



**BOARD OF TRUSTEES
Notice of Regular Meeting**

Wednesday, June 26, 2024 | 3:00 PM
District Board Room
Student and Administrative Service Building
[Non-interactive Zoom Link](#)

Butte College is a student-ready, rural community college that provides high-quality, accessible education and support. Our career and transfer pathways cultivate curiosity and critical thinking through instruction, workforce training, and the achievement of Associate degrees and certificates. Butte College is a Hispanic-Serving Institution that affirms its commitment to equity for the diverse, intersectional communities we serve.

AGENDA

Call to Order

- Mr. Eugene Massa, President
- Mr. William McGinnis, Vice President
- Mr. John Blacklock, Clerk
- Mr. Mike Boeger
- Mr. John Dahlmeier
- Mr. Rick Krepelka
- Mr. John Nock
- Mr. Liam Eller, Student Trustee

Pledge of Allegiance to the Flag

	Page
1. Agenda Approval	
2. Measure J	
2.1 2023-24 Measure J Citizens' Bond Oversight Committee Report and Annual Status Report	6 - 10
2023-24 Annual Bond Report - Measure J	
Bond Annual Report 2023	

3. **Communications from the Public - Consent Agenda**

This time is set aside for comments on the Consent Agenda. The Board may undertake discussion only to provide clarification to the public or schedule a matter for a future meeting. In accordance with BP 2350 Speakers, each speaker will be allowed a maximum of five (5) minutes per topic, thirty (30) minutes maximum for public speakers on any one subject, regardless of the number of speakers.

4. **Approval of Consent Agenda**

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion.

4.1	Approval of Minutes 	11 - 19
4.2	Approval of Warrants 	20
4.3	Ratification of Contracts  Contracts Ratification Report 	21 - 26
4.4	Approval of Quarterly Financial Status Report for the Quarter Ended March 31, 2024  2023-2024 Q3 General Ledger Transactions Summary 	27 - 31
4.5	Approval of New Courses 	32 - 34
4.6	Approval of New Programs 	35 - 59
4.7	Approval and/or Ratification of Personnel Actions  Management <i>Employments</i> Academic Employees <i>Employments, at-will employments, temporary employments, and assignment</i> Classified Employees <i>Employments, out of class assignment, temporary and permanent increases</i> Temporary Employees <i>Substitutes, short-term/seasonal, professional experts, and volunteers</i>	60 - 67

5. **Reports**




- 5.1 Academic Senate President's Report
- 5.2 Classified Senate President's Report

- 5.3 Student Trustee Comments
- 5.4 Superintendent/President's Report
- 5.5 Board Comments


6. Communications from the Public

At this time, members of the public have the opportunity to address the Board of Trustees on any item within the subject matter jurisdiction of the Board in accordance with *BP2350 Speakers*. Members of the community and employees wishing to address the Board of Trustees are asked to complete a “Public Comment” card and submit it to the Board’s Executive Assistant **prior** to the start of open session. In accordance with *BP 2350 Speakers*, each speaker will be allowed a maximum of five (5) minutes per topic, thirty (30) minutes maximum for public speakers on any one subject, regardless of the number of speakers.




7. Contracts

- 7.1 [Approval of Contracts](#)  68 - 69
[Contracts Approval Report - June 2024](#) 
- 7.2 [Approval to Award Design-Build Pre-Construction Services Contract for the Butte College Cosmetology and Barbering Building Project to DH Slater & Son](#)  70 - 72

8. Finance

- 8.1 [Adoption of the 2024-25 Tentative Budget, Gann Limit Worksheet, EPA Spending Determination Report and Notice of Public Hearing on the 2024-25 Budget](#)  73

9. Human Resources

- 9.1 [Approval of Amended Employment Contract for Superintendent/President](#)  74 - 80
[Agreement for Superintendent/President Employment](#) 
- 9.2 [Approval of Equal Employment Opportunity Plan 2024-27](#)  81

10. Labor Relations

- 10.1 [Approval of the 2024-27 BCEA Collective Bargaining Agreement](#)  82 - 140
[2024-27 BCEA Collective Bargaining Agreement](#) 

11. Future Dates

08/14/2024	Regular Meeting	Main Campus	1:00 p.m.
09/11/2024	Regular Meeting	Glenn County Center	1:00 p.m.
10/16/2024	Regular Meeting	Main Campus	1:00 p.m.

12. Closed Session

The Board of Trustees of the Butte-Glenn Community College District will adjourn to closed session under authority of Government Code Section 54954.5 to conduct the following business:

Pursuant to Government Code Section 54957:

12.1 EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT

Pursuant to Government Code Section 54957.5:

12.2 CONFERENCE WITH LABOR NEGOTIATOR

Pursuant to Government Code Section 54956.95:

12.3 LIABILITY CLAIM – Update on claim against the District
Claimant: Donald Finkbiner
Agency: Butte-Glenn Community College District

12.4 LIABILITY CLAIM – Update on claim against the District
Claimant: Susan Dawson
Agency: Butte-Glenn Community College District

12.5 LIABILITY CLAIM – Update on claim against the District
Claimant: Martin, et al. vs. CCC, et al.
Agency: Butte-Glenn Community College District

12.6 LIABILITY CLAIM – Update on claim against the District
Claimant: Shawn Smith
Agency: Butte-Glenn Community College District

12.7 LIABILITY CLAIM – Update on claim against the District
Claimant: Dylan Franck
Agency: Butte-Glenn Community College District

13. Adjournment

13.1 Adjourn Meeting

For Information concerning this Agenda, please contact:
Butte College President's Office
3536 Butte Campus Drive, Oroville, CA 95965 (530) 895-2484

Persons requiring disability accommodation, please notify this office 48 hours prior to the scheduled meeting. Meetings are held in wheelchair accessible locations.

Any public records distributed to the Board of Trustees less than 72 hours in advance of the meeting, and relating to an open session item, are available for public inspection at the Office of the President during normal business hours.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	2023-24 Measure J Citizens' Bond Oversight Committee Report and Annual Status Report
Category:	Finance
Submitted By:	Jessica Snelling, Vice President
Attachment:	Yes
Type:	Information
Agenda Section:	Regular

Background

In November 2016, the voters of the Butte-Glenn Community College District approved Measure J – a \$190 million general obligation bond measure under the provision of Proposition 39 to fund facilities construction and improvements. As required by Proposition 39, the Butte-Glenn Community College District Board of Trustees convened a Citizens' Bond Oversight Committee to oversee the expenditure of bond funds and to keep the public informed of the progress of the Measure J bond projects.

Also, Government Code Section 53411 requires that the chief fiscal officer of the issuing local agency file a report with its governing board at least annually to provide: 1.) the amount of bond proceeds collected and expended during the applicable reporting period, and 2.) the status of any project required or authorized to be funded as identified in a statement indicating the specific purposes of the bond.

Status

The attached Measure J Citizens' Bond Oversight Committee Report reflects the activities of the Citizens' Bond Oversight Committee during the fiscal year 2023-24. This report documents the Committee's efforts to provide the review of bond expenditures that is mandated by Proposition 39 for the period of July 1, 2023, through June 30, 2024. The Committee was chaired by Mr. Stan Thompson. Other members of the Committee include Mr. Fred Sherman, Vice Chair, Ms. Colleen Cecil, Ms. Sarah Houston, Mr. Bob Kratochvil, Mr. Ian Macmillan, Mr. Richard Price, Mr. Joseph Sharpe and Mr. Isaac Zink Nelson.

This report will be presented by Mr. Stan Thompson.

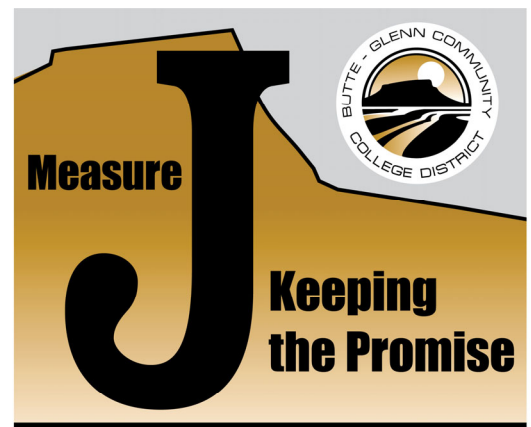
The District issued the Series A bonds for \$42M in April 2017. As of June 30, 2021, the District expended all of the Series A bond proceeds. The District issued Series B bonds in the amount of \$49.5M in July 2019. To date, approximately \$47.5M of Series B bond proceeds have been expended. The District issued Series C bonds for \$50M in June 2022 to provide funding to finish the Science building. To date, approximately \$553K of Series C bond proceeds have been expended. As of June 30,

2024, a total of 31 projects have been completed and 14 projects are in progress. The attached report identifies the current status of the projects required or authorized to be funded by Measure J.

Jessica Snelling, Vice President for Administrative Services will present the Annual Status Report.

2023-24 CITIZENS' BOND OVERSIGHT COMMITTEE

Annual Report to the Board of Trustees
June 26, 2024



Overview

The Measure J Citizens' Bond Oversight Committee conducts its meetings in accordance with provisions of the Ralph M. Brown Public Meeting Act, Government Code §54950 et seq.

It is the charge of the Measure J Citizens' Bond Oversight Committee to monitor the expenditures of the Measure J General Obligation Bonds funds and report to the public on the Butte-Glenn Community College District's compliance with Proposition 39. It is the Committee's role to:

1. Receive and review the annual independent performance and financial audits.
2. Review the Bond expenditures to ensure that Bond proceeds are spent on qualified projects.
3. Inspect college facilities and grounds where Bond proceeds are being spent.
4. Review District's efforts to cost effectively implement the program.
5. Participate in the preparation of an annual report to the Board of Trustees.

The following is a summary of the proceedings and activities conducted by the Committee during the 2023-24 fiscal year to meet its obligations.

SUMMARY OF THE CITIZENS' BOND OVERSIGHT COMMITTEE 2023-24 PROCEEDINGS AND ACTIVITIES

October 18, 2023

Election of Chair and Vice Chair for 2023-24

Mr. Stan Thompson was elected as Chair.
Mr. Fred Sherman was elected as Vice Chair.

Construction Projects Update

Kim Jones provided the update on Measure J projects. The demolition, site work and building for the Science Building were approved by Department of the State Architect. We are expecting the Solar/Planetarium to be approved later this month. Work began in April 2023 and we are on track to complete the Science Building in July 2025 with classes starting in August 2025.

Infrastructure improvements continue with ADA classroom improvements to Mechanized Ag/Construction/HVAC, sidewalk and lighting, campus wide fire alarm system, and 10 EV stations completed at the Skyway Center.

Series C (\$50 million) Projects:

- Science - \$41.5M
- Physical Science Remodel Planning - \$500K
- IST Upgrades - \$2M
- Facilities Infrastructure - \$6M

May 29, 2024

Construction Projects Update

Series B projects that are in process include construction of the Science Building & Planetarium, Infrastructure improvements such as sidewalk and lighting, pathways, repainting of parking lot lines and curbs, and storm drain repairs. IS&T Upgrades include consolidation of departments in one building, lifecycle refresh and replacement of technology equipment.

Series C projects include the construction of the Science Building and Planetarium, the Agricultural & Natural Resources building (formerly Physical Science) remodel planning and we will begin in January with the planning of the Life Science building remodel.

2022-23 Annual Audit

Jim Nicholas provided a review of the 2022-23 Annual Audit and Performance Reports. These are required for a Proposition 39 general obligation bond to ensure that the revenue is expended only on the projects presented to the voters in the bond language. Based on the independent audit, the District is in compliance.

Citizens' Bond Oversight Committee Annual Report to the Board of Trustees

The Committee reviewed the Annual Report to the Board of Trustees and approved the draft report to be presented to the Board of Trustees at the June 26, 2024 meeting.

2024-25 Meeting Dates

The Committee set the following dates:

- October 23, 2024 @ 12:30 p.m.
- February 19, 2025 @ 12:30 p.m.
- May 21, 2025 @ 12:30 p.m.

Tour of Science Building

A tour of the Science building construction site was provided by Kim Jones and Dave Shirah.



View of Science and Planetarium

Statement of Compliance

This report is submitted to the Board of Trustees annually. As part of the report the Citizens' Bond Oversight Committee certifies compliance with the following provisions:

The Committee advises that, to the best of its knowledge, the Butte-Glenn Community College District is in compliance with the requirements in Article XIII A, Section 1(b)(3) of the California Constitution. In particular, bond revenue has been expended only for the purposes so described in Measure J and no funds were used for any teacher or administrative salaries or other operating expenses as prohibited by Article XIII A, Section 1(b)(3)(a) of the California Constitution.

Respectfully Submitted:

2023-24 Measure J Citizens' Bond Oversight Committee

Mr. Stan Thompson, Chair
Mr. Fred Sherman, Vice Chair
Ms. Colleen Cecil
Ms. Sarah Houston
Mr. Bob Kratochvil
Mr. Ian Macmillan
Mr. Richard Price
Mr. Joseph Sharpe
Mr. Isaac Zink Nelson



2023-24 Measure J
Citizen's Bond Oversight Committee

Bond Oversight Expenditure Yearly Reports - Actuals (Detailed)

					2019-2020	2020-2021	2021-2022	2022-2023	2023 - 2024	2023 - 2024	
					Series B(\$49.5M)	Series B(\$49.5M)	Series B(\$49.5M)	Series B(\$49.5M)	Series B(\$49.5M)	Series C(\$50M)	
Measure J Project	Measure J \$\$ Series A (\$42M) Series B (49.5M) Series C (\$50M) Remain. (\$48.5M)	Revised/Allocated Interest	Project Budget	Expended	Expended	Expended	Expended	Expended	Expended	Expended/Encumber	Status
Welding Building	\$ 23,000,000	\$ 7,100.69	\$ 23,000,000.00	\$ -							Complete
Skyway Center Remodel	\$ 5,000,000	\$ -	\$ 2,500,000.00	\$ -							Complete
Athletics	\$ 12,000,000		\$ -	\$ -							
Field House/Pressbox											
Series A		\$ 762,101.00	\$ 7,500,000.00	\$ -							Complete
Series B		\$ -	\$ 3,000,000.00	\$ 2,999,999.46							Complete
Facilities Infrastructure	\$ 21,700,000		\$ -								
Utility Infrastructure (Includes Walkway Lighting)											
Series A		\$ 659,611.29	\$ 4,200,000.00	\$ -							Complete
Paving/ADA Construction		\$ (755,517.39)	\$ 2,800,000.00	\$ -							
Athletic Parking Lot/Service Road											Complete
Series B		\$ 2,622,484.48	\$ 6,000,000.00	\$ 290,063.60	\$ 4,149,137.11	\$ 1,739,891.05	\$ 1,642,359.13	\$ 847,842.30	\$ 47,852.45		In Progress
Roadway/Parking Lot Repairs/Refurbish											In Progress
Mechanize Ag Classroom - ADA Deficiencies											Complete
Softball ADA/Drainage Deficiencies											Complete
Fire Alarm Upgrade Media Center, Library, Farm Services, Horticulture, Mechanized Ag											Complete
ADA Deficiency Repairs/Upgrades											In Progress
Electrical Infrastructure Repairs											Complete
Underground Infrastructure for New Science											In Progress
Safe School Hardware Change Out											In Progress
Safety Lighting - Staff Parking/Wired Cafe/Food Services/Chico Center											Complete
Series C		\$ -	\$ 6,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Infrastructure for Science/Planetarium											In Progress
Gas Line Replacement											Complete
Parking Lot and Sidewalk Repairs											In Progress
Energy Projects											In Progress
Fire Alarm System Replacement - SAS, Arts, LRC											In Progress
HVAC Repairs/Replacements											In Progress
Underground Infrastructure District Wide											In Progress
Safety Lighting											In Progress
ADA Upgrades District Wide											In Progress
IT Upgrades	\$ 11,000,000	\$ -									
Series A			\$ 2,000,000.00								Complete
Series B		\$ (299,744.59)	\$ 2,500,000.00	\$ 585,062.70	\$ 591,114.57	\$ 438,106.61	\$ 435,783.68	\$ 291,352.95	\$ -		In progress
Series C			\$ 2,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Science Building	\$ 73,000,000										
Series B		\$ (166,837.70)	\$ 32,000,000.00	\$ 10,080.00	\$ 126,895.58	\$ 1,118,084.35	\$ 8,670,397.55	\$ 21,804,311.97	\$ 498,772.00		In progress
Series C		\$ -	\$ 41,500,000.00						\$ -		In progress
Physical Science Remodel	\$ 10,000,000		\$ -	\$ -	\$ -				\$ -		
Series C		\$ 400,000.00	\$ 500,000.00	\$ -	\$ -				\$ -	\$ 633,656.75	In Progress
Techno Series B	\$ 6,800,000	\$ (739,166.00)	\$ 5,000,000.00	\$ 1,126,188.90	\$ 938,517.93	\$ 1,819,407.15	\$ 376,718.33	\$ -	\$ -		Complete
Scenario Village -	\$ 1,000,000		\$ -	\$ -	\$ -						
Series A		\$ 600,000.00	\$ -								Complete
Series B		\$ (3,015.81)	\$ 1,000,000.00	\$ 450,930.55	\$ 524,000.65	\$ 22,052.99	\$ -	\$ -	\$ -		Complete
Life Sci Series D	\$ 10,000,000		\$ -	\$ -	\$ -						
LawEnf Series E	\$ 16,000,000										
Remov Series D	\$ 500,000										
Totals	\$ 190,000,000	\$ 3,087,015.97	\$ 42,000,000.00	\$ 5,462,325.21	\$ 6,329,665.84	\$ 5,137,542.15	\$ 11,125,258.69	\$ 22,943,507.22	\$ 1,180,281.20		
			\$ 50,000,000.00								



MINUTES OF REGULAR MEETING

May 15, 2024 | 1:00 P.M.

District Board Room
Student and Administrative Services Building

The Board of Trustees of the Butte-Glenn Community College District met on Wednesday, May 15, 2024, at 1:00 P.M., in the District Board Room at Butte College in Oroville, California.

Board Members Present Mr. Eugene Massa, President
Mr. William McGinnis, Vice President
Mr. John Blacklock, Clerk
Mr. Mike Boeger
Mr. John Dahlmeier
Mr. Rick Krepelka
Mr. John Nock
Ms. Liz Heaton, Student Trustee

Board Members Absent None

Staff Members Present Ms. Virginia L. Guleff, Superintendent/President
Mr. Scott Thomason, Interim Vice President
Mr. Erik Shearer, Vice President
Mr. Brad Zuniga, Interim Vice President
Dr. Jess Vickery, Academic Senate President
Mr. Chris Westbay, Classified Senate President
Ms. Melissa Cafferata-Ainsworth, Executive Assistant to the President & Board of Trustees

Guests None

Pledge of Allegiance

Trustee Dahlmeier led the Pledge of Allegiance.

1. Agenda Approval

It was moved by Trustee Boeger, seconded by Trustee Dahlmeier, to approve the agenda as presented.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

2. Communications from the Public – Consent Agenda

There were no public comments.

