

Agreement between

**The Butte-Glenn Community
College District**

and

**The Butte College
Education Association**

July 1, 2024 – June 30, 2027

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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-Glenn 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" or "BCEA"), 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-Glenn Community College District, hereby recognizes the Butte College Education Association, CTA/NEA, 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 Procedures** - The District shall provide the Association with one (1) book of Board Policies and one (1) book of Administrative Procedures. 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 **Requests for District Information** – Per the provisions of Assembly Bill (AB) 119 (2017), sections 3555-3559 of the Government Code (GC), and the Public Records Act GC Section 6254.3 absent a waiver by BCEA, the District will:
- a. provide BCEA 10 days’ notice of every orientation session absent an urgent critical unforeseen need,
 - b. provide BCEA with access to new hires during any orientation session,
 - c. provide BCEA with contact information on new hires within 30 days of hire or the first pay period of the month after the employee is hired, whichever is later, and
 - d. also provide BCEA with a list of all employees’ names and contact information contained in 3.4.2.d every 120 days.
- 3.4.1 **District Notice to BCEA of New Hires.** The District shall provide BCEA notice of any newly hired employee (full name, date of hire, and classification), within ten (10) days of date of hire, via an electronic mail.
- 3.4.2 **Employee Information**
- a. “Newly hired employee” or “new hire” means any employee in the bargaining unit who is still employed as of the date of the new employee orientation. It also includes all employees who are or have been previously employed by the District and whose current position has placed them in the bargaining unit represented by BCEA. For those latter employees, for purposes of this article only, the “date of hire” is the date upon which the employee’s employee status changed such that the employee was placed in the BCEA unit.
 - b. The District shall provide BCEA with contact information on the new hires. The information will be provided to BCEA electronically via a mutually agreeable secure FTP site or service within 30 days of hire or the first pay period of the month after the employee is hired, whichever is later. The required contact information is contained in section 3.4.2(d) below. This information shall be provided to BCEA regardless of whether the newly hired employee was previously employed by the District.

- c. Periodic Update of Contact Information: The District shall provide BCEA with a list of all bargaining unit members' names and contact information on the last working day of September, January, and May. The information will be provided to BCEA electronically via a mutually agreeable secure FTP site or service. The required contact information is contained in section 3.4.2(d) below.
- d. The contact information for new hires as outlined in section 3.4.2(b) and the bargaining unit member periodic update required under section 3.4.2(c) shall also include the following information on file with the District, with each field listed in its own column:
 - i. First Name;
 - ii. Middle initial;
 - iii. Last name;
 - iv. Suffix (e.g. Jr., III)
 - v. Job Title;
 - vi. Department;
 - vii. Primary worksite name;
 - viii. Work telephone number;
 - ix. Home Street address (incl. apartment #)*
 - x. City
 - xi. State
 - xii. ZIP Code (5 or 9 digits)
 - xiii. Home telephone number (10 digits);*
 - xiv. Personal cellular telephone number (10 digits);*
 - xv. Personal email address of the employee;*
 - xvi. Employee ID;
 - xvii. Hire date.

*Employees may opt out of disclosure of their complete home address, home telephone number, personal cellular telephone number, and personal email on file with the District by notifying District Human Resources in writing. However, the District may not encourage employees to make such requests. The employees must ask of their own accord without prompting by the District.

3.4.3 New Employee Orientation

- a. "New employee orientation" means the onboarding process of a newly hired public employee, whether in person, online, or through other means or mediums, in which employees are advised of their employment status, rights, benefits, duties and responsibilities, or any other employment-related matters.

- b. The District shall provide BCEA mandatory access to its new employee orientations. BCEA shall receive not less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the District's operations that was not reasonably foreseeable.
- c. The BCEA representative designated by the Chapter President will be provided the first fifteen (15) minutes to conduct the orientation with the new employee(s). This time will not be extended, including if the BCEA representative is late.
- d. The orientation session shall be held on District property or conducted remotely during the workday of the employee(s), who shall be on paid time.
- e. New Faculty Orientation Program
 - 1. Pilot Program Implementation: The District will collaborate with Professional Development to develop and implement a year-long orientation program for all newly hired faculty employees. The purpose of this program is to further orient new faculty to the District's culture, expectations, and operational procedures beyond the initial orientation.
 - 2. Program Schedule: The training will occur once a month, totaling eight (8) sessions within the academic year – four (4) sessions in the fall semester and four (4) sessions in the spring semester. Scheduled trainings shall take place on the first Friday of each month during the aforementioned periods. Each training session will last approximately three (3) hours.
 - 3. Attendance Requirement: All newly hired faculty members are required to attend these training sessions. Exemptions will be granted by the Vice President of Instruction only to those faculty members who have scheduled class instruction during the orientation times.
 - 4. Status of the Pilot Program: This agreement is understood to establish a pilot program. As such, it will be in effect for the 2024-2025 academic year as a trial period. The efficacy and outcomes of the pilot program will be reviewed upon its completion to determine its impact and inform any adjustments needed for future implementation.
 - 5. Compensation: Participation in the training sessions shall be considered as Flex time for all newly hired faculty employees involved, which will be credited towards their required professional development hours as delineated by the Flex obligation policies.

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 Vice President of Administration 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 current overtime rate of pay. 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/President 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/President, 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 authorized, in writing, by the Association 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" subject to the following conditions:
- A. 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;
- B. Association members who have voluntarily authorized dues deductions shall, from year to year, continue to have dues deducted until discontinued in writing by the Association;
- C. Dues shall be deducted from warrants for each month of the ten (10) month fiscal year;

D. 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 compliance with this article.

- 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 four (4) authorized unit members of the Association Bargaining Committee shall be reassigned 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 BCEA unit reassigned time of 1.2 FTEF will be divided among unit leaders at BCEA's discretion for the purposes of conducting union business, including negotiation meetings and grievance proceedings. BCEA will notify the respective Vice President(s) of the planned reassignments not later than June 30 for the following academic year.
- 3.16 Distribution of Contract - After the execution of this contract, the contract, along with all side letters and memorandums of understanding, shall be posted on the District's Human Resources website. Spiral bound, three-hole punched copies (40 copies) of the contract shall be provided to the Executive Board and the BCEA negotiating team within 30 days of Board of Trustee approval, the District will provide more copies on request.
- 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 Human Resources 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 their 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 Student development 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 themselves 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 term "student development" is used to 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 "student development" only. Classroom is defined as the environment, whether face-to-face or in a distance modality, in which instruction is delivered.
- 6.1.6 While a unit member is on the BCEA grievance committee, they cannot be a peer evaluator.
- 6.1.7 If an evaluatee feels their job is in jeopardy, they may have a BCEA representative from the grievance committee at any meeting or classroom/job site observation concerning evaluation. The BCEA representative shall be an observer only and will not participate directly or indirectly in the evaluation process, nor will their presence be mentioned in any documentation or discussion.

6.2 Guidelines (Teaching and Student Development Unit Members, Including Department Chairs and Coordinators)

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 their 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 observations, peer assistance, etc.
- D. A defined process for follow-up on specific improvement plans, activities, or assignments which will be conducted to measure and determine the accomplishment of needed improvements.
- E. Written evaluations/improvements plans shall:
 - 1. Be based on the unit member's job description, areas of responsibility and duties.
 - 2. Include significant data regarding mitigating factors which may influence job performance.
 - 3. Be in terms of observable or verifiable behavior or information.
 - 4. Avoid evaluative conclusions which cannot be supported with verifiable and specific examples, information, or generally accepted criteria of good educational practices.
 - 5. Be based only on job-related criteria and factors.
 - 6. Regular Evaluation
Be available to the instructor for pick up from a regular classified department support employee a minimum of 1 working day prior to any meeting in which the written evaluation will be discussed. At evaluatee's sole discretion, they may request that the written evaluation be sent to their Butte College email, with the understanding that the email is sent at the evaluatee's sole risk. In the event that a unit member does not receive the written evaluation at least 1 working day before any meeting in which the above will be discussed, the unit member may request that the meeting be re-scheduled one time only.
 - 7. Performance Improvement Plan
Be available to the instructor for pick up from a regular classified department support employee a minimum of 2 working days prior to any meeting in which a performance improvement plan will be discussed. In the event that a unit member does not receive the performance improvement plan at least 2 working days before any meeting in which the above will be discussed, the unit member may request that the meeting be re-scheduled one time only.

- 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. Instructor plans for and is continually well prepared to teach.
2. Instructor provides organized and effective delivery of instruction.
3. Instructor communicates respectfully to students and encourages interaction.
4. Instruction is relevant to the course.
5. Instruction is consistent with the stated and approved outcomes of the course.
6. Instructor shows interest in the subject matter and student learning.
7. Instructor uses strategies designed to foster student engagement with the content.
8. Instructor uses standards of student evaluation that are clear, fair, and followed consistently.
9. Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.
10. Instructor grades and returns student work, assignments and tests in a reasonable period of time.
11. Instructor makes effective use of teaching aids, instructional methods and materials required of students.(e.g., texts, manuals, etc.)
12. Instructor is an effective teacher.
13. For Distance Education instruction, satisfies course guidance tour items.

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

1. Instructor prepares complete and timely course syllabi.
2. Instructor continually evaluates, updates and revises course content and instructional methods and materials.
3. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.

C. Instructor meets and assists students during office hours or by 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. Instructor is knowledgeable about and abides by College, Area and Departmental policies, procedures.
2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.
3. Instructor orders instructional materials, equipment and textbooks, with sufficient lead time.
4. Instructor assists chair in evaluating and revising course scheduling.
5. Instructor collaborates to determine equitable course assignments.
6. Instructor provides assistance to other full time, part time, and/or new instructors.
7. Instructor participates in departmental plans and activities with others.
8. Instructor helps develop departmental budgets.
9. Instructor monitors expenditures to keep within authorized budget spending appropriations.
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.
11. Instructor regularly attends assigned meetings.
12. Instructor is punctual to assigned meetings.
13. Instructor works collegially with faculty peers, classified staff and administration.
14. Instructor does their fair share of outside-of-class departmental duties and responsibilities, including contributing to unit plan and program review processes.
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision, and/or expansion.

F. College-wide Service- Demonstrates a pattern of College-wide service including one or more of the following:

1. Serve on College committees.
2. Serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty/college governance.
5. Participates on special project teams or ad hoc committees.

G. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

6.4 Student Feedback for Instructors (Tenured and Non-Tenured) (SFFs)

- 6.4.1 The college requires that student feedback for instructors/courses be collected a minimum of once each academic year. Additional feedback may be collected if desired by instructor, administrator, or evaluation team. Student feedback is designed to capture the students' perceptions about a given instructor/course and to provide a method for student influence on

their educational process. The information shall be made available to the instructor and to relevant parties responsible for maintaining educational excellence.

6.4.2 General Procedures.

- A. The Chief Instruction Officer shall be responsible for managing, conducting, coordinating and processing the Instructor/Course Student Feedback for full-time instructors.
- B. The student feedback component shall be administered to a minimum of two classes per year; one chosen by the dean and the other (a different class) chosen by the evaluatee. Either may choose a course taught in a distance modality, if applicable.
- C. Feedback for tenured faculty shall be collected between the 40-80% instruction point of the primary term. The faculty member will select the day(s) the feedback is to be collected.
Examples include (but are not limited to the following.):

6 week course	between 2nd-5th weeks
8 week course	between 3rd-6th weeks
10 week course	between 4th-8th weeks
12 week course	between 5th-10th weeks
17 week course	between 7th – 13 th weeks
- D. Instructors to be given feedback by their students in a given primary term shall be notified prior to the process taking place. The responsible administrator shall make all arrangements for the conduct of the student evaluation and so advise the instructor.
- E. To allay student fears, student anonymity shall be protected throughout the student feedback process.
- F. The feedback process may be administered in class by a volunteer student, instructional aide or (with instructor agreement) an administrator designated by the Chief Instruction Officer.
- G. Great care shall be taken to see that students understand their role, take the process seriously, are provided adequate time and that student comments are actively solicited and encouraged as a major component of the students' feedback.
- H. 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.

6.4.3 The results of the student feedback shall be forwarded to the appropriate administrator for review and analysis.

6.4.4 The results of the student feedback (and the feedback forms or copies thereof) shall be made available to the full-time instructor only after all grades for the given primary term have been processed.

6.4.5 Students shall never suffer any retaliation for feedback or comments on the evaluation form, or for oral or written comments made to administrative evaluators or their designees.

- 6.4.6 Instructor/Course feedback 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 Feedback forms, as well as the computerized summary, will be placed in the instructor's personnel file.
- 6.4.7 Instructor/Course feedback 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.
- 6.4.8 Negative student feedback (used when instructor is not scheduled for formal evaluation).
- A. If the student feedback 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 feedback.
 - B. One of the outcomes of the meeting will be the creation of an improvement plan and/or the scheduling of a classroom observation 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 they so desire.
- 6.4.9 The area dean will review the status of the process with the Chief Instruction Officer and make them aware of the results of meetings, observations and the status of any Improvement Plan in progress or in the developmental stages.
- 6.4.10 Specialized student feedback forms (SFFs) currently exist for the fire academy, police academy, LEAD ESL, and science labs. Additional specialized SFFs may be developed by mutual agreement between the District and BCEA. Specialized SFFs for lab and online courses need to be officially approved.

6.5 Instructor Self-Evaluation (G2)

- 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 (G3L (long form) and G3S (short form))

- 6.6.1 The Chief Instruction Officer 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 Chief Instruction Officer.

- A. Formal evaluation reports for regular full-time instructors must be submitted a minimum of at least once each three academic years, and at the option of the instructor, may be conducted during any term or session of instruction.
- B. The Area Dean or designee will by default offer to use the Evaluation of Instructor Performance Short Form (Appendix G3S) so long as the instructor's previous formal evaluation and SFF feedback have been satisfactory. If either is unsatisfactory, the Evaluation of Instructor Performance Long Form (Appendix G3L) shall be used. The Dean or designee or the instructor may elect the Evaluation of Instructor Performance Long Form (Appendix G3L) be utilized at any time.
- C. In addition to the Department Chairperson/Coordinator Input Form (G4) mentioned in subsection F, tenured instructors scheduled for formal evaluation may also choose the peer evaluation process outlined in 6.6.6. They will be given the opportunity to make that choice ten (10) working days prior to the pre-observation conference. If the peer evaluation process is selected, the selection process outlined in 6.6.6 A.1 will be used prior to the pre-observation conference. (Where no unit member department chairperson/coordinator exists, a BCEA designee will serve in the role of the department chairperson/coordinator for the purpose only of mutually agreeing on a faculty designee. Thereafter, the mutually agreed upon faculty designee will serve on the evaluation committee in the role of the department chairperson/coordinator.)
- D. Formal evaluation reports, whether long form or short form, shall include evaluation and comments on teaching effectiveness, professional growth and currency, and area and departmental responsibilities.
- E. The formal Evaluation of Instructor Performance reports, whether long form or short form, shall be based upon data obtained from student feedback, the self-evaluation, normal daily operational interactions, classroom observations, verifiable student comments and observations, peer evaluation, and input from department chairperson/coordinator. (Individual evaluation forms from classroom visits and other student feedback forms (SFFs) are not given to the instructor until final grades are posted whereupon the instructor may make further comments on the evaluation report covering that class.)
- F. The Department Chairperson/Coordinator Input Form (G4) 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. If the evaluatee is a chair/coordinator over their own department or program, the G4 does not apply.
- G. The Evaluation of Instructor Performance reports, whether long form or short form, shall provide for narrative comments by both the evaluator and the instructor.
- H. The evaluator and faculty member shall sign the Evaluation of Instructor Performance. The instructor signature indicates only that the instructor has read and understands the contents of the report.
- I. The original copy of each Evaluation of Instructor Performance (and any related substantiating information) shall be forwarded to the Human Resources Office for inclusion in the instructor's personnel file. Copies of the Evaluation of Instructor Performance shall be provided to the instructor and to their immediate dean.

- 6.6.3 Classroom observations shall be performed by the appropriate supervising dean or other administrator, so designated by the Chief Instruction Officer. At least one classroom observation must be conducted before an Evaluation of Instructor Performance is prepared. Components of a classroom observation include a pre-observation, observation and data collection, a post-observation, and an Instructor Improvement Plan (if necessary).
- A. A pre-observation is an informational meeting between evaluator(s) and the 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 (G5) and objectives for the period of observation and data collection. If there is no improvement plan in place, and if the faculty member has chosen the Department Chair/Coordinator process, the pre-observation may be waived with the agreement of both the faculty member and the district. The pre-observation meeting may be conducted by phone or video chat.
 - B. The classroom observation and/or data collection component of a classroom observation 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 may ask questions to obtain clarification from evaluatee during and/or after the classroom observation.
 - D. Should the class mutually selected for observation be on-line or hybrid, then the observation will be a course tour. The Distance Education Evaluation will consist of these steps: a pre-observation meeting, a course tour and observation, a self-evaluation, chair and/or peer input, Student Feedback Forms (SFFs) for online instruction and a post-observation meeting. The G1 and G5 are not to be used in this process.
 - 1. Course Tour and Observation
The faculty member will conduct a tour of the selected course for the Evaluation Team. The timing of the course tour and observation will follow section 6.4.2.c of the contract, and they will follow the process outlined in the G13. The tour will only take place outside the parameters of section 6.4.2.c for good reason and by mutual agreement. The course tour will be a pre-scheduled, hour-long session, which may be extended at the faculty member's request. The Evaluation Team will observe the course at this time and use the Online Course Tour Guidelines to prompt discussion. For probationary faculty, the G3L will be used. Tenured faculty have the option to use either the G3L or the G3S. The Online Course Tour Guidelines will be found on the HR website under evaluation forms.
- 6.6.4 The final written Evaluation of Instructor Performance, whether long form or short form, shall be composed of 1) performance evaluations based on the unit member's job description; 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.
- 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. If the Short Form Process is utilized, this conference and discussion may take place by phone or video chat.

- B. If the Evaluation of Instructor Performance Short Form is utilized, the Area Dean or designee can recommend continuing on a regular evaluation schedule or re-evaluating using the long form during the next Butte Community College teaching assignment. The latter option requires an Instructor Improvement Plan be completed and submitted with the short form.
- C. 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.
- D. Improvement plans shall be in written form.
- E. The written Evaluation of Instructor Performance, including any improvement plan will be provided to the BCEA grievance officer(s) via email on the same date the plan is provided to the evaluatee (prior to the post-observation meeting). No later than one business day after the post-observation meeting, the finalized evaluation documents, including any improvement plan, will be provided to the BCEA grievance officer(s) via email.

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—the evaluatee is encouraged to select a peer from within their department) 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 Chief Instruction Officer 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 ten working days before it is sent to the Chief Instruction Officer. (Individual evaluation forms from classroom visits and other student evaluation forms (SFFs) are not given to the instructor until final grades are posted whereupon the instructor may make further comments on the evaluation report covering that class.)
- B. The evaluation team shall consist of:
 1. The appropriate area dean or other administrator as designated, appointed by the Chief Instruction Officer.
 2. The department chairperson/coordinator or (if the chairperson/coordinator cannot 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. (Where no unit member department chairperson/coordinator exists, a BCEA designee will serve in the role of the department chairperson/coordinator for the purpose only of mutually agreeing on a faculty designee. Thereafter, the mutually agreed upon faculty designee will serve on the evaluation committee in the role of the department chairperson/coordinator.)
 3. A tenured peer evaluator(s) (any tenured faculty member who has completed in-service training as specified in 6.6.7 B.5.—the evaluatee is encouraged to select a peer from within their department) chosen by the evaluatee. Eight hours of flex credit per primary term 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 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. 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 sixth week of instruction of the first primary term 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 feedback 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 feedback will be collected. 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. Either may choose a course taught in a distance modality if applicable.

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 to replace the chairperson/coordinator/faculty designee or peer evaluator due to personal or professional differences not related to the specific content of the evaluation, they may request the appointment of an alternate. Approval of the request will require mutual agreement between the BCEA grievance officer(s) and the appropriate vice president or their designee.

6.6.10 The formal Evaluation of Instructor Performance for non-tenured faculty shall follow the same procedures outlined in the BCEA contract for tenured faculty (pre-observation, observation, post-observation, written evaluation, and an instructor improvement plan if necessary). Exceptions are as follows:

- A. A coordinator or chairperson in a related area will be chosen.
- B. The Evaluation of Instructor Performance Long Form (G3L) must be used.
- C. There will be a minimum of one evaluation per year by the evaluation team, with a minimum of one joint class visit by all team members. The class will be mutually agreed upon by the team and evaluatee. If agreement on which class is to be visited cannot be reached, there will be a minimum of one evaluation per primary term 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, the other will be chosen by the evaluatee. Each visitation date will be selected by mutual agreement among all concerned. Either the evaluatee or the team or the team may request further class visits. These must be different from the classes in which student feedback forms (SFFs) are being completed.

1. The evaluation shall be conducted during the first primary term of employment, and thereafter, a minimum of once a year during the instructor's probationary status.
- D. In the event that one or more of the required components of a formal evaluation cannot be completed due to circumstances related to the unit member's employment, such as illness or absence, the Evaluation of Instructor Performance will be based on components that have been completed.
- E. Each team member will submit his or her own written evaluation to the team chairperson. If consensus is possible, a single Evaluation of Instructor Performance 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 G. Each team member will review the final report(s) before it is sent to the appropriate vice president. (See G10.)
- F. After the evaluatee discusses the evaluation documentation with the evaluation team, the team may revise the documentation and/or the evaluatee may submit a written response to be included in the documentation sent to the appropriate vice president. The documentation will be sent to the appropriate vice president no sooner than ten (10) days after this meeting.
- G. Prior to the last day of the Fall primary term, the team shall jointly or separately submit all documentation (including their recommendation) to the appropriate vice president.
1. If a contract employee is working under his or her first contract, the team 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 one year 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 team 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 two year 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 team 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.

6.7 Areas of Student Development Evaluation

6.7.1 Rating student development 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. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G12 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

6.8 Formal Evaluation of Student Development Faculty Performance

6.8.1 The Chief Instruction Officer or the Chief Student Services Officer shall be responsible for implementing and managing the process of evaluation.

6.8.2 The Formal Evaluation of Student Development Faculty Performance reports shall be written by the supervising or designated administrator.

A. Formal Evaluation of Student Development 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 student development unit members scheduled for formal evaluation shall be given the opportunity ten (10) working days prior to the pre-observation 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-observation.
- D. Formal Evaluation reports shall include evaluation and comments on job effectiveness, professional growth and currency, and area and departmental responsibilities.
- E. The Formal Evaluation of Student Development 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 (G11) 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 Student Development 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 Department of Human Resources for inclusion in the faculty member's personnel file. Copies of the Formal Evaluation report shall be provided to the faculty member and to their immediate dean.

