need for additional instructional materials to support existing courses of study.
8. Targeting programs and courses where The Learning Center support can be enhanced.
9. Contacting faculty in targeted areas and working with them to further the academic support of students.
10. Maintaining a supportive learning atmosphere in the Learning Resource Center both on and off campus.
11. Supervising instructional aides and tutors and providing learning assistance in The Learning Center during assigned hours both on and off campus (teacher of record).
12. Proctoring tests.
13. Providing tutor training.
14. Assisting in institutional research and student follow-up as assigned.
15. Staffing and/or providing for orientation sessions/tours.
16. Providing information on general and specific The Learning Center services and activities to students, faculty, community on a regular basis.
17. Assisting in hiring of tutors and instructional aides.
18. Scheduling and staffing appropriate workshops for students and staff in conjunction with the chair of the Language Arts Department.
19. Assisting in design and writing of a Learning Resource Center handbook.
20. Providing assistance to the coordinator as assigned.
21. Assuming other reasonably related duties as assigned.

#### **7.2.10 LEARNING CENTER COORDINATOR**

**A. Non-classroom staff responsibilities represent a forty-hour week. The responsibilities of the Learning Center Coordinator include, but are not limited to the following:**

1. Providing imaginative leadership and management of The Learning Center, creating and maintaining an atmosphere where academic success and retention of students are paramount.



2. Developing and administering the annual budget for the Learning Center, including accounts receivable, accounts payable, employee time sheets, budget transfers and all associated bookkeeping functions.
3. Reviewing and writing specifications for the purchase, design, installation and maintenance of lab related equipment and systems, including all phases of development for multi-media presentations (Television, Computer, Data, CD, or Laser systems).
4. Writing and revising job descriptions for new and returning departmental academic and classified staff, instructional assistants, and student positions. Participating in the selection process, the scheduling, the training of personnel, conducting periodic evaluations and development of personal growth plans for all department employees.
5. Supervising all department personnel and their work activities. Planning annual/daily goals and objectives. Managing space allocations for maximum effectiveness.
6. Designing and implementing and upgrading a rigorous training, supervision and evaluation process for student assistants, student tutors, instructional assistants, and all classified and academic staff.
7. Coordinating the scheduling of all employees, including: on and off campus, satellite sites, classrooms, computer labs and college centers.
8. Monitoring compliance with state and federal regulations. Promotes adherence to state and federal guidelines as they pertain to The Learning Center functions.
9. In conjunction with administrative computing, maintaining and revising a comprehensive student tracking system for accountability (state MIS) and research purposes. Including accounting and statistical reporting of VEA, FTES and positive attendance as required.
10. Participating in college-wide activities, functioning as an advocate for TLC services while providing appropriate support for various instructional programs throughout the institution. Targeting programs and courses where TLC support and instructional services can be utilized. Assisting with identifying and purchasing additional instructional materials to support and supplement existing courses of study. Contacting faculty in targeted areas and working with them to further academic support for students.
11. Providing direct instructional services as needed, including counseling, teaching workshops, computer lab orientations, tours, tutor training lectures, and tutoring. Participates in campus organizations and committees.

12. Providing prescriptive learning for high-risk students seeking tutorial help, including testing, tutoring and assessment.
13. Providing and upgrading test proctoring services.
14. Providing leadership for the continuing development of The Center's computer labs and television systems. Maintaining an experimental environment and support system for faculty wishing to improve instructional presentations or to deliver instruction using other mediums. Trains faculty and staff in the use of equipment and systems, including television, distant learning (ITFS), tele-tutoring, computer systems and related operating software.
15. Programming and operating The Learning Center's LANs.
16. Maintaining College compliance with all copyright laws regarding software and College-owned instructional material.
17. Seeking alternative funding sources to assure the continued growth and viability of The Center. Investigating, writing and submitting grant proposals in conjunction with relevant faculty and administrators.
18. Stays abreast of current developments in instructional support services and participates in related conferences and activities to maintain an up-to-date level of technological expertise.

#### **7.2.11 EOPS FINANCIAL AID SPECIALIST/COUNSELOR**

- A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of the EOPS Financial Aid Specialist/Counselor include but are not limited to the following:
1. Providing academic, career, and personal counseling to Extended Opportunity Programs and Services students on an individual basis or group basis.
  2. Assisting EOPS students with other campus services including, but not limited to, Assessment, Job Placement, Disabled Students Programs and Services.
  3. Assisting in the implementation of the College's Matriculation Plan, including new student orientation.
  4. Assisting with or advising multicultural student organizations.
  5. Assisting EOPS students with petitions for graduation, certificates of achievement and Academic Council.
  6. Making high school visitations.
  7. Assisting with the development of individual education plans for EOPS students.
  8. Keeping current with professional developments and changes.
  9. Assisting EOPS students with the successful completion of the financial aid process.

10. Providing EOPS students with money management workshops and individual assistance.
11. Assisting with Financial Aid needs assessment and awarding process as outlined in Title 5, Sections 56224, 56252, 56254, 56256 and 56258.
12. Providing liaison between the Financial Aid Office and the EOPS Office and students.
13. Serving as a member of the Financial Aid Advisory Committee.
14. Other related duties as assigned.

#### **7.2.12 EOPS COUNSELOR**

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of the EOPS Counselor include but are not limited to the following:

1. Providing academic, career, and personal counseling to EOPS students on an individual basis or group basis.
2. Assisting EOPS students with other campus services including, but not limited to, assessment, job placement, disabled student programs and services.
3. Assisting in the implementation of the College's Matriculation Plan, including new student orientation.
4. Assisting with or advising multicultural student organizations.
5. Assisting EOPS students with petitions for graduation, certificates of achievement and Academic Council.
6. Making high school visitations.
7. Assisting with the development of individual education plans for EOPS students.
8. Keeping current with professional developments and changes.
9. Providing transfer services by assisting EOPS students to make the transition from Butte College to four-year colleges.
10. Other related duties as assigned.

#### **7.2.13 COORDINATOR OF COUNSELING SERVICES**

*Revise the page*

A. The Coordinator of Counseling will report to the Assistant Dean of Counseling and EOPS. The assigned time reduction to perform coordinator duties shall equal ten (10) hours per week of direct student contact time. Compensation will be the sum of \$1,000 per semester. The Coordinator of Counseling Services will be responsible for the following:

1. Assisting the Assistant Dean of Counseling and Advising and the Dean of Student Services in coordinating Counselors' participation in the selection of Counseling staff.

2. Assisting in the implementation of the Counseling Program.
3. Assisting in the evaluation of counselors and office staff.
4. Coordinating counselor liaison with instructional departments.
5. Coordinating counselor liaison with high schools and the community.
6. Coordinating the Counseling schedule with the College calendar and assisting with matriculation services.
7. Assisting in coordinating the preparation of information and publications for counseling services.
8. Assisting in other areas as assigned by the Assistant Dean of Counseling and EOPS.

#### **7.2.14 WORKABILITY III SPECIALIST**

- A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of the Workability III Specialist include but are not limited to the following:

1. Providing academic, career, and personal advising to rehabilitation clients who are attending Butte College on an individual or group basis.
2. Screening clients to determine educational skills, employment objectives and alternatives; prior work experience; interests, etc.
3. Developing job opportunities for rehabilitation clients that are consistent with their academic training.
4. Evaluating needs of the labor market.
5. Initiating employer contacts where needed and conduct employer visits in Butte and Glenn Counties.
6. Developing job readiness information and lead workshops in the areas of interviewing, resume, and application tips and strategies.
7. Submitting reports as required which include: describing the activities, project expenditures, and results of the project year.
8. Writing job orders, selection and referral of students to job openings, evaluating and recording all necessary information.
9. Providing follow-up and evaluation of on-the-job training sites.
10. Referring potential Workability III Program participants to the Department of Rehabilitation.

#### **7.2.15 NURSE PRACTITIONER**

- A. Non-classroom staff responsibilities represent a forty-hour week (177 days). The responsibilities of the Nurse Practitioner include, but are not limited to, the following:

*Revised  
attached*

# BUTTE COLLEGE

DATE: May 15, 1995  
TO: Personnel  
FROM: Allen Renville  
SUBJECT: Contract Change for Coordinator of Counseling Services

*Baroni*

## 7.2.13 COORDINATOR OF COUNSELING SERVICES

A. The Coordinator of Counseling will report to the ~~Assistant Dean of Counseling and EOPS Dean of Students~~ <sup>Services</sup>. The assigned time reduction to perform coordinator duties shall equal ~~ten (10)~~ thirteen (13) hours per week of direct student contact time. Compensation will be the sum of \$1,000 per semester. The Coordinator of Counseling Services will be responsible for the following:

1. Assisting ~~the Assistant Dean of Counseling and Advising and the Dean of Student Services~~ in coordinating Counselors' participating in the selection of Counseling staff.
2. Assisting in the implementation of the Counseling Program.
3. Assisting in the evaluation of counselors and office staff.
4. Coordinating counselor liaison with instructional departments.
5. Coordinating counselor liaison with high schools and the community.
6. Coordinating the counseling schedule with the College calendar and assisting with matriculation services.
7. Assisting in coordinating the preparation of information and publications for counseling services.
8. Assisting in other areas as assigned by the ~~Assistant Dean of Counseling and EOPS Dean of Student Services~~.