3. **Approval of Consent Agenda, Items 3.1-3.11**

It was moved by Board Clerk Blacklock, seconded by Trustee Dahlmeier, to approve the consent agenda.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

4. **Reports**

Academic Senate President's Report – Jess Vickery

Academic Senate President Vickery reported that the Senate has completed elections for both the Senate and the Curriculum Committee, and appointed members to each of the Senate's standing subcommittees. One member was added to the Syllabus Guidance Task Force, which has begun its work to update recommendations for best practices that will be used to produce syllabus templates. The Senate has also approved the 2025-26 calendar and, in collaboration with the Office of Instruction, appointed a workgroup to investigate options for the 2026-27 academic year. This group will develop models for consideration by the full Senate early in the Fall 2024 semester and will hold a Zoom forum on this topic for the entire campus community on October 30, 2024. Finally, Academic Senate President Vickery reported that Academic Senate selected six discipline experts who have volunteered to sit on a statewide panel to implement AB 1111, colloquially known as Common Course Numbering. This group will generate descriptors for the first six courses to be standardized across the state. Work will occur over the summer and the finalized descriptors will be submitted to the California Community College Chancellor's Office by the August 15, 2024 deadline.

Classified Senate President's Report – Chris Westbay

Classified Senate President Westbay reported that Classified Senate will hold their coffee and Scantron giveaway Monday through Wednesday next week at all three Butte College locations in partnership with Proud to be First Gen and the Roadrunner Hub. Classified Professionals Day is scheduled for May 28, offering networking, fun, and professional development. The Senate is integrating their election process into the same day. Classified Senate President Westbay concluded that the Senate will hold a retreat over summer.

Student Trustee Comment – Liz Heaton

Student Trustee Heaton thanked the trustees, President Guleff, the vice presidents, the deans, and faculty and staff for helping her navigate the student trustee position. She recognized students and student government for advocating for students. Student Trustee Heaton indicated that she was honored and challenged to represent students on the board and is grateful for the opportunity to expand her leadership skills. She concluded by reporting that Liam Eller is the incoming student trustee.

Vice President Report – Erik Shearer

Vice President Shearer reported that AB 1111, common course numbering, will be a big issue in the next few years as every course in the curriculum will come before the board in the next three years. Common course numbering is a big shift for the community college system that will improve our students' experience. He reported that Curriculum Committee has also been working all year on AB 928, the implementation of transfer GE and Title 5 changes to local GE. The implementation of the ethnic studies requirement is significant. Vice President Shearer noted that with four full-time Ethnic Studies faculty members, Butte College is ahead of many other colleges.

Vice President Shearer read from an email sent by the parent of a Butte College baseball player who was very grateful for the student's experience. He noted that in April, Baseball Coach Ferro won his 500th career game, highlighting one of many extraordinary coaches and athletic programs.

Vice President Shearer reported that there are more than 190 sections of dual enrollment courses for fall 2024, compared to 114 last year. He pointed to Gridley High School's program as an example of dual enrollment success – 16 students will receive a certificate in allied health when they graduate.

Vice President Shearer reported that 8,500 FTES are projected for the year. Two years ago, Butte College reported 7,400 FTES. Fall enrollment is up approximately 12%. Enrollment at the Glenn Center has already doubled due to a different class scheduling method.

Superintendent/President's Report – Virginia Guleff

Superintendent/President Guleff recognized and thanked Student Trustee Heaton, particularly for her contribution to the strategy of the Butte College Strategic Plan.

Superintendent/President Guleff reported on several events she attended recently. Butte College's Steinway event was April 19, when the college received recognition from Steinway & Sons. She expressed appreciation for the work of Dean Teresa Doyle and faculty members Ryan Heimlich and Hesam Abedini. On April 23, Superintendent/President Guleff attended Rotary's Educator of the Year Ceremony. Faculty member Beth Dunn was recognized as Butte College's Educator of the Year. Superintendent/President Guleff also attended the Oroville Chamber of Commerce Dinner, the Inspire Gala, and a Paradise Rotary meeting.

Superintendent/President Guleff reported on the Butte College Foundation, where the recruitment for the Executive Director is underway. She is also reviewing donors for a president's circle.

Superintendent/President Guleff noted that she's excited about the Foundation's direction and thanked Interim Executive Director Linda Zorn for all her work with the Foundation.

Superintendent/President Guleff reported that she met with the leadership of Butte College's Phi Theta Kappa Chapter club, which is interested in doing a project connected to the strategic plan next fall. They want to look at technological innovation and hold workshops for students about how to use ChatGPT. She noted that she's looking forward to working with them.

Superintendent/President Guleff reported that she attended Impact Day at Chico State to sign a memorandum of understanding to facilitate student transfer. The agreement cements our mutual commitment to streamlining the transfer process. Seven local community college CEOs participated.

Superintendent/President Guleff reported that the May revise budget was issued last week. The governor proposed a budget year plus one. There are significant deficits, but it appears that the governor is focused on stability for community colleges, although some programs may face cuts. With respect to finances, Superintendent/President Guleff reported that she spoke with Senator Dahle's office about concerns about SB 1388, which would restrict community college reserves to 16.7%. She's working with their office and the far north CEOs on a statement of concern.

Superintendent/President Guleff concluded with information about Butte College celebrations. At the annual Awards Ceremony, there were 140 longevity awards, including two 35-year awards. The Retirement Reception honored 20 retirees. There are approximately 15 graduation celebrations this year, and Commencement will be held Friday, May 24.

Board Comments

Trustee Krepelka reported that he recently spoke to a graduating senior from Orland High School who plans to attend Butte College and take three of their four classes at the Glenn Center. The student said

they hear a lot of interest in classes at the Glenn Center. Board Clerk Blacklock thanked Student Trustee Heaton for her service. He reported on several events that he recently attended, including the Automotive Open House and the CCLC Annual Trustee Conference. He noted that he appreciated a session about DEIA in hiring and one on AI that encouraged the involvement of students in developing AI policy. He concluded that with respect to SB 895, he wonders if Butte College can collaborate with Chico State to offer baccalaureate degrees in nursing. Board President Massa reported that he attended the Steinway event and was impressed by the piano performance. He added that he's very impressed to hear about the growth at the Glenn Center. Board Vice President McGinnis indicated that he's proud to be associated with a state and college that appreciate the importance of DEI. Trustee Dahlmeier also noted that the Glenn Center enrollment is great news, adding that he's looking forward to Commencement and the graduation celebrations. Trustee Boeger noted that challenging financial times are coming, but Butte College has good reserves. He reported that he attended the Butte College fashion show, a great example of the kind of things the college does well. Trustee Nock reported that the Butte College Foundation held its quarterly board meeting on May 9, where an update on the strategic plan and recruitment for a new executive director were provided. The slate of officers was approved at the meeting, as well as the 2024-25 annual budget and revised bylaws. Trustee Nock thanked Foundation Interim Executive Director Linda Zorn for all the important work she's done for the Foundation. Trustee Nock reported that he also attended the Steinway event and was excited to see the opportunity to invest in something that brings energy to a creative program. He concluded by thanking Student Trustee Heaton for providing an excellent example for another student filling the student trustee role.

5. Communications from the Public

There were no public comments.

6. Contracts

Approval of Contracts, Item 6.1

It was moved by Trustee Dahlmeier, seconded by Trustee Nock, to approve the contracts listed on the Contracts Approval Report and authorize the Superintendent/President or designee to enter into the contracts in accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting contingent upon available funding and successful completion of negotiation of terms with the contractors.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Information Technology Professional Services from Experis US LLC utilizing California Multiple Award Schedule CMAS Number 3-22-10-1028, Item 6.2

It was moved by Board Clerk Blacklock, seconded by Student Trustee Heaton, to approve the contract to purchase information technology professional services from Experis US LLC utilizing California Multiple Schedule Award CMAS Number 3-22-10-1028 in accordance with Board Policy 6340.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Information Technology Services from InterVision Systems, LLC, utilizing California Multiple Award Schedule CMAS Number 3-22-06-1030, Item 6.3

It was moved by Trustee Boeger, seconded by Student Trustee Heaton to approve the contract to purchase information technology services from InterVision Systems, LLC, utilizing California Multiple Award Schedule CMAS Number 3-22-06-1030 in accordance with Board Policy 6340.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Information Technology Professional Services from InterVision Systems, LLC, utilizing California Multiple Award Schedule CMAS Number 3-18-70-2281J, Item 6.4

It was moved by Board Vice President McGinnis, seconded by Board Clerk Blacklock, to approve the contract to purchase information technology professional services from InterVision Systems, LLC, utilizing California Multiple Award Schedule CMAS Number 3-18-70-2281J in accordance with Board Policy 6340.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Information Technology Professional Services from Pariveda Solutions, Inc., utilizing California Multiple Award Schedule CMAS Number 3-23-01-1035, Item 6.5

It was moved by Trustee Krepelka, seconded by Trustee Dahlmeier, to approve the contract to purchase information technology professional services from Pariveda Solutions, Inc., utilizing California Multiple Award Schedule CMAS Number 3-23-01-1035 in accordance with Board Policy 6340.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Equipment from Peterson Cat utilizing Sourcewell Contract with Caterpillar Inc. Contract Number 011723-CAT, Item 6.6

It was moved by Board Clerk Blacklock, seconded by Board Vice President McGinnis, to approve the contract to purchase equipment from Peterson Cat utilizing Sourcewell Contract with Caterpillar Inc. Contract Number 011723-CAT in accordance with Board Policy 6340.

Trustee Nock questioned the new emission requirements referred to in the board agenda. Dean Don Robinson responded that the emission requirements have existed for several years and require taking certain equipment out of service. The college has other equipment that will need to be replaced, but the majority of the fleet has been brought in line with requirements.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Information Technology Professional Services from Ledgent Technology & Engineering, a Roth Staffing Company, utilizing the Trustees of the California State University Master Enabling Agreement Number 150517, Item 6.7

It was moved by Trustee Krepelka, seconded by Board Clerk Blacklock, to approve the contract to purchase information technology professional services from Ledgent Technology & Engineering, a Roth Staffing Company, utilizing the Trustees of the California State University Master Enabling Agreement Number 150517 in accordance with Board Policy 6340.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Contract to Purchase Software Development and Maintenance Services from XAP Corporation as a Sole Source Procurement, Item 6.8

It was moved by Trustee Krepelka, seconded by Trustee Dahlmeier to approve the contract to purchase software development and maintenance services from XAP Corporation as a Sole Source Procurement in accordance with Board Policy 6340.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

7. Finance

Authorization to Submit Five-Year Construction Plan, Item 7.1

It was moved by Board Clerk Blacklock, seconded by Board Vice President McGinnis to authorize the submission of the Five-Year Construction Plan.

Trustee Boeger questioned the inclusion of the science building. Director of Facilities Planning & Management Kim Jones explained that the science building will remain in the plan for one more year.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

8. Human Resources

Approval of Employment Contract for Vice President for Administrative Services, Item 8.1

Board Vice President Massa provided an oral summary of the contract terms and compensation.

It was moved by Trustee Boeger, seconded by Board Vice President McGinnis to approve the employment contract for the Vice President for Administrative Services.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

9. Administration

Approval of Emeritus Recommendations, 2023-2024, Item 9.1

It was moved by Board Vice President McGinnis, seconded by Student Trustee Heaton, to approve the emeritus recommendations for 2023-24.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Approval of Student Trustee Privileges, Item 9.2

It was moved by Board Clerk Blacklock, seconded by Trustee Nock, to approve the student trustee privileges as presented.

Student Trustee Heaton reminded the Board that the Student Senate for California Community Colleges (SSCCC) board passed a resolution on student trustee compensation. She expressed hope that Butte College will increase compensation to the Ed Code limit of \$240 per meeting.

It was moved by Board Vice President McGinnis, seconded by Trustee Boeger, to amend the motion to include the compensation of \$100 per board meeting attended.

Board President Massa called the question on the proposed amendment.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None

Abstentions: None

Absent: None

Board President Massa called the vote to approve the student trustee privileges with compensation of \$100 per board meeting attended.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock
Nos: None
Abstentions: None
Absent: None

Board Vice President McGinnis noted that regular trustees aren't compensated. Superintendent/President Guleff responded that regular trustees receive a healthcare package, which the student trustee does not.

Adoption of Resolution No. 822: Specifications of the Election Order, Item 9.3

It was moved by Board Clerk Blacklock, seconded by Trustee Dahlmeier, to adopt Resolution No. 822, Specifications of the Election Order.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock
Nos: None
Abstentions: None
Absent: None

Adoption of Resolution No. 823: Designation of Representative to the Northern California Community Colleges Self-Insurance Authority (NCCCSIA), Item 9.4

It was moved by Trustee Krepelka, seconded by Trustee Dahlmeier, to adopt Resolution No. 823, Designation of Representative to the Northern California Community Colleges Self-Insurance Authority (NCCCSIA).

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock
Nos: None
Abstentions: None
Absent: None

Adoption of Board Policies, Item 9.5

It was moved by Board Vice President McGinnis, seconded by Board Clerk Blacklock, to adopt Board Policies 7210 (Academic Employees), 7250 (Educational Administrators), 7280 (Telecommuting), and 7400 (Travel) as presented.

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock
Nos: None
Abstentions: None
Absent: None

Adoption of Administrative Procedure 2475, Item 9.6

It was moved by Trustee Krepelka, seconded by Student Trustee Heaton, to adopt Administrative Procedure 2475 (Board Self-Evaluation).

Motion carried by the following roll call vote:

Ayes: Trustees Heaton (advisory vote), Massa, McGinnis, Blacklock, Boeger, Dahlmeier, Krepelka, and Nock

Nos: None
Abstentions: None
Absent: None

10. **Closed Session**

The Board of Trustees of the Butte-Glenn Community College District met in closed session under authority of Government Code Section 54954.5.

Board President Massa reported that the Board took no reportable action.

11. **Adjournment**

Board President Massa adjourned the meeting at 3:46 PM.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of Warrants
Category:	Finance
Submitted By:	Jessica Snelling, Vice President
Attachment:	No
Type:	Action
Agenda Section:	Consent

Recommendation

It is recommended that the Board of Trustees approve the vendor, payroll, and financial aid warrants for the period of April 29, 2024 to June 9, 2024.

Type of Warrant	Check/Voucher Sequence	Total
Vendor	705440 - 707374	\$22,422,778.13
Payroll	528914 – 529023	\$8,742,608.34
Financial Aid	403427 – 404281	\$1,066,128.98

Warrant registers are available for review in the Business Office.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Ratification of Contracts
Category:	Contracts
Submitted By:	Jessica Snelling, Vice President
Attachment:	Yes
Type:	Action
Agenda Section:	Consent

Background

Pursuant to Board Policy 6340, the Board of Trustees has delegated the authority to enter into contracts on behalf of the District to the Superintendent/President or designee. Contracts made pursuant to such delegation are not enforceable obligations until the Board ratifies them.

Status

The attached Contracts Ratification Report represents contracts entered into on behalf of the District during the month of May 2024. The Superintendent/President or Vice President for Administration has executed the necessary documents.

Recommendation

It is recommended that the Board of Trustees ratify the contracts presented on the attached Contracts Ratification Report.

**Butte-Glenn Community College District
CONTRACTS RATIFICATION REPORT**

Contracts Signed by the Superintendent/President or Vice President for Administration

May 2024

Contract Effective Date	Contract Expiration Date	Contractor	Contract Purpose	Contract Value Revenue/(Expense)	Funding Source (Fund)	Originated by: District Department	Approved by: District Administrator
5/28/24	5/28/24	Durham Recreation & Park District	Venue for Classified Professionals Day Event	(\$400.00)	Unrestricted General	Professional Development	Shearer
5/21/24	5/28/24	Silver Dollar Fair/3rd District Agricultural Association	Outreach and Recruitment Tabling	(\$500.00)	Unrestricted General	Welcome Center	Zuniga
6/1/24	6/2/24	Lord's Gym Oroville	Outreach and Recruitment Tabling	\$0.00	N/A	Welcome Center	Zuniga
7/1/24	6/30/26	Arbor Post Acute, LLC	Clinical Experience Agreement	\$0.00	N/A	Nursing	Shearer
5/10/24	6/30/26	Chico Pediatrics	Clinical Experience Agreement	\$0.00	N/A	Nursing	Shearer
5/8/24	Until Terminated	Prime Healthcare Services - Shasta, LLC, dba Shasta Regional Medical Center	Clinical Experience Agreement	\$0.00	N/A	Emergency Medical Services	Shearer
7/1/24	6/30/27	County of Butte, Department of Behavioral Health	Clinical Experience Agreement	\$0.00	N/A	Nursing	Shearer
5/21/24	5/20/27	Affordable Automotive	Learning-Aligned Employment Program	\$0.00	N/A	Career Center	Zuniga
5/14/24	8/22/24	Atlas Consulting Services	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$6,919.00)	Restricted General	Career Center	Zuniga
4/1/24	8/22/24	Boys and Girls Club of the North Valley	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$10,000.00)	Restricted General	Career Center	Zuniga
5/17/24	5/16/27	Butte County Local Food Network	Learning-Aligned Employment Program	\$0.00	N/A	Career Center	Zuniga
5/22/24	8/25/24	Butte County Local Food Network	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$7,267.00)	N/A	Career Center	Zuniga
5/17/24	5/16/27	Chico Electric	Learning-Aligned Employment Program	\$0.00	N/A	Career Center	Zuniga
4/29/24	4/28/27	City of Biggs	Learning-Aligned Employment Program	\$0.00	N/A	Career Center	Zuniga
4/22/24	8/23/24	Mains'I Services	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$10,000.00)	Restricted General	Career Center	Zuniga
5/14/24	8/22/24	Mains'I Services	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$10,000.00)	Restricted General	Career Center	Zuniga
5/3/24	8/22/24	Stonewall Alliance of Chico	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$8,670.00)	Restricted General	Career Center	Zuniga
5/2/24	8/23/24	True North Housing Alliance	Learning-Aligned Employment Program Addendum for Intern Assignment	(\$4,000.00)	Restricted General	Career Center	Zuniga
5/17/24	5/16/27	Weiss McNair, LLC	Learning-Aligned Employment Program	\$0.00	N/A	Career Center	Zuniga
5/21/24	5/20/27	YMCA of Superior California	Learning-Aligned Employment Program	\$0.00	N/A	Career Center	Zuniga
4/3/24	4/3/24	Alba Miranda	Dance Performance for Thrive Reception	(\$150.00)	Fiduciary	Student Life	Zuniga
5/13/24	5/13/24	Chelsea Smith	Yoga Class for Queer Resource Center Students	(\$400.00)	Restricted General	Student Belonging & Empowerment	Zuniga
4/20/24	5/17/24	Darian Hagstrom	Sound for Spring 2024 Concert Series	(\$3,000.00)	Unrestricted General	Music	Shearer
5/9/24	5/10/24	Darian Hagstrom	Sound for Fashion Show	(\$600.00)	Unrestricted General	Fashion	Shearer
5/24/24	5/24/24	David Brent Holland	Photography and Videography for Commencement Ceremony	(\$4,600.00)	Unrestricted General	Public Relations	Guleff
5/17/24	5/17/24	Julee R. McArdle	DJ Services for Prom Event	(\$300.00)	Fiduciary	Student Life	Zuniga
5/6/24	5/6/24	Kathryn Schulmeister	Performer for Student Compositions and Recording	(\$667.50)	Foundation Agency Account	Music	Shearer
5/28/24	5/28/24	Lisi Walsh	Qigong Sessions for Classified Professionals Day Event	(\$100.00)	Unrestricted General	Classified Senate	Thomason
5/16/24	5/16/24	Lorena Velazquez Magdaleno	Guest Speaker for Dream Graduation	(\$1,000.00)	Fiduciary	Student Life	Zuniga
5/15/24	5/15/24	Mai Xiong	Photography Services for Asian Pacific Islander Graduation	(\$350.00)	Restricted General	Student Belonging & Empowerment	Zuniga
5/17/24	5/17/24	Marcella Bone	Native American Stoles for Graduating Students	(\$1,440.00)	Restricted General	Student Belonging & Empowerment	Zuniga
5/6/24	6/30/25	Michelle Pacansky-Brock	Humanizing Online Teaching Project Amendment to Compensation	(\$57,850.00)	Restricted General	Distance Education	Shearer