- 6.8.3 Job site visitations shall be performed by the appropriate supervising dean or other administrator, so designated by the Chief Instruction Officer or the Chief Student Services Officer. At least one job site visitation must be conducted before a Formal Evaluation of Student development Faculty performance report is prepared. Components of a job site visitation include a pre-observation, observation and data collection, a post-observation, and an improvement plan, if necessary.
- A. A pre-observation 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 their 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 Student Development Faculty Performance shall be composed of three elements: 1) the Butte College Formal Evaluation of Student Development Faculty Performance form (G7), 2) narrative comments on matters of substance by evaluator, and 3) faculty member comments in response to the evaluation, if desired.

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. Improvement plans shall be in written form.
- D. Written improvement plans will be provided to the BCEA grievance officer(s).

6.9 Peer Evaluation for Tenured Student Development Faculty

6.9.1 When a student development 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 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 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 Chief Instruction Officer or the Chief Student Services Officer 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 Student Development 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 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) 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 primary term 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 they feel their 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 their 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 to replace the chairperson/coordinator/faculty designee or peer evaluator due to personal or professional differences not related to the specific content of the evaluation, they may request the appointment of an alternate. Approval of the request will require mutual agreement between the BCEA grievance officer(s) and the appropriate vice president or their designee.
- 6.10.4 The Formal Evaluation for Probationary Student Development faculty shall follow the same procedures outlined in 6.8 of the contract for tenured student development faculty (pre-observation, job site observation, post-observation, written evaluation, and an improvement plan, if necessary). Exceptions are as follows:
- A. There will be a minimum of one evaluation per year by the evaluation team, with a minimum of one job site visit by all team members. The job site visit will be mutually agreed upon by the team and evaluatee. If agreement on which job site is to be observed cannot be reached, there will be a minimum of one evaluation per primary term by the evaluation team, each with a minimum of one joint observation by all team members. One job site visit will be chosen by the team, the other will be chosen by the evaluatee. Each observation date will be selected by mutual agreement among all concerned. Either the evaluatee or the team may request further observations. These must be different job site visits from other student feedback forms (SFFs).
 - 1. The evaluation shall be conducted during the first primary term of employment, and thereafter, a minimum of once a year during the student development faculty's probationary status.
 - B. In the event that one or more of the required components of a formal evaluation cannot be completed due to circumstances related to the unit member's employment, such as illness or absence, the evaluation report will be based on components that have been completed.
 - C. Each team member will submit their 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 their 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 appropriate vice president.
 - D. After the evaluatee discusses the evaluation documentation with the evaluation team, the team may revise the documentation and/or the evaluatee may submit a written response to be included in the documentation sent to the appropriate vice president. The documentation will be sent to the appropriate vice president no sooner than ten (10) days after this meeting.

- E. Prior to the last day of the Fall primary term the first, second and fourth year for a probationary faculty member, the team shall jointly or separately submit all documentation including a recommendation to the appropriate vice president.
1. If a faculty member is working under his or her first contract, 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 a faculty member is working under his or her second contract, 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 two academic years.
 - c. Employ the faculty member as a regular employee for all subsequent academic years.
 3. If a faculty member is employed under his or her third consecutive contract team 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.

6.11 Temporary, full-time unit members

6.11.1 Temporary, full-time unit members will be evaluated by the same procedures as for tenure track unit members as described in this article and by the same overall timeline (for the first four years each primary term (Section 6.6.10.A) or once a year (Section 6.6.10.A.1) and thereafter at least once every three years (Section 6.6.2.A)).

6.11.2 For temporary, full-time unit members whose hiring date is not July 1, a workable timeline similar to Appendix G13 (with special consideration for the absence of chairs and peers in the summer) must be worked out between the District and BCEA 60 days after the date of hire.

6.12 Full-time unit members who participate in the evaluation of part-time faculty shall be held harmless by the District for their involvement in the evaluation process. Peer evaluators who primarily perform bargaining unit duties are not supervisory or management employees as a result of performing peer evaluation duties. Education Code 87610.1(e).

6.13 Department Chair/Coordinator Evaluation. Department chairs will be evaluated in the first and third year of their first term. If appointed to a second term, evaluations will be performed in the fifth year. Additional formal evaluations may be initiated by administration or requested by faculty based on significant administrative or faculty concerns regarding unit member's fulfillment of general scope of responsibilities of an instructional department chairperson. (Ref. Appendix E 7.2.10)

ARTICLE VII

WORKLOAD

- 7.1 The District shall have a WSCH/FTEF target of 530.
- 7.2 Duties and responsibilities for teaching and student development 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 Learning Disabilities Specialist
 - 7.2.4 Reference Librarian – 199 days
 - 7.2.5 Learning Resource Specialist – 199 days
 - 7.2.6 Chair for the Center for Academic Success – 199 days
 - 7.2.7 EOPS Financial Aid Specialist/Counselor - 199 days
 - 7.2.8 EOPS Counselor - 199 days
 - 7.2.9 Chair of Counseling Services - 199 days
 - 7.2.10 Instructional Department Chairs
 - 7.2.11 Career Counselor - 199 days
 - 7.2.12 Disabilities Specialist - 199 days
 - 7.2.13 EOPS Coordinator - 199 days
 - 7.2.14 Athletic Trainer -199 days
 - 7.2.15 Professional Development Coordinator – 199 days
 - 7.2.16 MESA Program Director – 199 days
 - 7.2.17 Coordinator of Transfer Center - 199 days
 - 7.2.18 Distance Learning Coordinator
 - 7.2.19 Simulation Laboratory Coordinator- Nursing – 177 days
 - 7.2.20 Head Football Coach
 - 7.2.21 Articulation Officer – 199 days
 - 7.2.22 Drama Productions Coordinator
 - 7.2.23 Forensics Coach
 - 7.2.24 Butte College Art Gallery Coordinator
 - 7.2.25 Journalism Advisor
 - 7.2.26 Agriculture Leadership Club Advisor
- 7.3 Loads
- 7.3.1 Teaching Loads
 - A. For purposes of calculating load:
 - 1. One hour lecture equals 1/30 of a regular load.
 - 2. One hour activity equals 1/30 of a regular load.
 - 3. One hour lab equals 1/38 of a regular load.
 - B. The appropriate dean or designee shall assign all of the classes (regular load, banked and extra pay) a unit member will teach for the year.
 - C. The dean or designee will select from the assigned classes to establish the unit member's regular load at between 96.5% and 103.5% per 7.3.1 A above, but also as close to 100% as possible. Only complete assignments can be used in this calculation.

“Assignments” is defined as a component of instruction (lecture, lab, etc.) assigned to unit member.

- D. In the event that several arrangements of classes to be counted for regular load result in load calculations that are equidistant from 100%, the specific arrangement of class assignment to be taught for regular load will be determined by a coin toss.
- E. In general, a unit member’s load will be balanced between Fall and Spring term; however, the load assignments for each term are not required to be equal.
- F. If the load calculation for that year exceeds 103.5%, and there is no arrangement of assigned classes that will result in a regular load assignment within the range defined in 7.3.1 C, then the units from a complete class from any term of that year can be divided so that sufficient units (lecture, activity or lab) can be added to the regular load to bring it as close to 100% (ties decided per 7.3.1D).
- G. If a unit member’s Spring schedule is not known at the time of their Fall Primary term assignment, then their regular Fall Primary term load will be assigned between 46.5% and 53.5% but also as close to this range as possible per 7.3.1A above. In this event, the assignment of classes, for the remaining terms of the year, will be made in accordance with 7.3.1C, 7.3.1D and 7.3.1F. Overload classes completed in the Fall term will not be included in the calculation of annual regular load per 7.3.1C.
- H. A unit member will receive extra pay or banked load for each complete class assignment taught above their regular load. If an additional assignment keeps the unit member within the variance (as per section 7.3.1 D) that assignment will not be considered overload. A unit member’s load will be considered set at census point. If approved to use load bank and there is no load bank assignment that will result in a regular assignment within the range defined in 7.3.1.C, then the load from a complete load banked assignment from any term can be divided so that sufficient units can be added to the regular load to bring it as close to 100% as possible.
- I. Load Banking
 - 1. All unit members, both teaching and student development, regardless of regular work duties, may bank classes they teach.

7.3.2 Special Loads

- A. The following courses/programs will have annual load hours as follows:

EMS 111, 203	(48) hours
Fire Science 24 and above	(48) hours
Administration of Justice/ Law Enforcement (AJLE)	(48) hours
Nursing Assistant	(36) hours
LVN	(36) hours
ADN	(36) hours
Respiratory Therapy and EMS/Paramedic	(36) hours

- B. Adult/Special Education and Occupational & Life Skills (OLS) Program Coordinator
The Adult/Special Education and Occupational & Life Skills (OLS) Program Coordinator operates 221 days during the calendar year. The assignment of this position is responsible for developing and maintaining curriculum for SPE and OLS departments - including scheduling of SPE and OLS courses, and assigning faculty for OLS courses. The coordinator also works closely with the community agencies to ensure instruction, training, and compliance with state and federal guidelines.
- C. Except for the courses or programs listed in Sections 7.3.2.A or 7.3.2.B, the load for all classes is as stated in Section 7.3.1.
- D. Any full-time faculty member who teaches an overload in these areas will be paid on the “full-time overload & non-instructional hourly salary schedule” for those hours above the maximum load. The formula pertaining to lecture, activity and lab does not apply.

7.3.3 Unit members who are assigned less than a full teaching load as shown in 7.3 shall first have prior approval of the Chief Instruction Officer.

7.3.4 For large classes that are not open-entry/open-exit, 65-95 students equals double load. Ninety-six or more students equals triple load. Count will be taken at the point of census to determine the number of students in a class for overload purposes. The extra load may be used as part of the regular load, banked, or extra pay.

Beginning with the fall 2023 semester, faculty will be able to add students over the published class cap without limit or administrative oversight with the implementation of the new Add Authorization process in Self Service. Faculty who add students over the published class cap and exceed an enrollment of 65 students or 95 students will not receive a double or triple load, respectively, for those sections without prior authorization from the area dean.

7.4 Instructional unit members will schedule a minimum of 250 minutes of office hours per week (a total equal to five 50-minute class periods).

“Office hours” will be designated as time an instructor is available for synchronous contact. This can include in person, email, phone contact, online video conferencing or other computerized remote interaction.

7.4.1 A scheduled office hour will be a minimum of twenty-five (25) minutes long. Where possible, and based on student demand, longer time periods should be scheduled.

7.4.2 The appropriate District administrator shall review unit members’ office hour schedules, and where student needs require, may work with the unit member to make changes.

7.4.3 Instructional unit members will clearly communicate their scheduled office hours to their students and the appropriate District administrator within the first week of each semester or term.

7.4.4 Each instructional unit member will attempt to respond to students within twenty-four (24) hours (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.

Classroom faculty responsibilities represent a 40-hour work week. Variations with faculty work weeks may occur with specialized programs. (See appendix E 7.2.1 Academic Job Descriptions, Full-time College Instructor).

- 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.
 - 7.7.1 Student development unit members may teach during the day with Vice President or designee approval and make up hours in accordance with a pre-approved plan.
- 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 Chief Instruction Officer 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).
 - 7.11.5 Except for the work year specified in Section 7.3.2 A, all unit members have a work year of 177 days.
 - A. During the District summer-hours period (determined under the provisions of the CSEA agreement), student development unit members, with the exception of the Athletic Trainer and counselors, will work a nine and one-half (9 ½) hour per day,

four (4) day week rather than a standard eight (8) hour per day, five (5) day week. The Athletic Trainer schedule, during the summer-hours period, will be determined by the Athletic Director. The counseling schedule, during the summer-hours period, will be determined by the Vice President of Student Services. This nine and one-half (9 ½) hour per day, four (4) day week will equal five (5) work days for workload purposes under the provisions of Article 7.2.

- 7.11.6 The workday for Allied health programs with clinical rotations at external health organizations shall be:

6:00 a.m. to 11:00 p.m. Monday through Thursday
6:00 a.m. to 8:00 p.m. Friday

7.12 Flexible Calendar Agreement

7.12.1 Instructional Faculty

The instructional calendar includes 175 days of instruction. Professional Development “Flex” days will be those designated each year in the Academic Calendar. Specifically, instructors shall have a six (6) hour scheduled commitment for each flex day (day in lieu of instruction). Required flex hours will be prorated based on reassignments and leaves.

All published Flex Activities are automatically approved for flex credit and do not require an “Individual Activity Contract”. Faculty who wish to fulfill their flex requirement with a project of their own must submit an “Individual Activity Contract”. Individual Activity Contracts submitted by instructors shall constitute contractual obligations as outlined in the unit contract. After reviewing each Individual Activity Contract to see that it is in accordance with Title V regulations, the appropriate administrator shall sign the Individual Activity Contract. In a situation where the proposed Individual Activity Contract is not approved by the appropriate administrator, a faculty member may, within ten days, appeal the decision in writing for review by the Faculty Flex Committee. The scope of review by the Faculty Flex Committee is limited to those materials previously presented to the appropriate administrator.

In the event the faculty member proposes an alternative Individual Activity Contract or presents new materials, those materials must be again presented to the appropriate administrator prior to seeking review by the Faculty Flex Committee. The Faculty Flex Committee shall review the proposed faculty Individual Activity Contract and shall make a recommendation to the Chief Instruction Officer. The decision of the Chief Instruction Officer is final.

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 Chief Instruction Officer will approve the Individual Activity Contract if it is in accordance with Title V regulations and district needs. The decision of the Chief Instruction Officer is final.

7.12.2 Student Development Faculty and other categories not considered as traditional instructional staff.

With their supervisor’s approval, the above staff may attend scheduled Staff Development/flex activities. In a situation where such a request is not approved, the individual may appeal the decision in writing to the Chief Instruction Officer, whose decision in the matter is final. In a situation where an Individual Activities Contract is not approved, the procedure is the same as for classroom academic staff. 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.

7.12.4 If a unit member does not accomplish all of his or her required flex hours, those hours paid and not worked will be deducted from the member's personal leave. Once personal leave has been exhausted, the balance of the hours paid and not worked will be deducted from the member's sick leave. Once sick leave has been exhausted, the balance of the hours paid and not worked will result in a one-time pay adjustment for that academic year. If a unit member does not accomplish all of the required flex hours, they will be ineligible to receive extra pay for completing overload flex hours the following academic year.

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

7.14 Unit members are limited to one course per primary term or four contract hours as an extra assignment. Compensation shall be paid on the "full-time faculty overload and non-instructional hourly salary schedule (without equity enhancement)".

Should the unit member be currently placed on a Faculty Improvement Plan (Appendix G6), the member may not be eligible for extra assignments at the administrator's/designee discretion until the plan is concluded. Exceptions may be granted by the Chief Instructional Officer.

7.15 Department Chair

The Faculty Department Chair serves as the academic and administrative leader for the programs assigned to their department. In this role, the chair is responsible for fostering academic excellence, promoting student success, supporting and mentoring faculty, and ensuring the alignment of departmental activities with the college's strategic goals. The Department Chair works closely with the area dean, communicating department needs to the administration and administrative needs to the department faculty. Each department chair's scope of responsibility is outlined on the official organizational chart maintained by the Office of Instruction. The full job description for this position is contained in Appendix E 7.2.10 .

7.15.1 Work Year and Compensation

This is a 10-month (177 Day) or 11-month (199 Day) position with compensation as established in article 13 and appendix B. This position may require work during the winter and summer breaks at the district's sole discretion, up to a maximum of 50 hours compensated at the faculty member's hourly rate. By December 1 of each year, the Dean and Department Chair will meet to determine the number and schedule of hours of service required during the Winter Intersession. By May 1 of each year, the Dean and Department Chair will meet to determine the number and schedule of service hours required during the summer break. Compensation is outlined in Appendix B to this Collective Bargaining Agreement.

7.15.2 Terms of Service

Subject to satisfactory performance evaluations, chairpersons may serve for a three-year term with the option of renewing once with the approval of the designated Vice President. The designated Vice President may make an exception to these term limitations for a chairperson who is their department's sole full-time faculty member. Chairpersons may serve again after a break in service with the approval of the designated Vice President.

7.15.3 Eligibility

Eligible faculty include tenured faculty members in the department. If there are no interested tenured faculty members in the department, the position may be made available to tenure-track faculty in the department who are in their final probationary contract year or to tenured faculty outside of the department. Faculty planning sabbatical or leave during the proposed term are ineligible to serve as chair.

7.15.4 Determination of Vacancy

By October 31st of each year, the designated Vice President will communicate in writing to each chairperson who will not be reappointed for the next academic year, with a copy sent to the BCEA President.

7.15.5 Selection Process

The following selection process applies when a department chair position becomes vacant, and the district desires to fill it.

7.15.5.1 By November 1st, the designated Vice President will inform the department faculty of the department chair vacancy and request the nomination of one or more tenured faculty candidates from within the department.

7.15.5.2 The department will use its established nomination procedure to select one or more names to forward to the designated Vice President. A department's nomination procedure must be established before receiving notification of vacancy and may not be changed during the period between the vacancy notice and the appointment of a new chair. Nominations will be forwarded to the designated Vice President within ten (10) working days of receiving notification of vacancy.

7.15.5.3 If a department does not have an established nomination procedure when notification of vacancy is received, the chair selection process will commence with the designated Vice President soliciting letters of interest from faculty under the eligibility criteria described above and then proceed with the remaining steps described below.

7.15.5.4 The designated Vice President and supervising administrator will interview chair candidates, make a final appointment decision, and communicate the decision to the candidate(s), department faculty, and the BCEA President.

7.15.5.5 If a department's nominee is not appointed, the designated Vice President will provide a written rationale to the candidate and request an alternate nomination from the department within five (5) business days. If no alternate nomination is forthcoming, the chair position will be opened to other faculty under the eligibility criteria and letter-solicitation process described above.

7.15.5.6 If a new chair appointment is disputed by more than half of a department's tenured and tenure-track faculty, a review committee will be formed to include the designated Vice President, the area Dean or Director, and representatives of the department, both in support of and in opposition to the appointment. The Vice President will select up to two representatives in support and opposition. Every effort will be made to address concerns about the appointment decision and reach a consensus. If consensus is not reached, the Vice President will consider all

viewpoints and decide whether to forward the proposed chair to the President for final approval.

7.15.6 Evaluation

Chairpersons will be evaluated by the area supervising administrator in the first and third years of their first three-year term. If appointed to a subsequent three-year term, they will be re-evaluated in the middle year of that term.

7.15.6.1 Chairperson evaluations will include written peer feedback and direct observation of performance by the supervising administrator. Peer feedback will be solicited from all tenured, tenure-track, and associate faculty in the department and may, at the request of the evaluatee, include feedback from faculty outside of the department as appropriate to the position. Feedback will be solicited and collected by the supervising administrator. Peer feedback collected as part of this process will be anonymous and only provided to the evaluatee in summary form. The supervising administrator will use the Department Chair evaluation forms, which include:

- Performance ratings on the responsibilities contained in the job description
- Commendations for good work and excellence in the performance of duties
- Recommendations for continuous improvement and growth
- Support and professional development opportunities to facilitate growth
- Goals for the next evaluation period related to program, department, and institutional goals articulated in formal planning documents

7.15.6.2 Additional formal evaluations may be initiated by the area Dean/Director or requested by department faculty based on significant, documented administrative or faculty concerns regarding the chairperson's fulfillment of the position responsibilities (see Appendix E).

7.15.6.3 If significant administrative or faculty concerns persist regarding a chairperson's fulfillment of the position responsibilities, despite the support and professional development provided for growth, the designated Vice President will meet with the area Dean/Director and the chairperson to determine whether the chairperson will be removed.

7.15.7 Ongoing Review and Revision of Position, Duties, and Compensation

The designated Vice President will reevaluate the duties and compensation of every department chair position 1) whenever a department chair position becomes vacant, 2) when a three-year term concludes, and 3) when new, significant changes to the chairperson's workload emerge during a three-year term. The compensation for each department chair will be determined using the Chair Formula maintained by the Office of Instruction. The formula will be revised as needed in consultation between the district and the bargaining unit.

7.16 Additional Duty Assignments

Additional duty assignments in Appendix D other than coaching stipends shall follow this process to be appointed. Additional duties positions may serve for a three-year term with the option of renewing once with the approval of the Vice President. Exemptions for renewal can be made if there are no applicants for

the position. Faculty members can serve again after a break in service with the approval of the Chief Instruction Officer.

- 7.16.1 By April 15th of each year, the Vice President shall communicate in writing to each member hired under this agreement and BCEA who will not be reappointed for the next academic year.
- 7.16.2 When an additional duty position becomes vacant and the district desires to fill it, the following selection process applies.
 - 7.16.2.1 Eligibility -Eligible faculty include full-time tenured faculty who meet the qualifications for the position. If there are no interested tenured faculty members, the position may be made available to tenure-track faculty in their final probationary contract no less than ten (10) working days after notifying BCEA.
 - 7.16.2.2 Selection- When an additional duty stipend position becomes vacant, and the district desires to fill it, the appropriate educational administrator will solicit letters of interest. The Vice President and supervising administrator will interview all interested faculty. The Vice President will make the final appointment.

7.17 Overload

- 7.17.1 Full-time faculty will be represented by the Butte College Education Association (BCEA) when teaching overloads.
- 7.17.2 Full-time faculty have first right of refusal on all overload assignments.
- 7.17.3 Evaluation of regular load classes is sufficient for BCEA unit members. An overload class may be used in the evaluation process if mutually agreed upon between BCEA and the College.
- 7.17.4 Maximum overload is one course or four (4) contract hours per primary term. Exceptions may be granted by the Chief Instruction Officer (Section 7.14).

Should the unit member be currently placed on a Faculty Improvement Plan (Appendix G6), the member may not be eligible for extra assignments at the administrator's/designee discretion. Exceptions may be granted by the Chief Instructional Officer.
- 7.17.5 The BCEA grievance procedure will apply for regular load and overloads.
- 7.17.6 Flex hours will be required for BCEA unit members teaching an overload as specified for part-time faculty.
- 7.17.7 Courses taught in other terms may be used as regular load by mutual agreement between BCEA and the College.
- 7.17.8 When student development BCEA unit members are assigned an overload, they shall be paid on an hourly basis using the "full-time faculty overload and non-instructional hourly salary schedule (without equity enhancement)".
- 7.17.9 At such time as payment for office hours has no impact on part-timers, full-time unit members teaching overload will receive payment for office hours on the same basis as part-timers.
- 7.17.10 To determine seniority as a part-timer, retiring full-timers will have their past overload analyzed on the same basis as though they had been part-timers. PFA seniority rules will apply.