OK *[Signature]*

*[Signature]*

*Susan Bonnington*

(with correct 7.710 for non-instructional Dean)

*[Signature]*  
6-20-95

Matthew:  
has original  
7/17/95  
*[Signature]*

## 7.2.15 NURSE PRACTITIONER OR PHYSICIAN ASSISTANT

- A. Non-classroom staff responsibilities represent a forty-hour week (177 days). The responsibilities of the Nurse Practitioner or Physician Assistant include, but are not limited to, the following:
1. Develop and maintain standard procedures and protocols consistent with California Nursing Practice Act or Physician Assistant Practice Act, and California State Legislature.
  2. Take histories, perform physical examinations, make assessments and diagnosis therefrom; order x-rays, laboratory tests and other studies of therapy. Perform laboratory, screening or therapeutic procedures. Evaluate emergency situations. Instruct and counsel patients. Initiate and facilitate the referral of patients to the appropriate health facilities, agencies and resources of the college and community. Administer, dispense or furnish medications or devices. Perform surgical procedures under local anesthesia.
  3. Maintain a secure system of accurate and confidential health records in accordance with state laws and regulations.
  4. Participate in inventory of necessary supplies, equipment, medications and assure their security and proper use.
  5. Participate in campus-wide committees and make presentations to campus groups on college health issues.
  6. Participate in appropriate professional organizations which promote the mission of Student Health Services.
  7. Assist in maintaining a safe and healthful college environment by identifying hazards and recommending safety improvements.

OK S. Joutawille RHP  
Health Service Coordinator

For O.R. 9-18-95  
J. Joutawille 9/18/95  
Matt Joutawille 9/19/95

RECEIVED

SEP 19 1995

BUTTE COLLEGE  
PERSONNEL OFFICE

1. Initiating and maintaining a problem-oriented medical progress record by health history and screening physical examination for gynecological and genitourinary problems, family planning and STD.
2. Assessing and managing through treatment or referral, common illnesses and injuries - by physician approved protocols and procedures.
3. Utilizing and correctly interpreting laboratory tests as indicated.
4. Administering inoculates/vaccines, TB tests, and medications as prescribed or per protocols.
5. Implementing the appropriate form of care with instruction for safety, compliance and follow-up.
6. Assisting men and women to realize their optimal health and maintenance.
7. Collecting and maintaining current health or emergency information on students.

#### **7.2.16 COORDINATOR OF ACTIVITIES/ORIENTATION**

- A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of the Coordinator of Activities/Orientation include but are not limited to the following:
1. Advising and facilitating student clubs, organizations and activities.
  2. Advising and facilitating student government.
  3. Developing and operating a campus program of student activities including social, cultural and recreational (intramural) activities that impact all segments of the campus community.
  4. Teaching the student leadership class.
  5. Supervising pep activities (cheerleaders), forensics and all other co-curricular activities.
  6. Supervising student orientation programs, including teaching the orientation class.
  7. Organizing, coordinating, supervising and maintaining the activities calendar.
  8. Coordinating and supervising the approval, distribution, and posting of printed matter on campus.
  9. Assisting the Public Information Officer in preparation of news releases for student activity events.
  10. Coordinating the preparation of the following publications:

11. Chairing the Public Events Board
12. Assisting in other areas as assigned by the Assistant Superintendent.

### **7.2.17 COORDINATOR OF CAREER SERVICES/GAIN**

A. Non-classroom staff responsibilities represent a forty-hour week. The work year shall be 221 days. The assignment of days will be flexible in order to meet the needs of the unit member, students and office. Leave may be taken at any time during the year on prior approval of the assistant dean of matriculation. The responsibilities of the Coordinator of Career Services/GAIN include, but are not limited to the following:

1. Coordinating, supervising, and evaluating the Career Planning, GAIN, and related programs.
2. Coordinating, supervising, and evaluating program staff, including classified, technical, intern, and student employees.
3. Assisting in preparation and administration of program budgets.
4. Representing and promoting programs to campus, agencies and community.
5. Developing career planning materials.
6. Conducting staff meetings.
7. Making periodic written and verbal reports.
8. Scheduling career planning-related classes.
9. Selecting, supervising and evaluating career planning or special program instructors.
10. Developing career planning curriculum for instruction.
11. Providing career guidance services to area schools, high schools, and college students, plus community residents and agencies (includes problem identification, exploration activities, occupational information, labor market information, vocational assessments, and referral to campus/community resources).
12. Making presentations.
13. Seeking funding sources and developing proposals and grant applications.
14. Initiating contracts.
15. Securing facilities.
16. Conducting follow-up studies and preparing reports on participants and program effectiveness.



17. Serving on campus committees.
18. Coordinating and supervising special activities such as Career Day.
19. Participating in campus projects such as the Mall display, Silver Dollar Fair, high school career days and job fairs.
20. Establishing procedures and conducting training.
21. Supervising the collection of GAIN student information for MIS.
22. Preparing state reports and funding requests.
23. Representing Butte College at professional and state organizations.
24. Other duties as assigned.

#### **7.2.18 INSTRUCTIONAL DEPARTMENT CHAIRS/COORDINATORS' DUTY RESPONSIBILITIES**

- A. Unit members who serve as Instructional Department Chairs or Coordinators shall be responsible for the following:
  1. Assisting in scheduling classes to achieve district goals and to follow collective bargaining stipulations.
  2. Assisting in preparing budgets and managing them so that district allocations are followed.
  3. Assisting the appropriate administrator in supervising and evaluating part-time academic and assigned classified staff.
  4. Assisting in maintaining adequate records and supervising maintenance of facilities, equipment and supplies.
  5. Assisting in screening and interviewing academic and classified personnel.
  6. Assisting in reviewing book orders, purchase orders, travel requests, invoices, and requisitions for appropriateness.
  7. Assisting in developing goals, objectives and policies, and in reviewing goals, objectives and policies.
  8. Assisting in grant and proposal writing for projects within the area.
  9. Assisting in recommending student workers as requested and assist in supervising and evaluating them.
  10. Representing the instructional dean or appropriate administrator as requested at meetings.
  11. Assisting in preparing reports and working with advisory committees.
  12. Assisting in completing additional duties for the maintenance of programs as designated by the instructional dean or appropriate administrator.
  13. Assisting in preparing and revising course outlines, new course proposals and curricular programs.

Instructional Department Chairs/Coordinators shall report to the appropriate Instructional Dean or administrator.

#### **7.2.19 RE-ENTRY/GENDER EQUITY COORDINATOR DUTY RESPONSIBILITIES**

- A. The Coordinator shall report to the Assistant Superintendent or designee. The Coordinator shall be responsible for the following:
1. Assisting in preparing and managing budgets, programs, and classes for the Re-Entry/Gender Equity programs. The Re-entry program includes but is not limited to responsibility for services to displaced homemakers, single parents, support services to women, and students in non-traditional careers.
  2. Maintaining records and preparing reports for the Re-entry/Gender Equity program.
  3. Responsible for all activities (1-13) under Instructional Department Chairs/Coordinators' Duty Responsibilities.
  4. Includes Counseling responsibilities as in Sections 7.2.2, 1-10.
  5. Includes the responsibilities of the Title IX Officer in compliance with Title IX of the Education Amendment of 1972.
  6. Serving on various college and community committees coordinating services and programs for the Re-entry/Gender Equity programs.
  7. Assisting in other areas as assigned by the Assistant Superintendent.

#### **7.2.20 ADAPTED COMPUTER TECHNOLOGY SPECIALIST**

- A. Non-classroom staff responsibilities represent a forty-hour week. The work year shall be 177 days. The responsibilities of the Adapted Computer Technology Specialist include but are not limited to the following:

1. Organizing, coordinating and supervising the Adapted Computer Technology Center.
2. Teaching classes in adapted computer literacy, word processing, and cognitive skills.
3. Developing curriculum for specialized learning needs of students with acquired brain injuries, learning disabilities, physical disabilities, communication disabilities, and visual disabilities.
4. Developing curriculum for study skills and information management through the use of adapted computers.
5. Evaluating and selecting adaptive hardware and software.

6. Evaluating functional limitations, skills and abilities of students for the appropriate selection of hardware and software.
7. Training and supervising instructional assistants and student assistants.
8. Serving as a liaison and resource person for college personnel, educational leaders and the community.
9. Assisting with the implementation of Individual Education Plans (IEP).
10. Remaining current on the latest developments in adapted computer technology.
11. Maintaining appropriate files and completing reports as directed.
12. Performing related duties as assigned.

#### **7.2.21 COORDINATOR OF CONTRACT EDUCATION**

- A. Non-classroom staff responsibilities represent a twenty-hour week (221 days). The assignment of days will be flexible in order to meet the needs of the clients. The responsibilities of the Coordinator of Contract Education include, but are not limited to the following:
1. Conducting training needs assessment of clients (e.g., businesses and public agencies).
  2. Acting as a one stop primary point of contact in directing clients to appropriate services and programs provided by the college.
  3. Acting as the client's primary interface or liaison with the college community.
  4. In cooperation with appropriate personnel in the various college departments, programs, functions, etc., developing programs and/or services to meet identified client needs.
  5. Directing and/or developing "custom" training materials, courses or programs when appropriate.
  6. Selecting and training staff for program delivery.
  7. Staffing programs, services or courses according to district employment policies.
  8. Supervising and overseeing the actual delivery of contract education programs and services.
  9. Evaluating, revising and following up on all aspects of contract delivery including instructor evaluation and client satisfaction assessment.
  10. Developing and marketing contract education programs and services to the community.
  11. Marketing existing college programs and services to the community.