**Butte-Glenn Community College District
CONTRACTS RATIFICATION REPORT**

Contracts Signed by the Superintendent/President or Vice President for Administration

May 2024

Contract Effective Date	Contract Expiration Date	Contractor	Contract Purpose	Contract Value Revenue/(Expense)	Funding Source (Fund)	Originated by: District Department	Approved by: District Administrator
4/15/24	5/17/24	Mike Johnson	Stage Lighting for Spring 2024 Concert Series	(\$3,000.00)	Unrestricted General	Music	Shearer
5/28/24	5/28/24	Mikila Hemstark	Chair Massage for Classified Professionals Day Event	(\$120.00)	Unrestricted General	Classified Senate	Thomason
5/17/24	6/30/24	Miranda Johnson	Resource Family Approval Trainings Amendment to Services, Fees, and Method of Payment	(\$7,000.00)	Restricted General	Foster Kinship Care Education Program	Shearer
4/24/24	4/24/24	Patricia Macias	Juror of Student Art Show	(\$150.00)	Fiduciary	Student Life	Zuniga
5/22/24	5/22/24	Sarah M. Lopez	Mariachi Performance at LatinX Graduation Ceremony	(\$1,650.00)	Restricted General	Student Belonging & Empowerment	Zuniga
5/28/24	5/28/24	Azads Martial Arts Center	Self Defense Session for Classified Professionals Day Event	(\$250.00)	Unrestricted General	Classified Senate	Thomason
6/1/24	6/1/29	Blue Oak LiveScan & Notary	Live Scan Services for Certified Nurse Assistant Program	(\$49,725.00)	Foundation Agency Account	Nursing	Shearer
1/22/24	6/30/24	California Conservation Corps	Enrollment Fees for 4 Chico Forestry Corpsmembers in Greenhouse Production and Dendrology/Native Plant Courses	\$5,094.00	Unrestricted General	Business Services	Thomason
5/28/24	5/28/24	California State University, Chico	Ecotherapy Sessions for Classified Professionals Day Event	\$0.00	N/A	Classified Senate	Thomason
1/22/24	6/30/24	California State University, Chico - Tehama Group Communications	Digital DEI Newsletter, U in Butte	(\$450.00)	Restricted General	Inclusion, Diversity, Equity, & Antiracism	Guleff
7/1/24	6/30/25	Chico Housing Action Team (CHAT)	Rapid Re-Housing Program	(\$76,604.00)	Restricted General	Roadrunner Hub	Zuniga
5/17/24	5/17/24	Chicobi's Mobile Catering Kitchen	Catering Services for Prom Event	(\$686.00)	Fiduciary	Student Life	Zuniga
5/8/24	5/8/24	Churros Daisy	Catering Services for Spring Carnival	(\$375.00)	Fiduciary	Student Life	Zuniga
5/8/24	5/8/24	Corning Sweets	Catering Services for Spring Carnival	(\$825.00)	Fiduciary	Student Life	Zuniga
5/7/24	Upon Payment	Design Science Inc.	MathType SaaS and MathType for Office Tools	(\$3,940.00)	Unrestricted General	Math	Shearer
3/18/24	3/17/25	Maths For More, S.L.	MathType Software License	\$0.00	Unrestricted General	Math	Shearer
5/24/24	5/24/24	Eclectic Sound DJs	DJ Services at Commencement Reception	(\$600.00)	Unrestricted General	Student Services	Zuniga
Upon Download	Until Terminated	Elsevier, Inc.	Mendeley Desktop Software	\$0.00	N/A	Biology	Shearer
5/24/24	5/24/24	Enloe Medical Center	Standby Ambulance Services for Commencement Ceremony	(\$750.00)	Unrestricted General	Student Services	Zuniga
5/8/24	5/8/24	Habaneros Taqueria	Catering Services for Track and Field End of Season Banquet	(\$723.94)	Unrestricted General	Athletics	Shearer
5/15/24	5/15/24	Hmong Cultural Center of Butte County	Dance Performance for Asian Pacific Islander Graduation	(\$200.00)	Restricted General	Student Belonging & Empowerment	Zuniga
5/17/24	5/17/24	Kona Ice Chico	Snow Cones for Prom Event	(\$216.50)	Fiduciary	Student Life	Zuniga
5/19/24	5/17/24	Kona Ice Chico	Snow Cones for Prom Event Amendment to Fees	(\$370.22)	Fiduciary	Student Life	Zuniga
2/20/24	3/21/24	KyJay, LLC	Light to Inspire Trainings Amendment to Fees	(\$582.72)	Restricted General	Guided Pathways	Shearer
5/21/24	4/5/24	KyJay, LLC	Light to Inspire Trainings Amendment to Performance Dates	\$0.00	N/A	Guided Pathways	Shearer
5/28/24	5/27/25	Mission Linen Supply	Rental Service Agreement	(\$23,000.00)	Auxiliary	Dining Services	Thomason
3/1/24	6/30/26	Orange County Department of Education	California Classified School Employee Teacher Credentialing Program Grant Partnership Agreement	\$0.00	N/A	Education, Child, & Family Studies	Shearer
Upon Download	Until Terminated	Perusall, LLC	Online Social Annotation Platform	\$0.00	N/A	Social Sciences	Shearer
4/19/24	8/1/24	PPL, Inc.	Foundation Executive Director Recruitment Services	(\$8,500.00)	Unrestricted General	President's Office	Guleff
4/15/24	9/1/24	PPL, Inc.	Vice President for Student Services Recruitment Services	(\$33,000.00)	Unrestricted General	President's Office	Guleff
5/19/24	Until Terminated	Rush Personnel Services, Inc.	Staffing Services Agreement	Expense based on Assignments	Various	Human Resources	Thomason

**Butte-Glenn Community College District
CONTRACTS RATIFICATION REPORT**

Contracts Signed by the Superintendent/President or Vice President for Administration

May 2024

Contract Effective Date	Contract Expiration Date	Contractor	Contract Purpose	Contract Value Revenue/(Expense)	Funding Source (Fund)	Originated by: District Department	Approved by: District Administrator
5/28/24	5/28/24	Soulfull Catering	Catering Services for Classified Professionals Day Event	(\$3,385.25)	Unrestricted General	Professional Development	Shearer
5/8/24	5/8/24	Spun Organic Cotton Candy	Catering Services for Spring Carnival	(\$1,200.00)	Fiduciary	Student Life	Zuniga
5/23/24	Upon Completion	Strata Information Group, Inc.	Slate ERM Build	(\$13,500.00)	Restricted General	Career Center	Zuniga
1/1/24	6/30/27	Stryder Corp. dba Handshake	Handshake Subscription	(\$20,475.00)	Unrestricted General	Career Center	Zuniga
5/23/24	Until Terminated	The NCHERM Group, LLC (TNG)	Policy Work	(\$6,000.00)	Unrestricted General	Title IX	Zuniga
5/28/24	5/28/24	Two by Two Ranch and Petting Zoo	Petting Zoo for Classified Professionals Day Event	(\$200.00)	Unrestricted General	Classified Senate	Thomason
5/8/24	5/8/24	Yony's Roasted Corn	Catering Services for Spring Carnival Event	(\$1,200.00)	Fiduciary	Student Life	Zuniga
Upon Signature	Until Terminated	California State University, Chico	Transfer Guarantee Program	\$0.00	N/A	President's Office	Guleff
4/11/24	Until Complete	California State University, Chico	External Institutional Review Board Authorization & Reliance Agreement	(\$4,250.00)	Unrestricted General	Instruction	Shearer
7/1/24	6/30/25	California Vocations, Inc.	Instructional Service Agreement	(\$30,000.00)	Unrestricted General	Special Programs	Shearer
7/1/24	6/30/25	Westmont Living dba The Terraces	Instructional Service Agreement	(\$8,240.00)	Unrestricted General	Special Programs	Shearer
4/22/24	5/29/26	ACRT Pacific, LLC	California Resilient Careers in Forestry Project	(\$357,900.00)	Restricted General	Contract Education	Shearer
5/20/24	6/30/24	ACRT Pacific, LLC	Utility Line Clearance Pre-Inspector Training and Development	(\$11,860.00)	Restricted General	Contract Education	Shearer
5/9/24	7/23/25	ChicoEco, Inc. dba ChicoBag Company	Employer Participation Agreement Employment Training Panel (ETP) Project	\$0.00	Restricted General	Contract Education	Shearer
2/28/24	3/1/24	College of the Sequoias, Training Resource Center	Tree Risk Assessment Qualification (TRAQ) Training	(\$700.00)	Restricted General	Contract Education	Shearer
4/1/24	5/29/26	Davey Tree Surgery Company	California Resilient Careers in Forestry Project	(\$240,000.00)	Restricted General	Contract Education	Shearer
5/7/24	7/23/25	Davey Tree Surgery Company	Employer Participation Agreement Employment Training Panel (ETP) Project	(\$91,000.00)	Restricted General	Contract Education	Shearer
5/20/24	5/22/24	El Camino Community College District	Tree Risk Assessment Qualification (TRAQ) Training	(\$700.00)	Restricted General	Contract Education	Shearer
4/22/24	12/31/24	Kern Community College District	California Resilient Careers in Forestry Project	(\$80,860.00)	Restricted General	Contract Education	Shearer
4/22/24	5/29/26	Lakeside Environmental Consultants, LLC	California Resilient Careers in Forestry Project	(\$647,070.00)	Restricted General	Contract Education	Shearer
5/9/24	7/23/25	Lundberg Family Farms	Employer Participation Agreement Employment Training Panel (ETP) Project	\$0.00	Restricted General	Contract Education	Shearer
5/1/24	5/29/26	Mendocino-Lake Community College District	California Resilient Careers in Forestry Project	(\$72,540.00)	Restricted General	Contract Education	Shearer
5/22/24	5/31/26	Mountain F. Enterprises, Inc.	California Resilient Careers in Forestry Project Amendment to Statement of Work and Additions of Attendance Roster and Trainee Enrollment Form	\$0.00	Restricted General	Contract Education	Shearer
5/16/24	5/16/24	Ria Collaboratories	Adapting and Driving Change Training	(\$560.00)	Restricted General	Contract Education	Shearer
7/8/24	8/9/24	Santa Rosa Junior College	Utility Line Clearance Arborist Training Project	\$186,417.00	Restricted General	Contract Education	Shearer
5/7/24	7/23/25	Sierra Nevada Cheese Company	Employer Participation Agreement Employment Training Panel (ETP) Project	\$0.00	Restricted General	Contract Education	Shearer
2/21/24	12/31/24	Western Chapter International Society of Arboriculture	Tree Risk Assessment Qualification (TRAQ) Training	\$9,000.00	Restricted General	Contract Education	Shearer
5/15/24	6/30/26	Anderson Union High School District	K-12 Strong Workforce Program Grant	(\$678,924.00)	Restricted General	North Far North Regional Consortium	Shearer
5/8/24	6/30/26	Elk Grove Unified School District	K-12 Strong Workforce Program Grant	(\$1,462,457.00)	Restricted General	North Far North Regional Consortium	Shearer
5/8/24	6/30/26	Long Valley Charter School	K-12 Strong Workforce Program Grant	(\$50,000.00)	Restricted General	North Far North Regional Consortium	Shearer

**Butte-Glenn Community College District
CONTRACTS RATIFICATION REPORT**

Contracts Signed by the Superintendent/President or Vice President for Administration

May 2024

Contract Effective Date	Contract Expiration Date	Contractor	Contract Purpose	Contract Value Revenue/(Expense)	Funding Source (Fund)	Originated by: District Department	Approved by: District Administrator
5/15/24	6/30/26	Modoc County Office of Education	K-12 Strong Workforce Program Grant	(\$100,501.00)	Restricted General	North Far North Regional Consortium	Shearer
5/8/24	6/30/26	Sacramento City Unified School District	K-12 Strong Workforce Program Grant	(\$989,524.00)	Restricted General	North Far North Regional Consortium	Shearer
5/15/24	6/30/26	Shasta Union High School District	K-12 Strong Workforce Program Grant	(\$1,439,000.00)	Restricted General	North Far North Regional Consortium	Shearer
5/7/24	Upon Payment	ePlus Technology, Inc.	Hewlett Packard Enterprise Hardware Tech Support, Remote Tech Support, Nimble Software Updates	(\$27,784.03)	Unrestricted General	Information Technology	Thomason
4/1/24	3/31/25	Hewlett Packard Enterprise Company	Nimble License	\$0.00	Unrestricted General	Information Technology	Thomason
5/19/24	5/19/25	SolarWinds Worldwide, LLC	SolarWinds SQL Sentry Maintenance	(\$2,726.35)	Unrestricted General	Information Technology	Thomason
7/1/24	6/30/25	3Play Media, Inc.	Transcription and Captioning Services	(\$15,000.00)	Restricted General	CCC Technology Center	Thomason
7/1/24	6/30/25	Economic Modeling, LLC "Lightcast"	CareerCoach Services	(\$296,800.00)	Restricted General	CCC Technology Center	Thomason
7/1/24	6/30/25	IPQualityScore, LLC	Enterprise Student Application Filtering Services	(\$99,000.00)	Restricted General	CCC Technology Center	Thomason
7/1/24	6/30/25	Pope Tech, LLC	Web Accessibility Platform, Training & Accessibility Help Desk, Accessibility Guide License, and Sensus Access	(\$83,348.00)	Restricted General	CCC Technology Center	Thomason
7/1/24	6/30/25	Postman, Inc.	Collection Runner and Enterprise Software and Services License	(\$9,408.00)	Restricted General	CCC Technology Center	Thomason
5/20/24	6/30/24	Praecipio Consulting, LLC	Agile Assessment and Coaching Services	(\$34,225.00)	Restricted General	CCC Technology Center	Thomason
5/8/24	Upon Payment	SHI International Corporation	DataCore SANsymphony Annual Support	(\$4,836.96)	Restricted General	CCC Technology Center	Thomason
7/1/24	6/30/25	DataCore Software Corporation	DataCore SANsymphony Annual Support License	\$0.00	Restricted General	CCC Technology Center	Thomason
5/8/24	Upon Payment	SHI International Corporation	LastPass Enterprise	(\$4,667.65)	Restricted General	CCC Technology Center	Thomason
7/23/24	7/22/25	LastPass US LP	LastPass Enterprise License	\$0.00	Restricted General	CCC Technology Center	Thomason
5/8/24	Upon Payment	SHI International Corporation	Qualtrics Research Suite Subscription	(\$4,912.30)	Restricted General	CCC Technology Center	Thomason
7/1/24	6/30/25	Qualtrics, LLC	Qualtrics Research Suite License	\$0.00	Restricted General	CCC Technology Center	Thomason
4/27/24	4/26/25	Slack Technologies, LLC	Pro Annual Plan Start Subscription	(\$1,127.01)	Restricted General	CCC Technology Center	Thomason
4/15/24	6/30/24	ACCO Engineered Systems, Inc.	Chiller Parts Replacement in Allied Health/Public Service Building and Chico Center	(\$19,126.00)	Restricted General	Facilities, Planning, and Management	Thomason
5/18/24	6/8/24	Allen Electrical Contracting	Electrical Supplies Installation to Electrical Panel at Library	(\$24,950.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
6/9/24	6/30/24	Allen Electrical Contracting	Electrical Supplies Installation to Electrical Panel at Media Center	(\$23,950.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/6/24	8/2/24	Applied Finishes, Inc.	Interior Painting of Gymnasium Restrooms	(\$2,906.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/6/24	8/2/24	B.N.T. Tile. Inc.	Ceramic Tile Installation in Gymnasium Restrooms	(\$57,242.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason

**Butte-Glenn Community College District
CONTRACTS RATIFICATION REPORT**

Contracts Signed by the Superintendent/President or Vice President for Administration

May 2024

Contract Effective Date	Contract Expiration Date	Contractor	Contract Purpose	Contract Value Revenue/(Expense)	Funding Source (Fund)	Originated by: District Department	Approved by: District Administrator
7/1/24	6/30/29	Robert Foster Ranch	Grazing License Agreement	\$7,500.00	Unrestricted General	Facilities, Planning, and Management	Thomason
7/1/24	6/30/27	Glenn Transit Service	Transportation Services	(\$12,000.00)	Restricted General	Facilities, Planning, and Management	Thomason
4/29/24	8/2/24	Imes Plumbing	Plumbing Fixtures Installation in Gymnasium Restrooms	(\$21,335.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/6/24	8/2/24	J.W. Prefabricated Specialties	Restroom Accessories Installation in Gymnasium Restrooms	(\$18,142.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/1/24	8/30/24	Modern Building, Inc.	Metal Building Installation at FPM	(\$58,333.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/13/24	6/30/24	Northstate Earth and Water, Inc.	Decommission Oil Tank at Mechanized Agriculture	(\$3,499.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/13/24	12/31/24	RA Automotive Software Solutions, Inc.	CARB Vehicle Testing Software License	(\$1,314.00)	Restricted General	Facilities, Planning, and Management	Thomason
5/1/24	8/4/24	Table Mountain Cabinets & Fixtures, Inc.	Custom Casework Installation in Gymnasium Restrooms	(\$22,615.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
5/18/24	6/8/24	Voltage Specialists	Fire Alarm Panel Replacement at Library Building	(\$24,950.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
6/9/24	6/30/24	Voltage Specialists	Fire Alarm Panel Replacement at Media Center	(\$24,950.00)	Scheduled Maintenance	Facilities, Planning, and Management	Thomason
			TOTAL REVENUE CONTRACTS	\$208,011.00			
			TOTAL EXPENSE CONTRACTS	(\$7,552,125.43)			

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of Quarterly Financial Status Report for the Quarter Ended March 31, 2024
Category:	Finance
Submitted By:	Jessica Snelling, Vice President
Attachment:	Yes
Type:	Action
Agenda Section:	Consent

Background

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares a Quarterly Financial Status Report (Form CCFS-311Q) each fiscal quarter for submission to the Chancellor’s Office.

The Chancellor’s Office report requires the reporting of unrestricted revenues, expenditures, and fund balance. The supporting documentation reflects the revised unrestricted and restricted budgets and the combined total activity through the quarter just ended.

Status

The Quarterly Financial Status Report for the quarter ended March 31, 2024, indicates that the District is financially stable and details the following:

- 76% of the total estimated revenue has been charged or received (73% unrestricted).
- 51% of the total expected expenditures have been expended (72% unrestricted).
- Total general fund reserves are 14.8% of total expenditures (46.2% of unrestricted expenditures).