- 7.17.11 Full-time faculty will accrue one day per month of sick leave for June and/or July for an overload assignment of eight (8) hours or more worked outside their normal work year, (not to exceed a total of twelve days of sick leave per fiscal year). Sick leave accruals for summer overload assignments will be posted to the employee's regular sick leave plan after summer overload hours have been paid. This additional sick leave accrual will be granted only for summer month(s) in which contractual service is performed as indicated on the overload assignments. Other types of payments made outside of the normal work year (such as stipends) do not provide for any additional sick leave accrual.

7.18 Prioritization of Regular and Overload Teaching Assignments

The supervising administrator will prioritize and assign teaching loads in the following order. The Chief Instructional Officer may approve exceptions to this sequence as needed to address department scheduling needs:

- Regular teaching load for full-time faculty
- Overload teaching assignments for full-time faculty up to the maximum specified below
- Associate faculty with seniority
- Associate faculty without seniority
- Additional full-time faculty overload over one section

This sequence will apply to the initial assignment of teaching load by the supervising administrator and to subsequent courses added to the schedule after teaching loads are set at the fall primary term census date.

- 7.18.1 Full-time faculty are limited to a maximum of a one-section overload per primary term. The Chief Instructional Officer may approve exceptions to this limitation.
- 7.18.2 Faculty on a performance improvement plan or involved in disciplinary action when full-time teaching assignments are submitted to the Office of Instruction are not eligible for overload assignments, except at the discretion of the supervising administrator and with approval from the Chief Instructional Officer.
- 7.18.3 Faculty will be compensated for overload assignments as specified in Appendix B or elect to bank the hours in accordance with 7.3. Compensation for overload assignments will be on an hourly basis without the application of load hour equivalent calculations. The BCEA represents faculty for all overload assignments.

7.19 Noncredit Courses

Noncredit courses require fewer hours of preparation and assessment of student performance than credit courses. Accordingly, the state reimburses the cost of instruction for these courses at a lower level than traditional credit courses. Following these assumptions, full-time faculty teaching load and compensation for noncredit instruction will be tiered according to the following categories effective fall 2024.

7.19.1 Career Development and College Preparation

Noncredit courses in English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are categorized as Career Development and College Preparation (CDCP) courses. They are eligible for "enhanced funding" under certain circumstances. CDCP courses typically require preparation and outside-of-class assessment and student feedback commensurate with credit courses. Eligible courses must be submitted to the Chancellor's Office for approval as CDCP and designated eligible for enhanced funding.

Courses approved as CDCP by the Chancellor's Office will carry the same load hour equivalent as credit lecture or activity courses for all full-time faculty. When a CDCP course is assigned as part of an overload, faculty will be paid at the overload rate established in Appendix B of this agreement.

7.19.2. Stand-alone Noncredit Courses other than CDCP

All noncredit courses not classified as CDCP and scheduled as stand-alone sections not offered in conjunction with a credit course will carry no teaching load and will be compensated at the hourly noncredit rate established in the Part-time Faculty Association salary schedule.

7.19.3 Noncredit / Credit Mirrored Courses

When noncredit courses are developed to mirror credit courses and are scheduled concurrently with a credit section, where some of the enrollment is in the credit section and some in the noncredit section, the credit course will determine the teaching load. If these sections are assigned as overload, faculty will be paid at the overload rate. This compensation structure is only valid if all the following conditions apply:

- No more than 20% of the seats in the classroom are scheduled for noncredit students.
- The students enrolled in the noncredit version of the course are in the same classroom, at the same time, with the same instructor, and engaged in the same work as the credit students.
- The minimum enrollment requirements are based solely on the number of credit students enrolled in the section.

Noncredit courses designed to mirror credit courses but scheduled as stand-alone sections will be counted for teaching load or paid at the rate specified in either section 7.19.1 or 7.19.2, depending on the CDCP status of the course.

7.20 Short-term Duty Assignments

Short-term duty assignments are defined as work outside of a unit member's job description for which the district offers compensation in the form of a stipend and/or reassigned time from the unit member's regular duties. The scope, duration, and qualifications for each short-term duty will be outlined in the announcement for the position. These positions are distinct from Additional Duty positions for which there are job descriptions and compensation specified in the collective bargaining agreement.

7.20.1 Eligibility

Eligibility for short-term duty assignments will be defined by the District according to the scope and nature of the work.

7.20.2 Position Announcement and Compensation

The District will provide a written scope of duties document outlining the major responsibilities of the position, compensation, and length of service. Stipend and compensation other than reassigned time will be based on the negotiated ancillary rates for non-classroom responsibilities. Reassigned time is based on a 40-hour work week.

7.20.3 Selection Process

The appropriate vice president or designee will advertise an open short-term duty assignment to all eligible faculty and solicit letters of interest. The supervising administrator and appropriate vice president or designee will conduct interviews of candidates and make a final selection. The final selection will be communicated by the supervising administrator to the eligible faculty.

7.20.4 Evaluation

Faculty selected for short-term duty assignments that last more than one year will be evaluated at the end of their first year and third year of service utilizing the Short-term Duty Assignment evaluation form. Assignments lasting less than one year do not require a formal evaluation. The evaluation may include commendations for accomplishment of goals, recommendations for continuous quality improvement, and performance goals for subsequent years. Additional evaluations may be performed if the District is concerned about the performance of the incumbent. The District reserves the right to remove an incumbent if they are placed on a performance improvement plan as part of their regular assignment, or if recommended in the short-term assignment evaluation.

7.20.5 Duration of Service

The term of service for each short-term duty assignment, including the maximum term of service, will be determined by the District and included in the position announcement. Faculty may serve two consecutive three-year terms and are eligible for short-term consecutive terms with the approval of the Chief Instructional Officer.

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 Vice President of Administration 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

TRANSFER

- 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.

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 their 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 their 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, they 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.

Level IV

- 10.5.10 If the grievant is not satisfied with the decision at Level III, they may appeal the decision in writing within five (5) days to the next higher designated supervisor, manager or designee, when appropriate levels exist. The Superintendent/President will be the last level of appeal before third party intervention is considered.
- 10.5.11 The appeal shall include a copy of the original grievance and appeal with the decisions rendered, and the reasons of the appeal.
- 10.5.12 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, III, or IV, the Association may request, in writing, a hearing before an arbitrator. The request shall be filed in the Human Resources 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 Vice President of Administration shall request the State Mediation and Conciliation Services (SMCS) 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 Leave Guidelines

- 11.1.1 Paid leaves will not constitute a break in service. Unpaid leaves will constitute a break in service.
- 11.1.2 Unless the unit member serves for at least seventy-five percent (75%) of a year, no increment will be given (except for banked leaves and leaves with benefits). When a leave is not for a full year, primary terms in which a faculty member has taught full-time accumulate with two (2) such primary terms 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 primary term has been completed.
- 11.1.3 The Board may in any one primary term grant no more than 5% of the total number of full-time academic unit members an unpaid leave with or without paid fringe benefits.
- Any unit member who is on paid leave shall continue to earn all unit member leave benefits to which entitled if employed full time. A unit member who is on unpaid leave shall retain all accumulated leave benefits but shall not accrue any additional leave benefits during such periods of absence.
- An Absence Report Form must be filled out for all leaves as specified under Article 11 excluding sabbaticals, reduced workloads, and job-sharing.
- The following leaves are considered paid leaves:
- Sick leave
 - Personal Emergency leave (from sick leave)
 - Personal leave (from sick leave)
- 11.1.4 Campus Closures. In the event of a non-emergency campus closure, for example a power shutoff when the physical campus is closed but the college is still open for instruction, all faculty will be responsible for continuing instruction and/or service to students via a remote modality. Faculty must communicate with their students, provide alternative class assignments, and otherwise maintain their usual, contracted work activities. Faculty who cancel classes or are otherwise unavailable during a non-emergency campus closure, must follow the sick leave and personal leave policies and procedures contained in this agreement.

11.2 Sick Leave

- 11.2.1 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.

- 11.2.2 When the unit member has made application for retirement, the district shall certify to the applicable retirement systems (CalSTRS/CalPERS) the number of days of accumulated and unused leave of absence for illness or injury to which the unit member is entitled on their final day of employment.
- 11.2.3 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.
- 11.2.4 When a unit member has exhausted their 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 their regular salary during the period of such absence up to a maximum of five (5) school months.
- 11.2.5 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 Human Resources office, in writing, of the name and address of the district by whom they was last employed and request credit for the accumulated leave of absence for illness or injury to which they is, or was, entitled at the time of separation.
- 11.2.6 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.
- 11.2.7 At the time a unit member begins their contracted employment for each academic year, they shall be provided with a current accounting of their accumulated sick leave.
- 11.2.8 If absent five (5) or more consecutive duty days, the unit member shall provide the district, upon request, with a statement from a physician verifying the necessity of such absence.
- 11.2.9 If on a leave of absence certified by the Human Resources department, a unit member has the option of deciding whether to exhaust sick leave or use bank leave first.
- 11.2.10 Faculty may use sick leave in hourly increments for the portion of the day missed. If the member is sick and otherwise not available for the entire day, 8 hours shall be reported.
- 11.2.11 A unit member may use his or her sick leave for up to 12 weeks of parental leave for the birth of a child of the unit member or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member, in any 12 -month period. When a unit member has exhausted all accumulated sick leave benefits and continues to be absent from his or her duties on account of parental leave, the member shall be compensated at fifty percent (50%) of the member's regular salary for the remaining portion of the 12-workweek period of parental leave.

11.3 Personal Emergency Leave

- 11.3.1 A unit member may be granted a maximum of six (6) days leave of absence in any school year, at their election, without loss of pay, in cases of personal emergency. Such leaves shall be deducted from the unit member's accumulated sick leave.

- 11.3.2 Personal emergencies include serious illness or death of a member of their immediate family; an accident involving their person or property, or the person or property of a member of their immediate family; appearance in court as a litigant, or as a witness under an official order.
- 11.3.3 "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, sister, registered domestic partner of the unit member, step parents, step children, or any relative living in the immediate household of the unit member.
- 11.3.4 The Vice President of Administration may grant exceptions if a unit member applies under section 11.3.1 or 11.3.2 for leave involving a family member not within the definition of "immediate family" in section 11.3.3, 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 Vice President of Administration.
- 11.4 Personal Leave: Seven days of personal leave will be granted each year (non-cumulative), deducted from sick leave.
- 11.4.1 The following are considered additional paid leaves requiring a qualifying event:
- Industrial Accident and Illness Leave
 - Bereavement Leave
 - Military Leave
 - Required Legal Appearance
 - Jury Duty
 - Catastrophic Leave Bank
- 11.5 Industrial Accident and Illness Leave
- 11.5.1 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 their duties on account of an industrial accident or illness, they shall be paid the portion of the salary due them for any month in which the absence occurs, as, when added to their temporary disability indemnity under Division 4 or Division 4.5 (commencing with section 1600) of the Labor Code, will result in a payment to their of not more than their full salary. The phrase "full salary" as 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 them 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 their 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, they may elect to take as much of their accumulated sick leave which, when added to their temporary disability indemnity will result in a payment to them of not more than their 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 their 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 their prior assignment, the district shall provide first priority in assigning such a unit member into classes where their disability, at the discretion of the district, does not hinder the performance of the duties required of their if they is otherwise qualified.

11.6 Bereavement Leave

- 11.6.1 Upon the death of any member of the unit members immediate family, the unit member shall be granted, without loss of salary, or other benefits, leave of absence not to exceed three (3) working days. Additionally, unit members are entitled to an additional two (2) days of unpaid leave or may supplement the bereavement leave with Personal Leave pursuant to Article 11.4).

If out-of-state travel is required, unit members shall be granted, without loss of salary, or other benefits, leave of absence not to exceed five (5) working days, 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.

- 11.6.2 "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, as well as the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, registered domestic partner, step parents, step children, or any relative living in the immediate household of the unit member.
- 11.6.3 Bereavement leave shall not be granted during a non-paid leave of absence, holidays, or Board granted days off.

11.6.4 An extension of Bereavement Leave may be requested by the unit member under Personal Leave provisions (Article 11.4). Any extension must be approved by the District.

11.7 Military Leave

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

11.8 Required Legal Appearance

11.8.1 A unit member who is subpoenaed 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 fee received for appearance as a witness.

11.8.3 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.

11.8.4 Unit members are required to return to work during any day in which such appearance is not required.

11.8.5 The district may require verification of such appearance prior to, or subsequent to, providing compensation.

11.9 Jury Duty

11.9.1 A unit member who is called for jury duty will be granted the necessary time off with pay to fulfill this obligation.

11.9.2 The unit member shall pay to the District any per diem fees paid by the court.

11.9.3 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.

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

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

11.10 Catastrophic Leave Program - Catastrophic Leave is a leave of absence related to a serious health related condition of a regular employee (or immediate family member) who has exhausted all their own paid leave through a bona fide serious illness or accident. Catastrophic leave does not apply to such conditions as the flu, colds, and/or conditions requiring less than an absence of two weeks or to normal pregnancy and post-partum baby bonding.

The purpose of the Catastrophic Leave Program is to enable regular members to receive and donate sick leave credits to assist other members who have no leave and who will suffer a financial hardship due to prolonged illness or injury to themselves or a member of their immediate family.

Minimum leave donations must be at least eight (8) hours. Donations must be made in eight (8) hour increments. Every eight (8) hours of Catastrophic Leave will equal one (1) day of sick leave. A maximum of five (5) months of accrued leave may be donated in accordance with the employee's work schedule. In no event may an employee receive and be paid for more hours than they would normally be scheduled to work.

The following conditions shall apply to Catastrophic Leave:

1. Catastrophic leave will be available only to employees who have exhausted their own paid leave through a bona fide serious illness or accident.
2. If an absence due to pregnancy is ordered in writing by the treating health care provider, such absence will qualify for catastrophic leave while the employee is incapacitated from work.
3. The leave program shall be administered by the Human Resources Department and Payroll Division.
4. Faculty members must be in regular appointed positions to be eligible for catastrophic leave.
5. All donations are to be confidential, between the donating member, Human Resources Department and Payroll Division.
6. Faculty members donating sick leave must have forty (40) hours of that leave available after making a donation.
7. Donating members must sign an authorization, including specifying the specific member to be a recipient of the donation. All donations are irrevocable.
8. Donations will be subject to applicable laws.
9. The availability of Catastrophic Leave shall not delay or prevent the College from taking action to medically separate or disability retire an employee.
10. Catastrophic Leave due to illness or injury of an immediate family member may require medical justification by a physician's statement as evidence that the presence of the faculty member is necessary.
11. Catastrophic leave ends upon the member's return to the regular work schedule.
12. If additional leave and donations are needed after the member is returned to the regular schedule, a new application must be submitted.
13. If a member is returned to work on a part-time schedule and donations still exist for that individual, the appointing authority must submit notification to the Payroll Division that intermittent use is authorized.
14. Catastrophic Leave Donation forms (Appendix H) will be processed in the order received. Once the requested number of donated hours are received, any remaining Catastrophic Leave Donation forms will be returned to the donating member(s).

The following are considered additional leaves, paid and unpaid with benefits maintained, requiring approval:

- Additional Emergency Leave – paid
- Banked Leave – paid
- Sabbatical Leave – unpaid unless also using banked leave
- Reduced Workload – unpaid
- Job Sharing – unpaid

11.11 Additional Emergency Leave

- 11.11.1 Wherever a unit member's personal emergency leave provisions (described above in 11.3) have been totally exhausted in any fiscal year, and, additional personal emergencies occur, it may be considered cause for granting additional emergency leave.

11.11.2 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.

11.11.3 Any such additional emergency leave granted shall not be cumulative from year to year.

11.12 Banked time from overload teaching time allowance

11.12.1 Prior to class scheduling each term, an academic staff member may submit to the Chief Instruction Officer 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.

11.12.2 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.

11.12.3 A written agreement (letter of intent) between the academic staff member and the District must be approved by the Superintendent/ President.

11.12.4 In the event a unit member is unable to take their banked time leave, with the approval of the District the unit member may be paid for the classes they has accumulated at their overload rate, but only if the following conditions have been met (IRC Reg. 1.45-2a):

- a. separation from District employment
- b. verifiable and documented serious and/or pressing need

11.12.5 A unit member may elect, in coordination with an approved sabbatical leave, to also utilize earned banked time. See Article 11.13.

11.12.6 The maximum accumulation of load bank is one full year of load using the same range as specified in 7.3.1.C (96.5% - 103.5%).

11.12.7 Load bank assignments must be used in the same increments they are earned. If there is no arrangement of load bank assignments that puts a unit member within the 96.5 – 103.5% range, then and only then, a load bank assignment may be split to get within the range and as close to 100% as possible.

11.12.8 Student development faculty who earn load bank under the 177-day contract can only apply it back to 177 days of their own contract.

11.13 Sabbatical Leave

11.13.1 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.

11.13.2 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 they 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.

11.13.3 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.

11.13.4 Financial Arrangements

- A. Assuming funding availability as determined and allocated by the Board, the Board may, in any one primary term, grant up to five percent (5%) of the total number of fulltime academic unit members as of July 1 of any fiscal year, sabbatical leave. The District will include in its annual budget funding sufficient to provide for no less than two full-time equivalent (2 FTE) faculty sabbatical leaves.
- B. Such leaves granted shall be as follows:
 - 1. One (1) complete school year shall be paid sixty-five percent (65%) of their full contractual salary.
 - 2. One (1) primary term of the school year shall receive eighty percent (80%) of their full contractual salary.
- C. Banked Time Application to Sabbatical Leaves: A unit member may elect, in coordination with an approved sabbatical leave, to also utilize earned banked time. The intent of this election is to receive compensation of up to that unit member's current annual salary during the approved sabbatical leave. For example a unit member on an approved one-year sabbatical may withdraw up to 35 percent of a yearly load from their banked time to make up for that amount of pay lost during that sabbatical. This election is not retroactive, is irrevocable during the leave, and must be communicated to the District in advance of the first day of the approved sabbatical leave. See also 11.12 – Banked Time from Overload Teaching.
- D. 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.
- E. Time on sabbatical leave will count towards retirement.
- F. 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.

- G. The District will not provide funding or reimbursement for any expenses related to or incurred by the faculty member for the sabbatical leave project.

11.13.5 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. If a unit member takes a banked leave during this time, it shall count as part of that obligation.
- B. The unit member who is approved for a sabbatical leave shall, as the Board directs, sign the "Sabbatical Leave Agreement." In the event they does not return to the District for the required time commitment (Section 11.13.4(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 their 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 Chief Instruction Officer 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 Chief Instruction Officer a brief written report of the progress being made to meet the objectives of the leave.
- G. Within one (1) primary term after return to duty, a unit member who has completed a sabbatical leave shall submit to the Chief Instruction Officer 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 Chief Instruction Officer's evaluation, shall be forwarded to the Superintendent/President as evidence of the unit member's completion of the sabbatical leave. If the Chief Instruction Officer 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 SPA Committee, determine that the intent of the leave had not been reasonably fulfilled, they 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.

11.13.6 District Commitment

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

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.

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.

11.15 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.

- 11.15.1 Any full-time employee wishing to participate in the job sharing program must make formal application to the Office of Human Resources one primary term prior to the anticipated date of job sharing.
- 11.15.2 Approval of the application will be determined by the Chief Instruction Officer after consultation with the appropriate administrator.
- 11.15.3 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 their counterpart works 40% or 50%.
- 11.15.4 Job sharing does not have to occur between two employees in the same discipline or area.
- 11.15.5 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.
- 11.15.6 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.
- 11.15.7 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.
- 11.15.8 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 11.15.7.
- 11.15.9 Benefit payments paid by the job sharing employee will be made by the first of each month.
- 11.15.10 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.
- 11.15.11 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.
- 11.15.12 Notice of a desire to return must be submitted in writing to the Chief Instruction Officer at least one primary term prior to the request of return date. Such a request may be acted upon sooner by mutual agreement.

- 11.15.13 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.

The following are considered unpaid leaves without benefits, requiring approval

- Long-term leave
- Short-term leave

11.16 Long Term Leave Without Pay

- A. Written request for long-term leave without pay, i.e., leaves of over one (1) month, for personal reasons, shall be presented to the appropriate area Dean/Director. A request for long-term leave without pay must be subsequently approved by the Chief Instructional Officer/Chief Student Services Officer, the Superintendent/President and the Board.
- B. Unit members granted long-term leave without pay shall accept the obligation to return to active full-time duty for twice the period of the leave, following return from leave.
- C. As a condition to the Board's granting of long-term leaves, the unit member agrees that they 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 they intends to return the following fall. Where notification is not received within the time limits established, the unit member is determined to have resigned their position.
- D. 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 their position.
- E. The Board shall cause the unit member on return, where eligible, to be reinstated in the position held by them at the time of granting of the leave.

11.17 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.

ARTICLE XII

BENEFITS

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.
- 12.1.4 Upon providing proof of alternative coverage to the District, a full-time unit member may elect to decline the District's medical coverage only; the full-time unit member will be required to enroll in dental and vision coverage. The District will pay the administration fee equal to the premium of the least expensive medical plan available. If the administration fee is less than the yearly contribution paid by the District for health and welfare benefits, the full-time unit member shall receive the difference as supplemental pay in their monthly warrants (cash-in-lieu of benefits) in that year.

If the administration fee exceeds the District's annual contribution for health and welfare benefits, the full-time unit member shall pay the difference as a salary reduction. During a plan year, if a full-time unit member who has declined medical coverage has a qualifying event, they may enroll in one of the District-sponsored plans, which will negate their election under this section.

12.2 The District and BCEA hereby create an Internal Revenue Code Section 125 Plan as provided herein. The Section 125 Plan shall be:

- 12.2.1 Entitled the Butte College Plan (hereinafter referred to as the "Section 125 Benefits Plan").
- 12.2.2 Administered as a "premium conversion, salary reduction plan," to provide unit members with a choice between taxable cash and tax-exempt health and welfare benefits available from the limited money available from the District's contribution to the Section 125 Benefits Plan.
- 12.2.3 Administered, to the full extent permitted by law, in such a manner as to ensure that the contributions to the Section 125 Benefits Plan and qualified benefits provided by the Section 125 Benefits Plan shall not be deemed to be wages and shall be excluded from Federal and State taxation, as tax exempt benefits.
- 12.2.4 Directed by the Joint Powers Authorities (JPA) of which the District is now a member (for the "premium conversion" part of the Plan) and by the Section 125 Benefits Plan Administrator (for the "salary reduction" part of the Plan). The District will maintain and provide records as needed to these organizations. (Changes are to be mutually agreed upon.)

12.3 Plan benefits to be administered by the Section 125 Benefits Plan.

- 12.3.1 Unit members are required to accept the following benefits. (Changes are to be mutually agreed upon.)