12. Developing instructional materials.
13. If requested, assisting departments in offering their programs on a contract basis.
14. Representing the college in the business community.
15. Sharing new trends in training with appropriate college entities.
16. Serving on the Butte College Tri-Counties Small Business Development Center Advisory Board. Coordinating the activities of the Office of Contract Education with the activities of the Small Business Development Center.
17. Cooperating with and representing the college when dealing with local economical development entities. (e.g., Economic Development Corporations, chambers of commerce, etc.)
18. Participating in the Northern California Contract Education Consortium.
19. Providing assistance to the staff development functions of the college when requested and appropriate.
20. Overseeing and coordinating all functions of the Office of Contract Education and its staff. This includes all planning, organizing, staffing, directing, supervision and budgeting.
21. Other duties as assigned.

#### **7.2.22 MEDIA COORDINATOR**

A. Non-classroom staff responsibilities represent a forty-hour week. The responsibilities of the Media Coordinator include but are not limited to the following:

1. Managing the departmental budget by submitting annual budget proposals, maintaining adherence to existing budgets, and tracking all expenditures and accounts receivable to ensure accuracy.
2. Writing specifications for the purchase, design, and construction of Media related equipment and systems, including television and computer systems for use in instructional programs. Writing grant proposals for funding as required to assist in implementing innovative projects.
3. Within budgetary limits and subject to administrative approval, order media-related equipment and materials from appropriate sources.
4. Setting up, operating, and training the faculty and staff in the use of Media equipment and systems, including but not limited to AV equipment, television production and broadcasting equipment, computers and related operating software.

5. Making recommendations to faculty and staff in the purchase of instructional equipment and materials in support of instructional activities. Participating in campus organizations and committees to ensure a valuable media services interface with other district programs and services.
6. Maintaining college compliance with all copyright laws in the duplication and use of instructional materials held within the media library.
7. Maintaining appropriate technical standards in the production and broadcasting of television programming on all district production and broadcasting systems.
8. Creating and maintaining appropriate departmental procedures and supporting computer software for the booking and circulation of media materials and equipment, the cataloging, processing and indexing of media materials, the scheduling of television production and broadcasting services, the scheduling of sound production services, and the maintaining of departmental records relating to facilities usage.
9. Originating and releasing promotional and informational materials to students and faculty on departmental services available and conducting informational tours for students, staff and other interested groups.
10. Overseeing all departmental work activity, assigning work as required, planning and organizing space utilization, creating annual goals and objectives plan, approve employee time sheets, and submitting annual budget proposals.
11. Writing initial job descriptions for proposed new departmental classified, instructional aide, and student positions, participating in the selection process, training new departmental personnel as required, conducting evaluations on a scheduled basis, and developing an annual personal growth plan for all departmental personnel.
12. Maintaining a positive experimental support environment for faculty wishing to improve instructional presentations or to deliver instruction in innovative ways, including the use of computers and distant learning technologies.
13. Participating in relevant conferences and activities as required to maintain a current knowledge of technological systems and their applications to instructional support services.
14. Maintaining a positive relationship with the community through memberships and associations with selected groups and by providing access for the community to media-related information and other appropriate services.

### **7.2.23 CAREER COUNSELOR**

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The assignment of days will be flexible in order to meet the needs of the unit member, students and office. Leave may be taken at any time during the year on prior approval. The responsibilities of the Career Counselor include, but are not limited to the following:

1. Assisting individuals in identifying and researching careers and major using counseling techniques, career resource materials, and computer assisted guidance systems.
2. Administering and interpreting standardized vocational test including interest, aptitude and personality.
3. Designing and conducting career-related workshops and classes.
4. Providing career planning assistance and support to high schools and other special populations in the Butte College service area.
5. Assisting students in accessing other campus services including, but not limited to, programs for special needs, skills testing, financial assistance, and job placement.
6. Assisting with orientation and counseling of new students as part of matriculation.
7. Keeping abreast of developments and changes in the career guidance field.
8. Developing written and oral reports based on vocational assessments and career counseling as needed.
9. Researching and keeping abreast of labor market changes and career opportunities.
10. Other related duties as required.

### **7.2.24 TRANSFER CENTER COUNSELOR (TRUST COUNSELOR)**

A. Non-classroom responsibilities represent a twenty-hour week (199 days). The responsibilities of the Transfer Center Counselor (TRUST Counselor) include but are not limited to the following:

1. Providing academic, career, and personal counseling to students on an individual basis.
2. Providing group counseling to students.
3. Assisting in the planning and implementation of TRUST Program services.
4. Working closely with other segments of the College to ensure the services and programs available to students at Butte College are utilized.

5. Working closely with Butte College's instructional program and administration to provide maximum opportunity for educational success to students.
6. Assisting in Transfer Center efforts to identify, recruit, and serve students who are eligible for the TRUST Program, whether they are currently enrolled or reside in the College's service area.
7. May work closely with high schools served by the College to identify, recruit, and serve students eligible for the TRUST Program.
8. May work closely with representatives of four-year institutions to facilitate the recruitment and enrollment of Butte College TRUST Program students in universities.
9. Taking part in on- and off-campus activities which will enhance professional expertise.
10. Other related duties as assigned.

#### **7.2.25 DISABILITIES SPECIALIST**

- A. Non-classroom responsibilities represent a forty-hour week (199 days). The assignment of days will be flexible in order to meet the needs of the unit member, students and office. Leave may be taken at any time during the year on prior approval.
  1. Assist and advise disabled students in matriculation procedures, i.e. enrollment, assessment, orientation, course selection and program planning.
  2. Administer and interpret both group and individual tests for the purposes of:
    - a. Determining the existence, nature, and extent of students' learning limitations (cognition, language, perception, memory achievement);
    - b. Reviewing documentation, identifying, and assigning students to the appropriate and fundable DSPS disability category (i.e., acquired brain injury, psychological disability, physical disability, communications disability); and
    - c. Certifying students who meet the DSPS criteria and Title V regulations for services or support as learning or developmentally disabled.
  3. Interview, screen, and certify students referred because of suspected learning disabilities.
  4. Develop and maintain liaison with on- and off-campus groups and agencies.
  5. Assess student "ability to benefit" as defined by state and federal regulations.

6. Work with faculty and staff in identifying, developing, and providing individual services to assist disabled students in meeting their educational goals.
7. Develop and recommend services, instructional programs, and adaptations to facilitate the education of disabled students.
8. Conduct specific office intake procedures.
9. Identify, certify, accommodate, and assist disabled students needing specialized assistance, services, or instruction.
10. Evaluate requests for adaptive equipment by students with disabilities.
11. Provide instruction and or tutoring assistance for students with disabilities.
12. Develop and conduct in-service training for faculty and staff to promote awareness and sensitivity to the issues and needs of students with disabilities.
13. Attend professional conferences and workshops related to the exceptional needs of individuals with disabilities.
14. Assist with recruitment, outreach and the dissemination of information regarding DSPS programs and services.
15. Remain current in knowledge of adaptive technology and related equipment for individuals with disabilities.
16. Recruit, hire, train, assign, supervise, and evaluate work of student assistants, prescriptive tutors and instructional aides.
17. Coordinate adapted services for students with disabilities across the college curriculum.
18. Provide consultation with instructors and counselors regarding student limitations and needs for services.
19. Assist with the development of individual education plans for DSPS students.
20. Provide disability-related advising to DSPS students on an individual basis; assist students in the on- and off-campus management of their disability.
21. Refer disabled students, as appropriate, to other college services, programs, and offices and, when necessary, assist the disabled student in accessing such programs and services.
22. Interpret, for purposes of placement and advising, the Butte College Basic Skills Assessment, associated with student aptitude and academic achievement.
23. Serve on college-wide committees and participate in the shared governance processes.
24. Assist the DSPS Coordinator as assigned.



APPENDIX "F"

BUTTE COMMUNITY COLLEGE DISTRICT  
BUTTE COLLEGE EDUCATION ASSOCIATION

**STATEMENT OF GRIEVANCE FORM**

<b>Grievant's Name and Signature.</b>	<b>Department</b>	<b>Date of Filing the Statement of Grievance Form</b>
<b>Date of Alleged Grievance</b>	<b>Date/Location of Informal Discussion--Immediate Supervisor/Designate</b>	<b>Date of Oral Response From Supervisor</b>
<b>Signature/Date of BCEA Grievance Chairperson/Designate</b>	<b>Specific Contract Articles and Sections Alleged to Have Been Violated</b>	

**Grievant's Statement of the Facts to Support the Alleged Contract Violation(s):**

**Grievant's Statement of Resolution (Remedy) Desired to Resolve this Alleged Grievance:**

<b>Level I - Immediate Supervisor/Designee - Response to Alleged Grievance</b>	<b>Date of Receipt:</b> _____
	<b>Date of Response:</b> _____
	<b>Grievance Resolved:</b> _____
	<b>Grievance Denied:</b> _____
<b>Level II - Next Higher Designated Supervisor, Manager or Designee Above Level I - Response to Alleged Grievance</b>	<b>Date of Receipt:</b> _____
	<b>Date of Response:</b> _____
	<b>Grievance Resolved:</b> _____
	<b>Grievance Denied:</b> _____

<b>Level III - Next Higher Designated Supervisor- Manager or Designee Above Level II Response to Alleged Grievance</b>	Date of Receipt: _____ Date of Response: _____ Grievance Resolved: _____ Grievance Denied: _____
<b>Level IV - Advisory Third Party Intervention Recommended</b>	Date of Receipt: _____ Date of Receipt of Advisory Decision: _____ Appealed to Board: ____ Yes ____ No Date: _____ Appealed by: ____ District ____ Association
<b>Level V - Appeal to Board of Trustees</b>	
Decision of Board:	Date: _____
<b>NOTE: Attach all responses to this form at all levels. Consult Article 10 - Grievance Procedure for time limits at each level.</b>	
Copies of each response to be distributed to: Grievant, BCEA Grievance Chairperson, and District grievance file in the Personnel Office.	