Recommendation

It is recommended that the Board of Trustees approve the Quarterly Financial Status Report (CCFS-311Q) for the quarter ended March 31, 2024.

Butte-Glenn Community College District
Revenue/Expenditures
As of March 31, 2024

	Final Budget	Unrestricted	Restricted	Fund 11 12	Actuals
	Fund 11 12	Fund 11	Fund 12	Combined	To Date
	Combined	3rd Quarter	3rd Quarter	3rd Quarter	Combined
		Revised	Revised	Revised	
REVENUE					
Beginning Balance	\$39,006,095			\$39,006,095	
8121 College Work Study - Admin	12,560	12,560	-	12,560	3,190
8122 College Work Study - Wages	218,913	-	218,913	218,913	61,775
8123 College Work Study - Job Devel.	27,575	27,575	-	27,575	23,773
8124 College Work Study - Comm. Service	16,478	-	16,478	16,478	2,023
8136 Foster Care	108,123	-	108,123	108,123	-
8140 Transitional Assistance to Needy Families (TANF)	37,337	-	-	-	-
8151 Supplemental Educational Opportunity Grants (SEOG) - Admin.	13,117	13,117	-	13,117	12,348
8152 Pell Grant - Admin.	40,000	40,000	-	40,000	20,455
8160 Veterans' Attendance Allowance	28,386	-	28,386	28,386	32,226
8163 Development of Hispanic Serving Institutions	600,000	-	1,481,354	1,481,354	332,653
8170 Perkins	775,000	-	655,313	655,313	11,210
8173 US Dept of Ed. TRIO	948,438	-	820,703	820,703	317,441
8194 Small Business Development	279,933	-	229,866	229,866	277,862
8198 Higher Education Emergency Relief Fund (HEERF)	3,364,349	-	2,990,923	2,990,923	2,380,651
8199 FCCC- Good Jobs Challenge EDA	-	-	1,102,281	1,102,281	102,029
8199 Other Federal Revenue	874,812	-	815,172	815,172	86,224
8100 TOTAL FEDERAL REVENUE	7,345,021	93,252	8,467,512	8,560,764	3,663,860
					43%
8612 State General Apportionment	53,379,252	53,379,252	-	53,379,252	43,366,105
8614 Part-Time Faculty Compensation	242,305	242,305	-	242,305	184,152
8615 Part-Time Faculty Office Hours	75,000	75,000	-	75,000	-
8615 Enrollment Fee Admin.	103,628	103,628	-	103,628	78,757
8618 COVID-19 Discretionary Block Grant	6,944,393	-	6,944,393	6,944,393	6,944,393
8620 Student Equity and Achievement	8,020,457	-	8,557,228	8,557,228	7,439,196
8621 CalWorks	316,197	-	366,988	366,988	291,098
8622 Extended Opportunity Programs and Services (EOPS)	2,621,062	-	2,804,446	2,804,446	2,518,835
8622 Next Up (CAYFES)	443,525	-	443,525	443,525	337,079
8623 Cooperative Agency Resources and Education (CARE)	463,695	-	413,089	413,089	376,321
8624 Disabled Student Services and Programs (DSPS)	1,743,476	-	1,714,084	1,714,084	1,461,091
8626 Telecommunications	13,000,000	-	13,000,000	13,000,000	13,000,000
8626 TTIP/CENIC	8,000,000	-	8,000,000	8,000,000	8,000,000
8627 Student Financial Aid Admin.	675,446	-	465,193	465,193	353,547
8629 Deferred Maintenance and Instructional Equipment	236,177	-	236,177	236,177	219,364
8630 Education Protection Account	15,656,014	15,656,014	-	15,656,014	6,492,624
8630 Undocumented Resources Liason Program	121,578	-	121,578	121,578	72,274
8631 Transitional Assistance to Needy Families (TANF)	12,445	-	49,782	49,782	-
8633 Funds for Student Success - MESA (Math, Engineering, Science)	440,000	-	860,566	860,566	408,354
8634 Classified Professional Development	59,123	-	52,737	52,737	52,737
8635 Equal Employment Opportunity (EEO)	152,268	-	342,905	342,905	127,777
8636 Foster Care Grant	211,915	-	215,645	215,645	161,055
8637 AB 928 - Single GE and Auto-ADT Provisions	-	-	565,217	565,217	429,565
8638 Technology Center	30,744,171	-	30,010,796	30,010,796	17,921,798
8639 Culturally Comp PD	-	-	50,434	50,434	50,434
8640 Veterans Resource Center	153,848	-	333,798	333,798	309,982
8642 CA College Promise	947,153	-	967,359	967,359	947,153
8643 Student Success Completion	4,280,811	-	4,280,811	4,280,811	4,280,811
8644 Financial Aid Technology	48,325	-	142,344	142,344	132,987
8646 Retention & Enrollment Outreach	1,674,987	-	1,795,494	1,795,494	1,119,661
8648 Library Services Platform	-	-	10,922	10,922	10,922
8649 State Categorical-Ethnic Studies	-	-	48,695	48,695	48,695
8653 Adult Education Block Grant	2,685,618	-	2,769,993	2,769,993	2,199,880

Butte-Glenn Community College District Revenue/Expenditures As of March 31, 2024	Final Budget	Unrestricted	Restricted	Fund 11 12	Actuals	
	Fund 11 12	Fund 11	Fund 12	Combined	To Date	
	Combined	3rd Quarter Revised	3rd Quarter Revised	3rd Quarter Revised	Combined	
8654 College Rapid Rehousing Funds	1,467,136	-	2,167,136	2,167,136	1,299,136	
8657 Economic Development	2,434,038	-	5,884,312	5,884,312	4,373,592	
8658 Strong Workforce Program	44,722,403	-	74,372,703	74,372,703	56,568,729	
8671 Homeowners' Exemptions Taxes	56,866	56,866	-	56,866	94,039	
8672 Timber Yield Tax	64,397	64,397	-	64,397	2,724	
8681 State Lottery Proceeds	2,367,324	1,692,429	674,895	2,367,324	2,192,254	
8683 Mandated Costs	308,660	308,660	-	308,660	362,354	
8690 Guided Pathways	459,740	-	793,235	793,235	793,235	
8692 STRS On Behalf	1,881,453	1,605,759	275,694	1,881,453	-	
8693 Innovation Award	410,000	-	410,000	410,000	409,767	
8699 Basic Needs Program	375,525	-	807,668	807,668	364,504	
8699 Equitable Placement & Completion Grant Program	-	-	522,549	522,549	397,137	
8699 Finish Line Scholars Program	-	-	150,000	150,000	150,000	
8699 Full Time Faculty Hiring	1,476,958	1,476,958	-	1,476,958	1,122,488	
8699 Learning-Aligned Employment Program (LAEP)	2,986,370	-	2,986,370	2,986,370	2,929,061	
8699 Local & Systemwide Tech Programs	-	-	628,000	628,000	628,000	
8699 Mental Health Support	250,238	-	539,528	539,528	501,217	
8699 Native American SSSP	600,000	-	900,000	900,000	900,000	
8699 UMOJA Program	-	-	150,000	150,000	145,000	
8699 Other State Revenue	298,949	24,409	2,220,574	2,244,983	1,845,209	
8600 TOTAL STATE REVENUE	213,612,926	74,685,677	179,046,863	253,732,540	194,415,093	77%
8811 Secured Taxes	17,436,029	17,436,029	-	17,436,029	11,185,318	
8812 Supplemental Roll Taxes	288,254	288,254	-	288,254	230,235	
8813 Unsecured Taxes	1,062,491	1,062,491	-	1,062,491	1,225,880	
8816 Prior Year Taxes	47,652	47,652	-	47,652	50,800	
8817 Educational Revenue Augmentaion Fund (ERAF)	(3,236,517)	(3,236,517)	-	(3,236,517)	(1,274,153)	
8818 Redevelopment - Local	1,606,898	1,606,898	-	1,606,898	129,652	
8819 Redevelopment - Residual	1,393,102	1,393,102	-	1,393,102	1,651,422	
8829 Gifts and Contributions	4,000	-	4,000	4,000	2,104	
8831 Contract Instructional Services	49,225	-	49,225	49,225	-	
8839 Contract Education	3,506,126	-	6,804,974	6,804,974	3,745,092	
8840 Sales and commissions	47,500	47,500	-	47,500	8,642	
8842 Sale of Equipment and Supplies	45,500	-	48,000	48,000	43,305	
8859 Other Rentals and Leases	27,140	13,000	14,140	27,140	12,456	
8861 Interest	1,500,000	1,500,000	-	1,500,000	2,634,979	
8872 Community Service Classes	135,162	-	168,577	168,577	93,527	
8874 Enrollment Fees	2,789,469	2,789,469	-	2,789,469	3,158,599	
8876 Health Service Fees	440,400	-	440,400	440,400	466,906	
8877 Material Fees	220,000	311,441	-	311,441	319,479	
8879 Student Records/ID Card	63,859	63,859	-	63,859	10,525	
8880 Non-Resident Student Fees	1,484,048	1,484,048	-	1,484,048	1,702,799	
8881 Transportation Fees	734,165	-	734,165	734,165	980,576	
8882 Audit Fees	2,000	2,000	-	2,000	1,838	
8885 Other Student Fees & Charges	10,000	10,000	-	10,000	140	
8886 Technology Access Fee	-	-	-	-	-	
8888 Library Charges	10,000	-	10,000	10,000	26,358	
8893 Prior Year Outlawed Warrants	28,000	28,000	-	28,000	-	
8894 Workers Comp. Reimbursements	28,000	28,000	-	28,000	73,297	
8896 Safety Credits	22,500	-	51,400	51,400	23,162	
8897 Parking Meters & Fines	500	500	-	500	-	
8899 Other Local Revenue	921,931	10,410	965,634	976,044	1,060,210	
8800 TOTAL LOCAL REVENUE	30,667,434	24,886,136	9,290,515	34,176,651	27,563,148	81%
8980 Incoming Transfers	9,345,197	2,200,175	7,149,140	9,349,315	7,145,372	
8000 TOTAL REVENUE	260,970,578	101,865,240	203,954,030	305,819,270	232,787,473	76%
TOTAL REVENUE AND BEGINNING BALANCE	\$299,976,673			\$344,825,365		

Apportionment Summary:					
Includes General Apportionment, Education Protection Account, Property taxes, and 98% Enrollment Fees					
	90,488,118	90,488,118		90,488,118	

Butte-Glenn Community College District Revenue/Expenditures As of March 31, 2024	Final Budget Fund 11 12 Combined	Unrestricted Fund 11 3rd Quarter Revised	Restricted Fund 12 3rd Quarter Revised	Fund 11 12 Combined 3rd Quarter Revised	Actuals To Date Combined	
EXPENSES						
1100 Instruction, Regular	18,746,975	17,742,763	729,623	18,472,386	15,093,167	
1200 Non-instruction, Regular	9,358,530	6,786,216	2,889,657	9,675,873	7,424,680	
1300 Instruction, Non-regular	9,499,528	9,396,228	13,165	9,409,393	7,347,893	
1400 Non-instruction, Non-regular	1,062,757	976,141	1,458,801	2,434,942	1,670,955	
1000 TOTAL ACADEMIC SALARIES	38,667,790	34,901,348	5,091,246	39,992,594	31,536,695	79%
2100 Non-instruction, Regular	32,615,653	17,739,627	15,354,227	33,093,854	22,959,584	
2200 Instructional Aids, Regular	1,864,167	1,616,352	247,815	1,864,167	1,378,730	
2300 Non-instruction, Non-regular	1,211,451	572,380	2,221,338	2,793,718	1,775,135	
2400 Instructional Aids, Non-regular	533,471	359,771	597,796	957,567	744,993	
2000 TOTAL CLASSIFIED SALARIES	36,224,742	20,288,130	18,421,176	38,709,306	26,858,442	69%
3100 STRS (State Teachers Retirement)	9,270,152	8,276,310	1,104,675	9,380,985	4,312,518	
3200 PERS (Public Employees Retirement)	9,248,098	5,240,252	4,078,140	9,318,392	6,603,877	
3300 OASDI (Old Age, Survivors & Disability)	3,250,715	2,028,667	1,325,606	3,354,273	2,505,392	
3400 Health, Dental, & Life Insurance	14,565,383	10,500,808	4,431,237	14,932,045	9,342,467	
3500 State Unemployment Insurance	258,730	192,297	70,298	262,595	194,875	
3600 Workers' Compensation Insurance	1,142,394	849,949	348,133	1,198,082	831,681	
3700 Alternate Retirement Plan	-	639	7,296	7,935	8,267	
3900 Income Protection Insurance	318,911	224,049	95,779	319,828	212,390	
3000 TOTAL EMPLOYEE BENEFITS	38,054,383	27,312,971	11,461,164	38,774,135	24,011,467	62%
4200 Duplicating Supplies	59,141	45,752	47,124	92,876	36,754	
4300 Supplies, Instructional	926,027	198,739	1,088,257	1,286,996	582,530	
4500 Supplies, Non-instructional	3,900,149	924,163	2,444,444	3,368,607	894,426	
4000 TOTAL SUPPLIES	4,885,317	1,168,654	3,579,825	4,748,479	1,513,710	32%
5100 Personal Services & Consultants	69,068,464	1,516,165	92,193,791	93,709,956	26,971,164	
5200 Travel, Conference & Mileage	996,241	830,959	1,752,943	2,583,902	818,705	
5300 Dues & Memberships	107,656	140,754	474,833	615,587	481,575	
5400 Insurance	955,431	932,763	22,668	955,431	898,374	
5500 Utilities & Housekeeping Services	1,358,013	1,392,074	12,556	1,404,630	726,155	
5600 Rents, Leases & Repairs	5,682,190	2,652,116	3,625,040	6,277,156	4,335,221	
5700 Legal, Election & Audit	403,300	400,208	16,812	417,020	111,062	
5800 Other Services & Expenses	27,933,835	(502,135)	34,302,277	33,800,142	7,588,328	
5000 OTHER OPERATING EXPENSES	106,505,130	7,362,904	132,400,920	139,763,824	41,930,584	30%
TOTAL 1000-5000	224,337,362	91,034,007	170,954,331	261,988,338	125,850,898	48%
6100 Site Improvements	28,120	5,084	239,398	244,482	184,138	
6200 Buildings	3,439,516	21,003	1,769,948	1,790,951	1,292,549	
6300 Library Books	213,789	213,184	10,000	223,184	144,802	
6400 Equipment	731,912	749,852	1,652,429	2,402,281	918,538	
6500 Lease Purchase Agreements	99,375	46,291	-	46,291	30,289	
6600 Capitalized Equipment	448,152	121,170	2,593,280	2,714,450	1,441,244	
6000 TOTAL CAPITAL EXPENSES	4,960,864	1,156,584	6,265,055	7,421,639	4,011,560	54%
1000 - 6000 TOTAL EXPENDITURES	229,298,226	92,190,591	177,219,386	269,409,977	129,862,458	48%

Butte-Glenn Community College District Revenue/Expenditures As of March 31, 2024	Final Budget Fund 11 12 Combined	Unrestricted Fund 11 3rd Quarter Revised	Restricted Fund 12 3rd Quarter Revised	Fund 11 12 Combined 3rd Quarter Revised	Actuals To Date Combined	
7100 Debt Retirement	923,227	923,227	-	923,227	565,378	
7200 Intrafund Transfers	5,930,000	-	5,930,000	5,930,000	5,930,000	
7300 Interfund Transfers	8,662,898	3,248,761	5,930,000	9,178,761	9,324,123	
7400 Other Transfers	-	-	4,972,039	4,972,039	2,594,308	
7500 Student Financial Aid	3,673,028	-	7,241,533	7,241,533	5,678,581	
7600 Other Payments to Students	7,008,078	27,540	2,661,072	2,688,612	569,989	
7000 TOTAL OTHER OUTGO	26,197,231	4,199,528	26,734,644	30,934,172	24,662,379	80%
TOTAL EXPENDITURES	255,495,457	96,390,119	203,954,030	300,344,149	154,524,837	51%
Reserves:						
9710 Reserve for Contingencies	13,711,016			14,458,518		
9721 Reserve for Facilities	7,500,000			7,500,000		
9728 Reserve for Budget Planning	23,270,200			22,522,698		
Total Reserves	44,481,216			44,481,216		
TOTAL EXPENDITURES AND ENDING BALANCE	299,976,673			344,825,365		

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of New Courses
Category:	Office of Instruction
Submitted By:	Erik Shearer, Vice President
Attachment:	No
Type:	Action
Agenda Section:	Consent

Background

The courses described in the attached have been developed by various departments to upgrade their present curriculum.

MATH 10 is a C-ID aligned transfer-level course designed to maintain a common pathway for students without program math requirements to meet General Education.

MUS 2, MUS 8, MUS 65, MUS 69, MUS 87, MUS 89, MUS 90, and MUS 92 are transfer-level courses diversifying course offerings to provide students the opportunity to study music and culture through an art form that is culturally relevant and current.

Status

The appropriate instructional area on campus and the Curriculum Committee have approved the attached courses.

Recommendation

It is recommended that the Board of Trustees approve the new courses as described in the attached.

MATHEMATICS (MATH)

MATH 10 - Finite Math for Liberal Arts

Transfer Status: CSU/UC

Prerequisite: Intermediate Algebra or equivalent

Unit(s): 3.00

Contact Hours: 34.00 Lecture/34.00 Activity

This course is a survey of mathematical concepts in a variety of areas. Topics include linear functions, systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, sets and Venn diagrams, combinatorial techniques and an introduction to probability. Applications in business, economics and social sciences.

MUSIC (MUS)

MUS 2 - Rap and Hip Hop Culture

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

This course traces the social, historical, and cultural influences of rap and hip-hop as an artistic form and global cultural phenomenon. It is designed for students who wish to examine and explore hip-hop culture while developing background knowledge of hip-hop history. The course will explore hip-hop's global impact and how it has developed as an art form. Key performers, producers, and movement voices are highlighted. The connections between rap music and other elements of hip-hop culture will be explored and students will be challenged to think critically about rap music and its place in society. Various societal issues within rap and hip-hop will be thoroughly examined, including race, sexuality, class, authenticity, violence, gender, censorship, and politics.

MUS 8 - Music of Latin America and the Caribbean

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

This course is an introduction to the musical traditions of Latin America, the Caribbean, and Latin music in the United States. Students will study music as a form of communication and as a social and cultural force. The course will focus on the rhythms, melodies, and cultural contexts of the music and will examine the role of music in social and political movements. Through lectures, discussions, and hands-on activities, students will gain a deeper understanding of the music's evolution, cultural significance, and its impact on the global stage.

MUS 65 - Jazz Combo

Transfer Status: CSU/UC

Prerequisite: Ability to play an instrument or sing; audition required

Unit(s): 1.00

Contact Hours: 34.00 Activity

This course is for the study, rehearsal, and public performance of literature appropriate to the small jazz combo, with an emphasis on the development of skills needed to perform within a specialized ensemble. Different literature will be studied each semester. This course may be repeated 3 times to meet the requirements of the AA-T in Music.