- 12.3.1.1 Dental Plan: including eligible dependents.
 - 12.3.1.2 Vision Plan: including eligible dependents.
 - 12.3.1.3 Group Life Insurance: (\$50,000)
- 12.3.2 Unit members will be able to choose among all of the options of medical plans offered to BCEA unit members by the Butte Schools Self-Funded Programs (JPA).
- 12.4 The District's Annual Contribution to Plan Benefits
 - 12.4.1 The District's annual contribution cap to plan benefits will be based on the sum of the cost of dental, vision, group life insurance, and the base medical plan. The base medical plan is defined as the medical plan option whose cost, when combined with the previously mentioned benefits, most closely reflects the District's negotiated contribution cap to benefits. The District and BCEA may at any time evaluate other plans in other JPAs to determine what is in the best interest of the BCEA members and the District.
- 12.5 The District's annual contribution cap to Plan Benefits (medical, dental, vision and life insurance) will be as follows for the next three years:
 - 2024-25: 2023-24 contribution + up to 3%, not to exceed the statutory COLA funded in the 2024-25 enacted state budget
 - 2025-26: 2024-25 contribution + up to 3%, not to exceed the statutory COLA funded in the 2025-26 enacted state budget
 - 2026-27: 2025-26 contribution + up to 3%, not to exceed the statutory COLA funded in the 2026-27 enacted state budget

Annual contribution amounts will change effective on the date that medical plan rates change. For 2024-25, this date is October 1, 2024. Prior to the conclusion of the 2026-27 fiscal year, the District and BCEA will reopen negotiations regarding the benefits contribution.

 - 12.5.1 If the total required benefits (Section 12.3.1) and the medical plan and dental plan chosen by the member exceed the District's yearly contribution, the unit member shall pay the difference as a salary reduction. If the total required benefits and the medical plan chosen by the member is less than the District's yearly contribution, the unit member shall receive that difference as supplemental pay in their monthly warrants in that year (cash-in-lieu of benefits)
 - 12.5.2 Unless agreed to by BCEA and the District, the District's and the employee's yearly contribution to Plan Benefits will not be less than the contribution made in the prior year unless the total cost of Plan Benefits decreases. The District's and the employee's contribution to Plan Benefits would then be decreased proportionately.
- 12.6 Outside of the Section 125 Benefits Plan, the District shall provide a maximum of \$0.95 per \$100 of insured salary towards long-term disability for each unit member.
- 12.7 Medical insurance benefit for retired unit members hired on or before July 1, 1988.
 - 12.7.1 Unit members are eligible for retirement medical benefit 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 a medical benefit for the life of the retired unit member. His or her eligible dependents covered at the date of retirement will continue to be covered so long as they remain eligible dependents. Any dependent added after retirement that results in a premium increase may be covered at the retiree's cost as permitted by the medical plan provider.

- 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 the purposes of determining the minimum ten (10) years of full-time employment required above.
- B. The District will provide at no cost to the retiree, a retiree medical plan made available by the medical plan provider that is closest in cost to the base medical plan provided to active employees.
- C. When a unit member who has been granted retirement benefits 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 Medicare Plans A and B or their successors.
 - 1. 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 base plan.
 - 2. If a retired unit member does not qualify for Medicare at the age when the retired unit member would have qualified, the District will not continue medical coverage unless Medicare is obtained by the retired unit member.
 - 3. A unit member who has been granted retirement benefits by fulfilling the requirements herein stated and who subsequently obtains employment outside the District with an employer that provides medical insurance to them shall be required to terminate the medical insurance provided by the District.

12.7.2 Retiree Benefit Buyout: In lieu of receiving medical benefits after retirement, a retiree may elect to have the District "buyout" their retiree medical benefits for the equivalent of one year of the current cost of the base plan. This buyout will be paid in one lump sum.

12.8 Medical insurance benefit for retired unit members hired after July 1, 1988

12.8.1 Unit members are eligible for retiree medical benefits when (a) they reach fifty-five (55) years of age and (b) they have served at least fifteen (15) years of full-time employment with the District, or the combination of years of age and years of service equal or exceed seventy (70). Example: a member who wants to retire at age 57 must have served at least 13 years of full-time employment with the District, $57 + 13 = 70$. Under such conditions the District agrees to pay a medical benefit until and only until such time the retiree qualifies or would have qualified for Medicare. His or her eligible dependents covered at the date of retirement will continue to be covered so long as they remain eligible dependents. Any dependent added after retirement that results in a premium increase may be covered at the retiree's cost as permitted by the medical plan provider.

BCEA unit members hired before July 1, 2018 are eligible for retirement medical 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 medical benefits until and only until the retiree qualifies or would qualify for Medicare.

- 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 the purposes of determining the minimum fifteen (15) years of full-time employment required above.
- B. The District will provide at no cost to the retiree, a retiree medical plan made available by the medical plan provider that is closest in cost to the base medical plan provided to active employees.
- C. A unit member who has been granted retirement benefits by fulfilling the requirements herein stated and who subsequently obtains employment outside the District with an employer that provides medical insurance to their shall be required to terminate the medical insurance provided by the District.

12.8.2 Retiree Benefit Buyout: In lieu of receiving medical benefits after retirement, retiree may elect to have the district "buyout" their retiree medical benefits for 50% of the total current annual cost of the base plan, per each eligible year of plan participation. (Example: Annual base plan cost = \$10,000; 50% = \$5,000; eligibility years = 5 years; Total one time buyout= \$25,000). This buyout will be paid in one lump sum.

12.9 Purchase of Medicare Supplement, Dental or Vision Plans

- 12.9.1 Retirees may purchase Medicare Supplement, Dental or Vision plans at District rates plus administrative fee (cost neutral to the District), so long as this is allowed by the benefits provider.
 - A. Surviving spouses, of deceased employees or retirees, may purchase Medicare Supplement, Dental or Vision plans at District rates plus administrative fee (cost neutral to the District) so long as this is allowed by the benefits provider.

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 and adjusted as described in 13.2.
- 13.1.2 Any course work or projects to be used for column movement must have prior approval of the SPA Committee (see Appendix B).
- 13.1.3 All work under 13.1.2 must be completed by August 1 to be effective for the balance of 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 The District will adjust the salary schedule to reach 100% of the average of a selected 20 districts according to the following procedure (hereafter referred to as the 20-school average). Basic aid districts will not be included in the selected 20 schools as these districts do not receive state apportionment dollars.
 - A. From the Recalculation Apportionment Reports (Exhibit C) for the preceding year, the ten districts whose funded apportionment FTES above Butte College and the ten districts below will be selected for salary schedule comparison.
 - B. The benchmark salary equals the highest non-doctorate column, step 15 or equivalent for the districts in the 20-school average, as listed in the most current academic salary schedule. This average will be used to calculate the percentage increase for all steps of the salary schedule. The average salaries of the twenty selected districts shall be calculated after excluding the two highest and the two lowest benchmark salaries.
 - C. The 20-school average used to determine the annual salary increase will be calculated and rounded to the nearest ten thousandth decimal point (0.0000). All stipends granted under this contract will also be adjusted using the percentage.
 - D. The District will adjust the salary schedules to reach 100% of the 20-school average in the first year of the new contract, and every three years thereafter, and then add the funded state COLA.
 - E. The District will add the funded statutory COLA percentage received by the district to the salary schedule in 2024-25. In 2025-26, salary schedules will be increased by up to 2%, not to exceed the statutory COLA funded in the 2025-26 enacted state budget. In 2026-27, salary schedules will be increased by up to 2%, not to exceed the statutory COLA funded in the 2026-27 enacted state budget. If the District reaches early restoration of its total computational revenue by the 2026-27 academic year and receives the funded statutory COLA in the 2026-27 enacted state budget, and if the COLA is greater than 2%, the District will apply the full COLA to the salary schedule for the 2026-27 academic year. The increase each year will also be applied to all schedules/stipends within this contract.
 - F. Under no circumstances will the salary schedules decrease. At no time will a negative COLA, or a negative percentage be applied to the salary schedules or any form of pay including stipends.

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

$$\text{Daily Rate} = \frac{\text{Contract Salary}}{\text{Contract Days}}$$

- 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 Non-classroom unit members working 199 days will be paid from the 11-month 199-day salary schedule.
- 13.6 Instructional Department Chairs shall receive the following compensation and assigned teaching or service load reduction to perform coordination functions (see Appendix 7.2.10 for job description).
- 13.6.1 Department Chair I - The assigned time reduction on the teaching load shall equal fifty percent (50%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).
- 13.6.2 Department Chair II - The assigned time reduction on the teaching load shall equal forty percent (40%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).
- 13.6.3 Department Chair III - The assigned time reduction on the teaching load shall equal thirty percent (30%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).
- 13.6.4 Department Chair IV - The assigned time reduction on the teaching load shall equal twenty percent (20%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).
- 13.7 Doctorate stipend shall be the appropriate step of Class IV + 6.6% of the base of the salary schedule (Column I, Step 1).
- 13.8 Non-classroom unit members on 199 day (eleven month) contracts will be compensated at the same daily rate as the 10-month academic salary schedule.
- 13.9 Non-classroom unit members on 221 day (twelve month) contracts will be compensated at 12/10ths of the academic salary schedule.
- 13.10 All stipends granted under this contract will be adjusted by the cost of living percent granted to salary increases.

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 Academic Senate Executive Committee Release Time – The members of the Academic Senate Executive Committee, as defined in the Butte College Faculty Association Constitution, Article V, Section 6, shall be reassigned from their regular work duties, with pay, for their term of service on the Academic Senate Executive Committee.
 - A. Academic Senate Executive Committee reassigned time of 1.4 FTEF will be divided among the Academic Senate Executive Committee members at the Executive Committee's discretion for purposes of conducting Academic Senate business. The Academic Senate President will notify the respective Vice President(s) of the planned reassignments not later than June 30 for the following academic year, where possible.
- 19.1.3 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 on the District's website.
- 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, may appear for the drawing on the date and time designated by the District. Drawings may be conducted remotely at the discretion of the District.
- C. All drawings will be conducted electronically using a software program identified by the District.
- D. Depending on the number of tied hire dates, the District will enter the appropriate employees into a software program to randomly draw ranking numbers.
- 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 into the software program. The number drawn by the software program will be the order of draw.)

19.3.3 While temporary, full-time unit members hired under Ed Code 87470 cannot gain tenure or seniority against permanent unit members, they will be placed in FSA's as described in this section and may gain seniority against each other.

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 primary term 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 Chief Instruction Officer. If disapproved, instructor may appeal to Equivalency Committee for final decision, See appendix.)
- 3. Has worked in a discipline-related job for one primary term in the last five years (relevance to be decided by the Equivalency Committee).

B. For student development 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 Chief Instruction Officer. If disapproved, instructor may appeal to Equivalency Committee for final decision. See appendix.), or
- 3. Has worked in a discipline-related job for one primary term in the last five years (relevance to be decided by the Equivalency Committee).

ARTICLE XX

INTELLECTUAL PROPERTY RIGHTS

20.1

A. Mission and Purpose

In the interest of academic freedom, the District values and protects intellectual property rights. In keeping with our vision statement, “Butte College transforms the lives of its students and communities while transforming itself through college-wide collaboration that models sustainability,” the District promotes collaboration and the sharing of original works among its faculty.

The District and all employees have a mutual interest in establishing an environment that fosters and encourages the creativity of faculty members. The purpose of this agreement is to establish ownership of creative products of faculty members when District resources are used.

B. Definitions

1. “Works” means any material that is eligible for copyright protection including, but not limited to books, articles, dramatic and musical compositions, poetry, instructional materials (e.g. syllabi, lectures, student exercise, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g. scientific, logical, opinion or criticism), works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreography.
2. “District Support” includes the use of District funds, personnel, facilities, equipment, materials, or technology. District Support may be either nominal or substantial, or a combination thereof.
 - a. “Nominal District Resources” includes those that are customarily available or provided in the course of the faculty member’s usual appointment or assignment, such as but not limited to the following: support services provided by other employees, standard indirect costs, the use of computers, photocopy machines, office supplies, the use of an assigned office and telephone, library services, software, multi-media equipment, learning management system for delivery of online learning, compensation for any required training, and performance capture equipment available for use by any faculty member. A budget which is customarily provided for the faculty member’s usual appointment or assignment shall be considered a Nominal District Resource.
 - b. “Substantial District Resources” shall be direct costs to the district and include the provision of a budget over and above any budget customarily provided for the faculty member’s usual appointment or assignment. The assignment by the District of other employees to provide secretarial, technical, or creative services specifically for the creation of the Work shall be considered Substantial District Resources. Expensive or substantial District equipment, facilities, and/or other resources (professional recording and filming studios, professional television cameras, etc.) are Substantial District Resources. Reassigned time or stipends allocated for the creation of specific Works are Substantial District Resources; such specific Works include the creation and delivery of new online courses.

C. Policy

1. Copyrights for Works created by a faculty member using Nominal District Resources will be owned by the faculty member. This is the case even if those Works are created in connection with courses taught or other duties performed as a faculty member while employed by the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement form between the District and faculty member (see Appendix J). Such Works cannot be used by the District or any District employee other than the faculty member unless the faculty member has specifically consented to this in the agreement form.
2. Copyrights for Works by a faculty member created under a contract which specifically identifies such Works as being “for hire” shall be the property of the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement form between the District and faculty member (See Appendix J). Such Works cannot be used by the faculty member unless the District has consented to this in the agreement form.
3. Copyrights for works created by a faculty member using Substantial District Resources shall belong both to the District and faculty member. All royalties or profits are to be divided as provided in the Intellectual Property Rights Agreement form to be signed before the project is begun (See Appendix J). Any use by either the District or the faculty member of pertinent Works must be permitted by the terms of the agreement form.
4. If the Work in question is the creation of a new online course by the faculty member receiving Substantial District Resources, both the District and the faculty member are automatically restricted in their use of such course for an initial two year period. During this two year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that they will not use the course in any manner other than within their District employment. Any exception to this automatic two year restriction by either party must be documented in an Intellectual Property Rights Agreement form.

D. Dispute Resolution

Disputes between a faculty member and the District concerning this Agreement shall be resolved pursuant to the grievance procedures contained in the District’s agreements with BCEA and PFA but with one exception to those procedures: should an arbitrator be necessary, the arbitrator chosen by the parties should be an expert in copyright law. If the parties are unable to agree on an arbitrator, one should be chosen in accordance with the commercial arbitration rules of the American Arbitration Association. The District and the faculty member’s association shall share equally in the payment for the services and expenses of the arbitrator. Arbitration is advisory and not binding. (Current grievance procedures are specified in this agreement under Article X and in the PFA Agreement under Article IX.)

**Butte-Glenn Community College District
Intellectual Property Rights Agreement Form**

1. This work is titled:

2. It is proposed by:

3. The description of this work is as follows:

4. Is this a work created by a faculty member using Nominal District Resources, a work done “for hire,” or a work created by a faculty member using Substantial District Resources?

5. If there is an expectation for the contribution of Substantial Resources from the District? If yes, describe:

6. What is the expected faculty contribution and compensation?

7. Ownership of copyrights and royalties to the product shall be ____ % faculty member and ____ % District.

8. Usage allowed of this work is as indicated in the District/BCEA/PFA Intellectual Property Rights Policy unless different usage or competition policy is specified here:

Ten working days prior to signing by the faculty member and District, this agreement will be shared with the faculty member's representative union. BCEA and PFA also recommend that the faculty member personally review this agreement form with a union representative prior to signing. As stated in the Intellectual Property Rights Agreement between the District and the Associations, if the Work in question is the creation of a new online course by the faculty member, both the District and the faculty member are automatically restricted in their use of such course for an initial two-year period. During this two-year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that they will not use the course in any manner other than within their District employment. Any exception to this automatic two-year restriction by either party must be documented in this Agreement Form.

Faculty Signature _____ Date _____

District Signature _____ Date _____

ARTICLE XXI

SABBATICAL AND PROFESSIONAL ADVANCEMENT COMMITTEE

- A. The Sabbatical and Professional Advancement Committee (SPA Committee) shall be composed of:
1. One executive members of the Academic Senate chosen by the Senate.
 2. Three other faculty members selected by the Executive Committee of the Academic Senate (with consideration for maintaining balanced representation) and confirmed by the whole Senate.
 3. One member of the Student Learning and Economic Development Management Staff
 4. Two members selected by the BCEA Board.
 5. Academic Analyst (ex officio member – clerk)
- B. All members of the SPA Committee must have completed a District and BCEA sponsored in-service training session specifically designed for evaluation.
- C. No unit member may continue on the SPA Committee if they file an application for leave. (Sections 11.9 or 11.10).
- D. The SPA committee is responsible for the following functions:

Leave

1. Review and provide recommendations on long-term leaves with or without benefits or pay/banked time leaves and sabbatical leaves.

Tenure

2. Review packages of materials and recommendations provided by evaluation teams and for recommending whether the evaluatee shall be retained by the District. The SPA Committee shall maintain consistent standards for tenure decisions. Its proceedings and decisions shall be public.

Professional Advancement

3. Review and provide recommendation for professional advancement.

Leaves Process

The SPA 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 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 Chief Instruction Officer for approval. Should an agreement not be reached between the applicant and the Chief Instruction Officer the decision shall be referred to the SPA Committee.

- D. The SPA Committee shall review all applications submitted, shall determine in accordance with the SPA 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 SPA Committee shall provide the Superintendent/President with the recommended leave applications, 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 SPA Committee's, they must provide a written statement of their rationale to the SPA Committee and any applicant whose priority was lowered.
- F. Should the final decisions made by the Board deviate from the SPA
- G. Committee's recommendation, the Board will provide the SPA Committee and any applicant denied a leave with a written explanation of their selections.

Evaluation Review Process (probationary faculty)

- A. The results from each evaluation team are passed to the SPA Committee which in turn sends them to the Chief Instruction Officer. Each year, the SPA Committee, exercising its oversight function, shall prepare two tenure reports. The first report shall include:
 - 1. A list of all unit members in the tenure process.
 - 2. The year (one to four) of service of each such unit member.
 - 3. Any such member not evaluated that year.

By February 15 the first report will be sent to the:

- 1. Director of Human Resources.
- 2. BCEA President.
- 3. Chief Instructional Officer
- 4. Academic Senate President.

The second report shall include:

- 1. Any unit member that did not receive "recommended for continued employment" that year.
- 2. The District's response to each evaluation team's recommendation.

By February 15 the second report will be sent to the:

- 1. Director of Human Resources.
- 2. BCEA President.
- 3. Chief Instructional Officer

Professional Advancement Process

Any course work or projects to be used for an advancement for column movement must have prior approval of the SPA Committee and must be completed by August 1 to be effective for the balance of the fiscal year. (See Appendix B).

ARTICLE XXII


DURATION AND REOPENERS

22.1 Duration


22.1.1 This Agreement shall be effective as of July 1, 2024, and shall continue in full force and effect until June 30, 2027 with reopeners as follows:

- Article VI - Evaluations
- Article VII - Workload
- Appendix E-Career Counselor, Athletic Trainer, Disabilities Specialist
- Discipline, Rights, Due Process Article
- Article XX- Intellectual Property Rights
- Article X Grievance
- Article IX- Transfer
- Additional Duty Stipends
- Article III- Association Rights


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


Kenneth Bearden (Aug 12, 2024 18:16 PDT)

**President,
Butte College Education Association
Ratified: June 10, 2024**


Eugene Marshall
**President, Board of Trustees
Butte-Glenn Community College District
Approved: June 26, 2024**

Attest:


Clerk, Board of Trustees

APPENDIX A 1

State of California
PUBLIC EMPLOYMENT RELATIONS BOARD

Appendix A1

In the Matter of:)	
BUTTE COMMUNITY COLLEGE DISTRICT)	
Employer,)	Type of Election
and)	(Check One)
BUTTE COLLEGE EDUCATION ASSOCIATION,)	
CTA/NEA)	<input checked="" type="checkbox"/> Consent Agreement
Employee Organization,)	
and)	<input type="checkbox"/> Board Direction
BUTTE COLLEGE INDEPENDENT FACULTY)	
ASSOCIATION)	
Employee Organization.)	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. Johnson
Regional Director

APPENDIX A 2

PERB-150 (11/80) av

EDMUND G. BROWN JR., CHAIR

PUBLIC EMPLOYMENT RELATIONS BOARD

Appendix A2



BUTTE COMMUNITY COLLEGE DISTRICT)	Case Numbers: S-R-627; S-UM-133
Employer,)	Date Exclusive Representation Obtained:
and)	Voluntary Recognition: _____
BUTTE COLLEGE EDUCATION ASSOCIATION/CTA/NEA)	PERB Certification: <u>June 21, 1979</u>
Exclusive Representative)	_____ Consent Election
)	<u>X</u> 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

James E. Caraway
Regional Director

PERB-150 (11/80) av

STATE OF CALIFORNIA

EDMUND G. BROWN JR., Governor

PUBLIC EMPLOYMENT RELATIONS BOARD

APR 6 1983

OFFICE OF THE
SECRETARY OF THE
PUBLIC EMPLOYMENT RELATIONS BOARD

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

Kenneth E. Caraway
Regional Director

1s

APPENDIX B

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
ACADEMIC SALARY SCHEDULE
10-month, 177-day Schedule
1.07% COLA granted 2024-2025

<u>STEPS</u>	<u>COLUMN I</u>	<u>COLUMN II</u>	<u>COLUMN III</u>	<u>COLUMN IV</u>
1	68,020.31	74,088.62	80,164.16	86,236.09
2	71,659.15	77,736.49	83,802.96	89,883.97
3	75,303.37	81,378.92	87,456.24	93,524.55
4	78,945.77	85,021.36	91,093.23	97,166.96
5	82,593.66	88,660.12	94,741.13	100,813.03
6	86,234.25	92,298.92	98,378.07	104,453.64
7	89,871.24	95,948.64	102,015.07	108,088.83
8	93,519.10	99,592.83	105,662.94	111,742.09
9	97,156.10	103,231.63	109,310.81	115,384.55
10	100,811.22	106,879.48	112,951.43	119,028.79
11	100,811.22	110,521.92	116,599.29	122,807.19
12	100,811.22	110,521.92	116,599.29	126,315.44
13	100,811.22	110,521.92	116,599.29	129,956.05
14	100,811.22	110,521.92	116,599.29	129,956.05
15	100,811.22	110,521.92	116,599.29	129,956.05

LONGEVITY (LONGEVITY STEPS ARE 16, 20 AND 24)

16	105,711.18	115,893.87	122,266.63	136,272.60
17	105,711.18	115,893.87	122,266.63	136,272.60
18	105,711.18	115,893.87	122,266.63	136,272.60
19	105,711.18	115,893.87	122,266.63	136,272.60
20	110,611.14	121,265.82	127,933.98	142,589.17
21	110,611.14	121,265.82	127,933.98	142,589.17
22	110,611.14	121,265.82	127,933.98	142,589.17
23	110,611.14	121,265.82	127,933.98	142,589.17
24	115,511.10	126,637.77	133,601.32	148,905.71

Department Chair Reassigned Time/Stipends

Department Chair I	50%	17,436.64
Department Chair II	40%	17,000.72
Department Chair III	30%	14,530.54
Department Chair IV	20%	9,444.85

Doctorate Stipend 4,489.34

INITIAL SALARY SCHEDULE PLACEMENT

Maximum initial placement on the salary schedule shall be Step 6 of the appropriate column. Unit members shall receive appropriate credit for previous full-time teaching, instructional support services and related work experience that may allow them a maximum of five (5) steps on the salary schedule, therefore placing them on Step 6. One (1) year step credit will be granted 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. A combination of full-time teaching and related work experience may be used for initial placement but the maximum initial salary placement shall be Step 6. The Administration may place above the sixth (6th) step when deemed necessary for the purpose of hiring qualified applicants.