Butte Community College District  
1993-94 Flexible Calendar Activities Agreement for Academic Staff

Instructor Name (Please type or print)

Department

Area

Campus Mail

Please Read!

For the Workshop sections: Indicate those workshops that you plan to attend in the Plan Hours (shaded) section. Attendees (A) receive 1 hour of flex credit per hour of time and Speakers (S) receive 2 hours of flex credit per hour of time. Add up your hours for each section. The "required" activities have been marked for you, and you can use these as an example. All other activities are optional.

When you have completed an activity: Repeat the procedure in the Hours Done column. Note that you can indicate changes in your contract by simply making the activities you have actually completed. Blanks have been indicated to ease addition of workshops that may be developed over the course of the next year. We hope this simplifies the contract modification procedure for you.

Required Flex Activities Fall Semester										Required Flex Activities Spring Semester																	
Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done							
10	A		(2)	2			12	A		(3)	3			20	A		(2)	2			22	A		(3)	3		

For this section: Hours Planned: 10 Hours Completed: \_\_\_\_\_

Department Flex Activities Fall Semester										Department Flex Activities Spring Semester										
Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done
30			(3)				48			(2)				67			(2)			
40			(2)				49			(2)				68			(2)			
41			(2)				50			(2)				69			(2)			
43			(2)				55			(2)				70			(2)			
44			(2)				56			(2)				79			(2)			
45			(2)				59			(2)										
46			(2)																	
47			(2)																	

For this section: Hours Planned: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

Professional Growth Flex Activities Fall Semester										Professional Growth Flex Activities Spring Semester										
Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done
100			(3)				230			(3)				150			(3)			
101			(24)				231			(3)				151			(24)			
201			(4)				234			(3)				260			(3)			
210			(3)				235			(3)				261			(18)			
211			(18)				236			(24)				275			(6)			
220			(11)				238			(8)				276			(8)			
														278			(8)			

For this section: Hours Planned: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

Short-Term Workshops Fall Semester										Short-Term Workshops Spring Semester										
Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done	Flex #	A	S	Plan Hours	A	S	Hours Done
302			(2)				412			(2)				352			(2)			
303			(2)				413			(2)				353			(2)			
304			(2)				420			(1)				354			(2)			
324			(3)				422			(2)				390			(1)			
330			(1)				430			(2)				391			(1)			
331			(2)				431			(2.5)										
335			(6)				432			(2)										
340			(1)				433			(2)										
341			(1)				434			(2)										
342			(1)				435			(1)										
410			(4)				440			(3)										
411			(4)																	

For this section: Hours Planned: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

(There's more on the other side...)

Other Short Workshops Fall Semester										Other Short Workshops Spring Semester									
Flex #	A, S	Plan Hours	A, S	Hours Done	Flex #	A, S	Plan Hours	A, S	Hours Done	Flex #	A, S	Plan Hours	A, S	Hours Done	Flex #	A, S	Plan Hours	A, S	Hours Done
500		(2)								550		(2)			650		(1)		
501		(3)								551		(3)			651		(1)		
511		(1)								571		(2)			652		(1)		

## INDIVIDUAL PROJECTS, COURSES, WORKSHOPS AND CONFERENCES

Date	Title
------	-------

**Total project Hours *Planned*:**

***Please attach a separate sheet listing the description and expected outcomes for each individual project listed in this section.***

**Total Flex Hours Required By Contract: 66**

I certify that I will complete the above plan within the timeline specified and that all changes will be submitted as an addendum to this agreement (except changes in workshop attendance, which will be noted under the Completed Hours part in the workshop section).

**Signature of Faculty Member**

### Coordinator Consultation

**TO BE COMPLETED AFTER YOUR FLEX OBLIGATION HAS BEEN MET**

**ACHIEVEMENTS/ACCOMPLISHMENTS FOR ANY INDIVIDUAL PROJECTS COMPLETED DURING FLEX HOURS:**

**WHAT IMPACT DO YOU FEEL THE TOTAL FLEX EXPERIENCE HAS HAD ON YOU, YOUR STUDENTS AND/OR THE INSTITUTION?**

**I CERTIFY THAT I HAVE COMPLETED THE APPROVED PLAN WITH AN HOURLY COMMITMENT EQUAL TO OR GREATER THAN THE PLANNED HOURS SPECIFIED.**

**Signature of Faculty Member**

BUTTE COMMUNITY COLLEGE DISTRICT  
STUDENT INPUT FORM FOR INSTRUCTOR EVALUATION

INSTRUCTOR NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CLASS: \_\_\_\_\_

1. Was the class session I observed today fairly typical of how the class is normally conducted? \_\_\_\_\_ (If "no", how was it different?)
2. On the average (over the course of the entire semester) approximately how many hours per week do you spend studying for this class alone? (reading, writing, etc.)  
  
\_\_\_\_\_
3. What do you particularly like about this instructor? What makes him/her especially effective?
4. What, if anything, could this instructor do to become even more effective?

\_\_\_\_\_  
Student's Name (optional)

APPENDIX H2  
(PRE-FORMAL EVALUATION)  
INSTRUCTOR INPUT INTO EVALUATION

**Guidelines:**

**The Self-Evaluation Form is designed to provide another avenue by which your evaluators can be made aware of the breadth of contributions you feel you have made as an instructor and employee of the district. This form is designed to allow you the opportunity to have input into your evaluation process. This will enhance the probability that your overall evaluation will be better balanced and comprehensive. This document will allow the evaluator(s) to see how you would describe your overall contribution both as a teacher and a district employee BEFORE THE EVALUATOR(S) DEVELOPS YOUR FORMAL EVALUATION DOCUMENTS.**

**INSTRUCTOR SELF EVALUATION AND INPUT FORM**

**INSTRUCTOR NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TERM:** \_\_\_\_\_ **AREA:** \_\_\_\_\_ **DEPARTMENT:** \_\_\_\_\_

**EDUCATIONAL PROGRAM AREA:** \_\_\_\_\_

Please list your accomplishments and contributions to teaching and your respective program area, professional growth and currency, area and departmental contributions and service to the college as a whole. Community Service, though optional, may be commented upon at your discretion.

**PLEASE REFER TO THE FULL-TIME INSTRUCTOR JOB DESCRIPTION  
USE ADDITIONAL SHEETS IF NEEDED**

**I. TEACHING AND INSTRUCTION:** Classroom-oriented accomplishments and contributions.

**II. PROFESSIONAL GROWTH AND CURRENCY:** List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your teaching field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.).

INSTRUCTOR SELF EVALUATION AND INPUT FORM

- III. AREA AND DEPARTMENTAL RESPONSIBILITIES:** List or describe activities which demonstrate a pattern of contributions to your academic area, department and program outside the classroom.
- IV. COLLEGE-WIDE SERVICE:** List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.
- V. COMMUNITY SERVICE:** The College values the contributions made to the local communities by the instructional staff. However, such contributions are at the option of the instructor and are not a formal requirement of the full-time college instructor. This space is provided for you to insert a record of such contributions should you so desire. Information supplied is optional and is provided at your discretion.



**INSTRUCTOR SELF EVALUATION AND INPUT FORM**

- VI. OTHER INFORMATION:** Please provide any other information you feel is relevant to a balanced and comprehensive evaluation of your performance and contributions to teaching and to the college district as a whole, i.e., unique situations, mitigating factors, etc.

---

**Signature of Instructor**

---

**Date**

**BUTTE COLLEGE  
EVALUATION REPORT OF INSTRUCTOR PERFORMANCE**

**INSTRUCTOR:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**INSTRUCTIONAL PROGRAM OR DISCIPLINE:** \_\_\_\_\_

**EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S):** \_\_\_\_\_

**Rating Scale:**

- N/A** DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.
- (1)** Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
  - (2)** Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
  - (3)** Doing WHAT IS EXPECTED in this position (quality/quantity).
  - (4)** Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).
  - (5)** Doing MUCH MORE and/or MUCH BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

**I. TEACHING AND INSTRUCTION**

**A. Classroom effectiveness.**

**RATING**

- |     |   |       |
|-----|---|-------|
| 1.  | Plans for and is continually well prepared to teach.  | _____ |
| 2.  | Provides organized and effective delivery of instruction.   | _____ |
| 3.  | Is courteous to and approachable by students.   | _____ |
| 4.  | Is able to relate with students and command their respect.  | _____ |
| 5.  | Stimulates student participation.   | _____ |
| 6.  | Instruction is consistent with the stated and approved goals and content of the course.                           | _____ |
| 7.  | Shows enthusiasm for the subject matter.  | _____ |
| 8.  | Uses effective motivation to create student desire to learn the subject/skill(s).                                 | _____ |
| 9.  | Uses standards of student evaluation that are clear, fair and followed consistently throughout the course.        | _____ |
| 10. | Requires and evaluates levels of student effort sufficient to the mastery of the subject or skills in the course. | _____ |
| 11. | Grades and returns student assignments and tests in a reasonable period of time.                                  | _____ |
| 12. | Makes effective use of teaching aids and materials.   | _____ |
| 13. | Overall effectiveness as a teacher.   | _____ |

- B. Preparation of up-to-date instructional methods and materials.
1. Prepares complete course syllabi. \_\_\_\_\_
  2. Continually revises and updates course contents, methods and materials of instruction. \_\_\_\_\_
  3. Coordinates course contents and methods with other teachers in the program/discipline. \_\_\_\_\_
- C. Meets and assists students during office hours or by appointment or at other reasonable times. \_\_\_\_\_

## II. PROFESSIONAL GROWTH AND CURRENCY

- A. Demonstrates a pattern of academic/professional and/or technical updating or currency. (See attached Self-Evaluation form.) \_\_\_\_\_