MUS 69 - Chamber Music

Transfer Status: CSU/UC

Prerequisite: Ability to play an instrument or sing; audition required

Unit(s): 1.00

Contact Hours: 34.00 Activity

This course is for the study, rehearsal, and public performance of literature appropriate to the chamber ensemble, with an emphasis on the development of skills needed to perform within a specialized ensemble. Different literature will be studied each semester. This course may be repeated 3 times to meet the requirements of the AA-T in Music.

MUS 87 - Music Composition

Transfer Status: CSU/UC

Prerequisite: MUS 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

This course is an introduction to original musical composition for solo and chamber music as well as music in multimedia. Through the analysis of applicable musical literature, this course explores instrumentation, orchestration, form and structure, timbre, pitch, rhythm, texture, interculturalism, and contemporary music notation. The course includes an introduction to music in multimedia, including music for film and video games. Students will be expected to compose original compositions, produce performances, and create a portfolio of their work.

MUS 89 - Jazz Composition & Arranging

Transfer Status: CSU/UC

Prerequisite: MUS 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

This course delves into the realm of jazz theory and explores diverse jazz styles from a practical perspective. Through the studies of jazz harmony and melody construction in improvisation, students learn how to arrange and compose for jazz ensembles. Covered topics include historical awareness of the subject, terminology, chord symbols, clear lead sheet notation, transpositions, and scales, rhythms, and harmonies commonly used in jazz and popular music.

MUS 90 - Introduction to the Music Industry

Transfer Status: CSU/UC

Unit(s): 2.00

Contact Hours: 34.00 Lecture

A survey of the music industry with focus on the skill, experience, and education needed for careers within the music industry. Topics include music publishing, performing rights, copyright issues, resume building, artist statements, publicity, music licensing, digital distribution, record companies, and artist management.

MUS 92 - Introduction to Music Education

Transfer Status: CSU/UC

Unit(s): 2.00

Contact Hours: 34.00 Lecture/17.00 Lab

This course is an introduction to music teaching. Topics covered include pedagogical methods, classroom management, lesson planning, and potential career options in music education, including TK-12 and private teaching. Students will develop their own philosophy of music education through readings, observations, and guided teaching. In addition to class time, the course requires 17 hours of structured fieldwork in music education settings in cooperation with carefully selected and campus-approved teachers.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of New Programs
Category:	Instruction
Submitted By:	Erik Shearer, Vice President
Attachment:	Yes
Type:	Action
Agenda Section:	Consent

Background

Butte College's current Social and Behavioral Science program was approved in 1970 over the years it has remained relatively unchanged. This change will allow students to identify more specifically with their pathway choice and improve the maintainability of programs for faculty.

We wish to do what is best for our students here at Butte College and breakout our current program into the following new programs.

- Associate of Arts in Arts and Humanities
- Associate of Science in Mathematics and Science
- Associate of Arts in Social Science

Status

The appropriate instructional area on campus and the Curriculum Committee have approved the attached programs.

Recommendation

It is recommended that the Board of Trustees approve the new programs as described in the attached.

Butte College
Associate of Arts Degree
Arts and Humanities

1. Statement of Program Goals and Objectives

This program is part of a larger plan to replace the A.A. in Social and Behavioral Sciences by using a more thoughtful, curated list of relevant discipline courses and creating more utility for the student. It is meant to supplement the Associate Degrees for Transfer in related arts and humanities fields as they are not always a good match for students transferring to a university outside of the California State University system. It is intentionally left open-ended in its structure to accommodate the varying requirements of private colleges, the University of California, and out-of-state university major requirements. Completion of this program can qualify the student to transfer at the upper division level to a variety of majors at a four-year institution, including but not limited to: English, Visual Arts, Performing Arts, History, Philosophy, and World Languages. The courses chosen for this degree have been selected in close consultation with discipline faculty to ensure their relevance. The specific university requirements do vary depending on the four-year institution to which the student will transfer. Thus, requirements for specific universities should be checked before selecting specific major courses.

Upon successful completion of the program, students will be able to:

1. Analyze the human experience through the lens of cultural, literary, philosophical, musical, and/or artistic expression.
2. Identify, employ and evaluate different frameworks for analyzing and interpreting literary, cultural, musical, philosophical, and/or artistic works.

2. Catalog Description

This degree is intended to provide an interdisciplinary foundation in the arts and humanities for students who are interested in transfer to a university in a related major. These courses provide an introduction to a variety of possible paths of study such as English, Visual Arts, Performing Arts, History, Philosophy, and World Languages.

This program may also be appropriate for students pursuing a transfer major not available at Butte College so that they can obtain a degree while fulfilling lower-division requirements for their transfer destination. These major courses may also count toward satisfying university transfer general education requirements. Students are strongly advised to see a counselor to discuss specific choices for their degree and career path.

3. Program Requirements

Requirements	Dept. Name/ #	Title	Units	Sequence
Select 18 units from at least 2 Disciplines:	ART 2	Prehistoric to Gothic Art History Survey	3	Yr 1 or 2, Fall or Spring
	ART 2H	Honors Prehistoric to Gothic Art History Survey	3	Yr 1 or 2, Fall
	ART 3	Asian Art History Survey	3	Yr 2, Fall
	ART 4	Renaissance in Contemporary Art History Survey	3	Yr 1, Spring
	ART 6	African, Oceanic, and Native American Art History Survey	3	Yr 2, Fall

ART 7	2-D Foundations	3	Yr 2, Spring
ART 8	Drawing I	3	Yr 1, Fall
ASL 1	American Sign Language I	4	Yr 1, Fall
ASL 2	American Sign Language II	4	Yr 2, Spring
ASL 3	American Sign Language III	4	Yr 2, Spring
ASL 4	American Sign Language IV	4	Yr 1, Spring
CMST 6	Oral Interpretation	3	Yr 2, Fall
DRAM 2	Theatre Arts Appreciation	3	Yr 2, Spring
DRAM 8	Principles of Acting I	3	Yr 1 or 2, Fall or Spring
ENGL 4	Introduction to Literature	3	Yr 1 or 2, Fall or Spring
ENGL 6	Creative Writing	3	Yr 1 or 2, Fall or Spring
ENGL 8	British Literature I	3	Yr 1 or 2, Fall
ENGL 10	British Literature II	3	Yr 1 or 2, Spring
ENGL 14	U.S. Literature I	3	Yr 1 or 2, Fall
ENGL 15	Film as Literature	3	Yr 1 or 2, Spring
ENGL 16	U.S. Literature II	3	Yr 1 or 2, Spring
ENGL 20	Introduction to Poetry	3	Yr 1 or 2, Fall
ENGL 25	Introduction to Shakespeare	3	Yr 1 or 2, Fall
ENGL 26	Queer Film and Literature	3	Yr 1 or 2, Fall
ENGL 35	Cross-Cultural Film and Literature	3	Yr 1 or 2, Fall
ENGL 47	Native American Literature	3	Yr 1 or 2, Spring
ENGL 60	Creative Writing: Fiction	3	Yr 1 or 2, Spring
GERM 1	First Semester German	4	Yr 1 or 2, Fall or Spring
GERM 2	Second Semester German	4	Yr 1 or 2, Fall
HIST 3	World History to 1500	3	Yr 1 or 2, Fall or Spring
HIST 5	World History Since 1500	3	Yr 1 or 2, Fall or Spring
HIST 8	United States History to 1877	3	Yr 1 or 2, Fall or Spring
HIST 10	United States History-1877 to Present	3	Yr 1 or 2, Fall or Spring
HIST 18	Multicultural History of the United States	3	Yr 1 or 2, Fall or Spring

HIST 21	History of Western Civilization I	3	Yr 1 or 2, Fall or Spring
HIST 23	History of Western Civilization II	3	Yr 1 or 2, Fall or Spring
HIST 30	History of the African American	3	Yr 1 or 2, Fall or Spring
JPN 1	First Semester Japanese	4	Yr 1 or 2, Fall or Spring
JPN 2	Second Semester Japanese	4	Yr 1 or 2, Fall or Spring
JPN 3	Third Semester Japanese	4	Yr 1 or 2, Fall
JPN 4	Fourth Semester Japanese	4	Yr 1 or 2, Fall
MUS 1	Music Appreciation	3	Yr 1 or 2, Fall or Spring
MUS 3	Music Fundamentals	3	Yr 1 or 2, Fall or Spring
MUS 5	American Popular Music	3	Yr 1 or 2, Fall or Spring
MUS 6	Women and Music	3	Yr 1 or 2, Fall or Spring
MUS 7	Jazz Appreciation	3	Yr 1 or 2, Fall or Spring
MUS 9	World Music	3	Yr 1 or 2, Fall or Spring
PHIL 2	Introduction to Philosophy	3	Yr 1 or 2, Fall or Spring
PHIL 4	Introduction to Ethics and the Good Life	3	Yr 1 or 2, Fall or Spring
PHIL 6	Introduction to Logic and Critical Thinking	3	Yr 1 or 2, Fall or Spring
PHIL 10	History of Ancient Philosophy	3	Yr 1 or 2, Spring
PHIL 16	Western Religions	3	Yr 1 or 2, Fall
PHIL 18	Eastern Religions	3	Yr 1 or 2, Fall or Spring
RTVF 12	Mass Media and Society	3	Yr 1 or 2, Fall or Spring
RTVF 13	Exploring American Television	3	Yr 1 or 2, Fall or Spring
RTVF 15	Introduction to Film	3	Yr 1 or 2, Fall or Spring
SPAN 1	First Semester Spanish	4	Yr 1 or 2, Fall or Spring
SPAN 2	Second Semester Spanish	4	Yr 1 or 2, Fall or Spring
SPAN 3	Third Semester Spanish	4	Yr 1 or 2, Fall or Spring

	SPAN 4	Fourth Semester Spanish	4	Yr 1 or 2, Fall
Total Major Units:			18	

	Local	CSU	IGETC
Required Major	18	18	18
Total:			
GE Pattern	21	39	37
Double Count	3-12	3-18	0-15
Transferable	24-33	6-21	5-20
electives (as needed to reach 60 units)			
Total Units	60	60	60

Proposed Sequence

Year 1, Fall	15-16
Year 1, Spring	15
Year 2, Fall	15-16
Year 2, Spring	13-15
Total	60

4. Master Planning

This program originated from a need to update the Associate of Arts in Social and Behavioral Sciences as it was out of compliance with Title 5 § 55061. This legislation states that a program must have either a "major" or an "area of emphasis." The A.A. in Social and Behavioral Sciences has been too broad in its scope to truly meet either category. This new degree, along with the proposed A.A. in Arts and Humanities and the A.S. in Mathematics and Science, is intended to replace that program and provide a package of degree options for students that is interdisciplinary and provides more flexibility than our other current transfer degrees. This program falls under the "area of emphasis" category because it provides "an academic pathway broader than a specific major but more focused than general education" (Title 5, §55061(b)(2)).

The reason this is needed is because there are many students who are not served by the programs listed in our catalog. Many students aspire to majors that we don't have, or are transferring to institutions with very different requirements from the most closely related Associate Degree for Transfer we do offer. It is particularly important for students to have a compatible degree option for the sake of Financial Aid eligibility as our Financial Aid office has stated that they will be turning on Degree Audit starting in Fall 24 and any students taking classes not required for a specific program in our catalog may be ineligible for aid.

These degrees are also important options for counselors to utilize in advising students. There are many populations that have specifically benefited from the A.A. in Social and Behavioral Science such as student athletes (need a degree for eligibility to play at a university), veterans (benefits dependent on following a catalog program), and returning students needing a degree for eligibility for a promotion or job offer, amongst others.

This program is aligned with the values of our college in that it provides a transfer pathway that promotes equity by allowing students to access financial aid resources as they pursue their transfer

goals. It allows students the freedom to choose their goals based on personal goals rather than financial limitations.

5. Enrollment and Completer Projections

CB01: Course Department Number	CB02: Course Title	2021-22		2022-23	
		Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
ART 2	Prehistoric to Gothic Art History Survey	5	153	6	217
ART 2H	Honors Prehistoric to Gothic Art History Survey	Not offered	Not offered	Not offered	Not offered
ART 3	Asian Art History Survey	1	38	1	41
ART 4	Renaissance in Contemporary Art History Survey	2	60	2	73
ART 6	African, Oceanic, and Native American Art History Survey	2	69	2	71
ART 7	2-D Foundations	4	72	4	98
ART 8	Drawing I	5	108	6	142
ASL 1	American Sign Language I	11	240	11	260
ASL 2	American Sign Language II	2	42	2	39
ASL 3	American Sign Language III	1	16	1	8
ASL 4	American Sign Language IV	Not offered	Not offered	Not offered	Not offered
CMST 6	Oral Interpretation	2	34	1	20
DRAM 2	Theatre Arts Appreciation	2	51	3	97
DRAM 8	Principles of Acting I	2	48	2	61
ENGL 4	Introduction to Literature	6	123	5	121
ENGL 6	Creative Writing	6	142	4	97
ENGL 8	British Literature I	1	34	1	23
ENGL 10	British Literature II	1	27	1	10
ENGL 14	U.S. Literature I	1	34	1	32
ENGL 15	Film as Literature	1	19	1	9
ENGL 16	U.S. Literature II	1	35	1	28

ENGL 20	Introduction to Poetry	1	33	1	19
ENGL 25	Introduction to Shakespeare	1	25	Not offered	Not offered
ENGL 26	Queer Film and Literature	1	31	1	22
ENGL 35	Cross-Cultural Film and Literature	Not offered	Not offered	Not offered	Not offered
ENGL 47	Native American Literature	1	32	Not offered	Not offered
ENGL 60	Creative Writing: Fiction	1	24	1	29
GERM 1	First Semester German	2	46	3	55
GERM 2	Second Semester German	1	10	2	15
HIST 3	World History to 1500	6	169	6	179
HIST 5	World History Since 1500	4	103	4	106
HIST 8	United States History to 1877	17	501	17	489
HIST 10	United States History-1877 to Present	21	595	22	594
HIST 18	Multicultural History of the United States	14	395	13	397
HIST 21	History of Western Civilization I	N/A (New Course)	N/A (New Course)	N/A (New Course)	N/A (New Course)
HIST 23	History of Western Civilization II	N/A (New Course)	N/A (New Course)	N/A (New Course)	N/A (New Course)
HIST 30	History of the African American	3	57	3	48
JPN 1	First Semester Japanese	4	96	4	103
JPN 2	Second Semester Japanese	2	23	2	30
JPN 3	Third Semester Japanese	2	10	2	6
JPN 4	Fourth Semester Japanese	2	11	2	7
MUS 1	Music Appreciation	5	148	17	416
MUS 3	Music Fundamentals	4	45	2	45
MUS 5	American Popular Music	4	127	7	166

MUS 6	Women and Music	2	58	2	61
MUS 7	Jazz Appreciation	5	120	4	124
MUS 9	World Music	2	69	2	67
PHIL 2	Introduction to Philosophy	5	144	5	146
PHIL 4	Introduction to Ethics and the Good Life	2	51	2	56
PHIL 6	Introduction to Logic and Critical Thinking	9	283	6	296
PHIL 10	History of Ancient Philosophy	1	10	2	50
PHIL 16	Western Religions	1	22	1	28
PHIL 18	Eastern Religions	2	49	2	58
RTVF 12	Mass Media and Society	5	121	6	161
RTVF 13	Exploring American Television	3	59	2	54
RTVF 15	Introduction to Film	6	171	6	194
SPAN 1	First Semester Spanish	15	312	13	287
SPAN 2	Second Semester Spanish	3	82	5	87
SPAN 3	Third Semester Spanish	2	44	3	70
SPAN 4	Fourth Semester Spanish	2	23	2	15

It is anticipated that we will have 100 completers per year. Since this is intended to capture existing behaviors there will be no need for increased capacity in supporting courses.

6. Place of Program in Curriculum/Similar Programs

This program is being presented as a package of degrees (along with the A.A. in Social Science and the A.S. in Mathematics and Science) to replace the current program of the A.A. in Social and Behavioral Science. While there are similar subjects in ADT majors (Art History, English), there is nothing that offers the needed flexibility of this degree to accommodate non-CSU-bound students.

7. Similar Programs at Other Colleges in Service Area

Sacramento City College has a similar package of degrees entitled Interdisciplinary Studies: Arts and Humanities; Interdisciplinary Studies: Math and Science; and Interdisciplinary Studies: Social and Behavioral Sciences. Yuba College has an A.A. in Social Science that is structured very differently and does not offer the desired breadth of courses for this proposed degree's purposes. Shasta College and Lassen College appear to have a category of degrees with the prefix University Studies that includes various transfer-oriented subject areas, including a degree in social science and another in humanities. No competition anticipated since this degree will primarily capture initially undecided Butte students along their path to choosing a more specific transfer major. It will not be actively marketed to prospective students.

8. Transfer Preparation Information

	CSUC Humanities	CSUC Communication Sciences and Disorders	CSUC Musical Theatre B.F.A.	CSUC International Relations	CSUC Philosophy	CSUC English Education	CPH Art - Art History & Museum Studies	CSUS Art Studies	UCD Art Studio A.B.	UCB Urban Studies
ART 2							X	X	X	X
ART 2H							X	X		X
ART 3							X	X	X	X
ART 4							X	X	X	X
ART 6							X	X		X
ART 7							X	X		
ART 8							X	X	X	
ASL 1		X					X			
ASL 2		X								
ASL 3		X								
ASL 4		X								
CMST 6										
DRAM 2			X			X				X
DRAM 8			X							
ENGL 4										X
ENGL 6						X				
ENGL 8	X					X				X
ENGL 10	X					X				X
ENGL 14						X				X
ENGL 15										X
ENGL 16						X				X
ENGL 20										X
ENGL 25										
ENGL 26										
ENGL 35										
ENGL 47										X
ENGL 60										
GERM 1				X			X			
GERM 2				X						
HIST 3										
HIST 5										
HIST 8										X
HIST 10										X
HIST 18										X

HIST 30									
JPN 1	X			X					
JPN 2	X			X					
JPN 3				X					
JPN 4				X					
MUS 1									X
MUS 3			X						
MUS 5									X
MUS 6									
MUS 7									
MUS 9									X
PHIL 2					X				X
PHIL 4					X				
PHIL 6									
PHIL 10	X				X				
PHIL 16									X
PHIL 18									X
RTVF 12									
RTVF 13									
RTVF 15									X
SPAN 1				X			X		
SPAN 2				X			X		
SPAN 3	X			X					
SPAN 4	X			X					

Butte College
Associate of Science Degree
Mathematics and Science

1. Statement of Program Goals and Objectives

Our STEM students have a severe lack of options in our catalog for Associate Degree for Transfer (ADTs) due to their generally high unit majors which are frequently impossible to offer within the required 60 units. Even when our college can offer an ADT, it often is too rigid to accommodate the varying STEM requirements of individual University of California campuses, private universities, or out-of-state campuses. This degree will allow many STEM students to earn a degree who would not previously qualify. The structure of it also gives them the flexibility to tailor their major course selections to the specific university they wish to transfer to and ultimately graduate with a bachelor's degree.