DOCTORAL STIPEND

To receive the doctor's degree stipend (see 13.7), 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.

COLUMN MOVEMENT UNITS

1. Units taken must be job-related and have prior approval of the SPA Committee and the applicable Vice President
2. Other experiences may be used in lieu of college units with prior approval of the SPA Committee and confirmed by the applicable Vice President. The SPA Committee confirmed by the applicable Vice President will convert these experiences to a unit value.
3. See SPA Committee guidelines for submission.
4. The number of units required for class movement is 24.
5. Upon initial placement, any units in excess of column requirement are counted toward the 24 units needed to move to the next column.

COLUMN 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

COLUMN I (UNIT EQUIVALENT - 136) - A valid California teaching credential appropriate for the community college or meets minimum qualifications for the discipline.

- A. 1. 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.

COLUMN II (UNIT EQUIVALENT - 160) - A valid California Teaching Credential appropriate for the community college or meets minimum qualifications for the discipline.

- A. 1. M.A. Degree
2. B.A. Degree + 36 semester units, including 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.

COLUMN III (UNIT EQUIVALENT - 184) - A valid California Teaching Credential appropriate for the community college or meets minimum qualifications for the discipline.

- 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.

COLUMN IV (UNIT EQUIVALENT - 208) - A valid California Teaching Credential appropriate for the community college or meets minimum qualifications for the discipline.

- 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 Chief Instructional Officer, the instructional dean and the instructor involved.

INITIAL SALARY SCHEDULE PLACEMENT

Maximum initial placement on the salary schedule shall be Step 6 of the appropriate column Unit members shall receive appropriate credit for previous full-time teaching, instructional support services and related work experience that may allow them a maximum of five (5) steps on the salary schedule, therefore placing them on Step 6. One (1) year step credit will be granted 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. A combination of full-time teaching and related work experience may be used for initial placement but the maximum initial salary placement shall be Step 6. The Administration may place above the sixth (6th) step when deemed necessary for the purpose of hiring qualified applicants.

BUTTE COMMUNITY COLLEGE DISTRICT FULL-TIME FACULTY OVERLOAD & NON- INSTRUCTIONAL HOURLY SALARY SCHEDULE.

1.07% COLA granted 2024-2025

Percentage increase will be the same as applied to steps 1-15 of the salary schedule as per 13.2.1

Step	Column 1 & 2	Column 3	Column 4
Step 1-3	71.89	75.48	79.26
Step 4-6	75.48	79.26	83.25
Step 7-9	79.26	83.25	87.39
Step 10+	83.25	87.39	91.78

ANCILLARY RATE \$50

INITIAL SALARY PLACEMENT**

Full-Time Faculty will receive hourly compensation based on their current placement on the Academic Salary Schedules, Step and Column.

APPENDIX C

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APPENDIX D

REGULAR ACADEMIC ADDITIONAL DUTIES COMPENSATION SCHEDULE 1.07% Granted 07/01/24

ADDITIONAL DUTY ASSIGNMENT

COACHING STIPEND

Head Football	17,080.77	Track	12,685.94
Assistant Football	14,479.05	Track Assistant	10,085.99
Head Basketball	17,080.77	Volleyball	12,685.94
Assistant Basketball	10,085.99	Cross Country	12,685.94
Baseball/Softball	12,685.94	Soccer	12,685.94
Assistant Baseball/Softball	10,085.99	Assistant Soccer	10,085.99

OTHER/ADVISORS STIPEND

Pep Team	7,315.66	Phi Theta Kappa	12,685.94
Band	3,899.90	Drama	12,685.94
Choral	3,899.90	Forensics	12,685.94
Journalism	2,598.11	Ag Ambassador	6,872.76
Club Advisor	1,299.93	Art Gallery	6,872.76

COORDINATOR

Professional Development	50% Reassign	Distance Education	80% Reassign
Dual Enrollment	50% Reassign	Student Learning Outcome	50% Reassign
Transfer Center	5% of contract salary	EOPS	5% of contract salary

APPENDIX E

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. Development and assessment of student learning outcomes.

B. Teaching and Instruction

1. Instructor plans for and is continually well prepared to teach.
2. Instructor provides organized delivery of instruction.
3. Instructor communicates respectfully to students and encourages contact.
4. Instruction is consistent with the stated and approved outcomes of the course.
5. Instruction is relevant to the course.
6. Instructor shows interest in the subject matter and student learning.
7. Instructor uses strategies designed to foster student engagement with the content.
8. Instructor uses standards of student evaluation that are clear, fair and followed consistently.
9. Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.
10. Instructor grades and returns student work, assignments and tests in a reasonable period of time.
11. Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).
12. Instructor is an effective teacher.
13. Instructor prepares complete and timely course syllabi.
14. Instructor continually evaluates, updates and revises course content and instructional methods and materials.
15. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.
16. Instructor meets and assists students during office hours, by appointment or at other reasonable times.
17. Instructor initiates and carries through with improvements to course contents and classroom teaching methods.

C. Professional Growth and Currency

1. Instructor demonstrates examples of activities which show a pattern of academic, professional, and/or technical updating or currency.

D. Area or Departmental Responsibilities

1. Instructor is knowledgeable about and abides by College, Area and Department policies and procedures.

2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.
3. Instructor orders instructional materials, equipment and textbooks with sufficient lead times.
4. Instructor assists Chair in evaluating and revising course schedules.
5. Instructor collaborates to determine equitable course assignments.
6. Instructor provides assistance to other full-time, part-time and/or new instructors.
7. Instructor participates in departmental plans and activities with others.
8. Instructor helps develop departmental budgets.
9. Instructor monitors expenditures to keep within authorized budget spending appropriations.
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.
11. Instructor regularly attends assigned meetings.
12. Instructor is punctual to assigned meetings.
13. Instructor works collegially with faculty peers, classified staff and administration.
14. Instructor performs their fair share of outside-of-class departmental duties and responsibilities, including contributing to unit plan and program review processes.
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion.

E. College-wide Service- Instructor demonstrates a pattern of College-wide service, including one or more of the following:

1. Serve on College committees.
2. Serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty/college governance.
5. Participates on special project teams or ad hoc committees.

F. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

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

All Counselors responsibilities represent a forty-hour week (199 days). The responsibilities of all Counselors include but are not limited to the following:

A. Job Specific

- Provide academic, vocational, and personal counseling to students on an individual basis.
- Provide group counseling for the accomplishment of specific objectives.
- Assist in the planning and implementation of registration, including new student orientation.
- Assist students with forms, petitions, and appeals.
- Assist in connecting students to resources, agencies, and services.
- Begin appointments promptly and be well-prepared for sessions.
- Provide clear and concise information regarding academic requirements.

B. Professional Growth and Currency

- Maintain currency with developments and changes in the counseling field.

C. Area or Departmental Responsibilities

- Communicate with the various instructional divisions, the administration, and the staff of the College.
- Communicate and conduct outreach with the high schools served by the College.
- Develop and assess student learning outcomes.
- Assist other full-time, part-time, and/or new counselors, including training.
- Attend assigned meetings.
- Maintain knowledge of College, Area, and Department policies and procedures.
- Other related duties as assigned.

D. College Wide Service

- Serve on College committees, workgroups, and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.

EOPS Counselors will work with EOPS students per state regulations. EOPS Counselors will also assist or advise multicultural student organizations and programs and may assist EOPS students with transfer services.

Transfer Counselors will work with students who have identified their goal as transferring to a four-year institution.

In addition to the responsibilities associated with all counselors, the Athletics Counselor will be responsible for providing counseling services for student-athletes, to include advisement with eligibility requirements. The Athletics Counselor provides outreach to all Butte College athletic programs, fostering a collaborative partnership with coaches and the Athletic Director.

7.2.3 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 their field.
 11. Assisting the director of DSP&S in responsibilities which are directly related to program maintenance.
 12. Development and assessment of student learning outcomes.

7.2.4 REFERENCE LIBRARIAN

Non-classroom staff responsibilities represent a forty-hour week (Reference Librarian B – 199 days). The responsibilities of the Reference Librarian include but are not limited to the following:

A. Job Specific

- Schedule and give library instruction through presentations, both in-person and online.
- Provide leadership and coordination for the library's instruction program and teach courses on library skills.
- Provide reference service (in-person, telephone, email, and web-based chat) to students, faculty, and staff.
- Perform and coordinate outreach services to promote library services and resources.
- Responsible for collections development including materials selection according to curriculum needs, and serve as library liaison with other faculty.
- Assist in selecting, evaluating, and implementing electronic resources, databases, third-party web applications, and other information systems.
- Provide systems administration assistance for library services platform and act as liaison with IT department.
- Assist in the cataloging and bibliographic management of library materials in various formats.

B. Professional Growth and Currency

- Maintain currency and update academic, professional, and/or technical knowledge

C. Area or Departmental Responsibilities

- Regularly attend assigned meetings
- Develop and assess student learning outcomes.
- Obtain and organize statistical data to fulfill required institutional reporting.
- Design and conduct service assessments and surveys.
- Develop and revise library policies.
- Participate in budget development, long and short-term goals, grant writing, and strategic planning.
- Maintain library website.
- Represent the library at appropriate local, state, or national meetings.
- Assist with maintaining computers, technology, and computer labs.

D. College-wide Service

- Serve on College committees, workgroups, and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.

7.2.5 LEARNING RESOURCE SPECIALIST

Student development faculty responsibilities represent a forty-hour week (199 days). The responsibilities of the Learning Resource Specialist (LRS) include, but are not limited to the following:

A. Job Specific

- Teach courses offered in the program, meeting “teacher of record” requirements as necessary.
- Maintain and update a tracking system for students using the Center for Academic Success services.
- Provide effective learning assistance for students seeking tutorial help.
- Maintain existing learning resource materials, identify new materials (including software), and make them available to faculty, tutors and students.
- Assist in the hiring and supervision of instructional aides, student assistants, SI leaders, and tutors at all Butte College locations.
- Facilitate and supervise test proctoring.
- Schedule and staff appropriate workshops for students and staff in conjunction with appropriate Chairs.
- Provide assistance to the coordinator as assigned.
- Provide information on general and specific CAS services and activities to students, faculty and community on a regular basis.
- Assume other reasonably related duties as negotiated.

B. Professional Growth and Currency

- Maintain currency and update academic, professional, and/or technical knowledge

C. Area or Departmental Responsibilities

- Maintain a supportive learning environment in the Center for Academic Success both on and off campus.
- Maintain and support a comprehensive tutor training program, including the possible teaching of tutor training courses.
- Implement and support a comprehensive tutoring program.
- Implement and support a Supplemental Instruction Program.
- Promote the Center and provide outreach to faculty and students.
- Serve as a liaison to faculty in various disciplines to ensure appropriate services are available.
- Serve as a liaison to student service personnel to ensure collaboration is maximized.
- Assist in institutional research, including measuring success of Center efforts.
- Staff and/or provide for orientation sessions/tours.
- Assist in creation and dissemination of employee development resources and promotional materials.
- Develop and assess student learning outcomes.

D. College-wide Service

- Serve on College committees.
- Serve on College committees and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.
- Participate on special project teams or ad hoc committees.

7.2.6 CHAIR FOR THE CENTER FOR ACADEMIC SUCCESS

- A. Non-classroom staff responsibilities represent a forty-hour week (199 days). Compensation will be equal to instructional Department Chair Level IV (see Appendix B) The responsibilities of the Chair for the Center for Academic Success include, but are not limited to, the following:
1. Provides leadership for the Center for Academic Success (CAS) to establish and maintain student- centered tutoring and other learning assistance programs.
 2. Coordinates hiring process and recommends hiring of Associate Faculty.
 3. Assures that all contractually required Associate Faculty evaluations are completed in a timely fashion.
 4. Participates and provides feedback for evaluations of Full-Time Faculty as required by contract.
 5. Collaborates on marketing efforts to inform the campus community about program opportunities and resources for students.
 6. Manages the collection and reporting of relevant information regarding students' usage of CAS services and student outcomes resulting from accessing CAS services.
 7. Oversees preparation of Unit Plans in a manner that collaborates with faculty and staff.
 8. Coordinates Program Review research and documents and collaborates with faculty.
 9. Collaborates with Advisory Committees as necessary.
 10. Creates and modifies the schedule for CAS computer labs and ensures software and equipment is in working order.
 11. Schedules and staffs workshops for students and staff in coordination with appropriate Chairs
 12. Coordinates training and communication with presenters and maintains workshop materials.
 13. Demonstrates leadership through involvement in College-wide activities and participates in management meetings
 14. Provides for timely budget development and ongoing budget oversight.
 15. Abides by all applicable policies and procedures related to managing the budget in a fiscally responsible manner.
 16. Coordinates recruiting, hiring, training and supervision of student employees and instructional aids.
 17. Identifies and works collaboratively with appropriate contacts at other institutions to establish internships. Oversees the training, supervision, and tracking of current interns.
 18. Coordinates and facilitates discussion of student learning outcomes assessment.
 19. Collaborates on marketing efforts to inform the community about program opportunities and resources for students.
 20. Other related duties as negotiated.

7.2.7 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 negotiated.
 15. Development and assessment of student learning outcomes.

7.2.8 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 negotiated.
 11. Development and assessment of student learning outcomes.

7.2.9 CHAIR OF COUNSELING SERVICES

Chair of Counseling Services will report to the Dean of Student Services. The assigned time reduction to perform coordinator duties shall equal thirteen (13) hours per week of direct student contact time. Compensation will be equal to instructional Department Chair Level III (see Appendix B). The assigned time reduction will be listed in Appendix E – 7.2.9. The Chair of Counseling Services will be responsible for the following:

1. Collaborates with other departments/programs to coordinate counseling efforts, including liaisons with instructional departments and district high schools. Organizes trainings for counselors, which may include EOPS and Transfer Counseling.
2. Reviews and promotes compliance with Title V, and the district policies and procedures. May suggest updates and edits to district policies and procedures.
3. Serves on a variety of committees and represents the counseling office to internal and external entities. Provides input for a variety of planning activities on behalf of Counseling.
4. Organizes and conducts department or program meetings as necessary.
5. Directs, assigns work and collaborates with classified employees as assigned.
6. Chair monthly meeting for all Counseling Departments.
7. Plans coverage, prep time, of full and part-time counselors for all terms, locations, and times of year with input from the Dean of Student Services.
8. Schedules and approves equipment maintenance, repairs, updates or replacement.
9. Routinely available to students in crisis and to associate faculty needs.
10. Maintains currency in their discipline, industry and with technology and related equipment, as appropriate.
11. Fosters awareness of liabilities and safety issues to keep students, faculty and others safe.
12. Collaborates on marketing efforts to inform the community about program opportunities.
13. Demonstrates leadership through involvement in college-wide activities and participates with the Learning Council.

Budget

14. Provide information for budget to Dean through the unit planning process.
15. Abides by all applicable policies and procedures related to managing the department budget in a fiscally responsible manner.

Unit Plans/Program Review/SLOs

16. Oversees preparation of unit plans in a manner that collaborates with faculty and staff.
17. Coordinates program review research and documents and collaborates with student-development faculty.
18. Coordinates (through collaboration) the assessment of student and program learning outcomes.
19. Works with counseling/curriculum to create/maintain/enhance articulated pathways to universities and colleges.
20. Supports and enhances transfer degree program opportunities.

Evaluations

21. Assures that all contractually required associate faculty evaluations are completed in a timely fashion. Assist in the evaluations of classified staff.
22. Participates and provides feedback for evaluations of full-time faculty as required by contract.

Hiring

23. Coordinates hiring process and recommends hiring of associate faculty.
24. Assisting the Dean in coordinating counselors' participation in the selection of full-time Counseling staff.
25. Completes work orders, approves or disapproves travel requests, prepares requisitions as necessary.
26. Collaborate in the review of the college catalog and schedule for accuracy and completeness.

7.2.10 INSTRUCTIONAL DEPARTMENT CHAIRS

The duties in this job description represent the cumulative annual work of department chairs. This job's weekly responsibilities and priorities vary across the semester and among departments. Chairs may prioritize among these duties as required by deadlines, work calendar, and overall workload within the department. The reassigned time granted for this position is relative to the 40-hour work week specified in this collective bargaining agreement.

Faculty Leadership

- Provide leadership for department programs and faculty, serving as the voice of department faculty in administrative and operational matters.
- Represent the needs and decisions of the administration to department and program faculty.
- Be broadly knowledgeable on college policies, procedures, and resources.
- Serve on and participate in the Learning Council.
- Represent the department on workgroups, ad hoc committees, taskforces, and other operational groups as needed or suggest a suitable department delegate.
- Coordinate mentoring and support for faculty as needed, fostering a collegial and productive department environment.

Schedule Development

- Work with department faculty, staff, and the supervising administrator to develop the annual schedule of classes for all programs in the assigned department.
- Recommend teaching schedules for all faculty to the supervising administrator.
- Work with the supervising administrator to analyze historical and projected student demand to guide the development of schedules meeting student needs and strategic enrollment management goals.
- Coordinate room assignments to optimize facility and classroom usage, including collaboration with other departments for shared spaces as needed.
- Work with the Dual Enrollment team to develop and schedule dual enrollment sections with service area high schools.

Curriculum and Program Review

- Coordinate with discipline faculty on curriculum development, review, and revision for all department programs, working to ensure currency, rigor, and alignment with curriculum, industry, and accreditation standards.
- Ensure communication and collaboration among department and program faculty on curriculum revisions and development.
- Attend curriculum committee meetings as needed to present department curriculum and answer committee questions.
- Coordinate the review of department curricula to ensure the accuracy and consistency of this information on department and community of interest webpages and in outreach materials.
- In coordination with department faculty, lead the analysis and writing of program review reports.
- Work with Counseling, Scheduling, and Articulation to ensure that department and program curricula meet student, industry, articulation, and transfer standards. This includes coordinating department work around C-ID and Associate Degrees for Transfer.
- Coordinate the assessment of student learning outcomes in department courses and programs.
- Facilitate the process for establishing and maintaining high school articulation agreements.

Faculty Hiring, Evaluation, and Professional Development

- Coordinate the recruitment and hiring process for associate faculty, making final recommendations to the supervising administrator.
- Serve on hiring committees for department tenure track and full-time faculty.
- Ensure that all associate faculty evaluations are completed in accordance with the associate faculty contract.
- Conduct two associate faculty evaluations for every 10% reassigned time as required under the terms of the PFA contract.

- Participate in full-time faculty evaluations as required by the full-time faculty contract.
- Certify Flex activity requests from associate faculty.
- Collaborate with the Dual Enrollment team in selecting, vetting, and reviewing faculty for Dual Enrollment sections.

General Administrative Tasks

- Assist classified staff and the supervising administrator by providing information needed for routine paperwork on request, including work orders, facilities usage requests, travel requests, etc.
- Provide feedback to classified staff and the supervising administrator regarding department and program information on the website.

Communication and Collaboration

- Regularly communicate with all department faculty, referring them to college programs, resources, and personnel as needed.
- Regularly meet and communicate with the supervising administrator to ensure department concerns and needs are shared.
- Disseminate information to faculty from the Vice President and the supervising dean as needed, ensuring clarity and timely communication.
- Collaborate with other departments, programs, and services to coordinate instructional efforts, as needed.
- Regularly schedule and facilitate department meetings during the academic year.

Budget, Planning, and Purchasing

- Assist with the development of the annual budget with department faculty, classified staff, and the supervising administrator, through the Unit Planning process.
- Working with department staff and the supervising administrator, provide information needed for purchasing requests for supplies and equipment from all funding sources.
- Develop and submit annual unit plans and resource requests through the annual Unit Planning and Budgeting process.

Facilities, Equipment, and Supplies

- Report routine maintenance needs to department classified staff and the supervising administrator, as needed
- Develop and submit new equipment and facilities requests through unit planning processes
- Submit purchase requests for instructional supplies to program classified staff, as needed.
- Monitor and report problems with program-specific facilities, equipment, and supplies, including safety issues, referring any problems to the supervising administrator and appropriate college department for resolution.

Student Success

- Ensure that student needs and perspectives are part of decision-making and planning processes.
- Serve as a point of contact for students in department programs and connect those students to college resources and services, including Counseling, CAS (Center for Academic Success), and Student Success Teams.
- Serve as the primary point of contact for students in resolving concerns regarding associate faculty.
- Facilitate the review and approval of prerequisite challenges, limitations on program and course enrollment, and requests for special privileges requiring department faculty approval or input.
- Participate in the work of Guided Pathways, Student Equity and Achievement, and other student success initiatives upon request, or suggest a suitable department delegate.

External Funding and Grants*

- Seek and apply for external funding, grants, or partnerships to enhance department and program resources, equipment, or student opportunities.
- In collaboration with department staff and the supervising administrator, monitor compliance with grant or external funding requirements.

Career Technical Education: Program-Specific Duties*

The following duties are a representative, not exhaustive, list of the additional responsibilities required to support students and faculty in CTE programs:

- Coordinate program advisory committee formation and schedule regular meetings, as required
- Monitor compliance with program-specific accreditation standards and requirements.
- Facilitate program accreditation review reporting.
- Establish and maintain relationships with local businesses, industry associations, and labor unions to facilitate student internships, work experience opportunities, and job placement.
- Collaborate with local industry, the Career Center, and other college programs to organize job fairs, networking events, and workshops to ensure student contact with potential employers.
- Facilitate and complete required 2-year CTE program reviews.
- Maintain curricular currency, ensuring that courses and programs meet industry needs and provide industry-recognized certifications and credentials whenever applicable.
- Represent the program at community events, industry conferences, and regional consortia to promote the program and maintain its reputation in the field.
- Collaborate with high schools and County Offices of Education to streamline CTE pathways and facilitate student transitions into the program, as needed
- Ensure that program faculty remain current with industry trends, certifications, and technical skills through continuous professional development.
- Assist with the development of industry-specific professional development for faculty.
- Coordinate with Clinical Directors, Medical Directors, and other program staff on the program's total operations.
- Monitor student performance metrics, including job placement rates, licensure pass rates, and similar KPIs.