## III. AREA AND DEPARTMENTAL RESPONSIBILITIES

- A. Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets. \_\_\_\_\_
- B. Orders instructional materials, equipment and textbooks, etc., in a timely fashion. \_\_\_\_\_
- C. Assists in scheduling and staffing functions. \_\_\_\_\_
- D. Works cooperatively with and assists other staff members (especially new instructors). \_\_\_\_\_
- E. Provides information for the development of departmental budgets and monitors expenditures. \_\_\_\_\_
- F. Exercises good judgment in the management and use of facilities, equipment and supplies. \_\_\_\_\_
- G. Regularly attends assigned meetings. \_\_\_\_\_
- H. Initiates and/or participates in overall Department-wide program development, maintenance, evaluation, revision, up-dating and/or expansion of programs. \_\_\_\_\_
- I. Contributes to a sense of area and departmental teamwork. \_\_\_\_\_
- J. Does his/her fair share of area and departmental duties and responsibilities. \_\_\_\_\_

## IV. COLLEGEWIDE SERVICE

- A. Demonstrates a pattern of service on College committees, projects and/or student organizations. \_\_\_\_\_
- B. Participates in faculty/college governance. (See attached Self-Evaluation). \_\_\_\_\_

**V. COMMUNITY SERVICE (OPTIONAL)**

(See attached Self-Evaluation)

**VI. RECOMMENDATIONS**

Check one of the choices below. Choice 3 cannot be checked unless choice 2 was checked in the last evaluation.

1.    ☐    Recommended for continued employment.
2.    ☐    Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Instructor Improvement Plan).
3.    ☐    Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Instructor Improvement Plan(s) and Result(s).)

**VII. COMMENTS OR NARRATIVE BY EVALUATOR**

(Attach additional sheets if needed)

**VIII. COMMENTS BY INSTRUCTOR**

(Attach additional sheets if needed)

DATE: \_\_\_\_\_ \*SIGNATURE OF INSTRUCTOR \_\_\_\_\_

DATE: \_\_\_\_\_ \*SIGNATURE OF ADMINISTRATOR \_\_\_\_\_

\* This signature indicates that the instructor and evaluator, together, discussed this Formal Evaluation of Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

DEPARTMENT CHAIR AND COORDINATOR INPUT FORM  
FORMAL EVALUATION OF INSTRUCTOR PERFORMANCE

**Guidelines:**

1. It is the responsibility of administration (area dean) to evaluate each full-time Butte College instructor.
2. To make this evaluation as meaningful, balanced and comprehensive as possible, it is important the department chairs and coordinators be provided a mechanism by which they can have input into and influence the Formal Evaluation of Instructor Performance process.
3. Department chairs and coordinators work very closely with faculty in achieving the goals and objectives of their respective educational departments and programs. As such they are in a position to provide valuable factual information to assist administrators (area deans) in their formal evaluations of instructors.
4. Information derived from this form shall not be used in the Formal Evaluation process unless its contents are independently verified by the evaluating dean. When the evaluating dean is finished, this document is to be attached with all other documentation (except for tenured faculty that select the peer option).

**DEPARTMENT CHAIR AND/OR COORDINATOR INPUT FORM  
FORMAL EVALUATION OF INSTRUCTOR PERFORMANCE**

**INSTRUCTOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**PROGRAM OR DISCIPLINE:** \_\_\_\_\_ **TERM:** \_\_\_\_\_

**DEPARTMENT CHAIR AND/OR COORDINATOR:** \_\_\_\_\_

**PREFACE:**

This form is designed to provide a mechanism by which you as a department chair/coordinator or unit leader can have input into the Formal Evaluation of Instructor Performance process. This is not an evaluation form, but is to provide to administration as meaningful, balanced and comprehensive factual informational base as is possible when engaging in evaluation of instructors.

Directions: Please comment in the following areas:

A. PROFESSIONAL GROWTH AND CURRENCY

B. AREA AND DEPARTMENTAL RESPONSIBILITIES

INSTRUCTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

**C. COLLEGEWIDE SERVICE**

**D. COMMUNITY SERVICE (OPTIONAL)**

**E. OVERALL COMMENTS (ATTACH EXTRA SHEETS IF NEEDED)**



## APPENDIX H5

### STANDARDIZED OPTIONS FOR SOLICITING STUDENT INPUT DURING FORMAL OBSERVATION OF FULL-TIME TEACHING FACULTY

It is extremely important that the person being evaluated understand all options for gathering information from students.

During the pre-observation conference, the evaluator and instructor will discuss these information solicitation techniques to ensure that the instructor has an explicit understanding of each. Although there are strengths and weaknesses to each of these methods, it is important to note that each is a valid option for the instructor. The final decision of which technique used will be up to the evaluatee. The instructor will leave the room on options 1, 2 and 4.

Under each of these options, the instructor turns the class over to the evaluator. The evaluator then explains that the purpose of the observation is to provide the instructor with specific feedback regarding his or her teaching performance. The evaluator will provide positive reinforcement regarding effective performance and note any problem areas and make suggestions for improvement.

The evaluator should inform students that the teacher evaluation (including a classroom observation) is part of Butte College's standard personnel process. New full-time teaching faculty are evaluated several times during their first four years and then at least once every three years.

The evaluator must assure students of the confidentiality of the process. While a summary of the students' comments will be shared immediately with the instructor, individual student comments will not be identified by the evaluator and should not be communicated to the instructor by other students. (Any students with tape recorders should be asked at this time to turn them off both prior to and during the evaluation.)

Evaluators should note the importance of neutral body language and tone of voice when conducting any of the following processes. Students should be informed by the evaluator that he or she does not want to influence their responses and will be making every effort not to bias their input in any way. This should be communicated to the students before proceeding with any of the following five options, as selected by the person being evaluated:

1. This is the standard method: The evaluator asks the following questions of the group, making sure to ask for a show of hands whenever there appears to be anything less than consensus:
  - a. "Has this been a fairly typical class?" (If not, it may be important to come back for another observation at another time.)
  - b. "On the average, how many hours of homework do you need to do for this class?" (Students will come up with various figures, but it is possible to achieve consensus fairly quickly. This is valuable information for the instructor who may then want to either raise or lower requirements and/or expectations, but this question is optional.)
  - c. "What do you particularly like about this instructor--what makes him or her especially effective?"
  - d. "What, if anything, could she or he do to become even more effective?" (It is essential that this question not be asked with a negative slant!)

The evaluator should write students' comments on the board (which, of course, must be thoroughly erased before leaving the room) and, in the interest of time, ask a student to copy the comments on a piece of paper. The evaluator should save this record of the students' comments.

2. The same questions are asked as with Option #1, but the class is divided into smaller discussion groups. A spokesperson for each group then reports back to the evaluator and comments are written on the board. The entire class then "votes" as to whether or not they agree with each comment. As above, a student should be asked to copy this information as a permanent record.

The advantage of this variation to Option #1 is that it works well for especially large classes or classes which have many students who are not otherwise likely to express an opinion. The disadvantage is that it takes nearly twice as long as Option #1—from 20 to 30 minutes.

3. Ask the same questions as above, but have students write their responses on a sheet of paper, on 3x5 cards, or on a sheet of paper with the question stated. This method removes any doubt as to whether not the evaluator is "slanting" the questions or pursuing negative feedback since the actual written comments can be returned to the instructor (but only at the end of the semester, after grades are posted) for his or her perusal. Another advantage is that feedback is received from all the students--not merely the more vocal ones.

A potential disadvantage of this technique is that the evaluator must write a summary of the students' written comments long before the actual written comments can be provided to the instructor, thereby possibly distorting or reducing the validity of the immediate feedback. Another disadvantage is that students will not have the opportunity of hearing what other students have to say. (Having students engage one another when there is disagreement about an instructor can be a very beneficial thing for the dynamics of the class if handled appropriately by the evaluator.)

4. Follow the procedures described in Option #1 or Option #2. As a final step, summarize the instructor's perceived strengths and the suggestions for improvement; then distribute a questionnaire to the students in order to validate the process. The questionnaire would include the following:

"How accurately has the instructor's performance been described?

Please check the appropriate response:

- ☐ Instructor is more effective than has been described.
- ☐ Instructor's performance has been accurately described.
- ☐ Instructor is less effective than has been described.

Please Comment:"

These brief questionnaires should be saved and provided to the instructor by the Dean.

The advantage of this option is that both the evaluator and the instructor will know to what extent students agree with what fellow students have said and how accurately the evaluator has summarized that feedback. Students who have not spoken up have an opportunity to reinforce what has been said or register any alternative feelings. The main disadvantage is that it further lengthens the time needed for the evaluation process.

5. The evaluator may use Butte College's standard Student Evaluation Form to gather input from students about the instructor's effectiveness. The evaluator distributes the questionnaires and computer input (scantron) sheets, then encourages the students to be as descriptive and specific as possible. Students turn in both the questionnaires and computer input sheets directly to the evaluator, who then leaves without further discussion with the students.

Prior to writing the narrative to the formal evaluation, the evaluator has the area office process the student evaluations and also summarizes the students' responses, noting where there was widespread agreement as to an instructor's strengths or weaknesses. Of course the actual evaluation forms and computer-generated report may not be given to the instructor until final grades are posted.

A summary of student responses should always be included as part of the evaluator's narrative, regardless of which of the above options was used. Ultimately, the effectiveness of any of these options is largely dependent on the level of trust that exists between the instructor and the evaluator. An effective pre-observation conference can do much to establish that trust, but whenever an obvious problem exists, it is undoubtedly best to arrange for someone else to carry out the evaluation. Either the evaluator or the instructor may request to the assistant superintendent that another individual be scheduled to conduct the evaluation.