This program is part of a larger plan to replace the A.A. in Social and Behavioral Sciences by breaking out this more generic degree into three more useful, thoughtfully curated degree lists (AA in Social Science and AA in Arts and Humanities). Completion of this program can qualify the student to transfer at the upper division level to a variety of majors at a four-year institution, including but not limited to: Animal Science, Biology, Chemistry, Environmental Science, Mathematics and Physics. The courses chosen for this degree have been selected in close consultation with discipline faculty to ensure their relevance. The specific university requirements do vary depending on the four-year institution to which the student will transfer. Requirements for specific universities should be checked before selecting specific major courses.

Upon successful completion of the program, students will be able to:

1. Apply mathematical/quantitative reasoning to theoretical and real world problems.
2. Describe scientific principles, practices, and research methods, and apply the scientific method to practical problems within the sciences.
3. Critically analyze scientific research and the representation of scientific findings in the media and society.

2. Catalog Description

This degree is intended to provide a broad foundation in mathematics and science for students who are interested in transfer to a university in a related major. These courses provide an introduction to a variety of possible paths of study such as Animal Science, Biology, Chemistry, Environmental Science, Mathematics and Physics.

This program may also be appropriate for students pursuing a transfer major not available at Butte College so that they can obtain a degree while fulfilling lower-division requirements for their transfer destination. These major courses may also count toward satisfying university transfer general education requirements. Students are strongly advised to see a counselor to discuss specific choices for their degree and career path.

3. Program Requirements

Choose a minimum of 18 units with at least 3 units from Biological Science, Mathematics, and Physical Science					
Requirements	Dept. Name/ #	Title	Units	Sequence	
Mathematics:	MATH 18	Introduction to Statistics	4	Yr 1, Fall	
	MATH 18s	Introduction to Statistics with Support	4	Yr 1, Fall	
	MATH 20	Trigonometry	3	Yr 1, Fall or Spring	
	MATH 26	College Algebra	4	Yr 1, Fall or Spring	
	MATH 26S	College Algebra with Support	4	Yr 1, Fall or Spring	
	MATH 28	Precalculus	4	Yr 1, Fall or Spring	
	MATH 28S	Precalculus with Support	4	Yr 1, Fall or Spring	
	MATH 30	Analytic Geometry and Calculus I	5	Yr 1, Fall or Spring	
	MATH 30s	Analytic Geometry and Calculus I with Support	5	Yr 1, Fall or Spring	
	MATH 31	Analytic Geometry and Calculus II	4	Yr 1, Fall or Spring	
	Physical Science:	AGS 50	General Soils	4	Yr 1 or 2, Fall or Spring
		CHEM 1	General Chemistry I	5	Yr 1, Fall or Spring
		CHEM 11	Introduction to Chemistry	4	Yr 1, Fall or Spring
CHEM 21		Organic Chemistry I	5	Yr 2, Fall	
CHEM 51		Elementary Inorganic Chemistry	5	Yr 1, Fall or Spring	
CHEM 52		Elementary Organic and Biochemistry	4	Yr 1 or 2, Fall or Spring	
GEOG 2		Physical Geography	3	Yr 1 or 2, Fall or Spring	
GEOG 3		Physical Geography Lab	1	Yr 1 or 2, Fall or Spring	
GEOL 32		Physical Geology with Lab	4	Yr 1 or 2, Fall or Spring	
GEOL 34		Historical Geology with Lab	4	Yr 1 or 2, Fall	
PHYS 10	Concepts of Physics	3	Yr 1, Spring		
PHYS 11	Concepts of Physics Laboratory	1	Yr 1, Spring		
PHYS 21	College Physics I	4	Yr 1 or 2, Fall or Spring		

	PHYS 41	Physics for Scientists and Engineers I	4	Yr 1, Fall or Spring
	PSC 10	Introduction to Environmental Science	4	Yr 1 or 2, Fall or Spring
	PSC 11	Earth Science with Lab	4	Yr 1 or 2, Fall or Spring
	PSC 12	Concepts in Physical Science	4	Yr 1 or 2, Fall or Spring
	PSC 30	Introductory Astronomy	4	Yr 1 or 2, Fall or Spring
	PSC 50	Introduction to Weather	3	Yr 1 or 2, Fall or Spring
	PSC 51	Weather Lab	1	Yr 1 or 2, Fall or Spring
Biological Science:	AGS 20	Plant Science	3	Yr 1 or 2, Fall or Spring
	AGS 40	Introduction to Animal Science	3	Yr 1 or 2, Fall
	ANTH 2	Physical Anthropology	3	Yr 1 or 2, Fall or Spring
	BIOL 1	Introduction to Biology	4	Yr 1 or 2, Fall or Spring
	BIOL 41	Cell and Molecular Biology	5	Yr 1, Spring
	BIOL 42	Organismal Biology	5	Yr 1 or 2, Fall or Spring
	BIOL 43	Ecology and Evolution	5	Yr 1 or 2, Fall or Spring
	PSY 3	Introduction to Biological Psychology	3	Yr 1, Spring
Total Major Units:			18	

	Local	CSU	IGETC
Required Major Total:	18	18	18
GE Pattern	21	39	37
Double Count	6	6-10	3-10
Transferable	27	9-13	8-15
electives (as needed to reach 60 units)			
Total Units	60	60	60

Proposed Sequence

Year 1, Fall	13-16
Year 1, Spring	15
Year 2, Fall	15-16
Year 2, Spring	14-16
Total	60

4. Master Planning

This program originated from a need to update the Associate of Arts in Social and Behavioral Sciences as it was out of compliance with Title 5 § 55061. This legislation states that a program must have either a “major” or an “area of emphasis.” The A.A. in Social and Behavioral Sciences has been too broad in its scope to truly meet either category. This new degree, along with the proposed A.A. in Arts and Humanities and the A.A. in Social Science, is intended to replace that program and provide a package of degree options for students that is interdisciplinary and provides more flexibility than our other current (local) transfer degrees. This program falls under the “area of emphasis” category because it provides “an academic pathway broader than a specific major but more focused than general education” (Title 5, §55061(b)(2)).

The reason this is needed is because there are many students who are not served by the programs listed in our catalog. Many students aspire to majors that we don’t have, or are transferring to institutions with very different requirements from the most closely related Associate Degree for Transfer we do offer. It is particularly important for students to have a compatible degree option for the sake of Financial Aid eligibility as our Financial Aid office has stated that they will be turning on Degree Audit starting in Fall 24 and any students taking classes not required for a specific program in our catalog may be ineligible for aid.

These degrees are also important options for counselors to utilize in advising students. There are many populations that have specifically benefited from the A.A. in Social and Behavioral Science such as student athletes (need a degree for eligibility to play at a university), veterans (benefits dependent on following a catalog program), and returning students needing a degree for eligibility for a promotion or job offer, amongst others.

This program is aligned with the values of our college in that it provides a transfer pathway that promotes equity by allowing students to access financial aid resources as they pursue their transfer goals. It allows students the freedom to choose their goals based on personal aspirations rather than financial limitations.

5. Enrollment and Completer Projections

		2021-22		2022-23	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
MATH 18	Introduction to Statistics	57	1,613	61	1756
MATH 18s	Introduction to Statistics with Support	N/A	N/A	N/A	N/A
MATH 20	Trigonometry	12	331	15	351
MATH 26	College Algebra	13	345	20	407
MATH 26S	College Algebra with Support	N/A	N/A	N/A	N/A
MATH 28	Precalculus	N/A	N/A	N/A	N/A
MATH 28S	Precalculus with Support	N/A	N/A	N/A	N/A
MATH 30	Analytic Geometry and Calculus I	11	294		
MATH 30S	Analytic Geometry and Calculus I with Support	N/A	N/A	N/A	N/A

MATH 31	Analytic Geometry and Calculus II	5	155	6	129
AGS 50	General Soils	2	65	4	104
CHEM 1	General Chemistry I	15	321	11	255
CHEM 11	Introduction to Chemistry	15	286	13	243
CHEM 21	Organic Chemistry I	2	38	2	29
CHEM 51	Elementary Inorganic Chemistry	17	367	16	358
CHEM 52	Elementary Organic and Biochemistry	2	35	2	36
GEOG 2	Physical Geography	10	256	8	219
GEOG 3	Physical Geography Lab	4	63	4	62
GEOL 32	Physical Geology with Lab	3	74	5	97
GEOL 34	Historical Geology with Lab	Not offered	Not offered	1	12
PHYS 10	Concepts of Physics	2	35	2	41
PHYS 11	Concepts of Physics Lab	2	16	2	12
PHYS 21	College Physics I	8	142	6	99
PHYS 41	Physics for Scientists and Engineers I	6	109	4	86
PSC 10	Introduction to Environmental Science	4	55	4	86
PSC 11	Earth Science with Laboratory	6	127	5	79
PSC 12	Concepts in Physical Science	4	80	5	72
PSC 30	Introductory Astronomy	5	120	5	103
PSC 50	Introduction to Weather	4	123	4	108
PSC 51	Weather Lab	4	82	4	73
AGS 20	Plant Science	8	219	9	204
AGS 40	Introduction to Animal Science	8	152	6	123
ANTH 2	Physical Anthropology	9	256	9	278
BIOL 1	Introduction to Biology	14	330	14	344
BIOL 41	Cell and Molecular Biology	4	89	2	46
BIOL 42	Organismal Biology	3	65	2	49
BIOL 43	Ecology and Evolution	3	75	2	52
PSY 3	Introduction to Biological Psychology	6	197	5	172

It is anticipated that we will have 15 completers per year. Since this is intended to capture existing behaviors there will be no need for increased capacity in supporting courses.

6. Place of Program in Curriculum/Similar Programs

While there are similar subjects in ADT majors (Biology, Mathematics), there is nothing that offers the needed flexibility of this degree to accommodate non-CSU-bound students. There is also some overlap with the newly proposed A.S. in STEM Foundations. However, that degree is more prescribed for specific STEM majors, does not include biology courses, and is tailored to providing an explorer pathway for new students interested in STEM. The proposed A.S. in Mathematics and Science degree is designed, in part, to capture past behaviors of students who have been exploring STEM and may not otherwise qualify for a degree.

7. Similar Programs at Other Colleges in Service Area

Sacramento City College has a similar package of degrees entitled Interdisciplinary Studies: Arts and Humanities; Interdisciplinary Studies: Math and Science; and Interdisciplinary Studies: Social and Behavioral Sciences. Shasta College and Lassen College appear to have a category of degrees with the prefix University Studies that includes various transfer-oriented subject areas. The closest degree to this one would be Lassen College's Associate in Arts Degree University Studies: Emphasis in Natural Sciences. No competition anticipated since this degree will primarily capture initially undecided Butte students along their path to choosing a more specific transfer major. It will not be actively marketed to prospective students.

8. Transfer Preparation Information – see attached excel doc under “Local Major Articulations” tab.

	CSUC Biological Sciences - Cell/Molecular	CSUC Plan and Soil Science - Crops and Horticulture	CSUC Animal Science	CSUC Chemistry B.S.	CSUC Natural Sciences - Science Education	UCD Chemistry B.S.	UCD Environmental Science & Management	UCD Chemical Physics	UCD Molecular & Medical Microbiology	UCD Pharmaceutical Chemistry
MATH 18	X	X	X				X			X
MATH 18s	X	X	X				X			X
MATH 20					X					
MATH 26										
MATH 26S										
MATH 28										
MATH 28S										
MATH 30	X			X		X	X	X	X	X
MATH 30S										
MATH 31				X		X	X	X	X	X
AGS 50		X	X		X					
CHEM 1	X	X	X	X	X		X		X	X
CHEM 11										
CHEM 21	X		X	X		X		X	X	X
CHEM 51		X	X		X					
CHEM 52		X	X						X	
GEOG 2		X								
GEOG 3		X								
GEOL 32					X					
GEOL 34										
PHYS 10										
PHYS 11										

PHYS 21	X	X	X		X		X		X	X
PHYS 41		X		X		X		X		X
PSC 10										
PSC 11										
PSC 12					X					
PSC 30										
PSC 50					X					
PSC 51					X					
AGS 20		X	X							
AGS 40		X	X							
ANTH 2										
BIOL 1					X					
BIOL 41	X		X		X		X		X	X
BIOL 42	X		X				X		X	X
BIOL 43	X		X		X		X		X	X
PSY 3										

Butte College
Associate of Arts Degree
Social Science

1. Statement of Program Goals and Objectives

This program is meant to replace the A.A. in Social and Behavioral Sciences by using a more thoughtful, curated list of relevant discipline courses and creating more utility for the student. It is meant to be a supplement to the Associate Degrees for Transfer in related social science fields as those degrees are not always a good match for students transferring to a university outside of the California State University system. It is intentionally left open-ended in its structure to accommodate the varying requirements of private colleges, the University of California, and out-of-state university major requirements. Completion of this program can qualify the student to transfer at the upper division level to a variety of majors at a four-year institution, including but not limited to: Criminal Justice, Anthropology, Early Childhood Education, Economics, History, Political Science, Psychology, and Sociology. The courses chosen for this degree have been selected in close consultation with discipline faculty to ensure their relevance. The specific university requirements do vary depending on the four-year institution to which the student will transfer. Requirements for specific universities should be checked in consultation with a counselor before selecting specific major courses.

Upon successful completion of the program, students will be able to:

1. Identify major theoretical orientations in the social and behavioral sciences and describe basic concepts regarding human behavior and thought.
2. Utilize critical thinking skills to analyze, evaluate, and make decisions concerning complex contemporary issues and the interactions among individuals and across societies.
3. Apply methods of inquiry specific to the social and behavioral sciences to larger societal contexts.

2. Catalog Description

This degree is intended to provide an interdisciplinary foundation in the social sciences for students who are interested in transfer to a university in a related major. These courses provide an introduction to a variety of possible paths of study such as Criminal Justice, Anthropology, Early Childhood Education, Economics, History, Political Science, Psychology, and Sociology. This program may also be appropriate for students pursuing a transfer major not available at Butte College so that they can obtain a degree while fulfilling lower-division requirements for their transfer destination. These major courses may also count toward satisfying university transfer general education requirements. Students are strongly advised to see a counselor to discuss specific choices for their degree and career path.

3. Program Requirements

Requirements	Dept. Name / #	Title	Units	Sequence
	AJ 1	Criminology	3	Yr 1 or 2, Fall or Spring
	AJ 2	Administration of Justice	3	Yr 1 or 2, Fall or Spring

Select 18 units from at least 2 Disciplines:	AJ 4	Criminal Law	3	Yr 1 or 2, Fall or Spring
	AJ 10	Juvenile Procedures	3	Yr 1 or 2, Fall or Spring
	AJ 11	Criminal Procedures	3	Yr 1 or 2, Fall or Spring
	AJ 14	Community Oriented Policing	3	Yr 1 or 2, Fall or Spring
	ANTH 4	Cultural Anthropology	3	Yr 1 or 2, Fall or Spring
	ANTH 13	Magic, Witchcraft and Religion	3	Yr 1 or 2, Fall or Spring
	ANTH 14	Language and Culture	3	Yr 1 or 2, Fall
	ANTH 16	Archaeology and Ancient Societies	3	Yr 1 or 2, Fall or Spring
	ANTH 32	Native Americans	3	Yr 1 or 2, Fall
	CDF 12	Child, Family, and Community	3	Yr 1 or 2, Fall or Spring
	CDF 14	Child Growth and Development	3	Yr 1 or 2, Fall or Spring
	CDF 57	Teaching in a Diverse Society	3	Yr 1 or 2, Fall or Spring
	CMST 9	Intercultural Communication	3	Yr 1 or 2, Fall or Spring
	CMST 10	Interpersonal Communication	3	Yr 1 or 2, Fall or Spring
	CMST 13	Gender and Communication	3	Yr 1 or 2, Fall or Spring
	ECON 2	Principles of Macroeconomics	3	Yr 1 or 2, Fall or Spring
	ECON 4	Principles of Microeconomics	3	Yr 1 or 2, Fall or Spring
	ECON 20	Economic History of the U.S.	3	Yr 1 or 2, Fall or Spring
	ETHS 10	Introduction to Chicano Studies	3	Yr 1 or 2, Fall or Spring
	ETHS 30	Introduction to African American Studies	3	Yr 1 or 2, Fall or Spring
	ETHS 40	Introduction to Asian American Studies	3	Yr 1 or 2, Fall or Spring
	GEOG 4	Cultural Geography	3	Yr 1 or 2, Fall or Spring
	GEOG 8	World Regional Geography	3	Yr 1 or 2, Fall or Spring
	GEOG 10	Geography of California	3	Yr 1 or 2, Fall or Spring
	HIST 3	World History to 1500	3	Yr 1 or 2, Fall or Spring
	HIST 5	World History Since 1500	3	Yr 1 or 2, Fall or Spring
	HIST 8	United States History to 1877	3	Yr 1 or 2, Fall or Spring
	HIST 10	United States History - 1877 to Present	3	Yr 1 or 2, Fall or Spring
	HIST 18	Multicultural History of the United States	3	Yr 1 or 2, Fall or Spring

HIST 30	History of the African American	3	Yr 1 or 2, Fall or Spring
MCGS 10	Introduction to Women's Studies	3	Yr 1 or 2, Fall or Spring
POS 2	United States Government	3	Yr 1 or 2, Fall or Spring
POS 3	Comparative Politics	3	Yr 1 or 2, Fall
POS 12	California State and Local Government	3	Yr 1 or 2, Fall or Spring
POS 16	Vital Political Problems	3	Yr 1 or 2, Fall
POS 18	International Relations	3	Yr 1 or 2, Spring
PSY 1	Principles of Psychology	3	Yr 1 or 2, Fall or Spring
PSY 6	Abnormal Psychology	3	Yr 1 or 2, Fall or Spring
PSY 7	Introduction to Research Methods in Psychology	3	Yr 1 or 2, Fall or Spring
PSY 15	Lifespan Psychology	3	Yr 1 or 2, Fall or Spring
PSY 20	Personal and Social Growth and Wellness	3	Yr 1 or 2, Fall or Spring
PSY 41	Socio-Cultural Context of Psychological Development	3	Yr 1 or 2, Fall or Spring
SOC 2	Principles of Sociology	3	Yr 1 or 2, Fall or Spring
SOC 4	Modern Social Problems	3	Yr 1 or 2, Fall or Spring
SOC 5	Our Sustainable Future	3	Yr 1 or 2, Fall or Spring
SOC 8	Introduction to Marriage, Family and Intimate Relationships	3	Yr 1 or 2, Fall or Spring
SOC 10	Introduction to Crime and Society	3	Yr 1 or 2, Spring
SOC 14	Sociology of Gender	3	Yr 1 or 2, Fall or Spring
SOC 20	Introduction to Race and Ethnicity	3	Yr 1 or 2, Fall or Spring
SOC 30	Sociology of Inequality	3	Yr 1 or 2, Fall or Spring

Total Major Units: 18

	Local	CSU	IGETC
Required Major Total:	18	18	18
GE Pattern	21	39	37
Double Count	0-15	3-21	3-15
Transferable electives (as needed to reach 60 units)	21-36	6-24	8-20
Total Units	60	60	60

Proposed Sequence

Year 1, Fall	15-16
Year 1, Spring	15
Year 2, Fall	15-16
Year 2, Spring	13-15
Total	60

4. Master Planning

This program originated from a need to update the Associate of Arts in Social and Behavioral Sciences as it was out of compliance with Title 5 § 55061. This legislation states that a program must have either a “major” or an “area of emphasis.” The A.A. in Social and Behavioral Sciences has been too broad in its scope to truly meet either category. This new degree, along with the proposed A.A. in Arts and Humanities and the A.S. in Mathematics and Science, is intended to replace that program and provide a package of degree options for students that is interdisciplinary and provides more flexibility than our other current transfer degrees. This program falls under the “area of emphasis” category because it provides “an academic pathway broader than a specific major but more focused than general education” (Title 5, §55061(b)(2)).