**Not all chairs will have responsibilities marked with an asterisk.*

7.2.11 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 negotiated.
 11. Development and assessment of student learning outcomes.

7.2.12 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.
 25. Development and assessment of student learning outcomes.

7.2.13 EOPS COORDINATOR

- A. The Coordinator of EOPS shall be responsible to the Dean of Student Services on a 199 day contract, for a forty hour week, for the coordination of Extended Opportunity Programs and Services and the CARE Program. Compensation will be 5% of contractual salary. Responsibilities shall include:
1. Coordinate EOPS/CARE program services (eligibility, counseling, outreach/recruitment, peer advising, etc.).
 2. Coordinate planning and implementation of the EOPS Program
 3. Assist in supervising and evaluating classified staff and student employees (not academic employees)
 4. Coordinate the budget for EOPS and CARE programs.
 5. Coordinate liaison with other departments, community agencies, and the K-12 sector.
 6. Coordinate assigned programs, projects and program components.
 7. Coordinate, in conjunction with the Dean of Special Programs, the preparation of information and publications of EOPS.
 8. Provide counseling services for EOPS and CARE-eligible students at a minimum of ten (10) hours per week.
 9. Coordinate, develop, plan and implement various outreach/recruitment programs specific to EOPS.
 10. Serve as EOPS representative on various campus and community organization committees.
 11. Perform duties in other areas as negotiated.
 12. Development and assessment of student learning outcomes.
 13. Represent EOPS/CARE in campus student equity efforts.

7.2.14 ATHLETIC TRAINER

- A. Non-classroom staff responsibilities represent a forty (40) hour week (199 days). The Athletic Trainer reports to the Director of Athletics who will assign the duties of the trainer. The duties will include, but not limited to, the following:

Injury Prevention

1. Assist the team physician in pre-participation health screenings.
2. Identify and protect pre-existing physical conditions that might predispose the athlete to injury.
3. Determine whether the athletic equipment and facilities are safe to use for competition or practice.
4. Advise coaches during pre-season, in season, and off-season strength, conditioning and flexibility sessions.
5. Educate athletics to prevent the use of dangerous skills and techniques.
6. Design, fabricate, fit and apply appropriate taping, wrapping, and protective devices to prevent athletic injury.
7. Monitor environmental conditions such as temperature, humidity, and make recommendations relative to athletic performance.

Recognition and Evaluation of Injuries and Illnesses

1. Recognize and evaluate injuries in order to determine the degree of injury, the proper transportation of the injured athlete, the ability of the athlete to return to participation, and/or the appropriate medical referral.

Rehabilitation

1. Develop therapeutic and exercise criteria for the return of the injured athlete to functional participation to minimize re-injury.
2. Evaluate the use of rehabilitation equipment, manual techniques, and therapeutic modalities to determine their appropriate use and application.

Injury Management/Treatment and Disposition

1. Select and administer appropriate first aid using proper emergency care procedures and equipment.
2. Administer appropriate medical personal and faculty.
3. Coordinate athletic training coverage for practices and games according to the nature of the sport as it pertains to the possibility of injury.

Organization

1. Establish a standardized written procedure for planning, organizing, and implementing health care services.
2. Establish with emergency support services an emergency triage plan.
3. Document all athletic training treatments and services provided by health care professionals.
4. Purchase equipment and supplies.
5. Organize and administer all aspects of record keeping, budgeting, facilities upkeep including the policies and procedures of the total athletic training program.
6. Develop and supervise a student athletic trainer program.
7. Establish a communication system to provide coaches with a day-to-day progress report on their injured athletes.

Education and Advising

1. Review previous injuries and work with athletes to assess personal status for safe participation.
2. Provide information on health topics such as substance abuse, diet, etc., and if needed refer the athlete to specialist for counseling or consultation in areas of personal, social, or emotional problems.
3. Advise athletic staffs and teams on potentially hazardous situation to ensure safe participation.
4. Instruct student athletic trainers within the athletic training.
5. Instruct student athletics trainers in clinical and interpersonal communication skills to facilitate professionalism.

7.2.15 PROFESSIONAL DEVELOPMENT COORDINATOR

- A. Non-classroom responsibilities represent a twenty-hour week (fifty percent assigned time reduction of teaching load) during the Fall and Spring semesters and a forty-hour week during non-instructional periods (199 days). The responsibilities of the Professional Development Coordinator include, but are not limited to, the following:
1. Coordinate the overall Butte College Professional Development Program.
 2. Chair the Professional Development Steering Committee.
 3. Chair the Flexible Calendar Committee.
 4. Coordinate the development, publication, dissemination, recording and reporting of Flex activities.
 5. Manage the Professional Development budget.
 6. Assure compliance with state guidelines and regulations regarding Professional Development.
 7. Evaluate and assess the Professional Development Program.
 8. Assure timely dissemination of information regarding Professional Development.
 9. Assist in other areas as negotiated.
 10. Development and assessment of student learning outcomes.

7.2.16 MESA PROGRAM DIRECTOR

- A. Full-time unit member hired under Education Code Section 87840. Non-classroom responsibilities represent a forty-hour week (199 days). May require a minimum of five (5) hours off- campus per week in support of functions, at the professional discretion of the staff member with the approval of the Chief Instructional Officer or designee. The responsibilities and minimum qualifications of the MESA Program Director are those published and maintained by the California Community Colleges Chancellor's Office, which include, but are not limited to, the following:
1. Recruit students eligible for participation in the MESA program.
 2. Provide academic and career advice to MESA students.
 3. Establish and maintain relationships and communications with instructional programs directly related to the MESA program.
 4. Prepare and manage the program budget.
 5. Assure compliance with all guidelines and regulations related to the MESA program.
 6. Collect and compile data and prepare status reports as required by the CCCCO and participate in campus activities that lead to the collection and submission of MESA student data for the CCCCO Management Information System (MIS).
 7. Establish and maintain communications with regional high schools, colleges, and universities, articulating programs, and services where appropriate.
 8. Provide academic support services for MESA students.
 9. Maintain currency with MESA statewide initiatives.
 10. Establish and maintain relationships with related professional societies, businesses, and industry.
 11. Coordinate student services for MESA students.
 12. Provide direction to staff assigned to the MESA program and provide input on staff evaluations.
 13. Participate in MESA statewide activities.
 14. Development and assessment of student learning outcomes.

7.2.17 COORDINATOR OF TRANSFER CENTER

- A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The Coordinator of Transfer Center will report to the Chief Student Services Officer or designee. The assigned time reduction to perform coordinator duties shall equal thirteen (13) hours per week of direct student contact time. Compensation will be 5% of contractual salary. The Coordinator of Transfer Center include those responsibilities described in general counseling as well as the following:
1. Coordinator Transfer Center programs.
 2. Provide personal and crisis counseling and conducting counseling groups.
 3. Coordinate the evaluation of Transfer Center counselors and office staff.
 4. Coordinate Transfer Center liaison with instructional departments.
 5. Coordinate Transfer Center counselor liaison with high schools and communities.
 6. Coordinate the counseling schedule for Transfer Center staff.
 7. Assist in other areas as negotiated.
 8. Development and assessment of student learning outcomes.

7.2.18 DISTANCE LEARNING COORDINATOR

1. Reporting directly to the Dean responsible for Technology Mediated Instruction (TMI).
2. Assists with all planning, organizing, and development of Butte College's distance learning program.
3. Collaborates, as a member of TMI, with the Instructional Technology Specialists in supporting faculty with the training and development of curriculum and distance learning.
4. Works with faculty and staff to promote distance learning program development and the use of best practices in distance learning courses.
5. Chairs the Distance Learning Committee and oversees approval of online and hybrid courses.
6. Attends TMI department meetings.
7. Serves on the Academic Technology Committee.
8. Serves on the Technology Council.
9. Participates in statewide webinars and/or meetings of California Community Colleges' Distance Education Coordinator group, and responds to distance education survey requests from California Community College Chancellor's Office.
10. Helps research, monitor and ensure compliance with state and federal codes, guidelines, and policies including accreditation standards, copyright and intellectual property rights, and Section 508 compliance.
11. Assists in identifying distance learning issues, needs and concerns in a timely manner; recommends and assists in implementing plans of action for improvement.
12. Promotes and facilitates professional development opportunities applicable to distance learning issues and practices (workshops, webinars, etc.)
13. Assists faculty in ensuring that courses offered through distance education meet the overall educational standards of the institution.
14. In the absence of TMI staff, assumes responsibilities for notifying the Learning Management System (LMS) hosting vendor of service disruptions.
15. Works with TMI staff to ensure that sufficient technical resources are available to faculty and students as related to distance learning.
16. Performs other duties as negotiated.
17. Development and assessment of student learning outcomes.

7.2.19 SIMULATION LABORATORY COORDINATOR- NURSING

Non-classroom staff responsibilities represent a forty-hour week (177 days; 10 months). The responsibilities of the Simulation Laboratory Coordinator in dude but are not limited to the following:

1. In collaboration with faculty, develops, presents, evaluates and refines scenarios used for simulation experiences using role playing, props (including high and low fidelity mannequins) and dialogue to create a realistic learning environment that maximizes student learning and student success; develops new simulation experiences based on student or faculty identified needs and serves as a resource for faculty using simulation in classroom/lab activities.
2. Uses instructional methods in the implementation of simulation experiences that promote student development of problem solving, clinical judgment, decision-making, clinical competency and life-long learning
3. Uses knowledge of current and emerging instructional technologies and associated products, tools and equipment in the development and implementation of simulation activities;
4. Demonstrates knowledge of current technical and educational developments in the field of simulation.
5. Conducts tours and simulation sessions for internal/external groups and/or individuals.
6. Coordinates day to day activities and services of the simulation lab; schedules use of the simulation lab and equipment;
7. In collaboration with faculty, develops, implements and updates simulation lab policies and procedures; provides guidance and orientation to instructors regarding simulation laboratory procedures, location and use of equipment and materials, and the operation of equipment; provides orientation, training and enforcement of simulation lab and safety procedures to faculty, students and staff using the simulation laboratory.
8. Sets up necessary hardware and software in the simulation lab as necessary; may research, evaluate and recommend simulation lab instructional materials, equipment and scenarios used in the simulation lab, including reference texts, videos, CD-ROM programs, and multimedia materials.
9. Performs maintenance and minor repairs of equipment in the simulation laboratory as needed, initiates and coordinates approved simulation laboratory renovations and equipment repairs; manages inventory; arranges for repair/replacement of broken equipment and maintains contact with vendors.
10. Coordinates the ordering, maintenance, organization and re-supply of consumable simulation lab equipment; conducts quarterly equipment inventories.
11. Establishes annual goals and objectives for simulation Jab that support the programs and enhance student learning; establishes and maintains a long-term plan for simulation equipment maintenance and replacement and laboratory development including potential sources of funding and personnel structure; manages simulation laboratory expenditures and projects annual and five-year budgetary needs.
12. Monitors simulation lab usage and tracks associated statistics to use as the basis for evaluating the effectiveness of the laboratory for recommending purchases and laboratory enhancements, and producing an annual report; conducts and completes an annual evaluation of the effectiveness of simulation for student learning
13. Ensures that the simulation lab is clean, safe and organized; promotes safe simulation lab practices. Monitors and supervises the general cleaning of the simulation lab; oversees the collection and disposal of waste materials according to regulations.
14. Participates in department meetings and professional development related to curriculum, student learning and student success.
15. Maintain regular office hours in accordance with contractual requirements.

16. Work hours may include evening or weekend hours and off-campus instruction.
17. May, supervise, train, and evaluate student workers.
18. Able to communicate effectively, both orally and in writing
19. Working knowledge and use of word processing, spreadsheet and presentation software applications.
20. Assumes additional assignments as needed to maximize student learning and student success.
21. Within 2 years of hire obtain certification as Healthcare Simulation Educator (CHSE) and maintain while employed as Simulation Laboratory
22. Develops and assesses student learning outcomes.

Faculty Coordinator Minimum Qualifications:

1. Qualifications subject to approval from the Board of Registered Nursing for the State of California:
 - a. Current, unrestricted license to practice as a Registered Nurse in California.
 - b. Master's degree in Nursing; OR Bachelor's degree in Nursing AND Master's degree in nursing education or administration.
 - c. At least one (1) year continuous, full-time (or its equivalent) experience as a registered nurse providing direct patient care within the last five (5) years in an acute medical-surgical setting
2. At least one (1) year full-time teaching experience.
3. Current American Heart Association Basic Life Support Provider Certification for Healthcare Providers

7.2.20 HEAD ATHLETIC COACH

Full-time tenured faculty who are subsequently selected for an athletic coaching assignment with the district may receive an athletic coaching stipend per the Regular Academic Additional Duties Compensation Schedule for coaching an athletic sport (Appendix D, BCEA Contract). Upon resignation from the coaching position, the faculty member in good standing may transfer to the classroom in a position comparable to the position they held prior to coaching, or to another open position for which they meet minimum qualifications.

Faculty who have been recruited and hired to be Full-time Faculty Coaches for an athletic sport are expected to remain in the coaching position for which they were hired. These faculty members shall have the opportunity to transfer to open faculty positions only as vacancies arise and as provided by Article IX of the Collective Bargaining Agreement between District and BCEA subject to the provisions below which provide assurances for coaches who have served 10 or more years.

After serving as a full-time coach for at least ten (10) years, Faculty Coaches who voluntarily resign from coaching may transfer to the classroom. The District will ensure that a teaching position will be available of no less than 65% FTE for tenured Faculty Coaches.

After serving as a full-time coach for at least twelve (12) years, Faculty Coaches who voluntarily resign from coaching may transfer to the classroom. The District will ensure that a teaching position will be available of no less than 75% FTE for tenured Faculty Coaches.

After serving as a full-time coach for at least fifteen (15) years, Faculty Coaches who voluntarily resign from coaching may transfer to the classroom. The District will ensure that a teaching position will be available of no less than 100% FTE for tenured faculty coaches.

All coaching stipends will be listed in Appendix D. All Head Athletic Coaching positions will be 177-day instructional contract positions reporting to the Director of Health, Kinesiology, and Athletics.

The Head Football Coach will be paid the appropriate additional duties stipend (in-season) and 10% reassigned time in the off-season.

The duties of Head Athletic Coaches include, but are not limited to the following:

1. Provide direction in all facets of the intercollegiate program
2. Understanding and knowledge of the CCCAA Constitution and Conference Supplements and knowledge of CCCAA, NCAA, and NAIA recruiting and transfer rules.
3. Recruit and retain student-athletes to field a competitive intercollegiate team.
4. Develop recruiting materials, emails, social media messaging, etc.
5. Evaluate prospective student-athletes.
6. Provide campus tours; assist with orientation.
7. Develop and implement daily practice schedules and game plans.
8. Manage the program's budget in regard to District and/or Butte College Foundation funds for travel, including meals and hotels.
9. Manage equipment budget and order equipment needed for the program.
10. Maintain and distribute seasonal statistics and all-time records.
11. Communicate and develop relationships with local media, including providing scores, season schedules, change of schedules or venues, and media interviews.
12. Initiate and participate in fundraising activities to enhance the athletic experience for student-athletes, as well as individual fundraising efforts.
13. Promote and oversee the health, physical strength and conditioning, and general welfare of the student-athletes.

14. Monitor student-athlete academic progress, including establishing a communication system with Counseling and the Student-Athlete Success Program (SASP).
15. Understand and manage eligibility rules as they pertain to the student-athletes.
16. Hire and directly supervise assistant coaches.
17. Daily communication with the sports medicine staff in regard to practice status of student-athletes and injuries.
18. Attend and participate in athletic department meetings.
19. Attend, participate, and represent Butte College in conference and athletic coaches' association meetings and attend public speaking engagements and community activities, as necessary.
20. Discipline and assist with the enforcement of the student-athlete code of conduct.
21. Provide the necessary assistance for the matriculation of the student-athletes to the four-year level and help facilitate possible scholarship opportunities by contacting four-year coaches and providing necessary information for their recruitment.
22. Teach kinesiology and health classes, including but not limited to, varsity and theory of sport.

7.2.21 ARTICULATION OFFICER

A. Non-classroom responsibilities represent a forty-hour week (199 days). The assignment of the days will be established with the approval of the supervising dean and will be flexible to meet the needs of the unit member when practicable, as well as the needs of the District. Leave may be taken at any time during the year with prior approval consistent with the terms of the collective bargaining agreement. The responsibilities of the Articulation Officer include, but are not limited to, the following:

Primary responsibilities will include coordinating articulation functions between Butte College and CSU, UC, private four-year institutions, and other community colleges. The assignment includes coordination activities related to curriculum and curriculum development on campus and within the District and maintenance of files/documentation to assure compliance with all federal, state, and local regulations that govern intersegmental articulation of curriculum for transfer purposes. The Articulation Officer will assist the Curriculum Committee and campus departments with the cyclical updating and revision of course outlines and with the submission for acceptance of new courses being developed. Additionally, the Articulation Officer will serve on District committees and participate in various departmental and college activities, including service on the catalog development and production core group.

1. Maintain the college articulation programs, procedures, and policies dictated by the California Education Code; California State University (CSU) and University of California (UC) regulations and standards; and California Community College Chancellor's Office Guidelines and Standards.
2. Develop, coordinate, and maintain a comprehensive articulation program with UC, CSU system, and private universities and colleges in California and elsewhere and liaise with the representative articulation staff of these institutions.
3. Develop, maintain, and provide oversight of the college transfer credit, general education, and major preparation articulation programs such as the University of California Transfer Course Agreement (UC TCA), Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education Breadth (CSU GEB), Associate Degree for Transfer (ADT), and Course Identification Number (C-ID) in cooperation with other District curriculum representatives.
4. Provide consultation to the faculty, instructional deans, and other college representatives on course and program articulation issues, especially related to reviewing, revising, and developing courses with transfer preparation and articulation potential.
5. Consult with department chairs, deans, and vice presidents regarding establishing transfer agreements and memorandums of understanding (MOUs).
6. Regularly keep the college community, including the college's administrators, informed of the status regarding articulation agreements, ADT, C-ID, transfer agreements, and MOUs with four-year public and private institutions.
7. Serve on the catalog production core group with specific responsibility for editing and maintaining the accuracy of transfer, articulation, and general education information
8. Work with faculty, instructional deans, and the Vice President of Instruction to assist with State required review, which currently includes but may not be limited to: a) required two-year curriculum review and updates as required; b) six-year curriculum review and updates as required by the State.
9. Serve as technical writer for the District and assist with curriculum development, review, and update processes.
10. Participate in the online curriculum review process in a timely manner and on college and district committees responsible for curriculum review and approval.
11. Maintain articulation files, prepare, and disseminate curriculum and articulation reports as required by applicable university and other collegiate organizations and systems.

12. Participate in District, regional and State articulation related activities and organizations to be informed of and to assure timely compliance with inter-segmental articulation changes and developments.
13. Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college faculty, staff and students.
14. Attend and participate in conferences and workshops on articulation and other issues.

7.2.22 DRAMA PRODUCTIONS COORDINATOR

The Drama Productions Coordinator has four distinct obligations. In addition to bringing the best in live theatre to the audience while presenting an artistic production that is faithful in its interpretation of the author's script, the Coordinator is expected to entertain and educate the audience and build a returning audience, develop the talents of our students and further their creativity as active participants in the production, contribute artistically to the theatre as an institution of dramatic art, and to represent the mission, vision, and values of Butte College to the community through theater productions.

To fulfill these goals, the Coordinator is expected to:

- Work with the Dean and Department Chair to select productions fulfilling the artistic and educational goals of the department and college.
- Recruit and collaborate with the music director, house manager, choreographer, stage manager, set designer, stage crew, costume designer, costume coordinator, lighting designer, and sound designers before, during, and after the production.
- Provide a production budget to the Dean and Department Chair before the start of each production that accounts for the following. Final approval of the production budget resides with the supervising administrator:
 - Royalties
 - Personnel
 - Costumes
 - Sets
 - Props
 - Lighting/sound
 - Make-up
 - Music/Choreography
 - Advertising
 - Program
 - Other supplies, equipment, or personnel as required for each production.
- Apply for production rights, order scripts and/or music scores and parts (if needed).
- Hold auditions and call backs by the end of the first week of each semester. Post the cast list and notify the entire cast of the selections made.
- Study the characters in the script, gathering as much information as they can about the physical and psychological traits
- Recruit a stage manager.
- Prepare blocking, musical direction, set direction, lighting direction, costume direction, and acting direction before the start of rehearsals. Provide direction and vision to all production staff members.
- Assume responsibility for the artistic aspects of the musical/play.
- Develop, communicate, and manage the rehearsal schedule.
- Develop and implement a plan for publicity
- Make programs
- Fill out and submit a "Facilities Use Request" including all dates for rehearsals, performances, opening/closing of the theatre, equipment needs, audience-seating chart, box office, etc.
- Work with the Department Secretary to prepare audition ads and performance posters.
- Meet weekly with the technical director, musical director, choreographer, light and costume designer to discuss the progress and development of the production.
- Prior to the opening of the show, organize ticket sales and concessions.
- Attend all performances.

- Maintain receipts and records for all production expenses for the show and turn in receipts to the Department Secretary in a timely fashion.
- Return props to storage.
- Ensure the stage, stage lights, and sound booth are returned to their original condition.
- Clean and return costumes to the costume shop.

7.2.23 FORENSICS COACH

A. Coaching:

- Coach individual events and/or debate for the Forensics Team depending on student interest, team resources, and best practices for student/coach wellness.
- Schedule and conduct student conferences beyond office hours.
- Hold coaching sessions by student request outside of class meetings.
- Handle any student issues among current team members.
- Manage any volunteer coaches in class, outside meetings, and at tournaments.
- Mentor any volunteer coaches in class, outside meetings, and at tournaments.
- Work one-on-one with students to develop their communication events.
- Maintain a list of competitive topic ideas.
- Provide competitive and non-competitive opportunities for student functions, engagements, and/or activities.

B. Tournaments:

- Travel, when available, with the Forensics Team to various tournaments throughout the state and country.
- Register students for competition and manage tournament enrollment.
- Prepare students on the nature of tournaments, travel expectations, and team etiquette.
- Work with the department secretary to make Forensics Team travel arrangements, some of which may include but are not limited to:
 - Hotel reservations
 - Car rentals
 - Dining reservations
 - Flight reservations
 - Ride coordination
- Forecast, order, and provide students with physical resource needs for their event.
- Provide transportation, when available and necessary, for students to and from tournaments.
- Supervise students for tournament duration; tournaments vary in length and last from one day to a week.
- Judge other college speech and debate students at college tournaments when available.