## FACULTY MEMBER IMPROVEMENT PLAN

FACULTY MEMBER: \_\_\_\_\_ DATE ORIGINATED: \_\_\_\_\_

ADMINISTRATOR: \_\_\_\_\_

### The Current Undesirable Situation

1. Describe the areas or elements requiring improvement. What specifically are the inadequacies? In what order of priority? (A description of the current undesirable situation.)

### Improvements Required

2. Describe the improvements, changes or results desired to correct the noted inadequacies. (Be specific, describe improvement outcomes required and time targets for their desired improvement.)

### Methods to be Used

3. Describe the methods to be used to remove or correct the noted inadequacies. Describe any tasks, steps or activities to be undertaken by the faculty member. Describe any help or assistance to be rendered by others, i.e., administrators, colleagues, other professionals, etc.

### Measurement of Results

4. Describe how the outcomes or results of the Improvement Plan will be measured. What methods will be used to evaluate whether the required improvements have been made? Describe any documentation, statistical references, data, faculty member submitted documents, evaluation instrument, milestone evaluation and feedback meetings with administrators, etc., to be used in determining whether or not the inadequacies have been corrected.

### The Results of the Improvement Plan

5. Describe the results of the faculty member to improve and/or remove the inadequacies which are the subject of the overall Improvement Plan.

### Administrative Recommendations

6. Make recommendations for administrative action based upon the final results of the faculty member to make the required improvements as specified in the Improvement Plan, i.e., retention, further revisions and extension of the current Improvement Plan, transfer to other duties, implementation of dismissal action.

**BUTTE COLLEGE SPECIAL SERVICES FACULTY EVALUATION FORM - COUNSELOR**

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): \_\_\_\_\_

**Purpose:** We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

**INSTRUCTION:** On this form, rate according to the following scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or QUALITY is LESS THAN EXPECTED. (Quality/Quantity)
- (2) Doing WHAT IS EXPECTED in this position. (Quality/Quantity)
- (3) Doing MORE and/or BETTER THAN IS EXPECTED. (Quality/Quantity)

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

**RATING****CRITERIA**

- |       |  |
|-------|--|
| _____ | 1. has knowledge of academic advising requirements.                          |
| _____ | 2. provides clear and concise information regarding academic requirements.   |
| _____ | 3. is well-prepared for counseling sessions.                                 |
| _____ | 4. has knowledge of career counseling.                                       |
| _____ | 5. meets counseling appointments promptly.                                   |
| _____ | 6. raises thought-provoking questions in counseling sessions.                |
| _____ | 7. encourages students to ask questions and express opinions.                |
| _____ | 8. provides a supportive atmosphere for resolving student personal problems. |
| _____ | 9. is willing to assist students.  |
| _____ | 10. is willing to assist faculty and administration.                         |
| _____ | 11. shows concern for students' progress.                                    |
| _____ | 12. understands the needs of students.                                       |
| _____ | 13. motivates students' interest in their educational planning.              |
| _____ | 14. completes records and reports accurately and on schedule.                |
| _____ | 15. works well with support staff.   |
| _____ | 16. engages in professional growth.  |
| _____ | 17. assists in program improvements.   |
| _____ | 18. is involved in college activities.                                       |
| _____ | 19. participates in peer evaluations.  |
| _____ | 20. is involved in community activities.                                     |
| _____ | 21. works well with professional staff.                                      |

[illegible][illegible]

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[illegible]

Date: \_\_\_\_\_ \*Signature of Administrator: \_\_\_\_\_

**BUTTE COLLEGE SPECIAL SERVICES FACULTY EVALUATION FORM**  
**SPECIAL SERVICES FACULTY - NURSE**

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): \_\_\_\_\_

**Purpose:** We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

**INSTRUCTION:** On this form, rate according to the following scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or QUALITY is LESS THAN EXPECTED. (Quality/Quantity)
- (2) Doing WHAT IS EXPECTED in this position. (Quality/Quantity)
- (3) Doing MORE and/or BETTER THAN IS EXPECTED. (Quality/Quantity)

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

**RATING****CRITERIA**

- |       |  |
|-------|--|
| _____ | 1. has knowledge of nursing protocols.   |
| _____ | 2. provides clear and concise explanation to Health Center clients.  |
| _____ | 3. is well-prepared for daily operation of the Health Center.  |
| _____ | 4. is organized and understandable in lecture classroom presentations and discussions of medical program and services. |
| _____ | 5. meets appointments promptly.  |
| _____ | 6. encourages clients to ask questions and express opinions.   |
| _____ | 7. works well with Health Center staff.  |
| _____ | 8. is willing to assist clients.   |
| _____ | 9. shows concern for clients' progress.  |
| _____ | 10. works well in emergency situations.  |
| _____ | 11. emphasizes appropriate safety measures across campus.  |
| _____ | 12. completes records and reports accurately and on schedule.  |
| _____ | 13. engages in professional growth.  |
| _____ | 14. makes professional contributions.  |
| _____ | 15. is involved in college and community activities.   |
| _____ | 16. participates in peer evaluations.  |



BUTTE COLLEGE SPECIAL SERVICES FACULTY EVALUATION FORM - LIBRARIAN

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): \_\_\_\_\_

**Purpose:** We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

**INSTRUCTIONS:** On this form, rate according to the following scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or QUALITY is LESS THAN EXPECTED. (Quality/Quantity)
- (2) Doing WHAT IS EXPECTED in this position. (Quality/Quantity)
- (3) Doing MORE and/or BETTER THAN IS EXPECTED. (Quality/Quantity)

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

**RATING****CRITERIA**

- |       |  |
|-------|--|
| _____ | 1. instructs and guides students in their informational needs: ready reference or directional information. |
| _____ | 2. instructs and guides students in their informational needs: technical or research assistance.           |
| _____ | 3. assists the staff/faculty in their information needs.   |
| _____ | 4. advises library technicians of resources needed for student assignments/exams.                          |
| _____ | 5. gives orientations for classes as requested by instructors.   |
| _____ | 6. gives library orientations for student assistants.  |
| _____ | 7. instructs library technicians in using printed reference resources.                                     |
| _____ | 8. maintains a positive learning environment in the library.   |
| _____ | 9. provides professional backup/support to solve problems.   |
| _____ | 10. selects appropriate and useful materials (books, periodicals, media, pamphlets, etc.) for purchase.    |
| _____ | 11. demonstrates use of library resources.   |
| _____ | 12. possesses written communication skills.  |
| _____ | 13. possesses oral communication skills.   |
| _____ | 14. communicates with supervisor.  |
| _____ | 15. completes and compiles library reference statistics and reports accurately and on schedule.            |
| _____ | 16. engages in professional growth.  |
| _____ | 17. assists in program improvements.   |
| _____ | 18. is involved in college activities.   |
| _____ | 19. participates in peer evaluations.  |
| _____ | 20. is involved in community activities.   |



## CRITERIA

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.[illegible]

Date: \_\_\_\_\_ \*Signature of Administrator: \_\_\_\_\_

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**BUTTE COLLEGE SPECIAL SERVICES FACULTY EVALUATION FORM - SPECIALIST**

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_

EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): \_\_\_\_\_

**Purpose:** We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

**INSTRUCTIONS:** On this form, rate according to the following scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or QUALITY is LESS THAN EXPECTED. (Quality/Quantity)
- (2) Doing WHAT IS EXPECTED in this position. (Quality/Quantity)
- (3) Doing MORE and/or BETTER THAN IS EXPECTED. (Quality/Quantity)

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

**RATING**

**CRITERIA**

- |       |  |
|-------|--|
| _____ | 1. demonstrates skills necessary to perform assigned duties.                             |
| _____ | 2. provides clear and concise professional objectives.                                   |
| _____ | 3. meets deadlines.  |
| _____ | 4. demonstrates fiscal responsibility.   |
| _____ | 5. demonstrates supervising ability.   |
| _____ | 6. organizes necessary programs and activities to increase efficiency and effectiveness. |
| _____ | 7. is willing to assist in the needs of the faculty.                                     |
| _____ | 8. is willing to assist in the needs of the staff.                                       |
| _____ | 9. is willing to assist in the needs of the students.                                    |
| _____ | 10. is willing to assist the needs of the public.  |
| _____ | 11. demonstrates organizational skills.  |
| _____ | 12. demonstrates problem-solving techniques.   |
| _____ | 13. possesses oral communication skills.   |
| _____ | 14. possesses written communication skills.  |
| _____ | 15. effectively communicates with supervisor.  |
| _____ | 16. demonstrates creativity.   |
| _____ | 17. demonstrates adaptability to flexible work scheduling.                               |
| _____ | 18. completes records and reports accurately and on schedule.                            |
| _____ | 19. engages in professional growth.  |
| _____ | 20. assists in program improvements.   |
| _____ | 21. is involved in college activities.   |
| _____ | 22. participates in peer evaluations.  |
| _____ | 23. effectively communicates with staff in other departments.                            |
| _____ | 24. works cooperatively with staff in other departments.                                 |
| _____ | 25. is involved with community activities.   |

$$f(x) = \frac{1}{x} \quad \text{and} \quad f(x) = \frac{1}{x^2}$$


## CRITERIA

[illegible]

**COMMENTS**

[illegible]

**Date:** \_\_\_\_\_ **\*Signature of Faculty Member:** \_\_\_\_\_

Date: \_\_\_\_\_ \*Signature of Administrator: \_\_\_\_\_

**\*This signature indicates that the faculty member and evaluator, together, discussed this Evaluation of Non-Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.**