The reason this is needed is because there are many students who are not served by the programs listed in our catalog. Many students aspire to majors that we don’t have, or are transferring to institutions with very different requirements from the most closely related Associate Degree for Transfer we do offer. It is particularly important for students to have a compatible degree option for the sake of Financial Aid eligibility as our Financial Aid office has stated that they will be turning on Degree Audit starting in Fall 24 and any students taking classes not required for a specific program in our catalog may be ineligible for aid.

These degrees are also important options for counselors to utilize in advising students. There are many populations that have specifically benefited from the A.A. in Social and Behavioral Science such as student athletes (need a degree for eligibility to play at a university), veterans (benefits dependent on following a catalog program), and returning students needing a degree for eligibility for a promotion or job offer, amongst others.

This program is aligned with the values of our college in that it provides a transfer pathway that promotes equity by allowing students to access financial aid resources as they pursue their transfer goals. It allows students the freedom to choose their goals based on personal aspirations rather than financial aid limitations.

5. Enrollment and Completer Projections

CB01: Course Department Number	CB02: Course Title	2021-22		2022-23	
		Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollme nt Total
AJ 1	Criminology	6	165	6	175
AJ 2	Administration of Justice	6	179	5	154
AJ 4	Criminal Law	2	76	5	151
AJ 10	Juvenile Procedures	2	70	3	69
AJ 11	Criminal Procedures	2	66	2	36
AJ 14	Community Oriented Policing	2	56	2	37
ANTH 4	Cultural Anthropology	11	248	10	255
ANTH 13	Magic, Witchcraft and Religion	9	238	11	263
ANTH 14	Language and Culture	1	25	1	33

ANTH 16	Archaeology and Ancient Societies	3	71	3	76
ANTH 32	Native Americans	1	31	1	13
CDF 12	Child, Family, and Community	10	275	11	315
CDF 14	Child Growth and Development	19	619	19	603
CDF 57	Teaching in a Diverse Society	2	66	1	31
CMST 9	Intercultural Communication	6	129	6	137
CMST 10	Interpersonal Communication	6	147	5	127
CMST 13	Gender and Communication	4	72	5	88
ECON 2	Principles of Macroeconomics	13	396	12	398
ECON 4	Principles of Microeconomics	13	463	14	473
ECON 20	Economic History of the U.S.	2	68	2	68
ETHS 30	Introduction to African American Studies	1	29	7	215
ETHS 10	Introduction to Chicano American Studies	2	72	9	321
ETHS 40	Introduction to Asian American Studies	2	68	5	163
GEOG 4	Cultural Geography	2	63	2	53
GEOG 8	World Regional Geography	3	91	2	73
GEOG 10	Geography of California	3	91	2	60
HIST 3	World History to 1500	6	169	6	179
HIST 5	World History Since 1500	4	103	4	106
HIST 8	United States History to 1877	17	501	17	489
HIST 10	United States History - 1877 to Present	21	595	22	594
HIST 18	Multicultural History of the United States	14	395	13	397
HIST 30	History of the African American	3	57	3	48
MCGS 10	Introduction to Women's Studies	1	31	2	70
POS 2	United States Government	41	1181	35	1060
POS 3	Comparative Politics	1	33	1	29
POS 12	California State and Local Government	6	148	5	118
POS 16	Vital Political Problems	1	32	0	0
POS 18	International Relations	1	22	1	31
PSY 1	Principles of Psychology	36	1113	39	1177
PSY 6	Abnormal Psychology	9	293	10	290
PSY 7	Introduction to Research Methods in Psychology	6	179	6	191

PSY 15	Lifespan Psychology	18	564	17	549
PSY 20	Personal and Social Growth and Wellness	6	169	5	153
PSY 41	Socio-Cultural Context of Psychological Development	8	227	6	191
SOC 2	Principles of Sociology	18	509	17	511
SOC 4	Modern Social Problems	1	28	4	72
SOC 5	Our Sustainable Future	1	34	3	46
SOC 8	Introduction to Marriage, Family and Intimate Relationships	4	121	4	121
SOC 10	Introduction to Crime and Society	1	33	1	11
SOC 14	Sociology of Gender	1	29	1	29
SOC 20	Introduction to Race and Ethnicity	2	36	2	38
SOC 30	Sociology of Inequality	2	51	2	49

It is anticipated that we will have 170 completers per year. Since this is intended to capture existing behaviors there will be no need for increased capacity in supporting courses.

6. Place of Program in Curriculum/Similar Programs

This program is being presented as a package of degrees (along with the A.A. in Arts and Humanities and the A.S. in Mathematics and Science) to replace the current program of the A.A. in Social and Behavioral Science. While there are similar subjects in ADT majors (Sociology, Psychology), there is nothing that offers the needed flexibility of this degree to accommodate non-CSU-bound students.

7. Similar Programs at Other Colleges in Service Area

Sacramento City College has a similar package of degrees entitled Interdisciplinary Studies: Arts and Humanities; Interdisciplinary Studies: Math and Science; and Interdisciplinary Studies: Social and Behavioral Sciences. Yuba College has an A.A. in Social Science that is structured very differently and does not offer the desired breadth of courses for this proposed degree's purposes. Shasta College appears to have a category of degrees with the prefix University Studies that includes various transfer-oriented subject areas, including a degree in social science and another in humanities.

8. Transfer Preparation Information – See attached excel document under “Local Major Articulations” tab.

	CSUC Social Work	CSUC Social Science - Specialization Studies	CSUC Criminal Justice	CSUC Multicultural and Gender Studies - General	UCB Media Studies	UCD African American & African Studies	UCD Human Development	UCD Sociology A.B.	UCD International Relations	UCD Gender, Sexuality, & Women's Studies
AJ 1										
AJ 2		X	X							
AJ 4			X							
AJ 10		X	X							
AJ 11										
AJ 14			X							
ANTH 4		X			X	X	X	X		X
ANTH 13		X								
ANTH 14										
ANTH 16										
ANTH 32		X								
CDF 12		X								
CDF 14		X								
CDF 57										
CMST 9				X						
CMST 10										
CMST 13				X						
ECON 2	X	X			X	X		X		
ECON 4	X	X			X	X				
ECON 20										
ETHS 10		X		X				X		X
ETHS 30		X		X						
ETHS 40		X		X		X		X		X
GEOG 4		X								
GEOG 8										
GEOG 10		X								
HIST 3										
HIST 5										

HIST 8						X		X		
HIST 10					X	X		X		
HIST 18										
HIST 30										
MCGS 10		X		X						
POS 2					X	X		X		
POS 3		X				X		X		
POS 12										
POS 16		X								
POS 18		X						X		
PSY 1	X	X			X	X	X	X		X
PSY 6										
PSY 7							X			
PSY 15	X	X								
PSY 20										
PSY 41										
SOC 2	X					X		X		
SOC 4								X		X
SOC 5										
SOC 8		X								
SOC 10										
SOC 14										
SOC 20										
SOC 30	X	X		X				X		

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval and/or Ratification of Personnel Actions
Category:	Human Resources
Submitted By:	Virginia L. Guleff, Superintendent/President
Attachment:	Yes
Type:	Action
Agenda Section:	Consent

Recommendation

It is recommended that the Board of Trustees approve and/or ratify the personnel actions as follows:

Management*

1. Voluntary Transfer of Position – Kathy Turner
From: Human Resources Analyst – Academic/Classified (MSC-10)
To: Administrative Coordinator of Human Resources (MSC-7)
Effective: June 1, 2024
2. Employment of Human Resources Analyst – Academic/Classified – Amanda Hicks
Full-time, 40 hours per week, 12 months per year
Salary: MSC – 10
Effective: June 3, 2024
3. Employment of Interim Director, Special Programs – Teresa Ward
Full-time, 40 hours per week, 12 months per year
Salary: MSC – 19
Effective: July 1, 2024 – June 30, 2025
4. Employment of Interim Director, Kinesiology & Athletics – Randy Maday
Full-time, 40 hours per week, 12 months per year
Salary: MSC – 25
Effective: July 1, 2024 – June 30, 2025

Academic*

5. Employment of Full-Time, Tenure Track, Agriculture Instructor – Bonnie Baxter
Status: Probationary
Salary: Placement on the Academic Salary Schedule as determined by education and experience
Effective: August 1, 2024
6. Employment of Full-Time, Temporary, Non-Tenure Track, Physics Instructor – Mahendra Thapa

Status: Temporary
Salary: Placement on the Academic Salary Schedule as determined by education and experience
Effective: August 1, 2024 – December 20, 2024

7. Employment of Full-Time, Tenure Track, Respiratory Therapy Instructor – Emilie Wilson
Status: Probationary
Salary: Placement on the Academic Salary Schedule as determined by education and experience
Effective: August 1, 2024
8. Employment of Full-Time, Tenure Track, English as a Second Language Instructor – Mark Scholl
Status: Probationary
Salary: Placement on the Academic Salary Schedule as determined by education and experience
Effective: August 1, 2024
9. Employment of Full-Time, Temporary, Non-Tenure Track, Grant-Funded Disability Specialist – Cedric King
Status: Temporary
Salary: Placement on the Academic Salary Schedule as determined by education and experience
Effective: July 1, 2024 – May 30, 2025
10. Reduction in Workload per CalSTRS Reduced Workload Program, English Instructor – Lisa Kekaha
From: 100%
To: 53.32%
Effective: August 1, 2024 – May 30, 2025
11. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Instructional Service Agreement – ARC of Butte County) – Morgan Isaacs
Effective: May 9, 2024 – June 30, 2024
12. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Inspire School of Arts and Sciences) – Danielle Astengo, Beth Reid, James White
Effective: July 1, 2024 - June 30, 2025
13. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Chico Unified School District) – Jonathon Andrew, Lauren Barerra-Green, Brittaney Browne, Melanie Castillo, Jamie Fisher, Michael Peck, Jean Summerville, Tammara Taylor
Effective: July 1, 2024 - June 30, 2025
14. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Butte County Office of Education) – Laurel Bechtold
July 1, 2024 – June 30, 2025
15. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Gridley Unified School District) – Ruethai Steve Allard, Robert Schofield, Madelyn Vaca, Ryann Vierra
Effective: July 1, 2024 - June 30, 2025

16. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Oroville Union High School District) – Karsten Anderson, Diana Castillo, Andree’ Earley, Marco Paim, Marta Shaffer, Julie Tooker, West Upton
Effective: July 1, 2024 - June 30, 2025
17. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – CORE Butte Charter School) – Scott Bootman, Julie Emmons, Fawn Ruby
Effective: July 1, 2024 - June 30, 2025
18. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Hamilton Unified School District) – Ashley Hautala, Janice Lohse
Effective: July 1, 2024 - June 30, 2025
19. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Durham Unified School District) – Heidi Carrillo
Effective: July 1, 2024 - June 30, 2025
20. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Orland Unified School District) – Brendan Close, Jarrod Lloyd, Austin Weatherby
Effective: July 1, 2024 - June 30, 2025
21. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Paradise Unified School District) – Janel Murphy
Effective: July 1, 2024 - June 30, 2025
22. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Biggs Unified School District) – Lilly Baker, Stephen Boyes, Adam Sharrock
Effective: July 1, 2024 - June 30, 2025
23. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Willows Unified School District) – Staci Alves, Kathleen Jones, Dawna Keolanui, Victoria Prickett
Effective: July 1, 2024 - June 30, 2025
24. Employment of At-Will and Uncompensated Temporary Academic Employee (Employed through Career and College Access Pathways Instructor Agreement – Long Valley Charter School) – Jerad Morgan
Effective: July 1, 2024 - June 30, 2025
25. Employment of Temporary Academic Employees (Instructors and Student Development) Part-time faculty recommended for employment effective Summer Session 2024 – See Attachment “A”

Classified Employees*

26. Employment of Administrative Secretary – Grants (Contract Education) – Tasha Spirk

Full-time, 40 hours per week, 12 months per year
Salary: CSEA – 25
Effective: June 1, 2024

27. Employment of Financial Aid/ Veterans Assistant Senior – Soua Vang

Full-time, 40 hours per week, 12 months per year
Salary: CSEA – 27
Effective: June 1, 2024

28. Employment of Financial Aid/ Veterans Assistant Senior – Casey Dinsmore

Full-time, 40 hours per week, 12 months per year
Salary: CSEA – 27
Effective: July 1, 2024

29. Permanent Increase from 9 months to 10 months Bus Operator – Brandy Crow, Michelle Dodele-Monnot

Effective: June 1, 2024

30. Employee working Out-of-Class, Systems Administrator – Daniel Neel

Effective: 7/1/24 – 6/30/25

31. Employee working Out-of-Class, Technical Computing Specialist, II (ITSS) – Eric Schell, Todd Zwald

Effective: 7/1/24 – 7/31/24 – 20 hours per week

32. Temporary Increase from 11 months to 12 months Administrative Secretary Grants (DHHSI, CASA) – Kelly Osborne

Effective: July 1, 2024 – July 31, 2024

33. Placement on 39 Month Re-Employment List, Admissions & Records Technician Senior – Lydie Gama

Effective: June 4, 2024

Temporary Employees*

34. **Substitutes**

Student Services Assistant (Chico Center) – Alexis Eggleston, Isabella Shulthise

Salary: \$23.25 per hour 5/6/24 – 5/31/24

Custodian I – Kade Anderson, Brandon Howell, Douglas Jones

Salary: \$21.00** per hour 7/1/24 – 6/30/25

Bus Operator – Judy Plaster

Salary: \$25.75** per hour 7/1/24 – 6/30/25

Alternate Media Support Specialist – Aaron French

Salary: \$25.00 per hour 5/27/24 – 6/30/24

Maintenance II – Mark Werblow

Salary: \$25.00** per hour 7/1/24 – 6/30/25

35. **Short Term/Seasonal**

Administrative Secretary II (Foundation) – Corinne Martine

Salary: \$25.00 per hour 5/6/24 – 6/30/24

Administrative Assistant to Associate Dean (Health, Kinesiology & Athletics) – Corinne Martine

Salary: \$28.25 per hour 5/14/24 – 6/30/24

Clerk II (Student Health Clinic) – Nicole Brooks

Salary: \$19.00 per hour 4/26/24 – 6/30/24

Administrative Secretary III (Arts) – Jane Alt

Salary: \$29.75** per hour 7/1/24 – 6/30/25

Student Success Specialist (Dual Enrollment) – Shontia Thomas

Salary: \$27.75** per hour 7/1/24 – 6/30/25

Food Services Assistant II – Kristy Wan

Salary: \$17.50 per hour 5/28/24 – 6/30/24

Food Services Assistant II – Jerry Moua

Salary: \$19.25 per hour 5/24/24 – 6/30/24

Children’s Program Specialist – Keri Hankins

Salary: \$31.75 per hour 5/28/24 – 6/30/24

Children’s Program Specialist – Keri Hankins

Salary: \$31.75** per hour 7/1/24 – 8/1/24

36. **Professional Expert**

Doctor (Student Health Clinic) – Richard Turner

Salary: \$140.00 per hour 7/1/24 – 6/30/25

Crime Scene Actor – Daniel Sullivan

Salary: \$16.00 per hour 4/25/24 – 6/30/24

Crime Scene Actor – America Hernandez, Selena Medeiros

Salary: \$16.00 per hour 5/2/24 – 6/30/24

Crime Scene Actor – Kristen Schutz

Salary: \$16.00 per hour 5/15/24 – 6/30/24

EMT – Damien Craig, Joshua Lubetkin, Andrew Puser, Courtney Silva,

Salary: \$25.00 per hour 7/1/24 – 6/30/25

Manipulative Skill/Evaluator – Jeremy Hollingshead

Salary: \$16.00/16.75 per hour 5/13/24 – 6/30/24

Manipulative Skill/Evaluator – Caleigh Silva

Salary: \$16.00/16.75 per hour 7/1/24 – 6/30/25

Nursing – Taryn Rogers

Salary: \$45.00 per hour 7/1/24 – 6/30/25

37. **Volunteer**

Volunteer (Veterans Services) – Anthony Byers, Isais Marrufo, Kennedy Mason

Volunteer (Roadrunner Hub) – Maria Gonzalez-Krueger, Daniel Reinhard

38. **Retirements/Resignations**

Retirement, Administrative Assistant to the Assistant/Associate Dean – Kathy Todd

Effective – July 1, 2024

Resignation, Instructional Aide (Cosmetology & Barbering) – Caitlin Torres

Effective – May 4, 2024

Resignation, Director, Kinesiology & Athletics – Melody Stockwell

Effective – February 1, 2025

Resignation, Administrative Secretary III – Amy French

Effective – August 2, 2024

Resignation, Nursing Instructor – Shannon Claiborne

Effective – May 25, 2024

Retirement, Childrens’ Program Specialist – Steven Hanson

Effective – August 2, 2024

Retirement, Financial Aid/Veterans Assistant Senior – Christine Miller

Effective – June 30, 2024

Retirement, Program Coordinator – Grants (North Far North) – Allison Travis-Bee

Effective – January 1, 2025

Resignation, Safe Place Advocate – Maranda Brown

Effective – June 22, 2024

*Contingent upon successful completion of background check. All regular salary placements will be in accordance with the rules and regulations for placement on the Board of Trustees approved salary schedules.