C. Community Outreach:

- Encourage the CMST department to recruit future team members.
- Seek partnerships with high school coaches for recruitment purposes when available.
- Establish and maintain active partnerships with colleges to promote transfer and scholarship opportunities for current team members.
- Collaborate with campus and community entities to seek opportunities for the Forensics team.
- Participate in community events as resources, tournaments, and student/coach wellness limitations allow, some of which may include but are not limited to:
 - Book in Common Kick-Off
 - Fireside Debates
 - Afternoon of words and performance
 - Tabling on campus
 - Classroom talks

D. Program Administration:

- Oversee program budget.
- Coordinate with the assigned secretary regarding Forensics paperwork filing and forwarding to the appropriate locations.

- Coordinate with the assigned secretary to create and maintain a current list of current traveling team members, including:
 - Contact information
 - Emergency contact information
 - Field trip permission slips and other travel documentation required by Butte College, including Travel Request forms for each tournament.
- Enter student details/descriptions into multiple Forensics-based registry websites, including all relevant details about their skill level and/or other requests. (Ongoing/changing basis.)
- Meet with and/or outline travel plans with the supervising dean and department chair before major tournament travel
- Work with the assigned secretary and supervising dean to file the appropriate paperwork necessary for student travel, some of which may include but are not limited to:
 - Travel Request Forms
 - Waiver forms
 - Reimbursement forms
 - Student eligibility forms
 - Student Enrollment verification forms
- Assist in the development, evaluation, and revision of Forensics course materials.
- Maintain Butte College Speech and Debate Facebook page as a means of alumni contact and link to current team members who choose to join.
- Respond to relevant outreach and concerns via the NCFA list-serve.
- Promote the team when appropriate through various means, some of which may include but are not limited to:
 - Press releases
 - Flyers
 - Posters.

E. Representation:

- Serve as one of the faces of Butte College Forensics and an ambassador to the college.
- Respond to relevant inquiries from the NCFA community about the Forensics program at Butte College.
- Represent students, when available, in media/press opportunities/requests.

7.2.24 BUTTE COLLEGE ART GALLERY COORDINATOR

Reports To: Supervising Dean for the Visual Arts department

- Curate six to eight exhibitions per year. Exhibitions may include one student exhibition, a bi-annual faculty exhibition, and local, regional, and national exhibitions (both contemporary and historical).
- Seek input from and collaborate with arts faculty members to ensure that the content of exhibitions supports the educational learning outcomes of Art and Digital Art & Design Department programs and courses.
- Collaborate with instructors from all disciplines to provide access to students for educational purposes and classroom assignments.
- Working with the department chair, classified staff, and the supervising dean, monitor budgets or foundation accounts specific to the Gallery.
- Supervise Work Study students and assistants; shipping, hanging, and installing exhibitions; generating wall texts and any gallery publications or printed promotional media. The number of gallery exhibitions may be reconsidered if Work Study or paid assistants are unavailable to help in the gallery.
- Maintain and upgrade supplies mailing lists and coordinate website updates when available.
- Organize receptions and gallery openings and work with Butte College Marketing for public relations outreach.
- In association with the Butte College Art Gallery Advisory Board, provide oversight and input on building a permanent art collection by purchasing student and local artist's works.
- Communicate and collaborate with the department chair on gallery operations, exhibitions, and opportunities for alignment with course and program curriculum.
- Propose an exhibition list in early spring for the coming school year for discussion/approval of faculty and Advisory Board.
- Serve as an arts ambassador to the community and work accordingly to maintain a positive relationship with artists, galleries, and community members.

7.2.25 JOURNALISM ADVISOR

Stipend and continuation as Journalism Advisor are contingent upon meeting the following duties in a timely and satisfactory fashion:

- Disseminate accurate information about the Journalism program to students by participating in events such as Roadrunner Rush and Transfer Day, circulating flyers, and publicizing the program online (e.g., on Facebook);
- Advise students enrolled in Journalism courses about career options in journalism, course requirements for earning the Journalism AD-T, and other matters relevant to the Journalism program at Butte College;
- Recruit students to enroll in Journalism courses to ensure the program's viability. Recruitment should be ongoing, occurring during enrollment periods and at the beginning and end of each semester;
- Respond to emails from the department chair, department members, administrative assistants, and students in a timely manner (no more than four days and preferably a shorter response time);
- Work closely with department faculty to conduct SLO work, curriculum updates, and revision of course outlines;
- Ensure that the campus newspaper is published on a regular schedule, with a minimum of 4 issues per semester, and that an online version of the paper is released on the college's website concurrently with the printed campus publication;
- Provide a publication schedule to the department chair by the second week of each semester;
- Coordinate with appropriate offices to communicate correct procedures for students needing to enroll in JOUR 99 Work Experience;
- Encourage and coach students to pursue advertising revenue;
- Coordinate with students and the Foundation office to ensure timely payment to students on ad commissions;
- Document timely completion of the above criteria when requested.

7.2.26 AGRICULTURE LEADERSHIP CLUB ADVISOR

A. Statewide Events.

The Agriculture Leadership Club (ALC) is part of a network of similar agricultural student organizations across the state. Many statewide events occur throughout the year. The main events include the Collegiate Agricultural Leaders (CAL) Conference, CAL Competition, and State Ag Ambassadors Conference. These events often occur on weekends or during district breaks. The role of the Advisor is to:

- Work with the department secretary to complete travel requests, including:
 - Develop travel budget
 - Apply for travel grants
 - Book hotels, rental vehicles, and event registration
 - Facilitate travel paperwork
 - Order ALC polos for students to wear at the event
- Distribute student per diem
- Pick up rental vehicle/district van
- Drive students to and from events
- Prepare students for the event: speaking competitions, presenting workshops, etc.
- Participate in statewide advisor meetings to plan future events

B. Department Recruitment.

ALC also supports the Agriculture Department's recruitment efforts. This mainly involves working with FFA programs at the local, regional, and state level, which includes the following responsibilities:

- Develop relationships with local FFA programs
- Recruitment visits to local FFA programs
 - Coordinate with high school teacher
 - Coach ALC students who are developing recruitment workshops
 - Obtain Butte College gear/materials for the visit
 - Drive students to and from high school
 - Supervise and coach students during visit
- Support regional FFA events
 - Advisor and students serve as judges during Chico FFA Field Day
 - Advisor and students serve as judges during Gridley FFA Field Day
 - Advisor and students serve as judges during Superior Region FFA speaking finals
- Recruit at State FFA Conference
 - Book career expo booth in advance
 - Obtain funds for the Advisor and students
 - Complete travel request (detailed above)
 - Work booth during multi-day career show
 - Participate in other State FFA Conference recruitment events as requested

C. Club Responsibilities.

Butte College Club responsibilities are also included. Some of these items include:

- Host fundraisers
- Facilitate officer elections
- Maintain club constitution
- Facilitate club social media
- Prepare for meetings (food, FUR, etc.)
- Prepare for Student Life events (finding participants, coaching any prep work, etc.)

**BUTTE COMMUNITY COLLEGE DISTRICT
BUTTE COLLEGE EDUCATION ASSOCIATION**

STATEMENT OF GRIEVANCE FORM

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

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:

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

APPENDIX F - CONTINUED

Level III - Next Higher Designated Supervisor,

Manager or Designee Above Level II

Response to Alleged Grievance

Date of Receipt: _____

Date of Response: _____

Grievance Resolved: _____

Grievance Denied: _____

Level IV - Advisory Third Party Intervention

Recommended

Date of Receipt: _____

**Date of Receipt of
Advisory Decision:** _____

Appealed to Board:
____ Yes ____ No

Date: _____

Appealed by:
_____ **District**
_____ **Association**

Level V - Appeal to Board of Trustees

Decision of Board:

Date: _____

NOTE: Attach all responses to this form at all levels. Consult Article 10 - Grievance Procedure for time limits at each level.

Copies of each response to be distributed to: Grievant, BCEA Grievance Chairperson, and District grievance file in the Personnel Office.

**BUTTE COMMUNITY COLLEGE DISTRICT
STUDENT INPUT FORM FOR INSTRUCTOR EVALUATION**

INSTRUCTOR NAME: _____ **DATE:** _____

CLASS: _____

1. Today class was shortened due to the need to collect your feedback. Other than that, was the class session fairly typical of how class is normally conducted?
_____ (If "no", how was it different?)

2. On average (through the semester up to now), approximately how many hours per week have you spent outside of this class on class-related activities? (reading, writing, etc.).
 - ☐ 0 - 1 hours
 - ☐ 2- 3 hours
 - ☐ 4- 5 hours
 - ☐ 6 - 7 hours
 - ☐ 8 - 9 hours
 - ☐ 10 or more hours_____

3. What do you particularly like about this instructor? What makes them especially effective?

4. What, if anything, could this instructor do to become even more effective?

Student's Name (optional)

APPENDIX G1S

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT STUDENT INPUT FORM FOR
STUDENT DEVELOPMENT FACULTY EVALUATION

STUDENT DEVELOPMENT FACULTY NAME: _____

DATE: _____

LOCATION (if applicable)_____

We would like to collect your feedback. We want to ensure your needs or objectives were met. Please use the questions below to respond and provide input. (The identity of students providing feedback will remain anonymous.)

1. What did you find especially effective about this Student Development Faculty during your interactions with them?

2. What, if anything, could this Student Development Faculty do to become even more effective?

_____ Student's Name (optional)

**(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 including assessment of student learning.

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. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

The contents of the statement must not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.3 of our contract. However, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.3.

In your self-reflection statement, please answer the following Questions:

- 1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College? This might include, but is not limited to, the following:
 - curriculum modifications related to equity and/or anti-racism
 - participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location
 - review of professional materials and best practices for equity in your field
 - analysis of your student success data through an equity lens(If available)
- 2) How have you used or will you use this understanding to improve your instructional practice in your classes?
- 3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

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
(LONG FORM)**

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).

The evaluator shall explain any rating of 1 or 2 under the comment section. Apply the above rating except where indicated.

I. TEACHING AND INSTRUCTION

	RATING
A. Classroom effectiveness.	
1. Instructor plans for and is continually well prepared to teach.	_____
2. Instructor provides organized and effective delivery of instruction.	_____
3. Instructor communicates respectfully to students and encourages interaction.	_____
4. Instruction is consistent with the stated and approved outcomes of the course.	_____
5. Instruction is relevant to the course.	_____
6. Instructor shows interest in the subject matter and student learning.	_____
7. Instructor uses strategies designed to foster student engagement with the content.	_____
8. Instructor uses standards of student evaluation that are clear, fair and followed consistently.	_____
9. Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.	_____
10. Instructor grades and returns student work, assignments and tests in a reasonable period of time.	_____
11. Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).	_____
12. Instructor is an effective teacher.	_____
13. For DE instruction, satisfies course guidance tour items.	_____

B. Preparation of up-to-date instructional methods and materials.

1. Instructor prepares complete and timely course syllabi. _____
2. Instructor continually evaluates, updates and revises course content and instructional methods and materials. _____
3. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline. _____
4. Instructor initiates and carries through with improvements to course contents and methods in the classroom. _____

C. Instructor meets and assists students during office hours or by appointment or at other reasonable times. _____

II. PROFESSIONAL GROWTH AND CURRENCY

A. Instructor demonstrates examples of activities which show a pattern of academic, professional, and/or technical updating or currency. (See attached Self-Evaluation form G2) _____

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

1. Instructor is knowledgeable about and abides by College, Area and Department policies and procedures. _____
2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork. _____
3. Instructor orders instructional materials, equipment and textbooks with sufficient lead times. _____
4. Instructor assists Chair in evaluating and revising course scheduling. _____
5. Instructor collaborates to determine equitable course assignments. _____
6. Instructor provides assistance to other full-time, part-time and/or new instructors. _____
7. Instructor participates in departmental plans and activities with others. _____
8. Instructor helps develop departmental budgets. _____
9. Instructor monitors expenditures to keep within authorized budget spending appropriations. _____
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies. _____
11. Instructor regularly attends assigned meetings. _____
12. Instructor is punctual to assigned meetings. _____
13. Instructor works collegially with faculty peers, classified staff and administration. _____
14. Instructor does their fair share of outside -of -class departmental duties and responsibilities, including contributing to unit plan and program review processes. _____
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion. _____

IV. COLLEGEWIDE SERVICE

A. College-wide Service- Demonstrates a pattern of College-wide service including one or more of the following:

1. Serve on College committees. _____

2. Serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty/college governance.
5. Participates on special project teams or ad hoc committees.

V. RECOMMENDATIONS

If full-time tenure or tenure-track position (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 Faculty Member Improvement Plan.)
3. ☐ Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)
4. ☐ If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

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

If full-time temporary non-tenure track grant funded position:

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

All other faculty positions:

1. ☐ Recommended for future employment when available.
2. ☐ Future employment questionable. (See Faculty Member Improvement Plan if available.)
3. ☐ Not recommended for continued employment.

VI. COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

CLASS INFORMATION

Instructor:_____

Date:_____

Department:_____

Time:_____

Class:_____

Location:_____

I. TEACHING AND INSTRUCTION

II. PROFESSIONAL GROWTH AND CURRENCY

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

IV. COLLEGEWIDE SERVICE

VII. COMMENTS BY INSTRUCTOR

(Attach additional sheets if needed)

***SIGNATURES**

Typed Name, Instructor (Evaluatee) Date

Typed Name, Chair Date

Typed Name, Peer Evaluator Date

Typed Name, Dean Date

* 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.

BUTTE COLLEGE
EVALUATION OF INSTRUCTOR PERFORMANCE
SHORT FORM

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 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).

The evaluator shall explain any rating of 1 in the comment section.

Apply the above rating.

DOMAINS	(1)	(2)	(3)	(N/A)
A. Classroom effectiveness (article 6.3.1 A) Comments:	[]	[]	[]	[]
B. Preparation of up-to-date instructional methods and materials. (article 6.3.1 B) Comments:	[]	[]	[]	[]
C. Meets and assists students during office hours or by appointment(article 6.3.1 C) Comments:	[]	[]	[]	[]
D. Professional Growth (article 6.3.1 D) Comments:	[]	[]	[]	[]
E. Area and Department Responsibilities (article 6.3.1 E) Comments:	[]	[]	[]	[]
F. College-wide Service (article 6.3.1 F) Comments:	[]	[]	[]	[]

COMMENTS OR NARRATIVE BY EVALUATOR INCLUDING STUDENT INPUT

(Attach additional sheets if needed)

COMMENTS BY INSTRUCTOR

(Attach additional sheets if needed)

RECOMMENDATIONS

Check one of the choices below.

☐ Continue on regular evaluation schedule

☐ Re-evaluate using the Long Form Process (G3L) during next Butte Community College teaching assignment.
This requires the completion of an Instructor Improvement Plan.

☐ Other (explain)

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 on the following area:

A. AREA AND DEPARTMENTAL RESPONSIBILITIES

B. OVERALL COMMENTS (ATTACH EXTRA SHEETS IF NEEDED)

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 their 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 they 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. 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. "Today class was shortened due to the need to collect your feedback. Other than that, was the class session fairly typical of how class is normally conducted? (If "no", how was it different?)
 - b. On average (through the semester up to now), approximately how many hours per week have you spent outside of this class on class-related activities? (reading, writing, etc.)
 - ☐ 0 - 1 hours
 - ☐ 2 - 3 hours
 - ☐ 4 - 5 hours
 - ☐ 6 - 7 hours
 - ☐ 8 - 9 hours
 - ☐ 10 or more hours
- (The evaluator shall put the ranges above on the whiteboard to facilitate discussion. 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 them especially effective?"
- d. "What, if anything, could the instructor 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 or employee designee to copy the comments on a piece of paper. The evaluator should save this record (via written transcript) 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 or 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 their 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 Feedback 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 feedback 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 feedback 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 Chief Instruction Officer that another individual be scheduled to conduct the evaluation.

PROCESS FOR SOLICITING STUDENT INPUT DURING FORMAL OBSERVATION OF FULL-TIME STUDENT DEVELOPMENT FACULTY

During pre-observation conference the evaluator and the evaluatee will mutually agree upon the job site observation.

Regardless of setting or method, evaluators must assure students that every effort will be made to ensure their comments and feedback remain confidential.

Prior to the start of an individual observation of a student appointment, evaluators should seek permission from the student before proceeding with the observation.

Prior to the distribution of Student Input Form (G1S) for group observations (e.g. workshops, trainings etc.), evaluators should inform students that a faculty member is being observed for evaluation purposes.

Student feedback for Student Development Faculty will be collected from students who have been served by the faculty member during individual appointments or from group observations. For certain student development faculty (CAS Learning Resources Specialists and DSPS Specialists) feedback may also be solicited from student workers as appropriate.

The evaluator must assure students of the confidentiality of the process. While a summary of the student's 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 recording devices should be asked at this time to turn them off during evaluation session.)

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.

Student input will be collected in person or electronically utilizing the Student Development Faculty Student Input Form (G1S). Student input should be solicited from a minimum of 15 students who have been served by the evaluatee during the semester the evaluation is being administered.

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. (To be filled out after the methods have been completed.)

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. (To be filled out after the methods have been completed.)

Date: _____ *Signature of Faculty Member: _____

Date: _____ *Signature of Administrator: _____

*This signature indicates that the faculty member and evaluator discussed this Faculty Member Improvement Plan. It does not necessarily denote agreement with all factors of the plan.

BUTTE COLLEGE STUDENT DEVELOPMENT 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.

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).**

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

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

A. Job Specific

- | | |
|-------|--|
| _____ | 1. Provide academic, vocational, and personal counseling to students on an individual basis. |
| _____ | 2. Provide group counseling for the accomplishment of specific objectives. |
| _____ | 3. Assist in the planning and implementation of registration. |
| _____ | 4. Assist students with forms, petitions and appeals. |
| _____ | 5. Assist in connecting students to resources, agencies and services. |
| _____ | 6. Begin appointments promptly and are well-prepared for sessions. |
| _____ | 7. Provide clear and concise information regarding academic requirements. |

B. Professional Growth and Currency

_____ 1. Maintain currency with developments and changes in the counseling field.

C. Area or Departmental Responsibilities

- _____ 1. Communicate with the various instructional divisions, the administration and the staff of the College.
- _____ 2. Communicate with the high schools served by the College.
- _____ 3. Develop and assess of student learning outcomes.
- _____ 4. Assist other full-time, part-time and/or new counselors, including training.
- _____ 5. Attend assigned meetings
- _____ 6. Maintain knowledge of College, Area and Department policies and procedures.

D. College Wide Service

- _____ 1. Serve on College committees, workgroups, and project teams.
- _____ 2. Serves as a sponsor to student clubs and organizations.
- _____ 3. Participates in faculty/college governance.

RECOMMENDATIONS

If full-time tenure or tenure-track position (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 Faculty Member Improvement Plan.)
3. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)
4. () If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

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

If full-time temporary non-tenure track grant funded position:

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

All other faculty positions:

1. () Recommended for future employment when available.
2. () Future employment questionable. (See Faculty Member Improvement Plan if available.)
3. () Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

JOB SITE VISIT

Counselor: _____ Date: _____

Department: _____ Time: _____

Location: _____

V. JOB DUTIES

VI. PROFESSIONAL GROWTH AND CURRENCY

VII. AREA AND DEPARTMENTAL RESPONSIBILITIES

VIII. COLLEGEWIDE SERVICE

COMMENTS BY COUNSELOR

(Attach additional sheets if needed)

***SIGNATURES**

Typed Name, Counselor (Evaluatee) Date

Typed Name, Chair Date

Typed Name, Peer Evaluator Date

Typed Name, Administrator Date

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

**BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM –
ARTICULATION OFFICER(AO)**

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.

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).**

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

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

A. Job Specific

- | | |
|----------|--|
| _____ 1. | AO maintains articulation programs, procedures, and policies dictated by California Education Code; CSU and UC regulations and standards; and California Community College Chancellors Office guidelines and standards. |
| _____ 2. | AO develops, coordinates, and maintains a comprehensive articulation program with UC, CSU system, and private universities and colleges in California and elsewhere and liaise with the representative articulation staff of these institutions. |
| _____ 3. | AO develops, maintains, and provides oversight of the college transfer credit, general education, and major preparation articulation programs in cooperation with other District curriculum representatives. |
| _____ 4. | AO provides consultation to the faculty, instructional deans, and other college representatives on course and program articulation issues, especially related to reviewing, revising, and developing courses with transfer preparation and articulation potential. |
| _____ 5. | AO consults with department chairs, deans, and vice presidents regarding establishing transfer agreements and MOUS. |
| _____ 6. | AO keeps the college informed of the status regarding articulation agreements, ADT, CI-D, transfer agreements, and MOUS with four- year public and private institutions. |
| _____ 7. | AO serves on the catalog production team editing for accuracy of transfer, articulation and general education information. |
| _____ 8. | AO works with faculty, instructional deans, and the Vice President of Instruction to assist with State required review. |

- _____ 9. AO serves as the technical writer for the District and assists with curriculum, development, review, and update processes.
- _____ 10. AO participates in the online curriculum review process in a timely manner and on college and district committees responsible for curriculum review and approval.
- _____ 11. AO maintains files, prepares, and disseminates curriculum and reports as required by other organizations and systems.
- _____ 12. AO participates in District, regional, and State articulation related activities and organizations informed of and to assure timely compliance with inter-segmental changes and developments.
- _____ 13. AO demonstrates sensitive to diversity of college faculty, staff and students.
- _____ 14. AO attends and participates in conferences and workshops on articulation and other issues.

B. Professional Growth and Currency

- _____ 1. Keeps current with developments and changes in their field.

C. Area or Departmental Responsibilities

- _____ 1. AO communicates with the various instructional divisions, the administration, and the staff of the College.
- _____ 2. AO regularly attends assigned meetings.
- _____ 3. AO is knowledgeable about and abides by College, Area and Department policies and procedures.

D. 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/college governance.
- _____ 5. Participates on special project teams or ad hoc committees.

RECOMMENDATIONS

If full-time tenure or tenure-track position (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 Faculty Member Improvement Plan.)
- 3. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)
- 4. () If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

- 1. () Recommended for continued employment.