**BUTTE COLLEGE SPECIAL SERVICES FACULTY EVALUATION FORM - COORDINATOR**

**FACULTY:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_

**EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S):** \_\_\_\_\_

**Purpose:** We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

**INSTRUCTIONS:** On this form, rate according to the following scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

- (1) Doing LESS and/or QUALITY is LESS THAN EXPECTED. (Quality/Quantity)
- (2) Doing WHAT IS EXPECTED in this position. (Quality/Quantity)
- (3) Doing MORE and/or BETTER THAN IS EXPECTED. (Quality/Quantity)

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

**RATING**

**CRITERIA**

- |       |  |
|-------|--|
| _____ | 1. demonstrates skills necessary to perform assigned duties.                             |
| _____ | 2. provides clear and concise professional objectives.                                   |
| _____ | 3. meets deadlines.  |
| _____ | 4. demonstrates fiscal responsibility.   |
| _____ | 5. demonstrates supervising ability.   |
| _____ | 6. organizes necessary programs and activities to increase efficiency and effectiveness. |
| _____ | 7. is willing to assist in the needs of the faculty.                                     |
| _____ | 8. is willing to assist in the needs of the staff.                                       |
| _____ | 9. is willing to assist in the needs of the students.                                    |
| _____ | 10. is willing to assist the needs of the public.  |
| _____ | 11. demonstrates organizational skills.  |
| _____ | 12. demonstrates problem-solving techniques.   |
| _____ | 13. possesses oral communication skills.   |
| _____ | 14. possesses written communication skills.  |
| _____ | 15. effectively communicates with supervisor.  |
| _____ | 16. demonstrates creativity.   |
| _____ | 17. demonstrates adaptability to flexible work scheduling.                               |
| _____ | 18. completes records and reports accurately and on schedule.                            |
| _____ | 19. engages in professional growth.  |
| _____ | 20. assists in program improvements.   |
| _____ | 21. is involved in college activities.   |
| _____ | 22. participates in peer evaluations.  |
| _____ | 23. effectively communicates with staff in other departments.                            |
| _____ | 24. works cooperatively with staff in other departments.                                 |
| _____ | 25. is involved with community activities.   |

## CRITERIA

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.[illegible]

Date: \_\_\_\_\_ \*Signature of Administrator: \_\_\_\_\_

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**COORDINATOR INPUT  
FORMAL EVALUATION OF SPECIAL SERVICES FACULTY**

**GUIDELINES:**

1. It is the responsibility of the dean to evaluate each full-time Butte College non-teaching faculty member.
2. To make this evaluation as meaningful, balanced and comprehensive as possible, it is important that coordinators be provided a mechanism by which they can have input into and influence the Formal Evaluation of Special Services Faculty.
3. Coordinators work very closely with non-teaching faculty in achieving the goals and objectives of their respective educational departments and programs. As such they are in a position to provide valuable factual information to assist administration in their formal evaluations of special services faculty.
4. Information derived from this form shall be used in the formal evaluation process. Its contents must be independently verified by the evaluating dean. When the evaluating dean is finished this document is to be attached with all other evaluation documentation (except for tenured faculty that select the peer option).

**COORDINATOR INPUT FORM**  
**FORMAL EVALUATION OF SPECIAL SERVICES FACULTY PERFORMANCE**

EMPLOYEE: \_\_\_\_\_ DATE: \_\_\_\_\_

PROGRAM OR DEPARTMENT: \_\_\_\_\_ TERM: \_\_\_\_\_

COORDINATOR: \_\_\_\_\_

**PREFACE:**

This form is designed to provide a mechanism by which you as a Coordinator or unit leader can have input into the Formal Evaluation of Special Services Faculty Performance process. This is not an evaluation form, but is to provide to administration as meaningful, balanced and comprehensive factual informational base as is possible when engaging in formal evaluation of non-teaching faculty.

Directions: Please comment in the following areas:

**A. JOB SPECIFIC**

**B. COLLEGEWIDE SERVICE**

EMPLOYEE: \_\_\_\_\_

DATE: \_\_\_\_\_

**C. PROFESSIONAL GROWTH**

**D. COMMUNITY RELATIONS (OPTIONAL)**

**E. OVERALL COMMENTS (ATTACH EXTRA SHEETS IF NEEDED)**



(PRE-FORMAL EVALUATION)

**SPECIAL SERVICES FACULTY INPUT INTO EVALUATION**

**GUIDELINES:**

The Self-Evaluation Form is designed to provide another avenue by which your evaluators can be made aware of the breadth of contributions you feel you have made as an instructor and employee of the district. This form is designed to allow you the opportunity to have input into your evaluation process. This will enhance the probability that your overall evaluation will be better balanced and comprehensive. This document will allow the evaluator(s) to see how you would describe your overall contribution both as a faculty member and a district employee BEFORE THE EVALUATOR(S) DEVELOPS YOUR FORMAL EVALUATION DOCUMENTS.

**SPECIAL SERVICES FACULTY SELF EVALUATION AND INPUT FORM**

**EMPLOYEE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TERM:** \_\_\_\_\_ **AREA:** \_\_\_\_\_ **DEPARTMENT:** \_\_\_\_\_

**EDUCATIONAL PROGRAM AREA:** \_\_\_\_\_

Please list your accomplishments and contributions as a faculty member in your respective program area, professional growth and currency, area and departmental contributions and service to the college as a whole. Community Service, though optional, may be commented upon at your discretion.

**\*\*PLEASE REFER TO THE APPROPRIATE FULL-TIME SPECIAL SERVICES  
FACULTY JOB DESCRIPTION\*\*  
USE ADDITIONAL SHEETS IF NEEDED**

**I. JOB SPECIFIC**

**II. PROFESSIONAL GROWTH AND CURRENCY:** List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.

- III. AREA AND DEPARTMENTAL RESPONSIBILITIES:** List or describe activities which demonstrate a pattern of contributions to your area, department and program.
- IV. COLLEGE-WIDE SERVICE:** List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.
- V. COMMUNITY SERVICE:** The College values the contributions made to the local communities by the faculty. However, such contributions are at the option of the faculty and are not a formal requirement of the full-time college faculty. This space is provided for you to insert a record of such contributions should you so desire. Information supplied is optional and is provided at your discretion.

- VI. **OTHER INFORMATION:** Please provide any other information you feel is relevant to a balanced and comprehensive evaluation of your performance and contributions to your profession and to the college district as a whole, i.e., unique situations, mitigating factors, etc.

---

SIGNATURE OF SPECIAL SERVICES FACULTY

---

DATE

## APPENDIX H10

### TIMELINE FOR FIRST-AND SECOND-YEAR EVALUATION OF CONTRACT (NON-TENURE) ACADEMIC EMPLOYEES

1. (mid October) First observation of contract (non-tenure) academic employee by the evaluation team.
2. (late October) Student evaluations of instructor.
3. (mid-Nov.) Second observation of contract (non-tenure) academic employee conducted by team if necessary.
4. (early Dec.) Department Chairperson Input Form due to evaluation team chairperson.
5. (prior to end of semester) Formal evaluations completed.
6. (early Feb.) Review of findings of contract (non-tenure) academic employee by assistant superintendent.
7. (mid Feb.) Forward recommendation to Tenure Review Committee for or against re-employment of contract (non-tenure) academic employee.
8. (mid Feb.) Tenure Review Committee forward recommendation to superintendent/ president for or against re-employment of contract (non-tenure) academic employee(s).
9. (mid Feb.) Director of Personnel and Human Resources prepares (a) re-employment list and (b) potential list of those contract (non-tenure) academic employees who may be recommended for dismissal.
10. (Feb. 21) Third or second observation of contract (non-tenure) academic employee by Evaluation Team.
11. (prior to March 15) Recommendation to the contract (non-tenure) academic employee and Governing Board not to re-employ contract (non-tenure) academic employee.
12. (late March) Second student evaluations of instructor.
13. (mid May) Second formal evaluation completed.
14. (mid May) Review of dismissal recommendation based on additional findings.

## EVALUATION TIME LINE

\*Approximate Dates

REVIEW ARTICLE VI  August	SELF EVALUATIONS  August	TWO WEEKS PRIOR NOTICE FOR STUDENT EVALUATIONS	PRE-CONFERENCE OBSERVATION  Mid-October
TWO WEEKS PRIOR NOTICE FOR CLASSROOM OBSERVATION  End of March	+ DATA COLLECTION		POST OBSERVATION AND IMPROVEMENT PLAN (IF NECESSARY)  End of April
FINAL WRITTEN EVALUATION AND FACULTY MEMBER RESPONSE  End of April		POST WRITTEN EVALUATION CONFERENCE  End of April	
*EVALUATION INCLUSION IN PERSONNEL FILE  End of May		EVALUATION COPY TO FACULTY MEMBER  End of May	

\*Evaluation Time Line (approximate dates) to be pilot tested.

## APPENDIX I

### BUTTE COLLEGE FACULTY SERVICE AREAS AND THEIR DISCIPLINES

**FSA 102 ACCOUNTING**

Discipline 101 Accounting

**FSA 103 ADMINISTRATION OF JUSTICE**

Discipline 181 Administration of Justice

Discipline 155 Law

Discipline 254 Legal Assisting

Discipline 283 Private Security

Discipline 297 Search and Rescue

**FSA 186 ADULT ED**

Discipline 323 Adult Education

**FSA 101 AG AND NATURAL RESOURCES**

Discipline 183 Agricultural Business & Related Services

Discipline 102 Agriculture

Discipline 235 Forestry/Natural Resources

**FSA 104 AGRICULTURAL ENGINEERING  
TECH/AG SCIENCE**

Discipline 184 Agricultural Engineering Tech.

Discipline 185 Agricultural Production

Discipline 187 Animal Health Technology

Discipline 227 Equine Science

Discipline 241 Heavy Duty Equipment Mechanics

Discipline 275 Ornamental Horticulture

Discipline 303 Small Engine Mechanics

**FSA 107 ALCOHOL AND DRUG STUDIES**

Discipline 180 Addiction Paraprofessional Training

**FSA 108 ANTHROPOLOGY**

Discipline 103 Anthropology

**FSA 109 APPRENTICESHIP**

Discipline 190 Apprenticeship Programs

**FSA 110 ART**

Discipline 104 Art

Discipline 205 Ceramic Technology

Discipline 207 Commercial Art

**FSA 112 AUTOMOTIVE BODY TECHNOLOGY**

Discipline 192 Auto Body Technology

**FSA 111 AUTOMOTIVE TECHNOLOGY**

Discipline 193 Auto Mechanics

**FSA 142 AVIATION**

Discipline 182 Aeronautics

Discipline 194 Aviation

Discipline 233 Flight Attendant Training

**FSA 113 BIOLOGICAL SCIENCES**

Discipline 106 Biological Sciences

**FSA 114 BUILDING INSPECTION  
TECHNOLOGY**

Discipline 199 Building Codes and Regulations

**FSA 143 BUSINESS GENERAL**

Discipline 195 Banking and Finance

Discipline 107 Business

Discipline 158 Management

Discipline 159 Marketing

Discipline 286 Public Relations

Discipline 294 Retailing

**FSA 183 CABINET MAKING**

Discipline 202 Cabinet Making

**FSA 115 CARDIOVASCULAR TECHNOLOGY**

Discipline 203 Cardiovascular Technology

**FSA 116 CHEMISTRY**

Discipline 108 Chemistry

**FSA 117 CHILD DEVELOPMENT/FAMILY  
RELATIONS**

Discipline 315 Child Care Center Director

Discipline 109 Child Development/Early Childhood Education

**FSA 120 COMPUTER SCIENCE**

Discipline 110 Computer Applications

Discipline 111 Computer Science

**FSA 122 CONSTRUCTION**

Discipline 200 Building Maintenance

Discipline 204 Carpentry

Discipline 321 Construction Management

Discipline 211 Construction Technology

Discipline 220 Electricity

**FSA 123 COSMETOLOGY**

Discipline 212 Cosmetology

- FSA 124 COUNSELING**  
Discipline 112 Counseling
- FSA 125 COURT REPORTING**  
Discipline 213 Court Reporting
- FSA 127 DIESEL MECHANICS**  
Discipline 217 Diesel Mechanics
- FSA 128 DRAMA**  
Discipline 114 Drama/Theater Arts  
Discipline 304 Stagecraft
- FSA 130 ECONOMICS**  
Discipline 115 Economics
- FSA 131 EDUCATION**  
Discipline 117 Education
- FSA 132 ELECTRONIC TECHNOLOGY**  
Discipline 222 Electronics  
Discipline 223 Electronics Technology
- FSA 133 EMERGENCY MEDICAL  
TECHNICIAN**  
Discipline 225 Emergency Medical  
Technologies
- FSA 134 ENGINEERING**  
Discipline 219 Drafting  
Discipline 118 Engineering  
Discipline 226 Engineering Technologies
- FSA 135 ENGLISH**  
Discipline 119 English
- FSA 129 ENGLISH AS A SECOND LANGUAGE**  
Discipline 120 ESL
- FSA 136 ENVIRONMENTAL SCIENCE**  
Discipline 116 Ecology
- FSA 138 FIRE SCIENCE**  
Discipline 232 Fire Technology  
Discipline 239 Hazardous Material Abatement
- FSA 140 FOODS AND NUTRITION**  
Discipline 214 Culinary Arts/Food Technology  
Discipline 218 Dietetic Technician  
Discipline 164 Nutritional Science/Dietetics  
Discipline 293 Restaurant Management
- FSA 141 FRENCH**  
Discipline 326 Foreign Language - French
- FSA 144 GEOGRAPHY**  
Discipline 125 Geography
- FSA 145 GEOLOGY**  
Discipline 126 Geology and Earth Science
- FSA 146 GERMAN**  
Discipline 328 Foreign Language - German
- FSA 121 GRAPHIC ARTS**  
Discipline 237 Graphic Arts  
Discipline 282 Printing Technology
- FSA 147 GREEK**  
Discipline 329 Foreign Language - Greek
- FSA 149 HEALTH CARE SERVICES**  
Discipline 148 Gerontology  
Discipline 240 Health Care Ancillaries
- FSA 150 HISTORY**  
Discipline 151 History
- FSA 151 HOME ECONOMICS**  
Discipline 123 Family and Consumer  
Studies/Home Economics  
Discipline 230 Fashion and Related  
Technologies  
Discipline 248 Interior Design
- FSA 152 INTERDISCIPLINARY STUDIES**  
Discipline 133 Career Life Planning  
Discipline 122 Ethnic Studies  
Discipline 152 Humanities  
Discipline 320 Interdisciplinary Studies  
Discipline 332 Physical Science
- FSA 153 ITALIAN**  
Discipline 330 Foreign Language - Italian
- FSA 154 JAPANESE**  
Discipline 331 Foreign Language - Japanese
- FSA 155 JOURNALISM**  
Discipline 154 Journalism
- FSA 156 LATIN**  
Discipline 327 Foreign Language - Latin
- FSA 188 LEARNING RESOURCE  
COORDINATOR**  
Discipline 317 Learning Resources Coordinator
- FSA 182 LIBRARY SCIENCE**



Discipline 156 Library Science  
Discipline 255 Library Technology

**FSA 157 MACHINE SHOP**  
Discipline 258 Machine Tool Technology

**FSA 158 MATHEMATICS**  
Discipline 161 Mathematics

**FSA 159 MUSIC**  
Discipline 162 Music

**FSA 160 NURSING - ASSOCIATE DEGREE**  
Discipline 150 Health Services Nursing  
Discipline 256 Licensed Vocational Nursing  
Discipline 163 Nursing

**FSA 161 OFFICE INFORMATION SYSTEMS**  
Discipline 201 Business Machine Technology  
Discipline 209 Computer Information Services  
Discipline 264 Medical Assistant  
Discipline 266 Medical Record Technology  
Discipline 165 Office Management  
Discipline 274 Office Technologies

**FSA 164 PHILOSOPHY**  
Discipline 166 Philosophy  
Discipline 174 Religious Studies

**FSA 165 PHOTOGRAPHY**  
Discipline 277 Photographic Technology/  
Commercial Photography  
Discipline 167 Photography

**FSA 166 PHYSICAL EDUCATION**  
Discipline 206 Coaching  
Discipline 113 Dance  
Discipline 149 Health  
Discipline 168 Physical Education  
Discipline 173 Recreation Administration

**FSA 168 PHYSICS**  
Discipline 105 Astronomy  
Discipline 169 Physics/Astronomy

**FSA 163 POLITICAL SCIENCE**  
Discipline 170 Political Science

**FSA 169 PSYCHOLOGY**  
Discipline 171 Psychology

**FSA 170 PUBLIC ADMINISTRATION**  
Discipline 251 Labor Relations  
Discipline 252 Labor Studies  
Discipline 308 Transportation

**FSA 171 READING**  
Discipline 172 Reading

**FSA 172 REAL ESTATE**  
Discipline 289 Real Estate

**FSA 173 RESPIRATORY CARE**  
Discipline 291 Respiratory Technician  
Discipline 292 Respiratory Technologies

**FSA 185 RUSSIAN**  
Discipline 325 Foreign Language - Russian

**FSA 175 SOCIOLOGY**  
Discipline 175 Sociology

**FSA 176 SPANISH**  
Discipline 324 Foreign Language - Spanish

**FSA 174 SPECIAL EDUCATION**  
Discipline 177 Special Education

**FSA 177 SPEECH**  
Discipline 157 Linguistics  
Discipline 302 Sign Language  
Discipline 178 Speech

**FSA 179 TELECOMMUNICATIONS**  
Discipline 231 Film Making/Video  
Discipline 160 Mass Communication  
Discipline 263 Media Production  
Discipline 307 Telecommunication Technology

**FSA 180 TOURISM/TRAVEL**  
Discipline 309 Travel Services

**FSA 178 UPHOLSTERING**  
Discipline 310 Upholstering

**FSA 181 WELDING**  
Discipline 314 Welding

**FSA 187 WORK EXPERIENCE**  
Discipline 319 Work Experience Coordinator

**SIDE LETTER OF AGREEMENT (A)**

**ARTICLE 7.27.1**

**This Side Letter of Agreement shall remain in effect only until June 30, 1996. This Side Letter shall apply only to Article 7.27.1 of the Memorandum of Understanding between the Parties. It is the intention of the parties that the language contained in this Side Letter of Agreement not become a part of the next collective bargaining agreement unless expressly negotiated by the parties.**

**During the period of time in which this Side Letter is in effect there shall be created the Flex Committee. Where the proposed flex activity plan of an individual faculty member may, within 10 days, appeal the decision in writing for review by the Flex Committee. The scope of review by the Flex Committee is limited to those materials previously presented to the appropriate administrator.**

**In the event the faculty member proposes an alternative plan or presents new materials, those materials must be again presented to the appropriate administrator prior to seeking review by this Panel. The Flex Committee shall review the proposed faculty flex plan and shall make a recommendation to the Vice President. The decision of the Vice President is final.**