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

If full-time temporary non-tenure track grant funded position:

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

All other faculty positions:

1. () Recommended for future employment when available.
2. () Future employment questionable. (See Faculty Member Improvement Plan if available.)
3. () Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR
(Attach additional sheets if needed)

JOB SITE VISIT

Articulation Officer: _____ Date: _____

Department: _____ Time: _____

Location: _____

IX. JOB DUTIES

X. PROFESSIONAL GROWTH AND CURRENCY

XI. AREA AND DEPARTMENTAL RESPONSIBILITIES

XII. COLLEGEWIDE SERVICE

COMMENTS BY ARTICULATION OFFICER

(Attach additional sheets if needed)

***SIGNATURES**

Typed Name, AO (Evaluatee) Date

Typed Name, Chair Date

Typed Name, Peer Evaluator Date

Typed Name, Administrator Date

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

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM – MESA DIRECTOR

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.

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).**

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

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

A. Job Specific

- _____ 1. MD recruits students eligible for participation in the MESA program.
- _____ 2. MD provides academic and career advice to MESA students.
- _____ 3. MD establishes and maintains relationships and communications with instructional programs directly related to the MESA program.
- _____ 4. MD prepares and manages the program budgets.
- _____ 5. MD assures compliance with all guidelines and regulations related to the MESA program.
- _____ 6. MD collects and compiles data and prepares status reports as required by the CCCCCO and participates in campus activities that lead to the collection and submission of MESA student data for the CCCCCO Management Information System (MIS).
- _____ 7. MD establishes and maintains communications with regional high schools, colleges, and universities, articulating programs, and services where appropriate.
- _____ 8. MD provides academic support services for MESA students.
- _____ 9. MD maintains currency with MESA statewide initiatives.
- _____ 10. MD establishes and maintains relationships with related professional societies, businesses, and industry.
- _____ 11. MD coordinates student services for MESA students.
- _____ 12. MD provides direction to staff assigned to the the MESA program and provide input on staff evaluations.
- _____ 13. MD participates in MESA statewide activities.
- _____ 14. MD develops and assesses student learning outcomes.

B. Professional Growth and Currency

- _____ 1. MD keeps current with developments and changes in their field.

C. Area or Departmental Responsibilities

- _____ 1. MD communicates with the various instructional divisions, the administration, and the staff of the College
- _____ 2. MD regularly attends assigned meetings.
- _____ 3. MD is knowledgeable about and abides by College, Area and Department policies and procedures.

D. College Wide Service

- _____ 1. MD volunteers to serve on College committees.
- _____ 2. MD when requested, serves on College committees and project teams.
- _____ 3. MD serves as a sponsor to student clubs and organizations.
- _____ 4. MD participates in faculty/college governance.
- _____ 5. MD participates on special project teams or ad hoc committees.

RECOMMENDATIONS

If full-time tenure or tenure-track position (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 Faculty Member Improvement Plan.)
3. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)
4. () If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

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

If full-time temporary non-tenure track grant funded position:

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

All other faculty positions:

1. () Recommended for future employment when available.
2. () Future employment questionable. (See Faculty Member Improvement Plan if available.)
3. () Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

JOB SITE VISIT

MESA DIRECTOR: _____ Date: _____

Department: _____ Time: _____

Location: _____

XIII. JOB DUTIES

XIV. PROFESSIONAL GROWTH AND CURRENCY

XV. AREA AND DEPARTMENTAL RESPONSIBILITIES

XVI. COLLEGEWIDE SERVICE

COMMENTS BY MESA DIRECTOR

(Attach additional sheets if needed)

*SIGNATURES

Typed Name, MESA DIRECTOR (Evaluatee)

Date

Typed Name, Peer Evaluator

Date

Typed Name, Administrator

Date

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

BUTTE COLLEGE STUDENT DEVELOPMENT 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.

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).**

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

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

A. Job Specific

- _____ 1. Schedule and give library instruction through presentations, both in-person and online.
- _____ 2. Provide leadership and coordination for library's instruction program and teach courses on library skills.
- _____ 3. Provide reference service (in-person, telephone, email, and web-based chat) to students, faculty, and staff.
- _____ 4. Perform and coordinate outreach services to promote library services and resources.
- _____ 5. Responsible for collections development including materials selection according to curriculum needs; and serve as library liaison with other faculty.
- _____ 6. Assist in selecting, evaluating, and implementing electronic resources, databases, third-party web applications, and other information systems.
- _____ 7. Provide systems administration assistance for library services platform and act as liaison with IT department.

_____ 8. Assist in the cataloging and bibliographic management of library materials in various formats.

B. Professional Growth and Currency

_____ 1. Maintain currency and update academic, professional, and/or technical knowledge.

C. Area or Departmental Responsibilities

- _____ 1. Regularly attend assigned meetings
- _____ 2. Develop and assess of student learning outcomes.
- _____ 3. Obtain and organize statistical data to fulfill required institutional reporting.
- _____ 4. Design and conduct service assessments and surveys.
- _____ 5. Develop and revise library policies.
- _____ 6. Participate in budget development, long and short-term goals, grant writing, and strategic planning.
- _____ 7. Maintain library website.
- _____ 8. Represent the library at appropriate local, state, or national meetings.
- _____ 9. Assist with maintaining computers, technology, and computer lab

D. College-wide Service

- _____ 1. Serve on College committees, workgroups, and project teams.
- _____ 2. Serves as a sponsor to student clubs and organizations.
- _____ 3. Participates in faculty/college governance.

RECOMMENDATIONS

If full-time tenure or tenure-track position (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 Faculty Member Improvement Plan.)
- 3. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)
- 4. () If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

- 1. () Recommended for continued employment.

2. () Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

APPENDIX G8 PAGE 3 – LIBRARIAN

1. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

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

All other faculty positions:

1. () Recommended for future employment when available.
2. () Future employment questionable. (See Faculty Member Improvement Plan if available.)
3. () Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

JOB SITE VISIT

Librarian: _____ Date: _____

Department: _____ Time: _____

Location: _____

XVII. JOB DUTIES

XVIII. PROFESSIONAL GROWTH AND CURRENCY

XIX. AREA AND DEPARTMENTAL RESPONSIBILITIES

XX. COLLEGEWIDE SERVICE

VII. COMMENTS BY LIBRARIAN

(Attach additional sheets if needed)

Typed Name, Librarian (Evaluatee)

Date

Typed Name, Chair

Date

Typed Name, Peer Evaluator

Date

Typed Name, Administrator

Date

*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 STUDENT DEVELOPMENT 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.

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).**

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

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.

RATING

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.

RECOMMENDATIONS

If full-time or tenure-track position (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 Faculty Member Improvement Plan.)
3. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

**BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM –
LEARNING RESOURCE 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.

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).**

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

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

A. Job Specific

- | | |
|-------|---|
| _____ | 1. Teach courses offered in the program, meeting “teacher of record” requirements as necessary. |
| _____ | 2. LRS maintain and update a tracking system for students using the Center for Academic Success services. |
| _____ | 3. Provide effective learning assistance for students seeking tutorial help. |
| _____ | 4. Maintain existing learning resource materials, identify new materials (including software), and make them available to faculty, tutors and students. |
| _____ | 5. Assist in the hiring and supervision of instructional aides, student assistants, SI leaders, and tutors at all Butte College locations. |
| _____ | 6. Facilitate and supervise test proctoring. |

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- _____ 7. Schedule and staff appropriate workshops for students and staff in conjunction with appropriate Chairs.
- _____ 8. Provide assistance to the coordinator as assigned.
- _____ 9. Provide information on general and specific CAS services and activities to students, faculty and community on a regular basis.
- _____ 10. Assume other reasonably related duties as negotiated.

B. Professional Growth and Currency

- _____ 1. Maintain currency and update academic, professional, and/or technical knowledge.

C. Area or Departmental Responsibilities

- _____ 1. Maintain a supportive learning environment in the Center for Academic Success both on and off campus.
- _____ 2. Maintain and support a comprehensive tutor training program, including the possible teaching of tutor training courses.
- _____ 3. Implement and support a comprehensive tutoring program.
- _____ 4. Implement and support a Supplemental Instruction Program.
- _____ 5. Promote the Center and provide outreach to faculty and students.
- _____ 6. Serve as a liaison to faculty in various disciplines to ensure appropriate services are available.
- _____ 7. Serve as a liaison to student service personnel to ensure collaboration is maximized.
- _____ 8. Assist in institutional research, including measuring success of Center efforts.
- _____ 9. Staff and/or provide for orientation sessions/tours.
- _____ 10. Assist in creation and dissemination of employee development resources and promotional materials.
- _____ 11. Develop and assess student learning outcomes.

D. College-wide Service

- _____ 1. Serve on College committees.
- _____ 2. Serves on College committees and project teams.
- _____ 3. Serves as a sponsor to student clubs and organizations.
- _____ 4. Participates in faculty/college governance.
- _____ 5. Participates on special project teams or ad hoc committees.

RECOMMENDATIONS

If full-time tenure or tenure-track position (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 Faculty Member Improvement Plan.)

3. () Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)
4. () If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

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

If full-time temporary non-tenure track grant funded position:

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

All other faculty positions:

1. () Recommended for future employment when available.
2. () Future employment questionable. (See Faculty Member Improvement Plan if available.)
3. () Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

JOB SITE VISIT

Learning Resource Specialist: _____ Date: _____

Department: _____ Time: _____

Location: _____

XXI. JOB DUTIES

XXII. PROFESSIONAL GROWTH AND CURRENCY

XXIII. AREA AND DEPARTMENTAL RESPONSIBILITIES

XXIV. COLLEGEWIDE SERVICE

VII. COMMENTS BY Learning Resource Specialist

(Attach additional sheets if needed)

*SIGNATURES

Typed Name, Learning Resource Specialist (Evaluatee) Date

Typed Name, Chair Date

Typed Name, Peer Evaluator Date

Typed Name, Administrator Date

*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.

DEPARTMENT CHAIR/COORDINATOR EVALUATION FORM**Section I. - Information**

Evaluatee:

Department:

Dean Completing Evaluation:

Length in Position:

Last Evaluation:

Section II. – Performance Ratings

Select the performance rating appropriate for each major area of responsibility from the department chair job description. Refer to the attached document for criteria supporting performance ratings.

Area of Responsibility	Meets and/or Exceeds Expectations	Meets some Expectations / Development required in other areas	Does not meet Expectations
<i>Faculty Leadership</i>			
<i>Schedule Development</i>			
<i>Curriculum and Program Review</i>			
<i>Faculty Hiring, Evaluations, and Professional Development</i>			
<i>General Administrative Tasks</i>			
<i>Communication and Collaboration</i>			
<i>Budget, Planning, and Purchasing</i>			
<i>Facilities, Equipment and Supplies</i>			
<i>Student Success</i>			
<i>External Funding and Grants*</i>			
<i>Career Technical Education*</i>			

Section III. – Commendations**Section IV. – Recommendations for Continued Growth and Improvement****Section V. – Summary and Goals for Next Evaluation Cycle.**

If the supervising administrator recommends a mid-term evaluation, this section must include areas for improvement and goals that can reasonably be completed within the next review period.

Section VI. – Recommended Action

_____ Continue with Regular Review Cycle

_____ Continue with Midterm Review

Signatures

Evaluatee _____ Date _____

Supervisor _____ Date _____

**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. DEIA SELF-REFLECTION STATEMENT

E. OVERALL COMMENTS (ATTACH EXTRA SHEETS IF NEEDED)

(PRE-FORMAL EVALUATION)

STUDENT DEVELOPMENT 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.

STUDENT DEVELOPMENT 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.

****PLEASE REFER TO THE APPROPRIATE FULL-TIME STUDENT DEVELOPMENT
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 including assessment of program level student learning outcomes.

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. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

The contents of the statement must not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.7 of the BCEA contract. However, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.7.

In your self-reflection statement, please answer the following Questions:

1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College District? This might include, but is not limited to, the following:

- curriculum modifications related to equity and/or anti-racism
- participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location

- review of professional materials and best practices for equity in your field
- analysis of your student success data through an equity lens (if available)

2) How have you used or will you use this understanding to improve your working relationship with your students?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

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 STUDENT DEVELOPMENT FACULTY

DATE

Timeline for Faculty Evaluation

Faculty Member:
Department:
Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring 20_____
Administrator:
Department Chair/Coordinator (or designee):
Tenured Peer Evaluator(s):

Note: Both chair and peer evaluator must have received peer evaluation training.
 Chair and peer evaluator initials confirming training: _____

<p>IN CLASS PRE-OBSERVATION CONFERENCE:* For new hires, before the 40% instruction point (first semester of employment) <input checked="" type="checkbox"/> DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3)</p> <p><input checked="" type="checkbox"/> Classroom Observation: (Selected by evaluatee and evaluation team) <i>Will only take place outside of 40-80% of the course week for good reason</i></p> <p>Control #_____ Course:_____</p> <p><input checked="" type="checkbox"/> Select Option for Student Input (G5)</p> <p><input checked="" type="checkbox"/> SELECT CLASSES FOR SFF FORMS: <i>Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term</i></p> <p>◆ Evaluatee choice class #1: Control #_____ Course_____</p> <p>◆ Administrator/Chair/Peer choice class #2: Control #_____ Course_____</p>	<p>Date:_____</p> <p>Room:_____</p> <p>Time:_____</p> <p>Option #_____</p> <p>◆Administer after _____, return by _____</p> <p>◆Administer after _____, return by _____</p>
<p>DISTANCE EDUCATION PRE- OBSERVATION CONFERENCE:* For new hires, before the 40% instruction point (first semester of employment) <input checked="" type="checkbox"/> DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3)</p> <p><input checked="" type="checkbox"/> PREPARE FOR COURSE TOUR AND OBSERVATION Determine the course to tour Determine the day and time of the course tour and observation Cover the course tour guidance(See HR website)</p> <p><input checked="" type="checkbox"/> Course Tour and Observation: (Selected by evaluatee and evaluation team) <i>Will only take place outside of 40-80% of the course week for good reason</i></p> <p>Control #_____ Course:_____</p> <p><input checked="" type="checkbox"/> SELECT CLASSES FOR SFF FORMS: <i>Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term</i></p> <p><input checked="" type="checkbox"/> Course Tour and Observation class: Control #_____ Course_____</p> <p><input checked="" type="checkbox"/> Evaluatee choice class #1: Control #_____ Course_____</p> <p><input checked="" type="checkbox"/> Administrator/Chair/Peer choice class #2: Control #_____ Course_____</p>	<p>Course:_____</p> <p>Tour Date:_____</p> <p>Time:_____</p> <p>◆Administer after _____, return by _____</p> <p>◆Administer after _____, return by _____</p>

✓ PROVIDE INSTRUCTOR SELF-EVALUATION INPUT FORM (G2) <i>Evaluatee submits to Evaluation Team 1 week prior to class observation</i> ♦ Course syllabus for class to be observed. ♦ Objectives for class being observed for in person only ♦ Completed Instructor Self-Evaluation Input Form (G2).	Date Due: _____
EVALUATION TEAM MEETING: (No evaluatee) ✓ Complete Evaluation of Instructor Performance form (G3). ✓ Complete narrative. ✓ Complete Summary of Student Comments	Date: _____ Room: _____ Time: _____
PRIOR TO POST-OBSERVATION CONFERENCE: <i>Minimum 1 day prior to post-observation conference; 2 days if improvement plan included</i> ✓ Provide instructor with copy of narrative(s), summary of student Input, and G3 form.	Date Due: _____
POST-OBSERVATION CONFERENCE: ✓ Discuss Performance Rating Sheet (G3). ✓ Discuss narrative comments including student comments/evaluations. ✓ Sign evaluation forms. ✓ If an improvement plan will be created, the post-observation conference will be used to discuss the improvement plan and another meeting will be scheduled to finalize draft and sign if needed.	Date: _____ Room: _____ Time: _____

*Subsequent to the pre-observation conference, a summary of this form will be sent electronically to all participants in the evaluation process.

Timeline for Student Development Faculty Evaluation

Faculty Member:
Department:
Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring 20_____
Administrator:
Department Chair/Coordinator (or designee):
Tenured Peer Evaluator(s):

Note: Both chair and peer evaluator must have received peer evaluation training.

Chair and peer evaluator initials confirming training: _____

<p>JOB SITE VISIT PRE-OBSERVATION CONFERENCE:* For new hires, by the fifth week of the term (first semester of employment). <input checked="" type="checkbox"/> DISTRIBUTE EVALUATION OF STUDENT DEVELOPMENT PERFORMANCE FORMS(G7/G8/G9) <input checked="" type="checkbox"/> Job Site Observation: (Selected by evaluatee and evaluation team) <i>For Probationary Student Development Faculty must take place by 13th week</i> Job Site #1 Location (May be done remotely):_____ Job Site #2 (Optional) Location (May be done remotely):_____ <input checked="" type="checkbox"/> Decide on week and method of Student Input Form (G1S) collection or SFF. Dates of Collection:_____ Control # _____ Course _____</p>	Date: _____ Room: _____ Time: _____ Date: _____ Room: _____ Time: _____
<p>EVALUATION TEAM MEETING: (No evaluatee) <input checked="" type="checkbox"/> Complete Evaluation of Student Development Performance Form (G7/G8/G9). <input checked="" type="checkbox"/> Complete narrative. <input checked="" type="checkbox"/> Complete Summary of Student Comments</p>	Date: _____ Room: _____ Time: _____
<p>PRIOR TO POST-OBSERVATION CONFERENCE: <i>Minimum 1 day prior to post-observation conference; 2 days if improvement plan included</i> <input checked="" type="checkbox"/> Provide faculty with copy of narrative(s), summary of student input, and G7/G8/G9 form.</p>	Date Due: _____

POST-OBSERVATION CONFERENCE: ✓ Discuss Performance Rating Sheet (G7/G8/G9). ✓ Discuss narrative comments including student comments/evaluations. ✓ Sign evaluation forms. ✓ If an improvement plan will be created, the post-observation conference will be used to discuss the improvement plan and another meeting will be scheduled to finalize draft and sign if needed.	Date: _____ Room: _____ Time: _____

*Subsequent to the pre-observation conference, a summary of this form will be sent electronically to all participants in the evaluation process.

<i>Evaluatee</i>	
<i>Short-term Duty Assignment</i>	
<i>Administrator Completing Evaluation</i>	
<i>Length in Position</i>	
<i>Last Evaluation</i>	

Select the appropriate performance rating for each major area of responsibility from the position announcement. Refer to the attached position announcement and criteria for performance expectations.

[illegible]

Section IV: Recommendations for Continued Growth and Improvement

Section V: Summary and Goals for Next Evaluation Cycle

If the supervising administrator recommends an off-cycle evaluation, this section must include specific areas for improvement and goals that can reasonably be completed within the next review period. Otherwise, this section may include any specific goals the employee wishes to state.

Section VI: Recommended Actions

Recommended to Continue with Regular Review Cycle	<input type="radio"/>
Recommended to Continue with Additional Off-cycle Evaluation	<input type="radio"/>
Not Recommended for Continued Assignment	<input type="radio"/>

Signatures

Evaluatee

Date

Supervisor

Date

CATASTROPHIC LEAVE REQUEST FORM

Please return the completed form to the Human Resources Department.

I hereby request Catastrophic Leave for the following reason(s):

- ☐ Prolonged personal illness/injury
- ☐ Prolonged illness/injury of immediate family member
- ☐ Pregnancy (Catastrophic Leave is only available while you are on pregnancy disability leave [PDL]. It cannot be used for the purpose of baby bonding.

Please note: To qualify for Catastrophic Leave, all of your accrued leave balances must be exhausted.

I will exhaust all of my paid leave balances on approximately: _____ (enter date).

How do you want this Catastrophic Leave Request shared? (The College will only indicate that you have requested Catastrophic Leave. No medical information will be shared). By checking a box below, you authorize Human Resources staff to disseminate your request as designated below.

- ☐ Districtwide Email
- ☐ Notify my Department ONLY (insert Department Name): _____
- ☐ Notify my Bargaining Unit ONLY
- ☐ Do not notify

I understand that other Butte College members may wish to assist by donating sick leave hours to me. I acknowledge that if any leave time is donated that it is done so on a confidential and voluntary basis only; I will not be provided with any donor information; I understand that a copy of this request will be placed in my medical file. I further understand that in the event I return from my leave of absence to a limited schedule, and I am in need of additional catastrophic leave donations, I am required to reapply for Catastrophic Leave. Donations are only accepted and processed on behalf of employees who have approved Catastrophic Leave Requests. Donations are only deducted once the employee in need reaches a non-compensated status. Entire donation may or may not be utilized. Donations are deducted based on the order in which they are received. All donations are confidential. Donations shall not be applied retroactively.

Employee Information	
Full Name Printed:	Employee Number:
Signature:	Date:
Department:	Bargaining Unit:
Human Resources Use Only	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Date:
Human Resources Review :	

CATASTROPHIC LEAVE DONATION FORM

Date: _____

Donating Member's Name: _____

Employee Number: _____

I wish to donate (enter number of sick leave hours in 8 hour increments) _____ sick leave hours to
_____ (enter name of person to receive donated hours).

Donating Member's Signature: _____

Donations are only accepted and processed on behalf of members who have approved Catastrophic Leave Requests. Donations will be deducted from your sick leave accruals once the employee in need reaches a non-compensated status. Your donation may not be utilized if the requested number of hours has already been reached. If the requested number of hours has been reached prior to your donation, your leave donation form will be returned. Donations are deducted based on the order in which the donation forms are received. All leave donations are irrevocable and confidential.

Return completed form to Human Resources

FOR PAYROLL USE ONLY:
RECEIVED BY:

GLOSSARY

20 school average – The average computation of 20 selected colleges used in the salary and benefits formulas.

Additional duty days – days worked in excess of a member's normal assigned days.

BCEA – Butte College Education Association, the union representing the full-time faculty

CSEA – California School Employees Association, the union representing the classified staff.

CBA – Collective Bargaining Agreement.

Day – Representing an 8 hour day; or for purposes of the grievance article, any day which the central administration office of the district is regularly open for business.

Equity Enhancement – An enhanced hourly rate dedicated specifically to part-time faculty longevity.

Flex – Required activity hours in lieu of instruction that must be met as part of a faculty member's contractual commitment.

FSA – Faculty Service Area.

SPA – Sabbatical and Professional Advancement.

Loadbank – Units taught in excess of a members assigned regular workload without pay, but banked for time off at a later date.

Longevity – Levels on the salary schedule that require time to advance. Longevity steps are steps 16 through 24.

Overload – Units taught in excess of a member's assigned regular workload for pay.

PFA/CWA – Part-time Faculty Association/Communication Workers of America, the union representing the part-time faculty.

P.I.P. – Performance Improvement Plan.

Primary term – In reference to the primary Fall and Spring terms.

Pro-rata – In proportion to.

Reopeners – Those unresolved outstanding negotiating items that were proposed but are still open for negotiations.

SFF/SEF – Student Feedback Form, AKA student evaluation form

SLOs – Student Learning Outcomes.

Student Development Faculty – Those non-teaching faculty that normally do not have teaching responsibilities in the classroom; for example counselors and librarians.