**Subject to change pending 2024-25 COLA

Attachment "A"

Abele, Claire
Adame, Alondra
Alexander, Jesse
Alexis, Jared
Ament, Derek
Anderson, Heidi
Anderson, Tiffani
Appel, Rolfe
Arteaga, Rachel
Ashba, Tammy
Austin, Vera
Azevedo, Daniel
Bailey, Leonard
Bell, James
Bertagna, Steven
Bliss, Megan
Bokavich, Casey
Booth, Lillian
Bootman, Scott
Boyd, Steve
Boyer, Robert
Brindley, Peter
Bromley, Kyleen
Brown, Alexandria
Brown, Robert
Butler, Brett
Buzan, Melinda
Byard, Gregory
Calkins, Matthew
Candelaria, Kelly
Cantrell, Heidi
Cantwell, Gary
Carlisle, Andrei
Cavaness, Linda
Chamness, Justin
Chavez, Mark
Chin, Fiona
Christopher, Madeline
Collins, Susan
Conlan, Lance

Consiglio, Michael
Cooper, Andrew
Corona Alcazar, Jasmine
Cowell, Jean
Daly, Jennifer
Davidson, Ryan
Davila, Christian
Davison, Bryce
Demaggio, Julie
Deromedi, Lia
Doty, Kelly
Downs, Jordan
Drysdale, Jodi
Duch, Andrew
Duggins, Michael
Duitsman, Stan
Dunning, Melissa
Ellis, Amanda
Ensslin, Teresa
Evaro, Heidi
Fay, Casey
Fedrizzi, Victor
Feingold, Rick
Ferro, Sam
Figaratto, Daniel
Frazer, Cody
Frazer, Cristin
Funk, Herbert
Gascon, Joevic
Gee, Travis
Gilmette, Edward
Giusti, Ashley
Gordon, Scott
Goyen, Mary
Grimes, Ruth
Gsell, Ryan
Gust, Karen
Haasl, David
Hames, John
Hannah, Michael
Hart, Daniel

Hartley, Laurel
Hayano-Lavin, Sandra
Hayes, Timothy
Hays, Jonathan
Henrick, Meredith
Heston, Koby
Hight, Susan
Hofer, Mark
Huffman, Robin
Hughes, Gary
Jenkins, Deborah
Johal, Rajdeep
Keen, Phillip
Kelleher, John
Kelso, John
Kieselbach, Tanya
Kimple, Kevin
King, Cedric
King, Daniel
Knowlton, Sarah
Krug, Susan
Langston, Derek
Larson, Tiffany
Lefkowitz, Todd
Lephart, Chris
Llamas, Samuel
Locatelli, Daniel
Lowe, Deanna
Lunel, Ezra
Main, David
Maletic, Stephen
Maready, Aaron
Marshall, Bryan
Marshall, Sheri
Marshall, Vincent
Martin, Jack
Martin, John
Maxey, Justin
McMillin, Jaide
Meneley, Chris
Meyer, Adam

Meyer, Nancy
Miille, Jake
Minton, Douglas
Mitchell, Ryon
Moore, Ty
Morales, Lisa
Murphy, Mark
Murphy, Michael
Nakamura, Ayako
Nelms, Kimberly
Neufeld, Megan
Noxon, Justin
O'Donnell, Daniel Kimberly
O'Hern, Casey
O'Quin, Sharon
Oelrichs, Amy
Openshaw, Mollie
Ortiz, Antoinette
Parrott, James
Parsons, Michelle
Patience, Hosanna
Perez, Jenna
Person, Johnny
Peter, Eric
Peters, Mari
Peterson, Sue
Piazza, Jason
Pilakowski, Michael
Ping, Jean
Portillo, Matthew
Quilici, Channing
Rafalski, Jessica
Reese, Norman
Reinhardt, Dennis
Reizgeviciute, Agne
Richardson, Robert
Roady, Caroline
Robinson, Joanne
Rubinoff, Ryan
Sanchez, Gloria
Sandberg, Ross

Sanfilippo, Dominic
Schmid, Joel
Scholl, Mark
Schwyzzer, Cedric
Sederquist, Janessa
Seghieri, Richard
Shoro, Natasha
Singleton, Valerie
Skinner, Kelley
Slater, Andrea
Smith, Eva
Smith, Jake
Smith, Kenneth
Smith, Olav
Smith, Robert
Sonoquie, Neesa
Spencer, Errin
Stevens, Robert
Strahan, Lori
Sutton, Bethany
Talley-Hoffmann, Laura
Tange, Mark
Teagarden, Katherine
Teixeira, Katharina
Thomas, Bruce
Thomas, William
Thompson, Daniel
Torres, Melina
Townsley, Wesley
Valdes, Jarrod
Van Der Linde, Juanne
Vancil, Christian
Vasquez, Crystal
Villela, Guadalupe
Wall, Timothy
Ward, Jacob
Welton, David
Wenger, Christopher
White, Durl
Wicks, Michael
Williams, Dacia

Williams, Lisa
Wines, Jason
Winton, Jason
Winzenz, Thaddaeus
Wright, Aaron
Wright, Joshua
Wright, Kathline
Xiong, Moua
York, Kevin
Ziegenmeyer, Logan

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of Contracts
Category:	Contracts
Submitted By:	Jessica Snelling, Vice President
Attachment:	Yes
Type:	Action
Agenda Section:	Regular

Background

Pursuant to Board Policy 6340, the Board has delegated the authority to enter into contracts on behalf of the District to the Superintendent/President or designee. Contracts for work to be done, services to be performed, or for goods, equipment, or supplies to be furnished or sold to the District that exceed the amounts specified in Public Contract Code Section 20651 require prior approval by the Board.

Pursuant to the District's Informal Bidding Procedures under the Uniform Public Construction Cost Accounting Act, the Assistant Superintendent/Vice President for Administration or Director for Facilities Planning & Management are authorized to award contracts for public projects not exceeding the Informal Bid Limit prescribed by Public Contract Code Section 22032. Contracts for public projects that exceed the Informal Bid Limit require a formal bidding process and approval by the Board.

Status

The relevant amount specified in Public Contract Code Section 20651 as adjusted annually is currently \$114,500.00 for contracts to purchase equipment, materials, supplies, services, and repair. The relevant amount specified in Public Contract Code Section 22032 is \$200,000.00 for public projects contracts.

The District proposes to enter into the contract(s) described on the attached Contracts Approval Report. All contracts are put through an approval process which includes verification of funds available in the budget.

Recommendation

It is recommended that the Board of Trustees approve the contract(s) listed on the Contracts Approval Report and authorize the Superintendent/President or designee to enter into the contract(s) in accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting, contingent upon available funding and successful completion of negotiation of terms with the contractor(s).

Butte-Glenn Community College District

CONTRACTS APPROVAL REPORT

Contract Effective Date	Contract Expiration Date	Contractor	Contract Purpose	Contract Value Revenue/(Expense)	Funding Source	Originated by: District Department	Approved by: District Administrator
Upon Signature	10/31/25	Department of Water Resources	Education Services and Workforce Training Amendment Increasing Fees	\$140,000.00	Restricted General	Contract Education	Shearer
6/1/24	5/29/26	College of the Sequoias	California Resilient Careers in Forestry Project <i>Revised since 05/15/24 Contracts Approval Report</i>	(\$220,900.00)	Restricted General	Contract Education	Shearer
			TOTAL REVENUE CONTRACTS	\$140,000.00			
			TOTAL EXPENSE CONTRACTS	(\$220,900.00)			

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval to Award Design-Build Pre-Construction Services Contract for the Butte College Cosmetology and Barbering Building Project to DH Slater & Son
Category:	Contracts
Submitted By:	Jessica Snelling, Vice President
Attachment:	No
Type:	Action
Agenda Section:	Regular

Background

On November 15, 2023, the Board of Trustees adopted Resolution No. 819 which authorized District staff to utilize the design-build process under Education Code § 81700 et seq. to procure design and construction services for the Butte College Cosmetology and Barbering Building Project ("Project"). The design build process involves awarding a Design Build Entity ("DBE") a contract for Pre-Construction Services and subsequently awarding a contract for Design-Construct Services.

This procurement and contracting process was developed to:

1. Fix District costs for completing development of preliminary Project criteria and designs;
2. Shift burden and responsibility for completing development of preliminary and final Project designs from the District to the DBE;
3. Establish a process for the DBE and the District to determine the Guaranteed Maximum Price ("GMP") schedule for the DBE to complete Project Design-Construct Services Contract based on District's preliminary Project criteria documents, budget and schedule and the District's Design and Construction Budget of \$22,623,634;
4. Establish limits for Project site general conditions, Project support costs, mark-ups on direct costs of labor and materials during construction of the Project; and
5. Establish a process for the District to elect not to proceed with Project construction if the District and the successful DBE are unable to arrive at a mutually acceptable GMP or the mutually acceptable GMP exceed the District Construction Budget.

The Project is intended to provide a new building for the Cosmetology and Barbering programs replacing an existing non-Field Act approved leased space at 2201 Pillsbury Road in Chico with a Department of the State Architect approved permanent building on the Chico Center Campus. The building will be approximately 23,500 outside gross square feet and approximately 21,000 assignable gross square feet. The building will include three dedicated Cosmetology/Barbering labs, one Esthetician lab, a Manicure/Pedicure lab, one classroom, several faculty offices and dedicated storage, product dispensary and laundry room along with space for a Science Lab with adjoining technical support space and a large training/meeting room.

Status

District staff has completed the procurement process for selection of a DBE to provide design-build services for the Project.

The procurement process for the selection of a DBE to provide design and construction services was completed in two separate phases: (i) Request for Qualifications and (ii) Request for Proposals.

The District advertised and issued the Request for Qualifications on February 14, 2024 ("RFQ"). The RFQ required respondents to establish qualifications to produce the Project under a design-build delivery method along with background information establishing DBE experience, capacity, financial capability, insurance coverages, safety records and references of prospective DBEs.

Five firms submitted responses to the RFQ and the responses were scored in accordance with the evaluation criteria established in the RFQ as follows:

Respondents	Total	Score Rank
DH Slater & Son/JKAE	1122	1
Modern Building Inc./Lionakis	1122	1
Swinerton/Dreyfuss + Blackford	1107	2
United Building Contractors Inc./Studio W Architects	1062	3
Clark/Sullivan Construction	Nonresponsive Response	

Four firms were invited to participate in the Request for Proposals phase of the procurement process. The District issued the Request for Proposals on April 9, 2024 ("RFP"). The RFP required each respondent to submit in separate sealed envelopes a Technical Proposal and a Lump Sum Price Proposal for Pre-Construction Services and Design-Construct Services Fee Percentage.

Four firms submitted proposals as follows:

Respondents	Lump Sum Pre-Construction Services	Design-Construct Services Fee %
DH Slater & Son/JKAE	\$1,059,450	4%
Modern Building Inc./Lionakis	\$1,094,300	3.50%
Swinerton/Dreyfuss + Blackford	\$1,516,112	3%
United Building Contractors Inc./Studio W Architects	\$1,304,795	3.25%

A proposal evaluation team considered the qualifications, experience, technical approach and cost in the evaluation of the submitted proposals and invited all four firms to in participate in oral interviews on May 21, 2024.

The District assembled an oral interview Selection Committee of eleven (11) members which included: Director of Facilities Planning and Management, Construction and Building Maintenance Supervisor, Technical Services/Energy Analyst, Dean for Cosmetology and Barbering, Site Manager for Cosmetology and Barbering, a faculty member from the Construction Management Department, Data Network/Telecommunications Systems Specialists, Shirah Builders, and Eagle Architects.

Upon completion of the oral interviews, District staff compiled scoring of the Technical Proposals, Price Proposals and Oral Interviews as follows:

Respondent	Technical Proposal	Price Proposal	Oral Interview	Total Score
Maximum Possible Score	900	600	1500	3000
DH Slater & Son/JKAE	766	513	1277	2557
Modern Building Inc./Lionakis	682	548	1207	2438
Swinerton/Dreyfuss + Blackford	665	490	984	2140
United Building Contractors Inc./Studio W Architects	571	519	1120	2211

Upon completion of the due diligence review, staff determined that DH Slater & Son is the best qualified to perform the design-build services with the highest combined score for "Best Value" to the District and an award of contract is in the best interest of the District.

Upon completion of obligations under the Pre-Construction Services Contract, District staff and DH Slater & Son will meet and confer to establish a GMP for Project construction. If a mutually acceptable GMP is established, a recommendation to award the DCS Contract to DH Slater & Son will be presented to the Board of Trustees on September 11, 2025, will be presented.

Recommendation

It is recommended that the Board of Trustees award the Pre-Construction Services Contract for the Cosmetology and Barbering Building Project to DH Slater & Son, of Chico, CA, as the Design-Build Entity, in amount of \$1,0594,50.

Board approval is also contingent upon the contractor awarded the contract providing acceptable insurance and bonding as required in the Bid and Contract Documents.

It is further recommended that the Board of Trustees authorize District staff to execute necessary contract documents related to the award of contract for the Cosmetology and Barbering Building Project to DH Slater & Son prior to ratification by the Board at a subsequent meeting in accordance with Board Policy 6340.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Adoption of the 2024-25 Tentative Budget, Gann Limit Worksheet, EPA Spending Determination Report and Notice of Public Hearing on the 2024-25 Budget
Category:	Finance
Submitted By:	Jessica Snelling, Vice President
Attachment:	Yes
Type:	Action
Agenda Section:	Regular

Background

State law requires that on or before the first day of July, the District adopt a Tentative Budget for the ensuing fiscal year. The Tentative Budget is developed in accordance with the Chancellor’s Office budget calendar and the District’s participatory governance process. The Tentative Budget is a continuation of the budget development process and incorporates revenue assumptions, college and program allocations and reductions, and expenditure estimates for all funding sources.

The essential purpose of the Tentative Budget is to establish spending authority for the District from July 1st until such time as a Final Budget is adopted by the Board of Trustees. Changes to this budget will be reflected in the Final Budget which is expected to be presented in September for approval by the Board of Trustees.

Status

The Tentative Budget for 2024-25 is attached for the Board’s review and consideration. Members of the public may review the document in the Office of the Vice President for Administrative Services

The Tentative Budget outlines the District’s budget strategy, process, and current recommendations. The Gann Limit has been calculated and the District is well below its appropriations limit. Proposition 30 requires the Board of Trustees annually approve the Education Protection Account (EPA) Spending Determination Report, therefore, it is included in the 2024-25 Tentative Budget.

Recommendation

It is recommended that the Board of Trustees adopt the 2024-25 Tentative Budget, the 2024-25 Gann Limit Worksheet and the EPA Spending Determination Report.

It is also recommended that the Board of Trustees announce that the proposed 2024-25 Final Budget will be available for public inspection beginning September 6, 2024 in the Office of the Vice President for Administrative Services; and a public hearing will be held at 1:00 p.m. at the Board meeting on September 11, 2024, to be followed by the adoption of the 2024-25 Final Budget.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of Amended Employment Contract for Superintendent/President
Category:	Human Resources
Submitted By:	Chris Little, Executive Director, Human Resources
Attachment:	Yes
Type:	Action
Agenda Section:	Regular

Background

SB 1436 requires an oral summary of compensation to be approved for a local agency executive. A local agency executive includes persons who are outside of a union, are not classified employees, and who meet anyone of the following:

1. The person is the chief executive officer, a deputy chief executive officer, or an assistant chief executive officer of the local agency,
2. The person is the head of a department of a local agency, or
3. The person's position within the local agency is held by an employment contract between the local agency and that person.

Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

Status

The Board of Trustees and the Superintendent/President have reached agreement on the attached employment contract.

Recommendation

Following the oral statement, it is recommended that the Board of Trustees approve the amended employment contract for the Superintendent/President.

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
AGREEMENT FOR SUPERINTENDENT/PRESIDENT EMPLOYMENT**

2024-2025 to 2026-2027 Academic Years

This agreement for administrative employment ("Agreement") is made between the Butte-Glenn Community College District ("District") and Virginia Guleff, Superintendent/President ("President").

RECITALS

- A. District desires to employ President and President hereby accepts employment on the terms and conditions in this Agreement.
- B. President represents and warrants that they possess the minimum qualifications for the position as established by state law and District policy.
- C. President acknowledges that this position is a management position as an **Educational Administrator** in accordance with Education Code sections 72411 and 87002. President acknowledges that they serve at the pleasure of the Governing Board and that President does not possess a property interest in this position.

AGREEMENT

1. **Term.** The District hereby employs President for a term beginning July 1, 2024 and terminating on June 30, 2027, subject to the terms and conditions below.
2. **Duties.**
 - a. **General.** The President shall satisfactorily perform the duties of District President as prescribed by the laws of the State of California and the District's job description for President. The President shall use their best efforts and shall devote all time necessary to perform such duties. The President shall be the Chief Executive Officer of the District and the Secretary to the Board of Trustees ("Board"). President shall have primary responsibility for formulating and recommending policies to the Board, as well as execution of Board policies.
 - b. **Personnel Matters.** The President shall have primary responsibility in making recommendations to the Board regarding all personnel matters including employment, assignment, transfer, and dismissal of employees.
 - c. **Administrative Functions.** The President, as the Chief Executive Officer, shall: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of sources of funds that might be available to implement present or contemplated District programs; (4) endeavor to maintain and improve their professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate professional associations; (5) establish and maintain positive community, staff, and Board relations; (6) serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters; (7) recommend to the Board District goals and objectives; (8) unless unavoidably detained, attend all regular, special, and executive session meetings of the Board.
3. **Salary.** For the **2024-2025** academic year, President's annual salary shall be **\$317,127.89**. This salary will be increased for 2024-2025 and each year after that by the same cost-of-living (COLA) percentage received by District Employees. Upon favorable performance evaluation of the President, in its sole discretion the Board shall increase President's salary each fiscal year by an amount to be mutually determined by taking action at a subsequent regular meeting of the

Board. The Board reserves the right not to grant compensation increases if in its sole discretion the Board determines that fiscal conditions warrant no salary increase.

4. **Fringe Benefits.** President shall receive the same health and welfare benefits afforded to other academic management employees. These benefits shall not be considered vested and may be changed from time to time for both the President and other academic management employees. Currently, in addition to statutory benefits, the District provides health, dental, vision, group life, and long-term disability benefits to academic management employees.
5. **Post-Retirement Health Benefits.** If the President has met the eligibility requirements for receiving post-retirement health benefits according to District policy, the President may select from among then-available health insurance plans offered to qualified retirees and eligible dependents of the District. The District reserves the right to change the available health plans and coverage, and if District retiree plans limit coverage, then the amount of the benefit shall be limited to that coverage available via the existing retiree health plans.
6. **Expense Reimbursement.** District shall reimburse President for actual and necessary expenses incurred within the course and scope of President's employment, so long as such expenses are consistent with this Agreement and District policy.
 - a. **Automobile.** The President is required to have a vehicle available at all times to exercise the powers and to perform the duties of the position. In order to reimburse the President for this vehicle requirement, the President shall receive a vehicle allowance of \$7,142.04 per year payable in twelve (12) monthly payments. This allowance will be increased each year by the same cost-of-living adjustment (COLA) percentage received by District employees. In addition, the President shall be entitled to reimbursement for reasonable transportation expenses incurred for travel outside the District in accordance with the terms of this Agreement and Board policy. This allowance will not be considered as creditable compensation under the President's respective retirement system. The President shall provide the District a Certificate of Insurance annually showing the District is named as an additional insured under the President's personal automobile insurance policy.
 - b. **Business Expense Allowance.** The President may be reimbursed up to \$5,000 per fiscal year for actual and necessary expenses incurred on behalf of the District. This reimbursement is intended for professional memberships, subscriptions, and dues, as well as related matters. No documentation is required in order to receive this allowance. The President shall have discretion regarding the expenditure of this allowance. This allowance shall be treated as salary for tax purposes but shall not be treated as creditable compensation for retirement purposes. In addition, the President shall have a District credit card for reimbursement for other District-related business expenses such as attendance, travel, and lodging related to professional conferences, as well as related matters involving travel and meals, to be used in accordance with District policy and within budget limits set by the District and the Board.
7. **Evaluation.** The President shall be evaluated at least annually by the Board in the manner and in accordance with the timelines established by Board Policy No. 2435 and any associated procedures. Any failure to complete these evaluation procedures, or to complete them in a timely manner, shall not extend this Agreement or have any other impact on this Agreement.
8. **Holidays/Vacation/Sick Leave.**
 - a. President shall be entitled to twenty-four (24) days of vacation per fiscal year, exclusive of paid holidays designated in Education Code sections 79020/79021 or any other holidays as specified by the District. After President has accumulated fifty (50) unused vacation days, they shall not earn any additional vacation until they have used vacation days sufficient to reduce the number of accrued but unused vacation days below the cap. Vacation shall accrue in monthly installments of two (2) days per month.

- b. President shall be allocated twelve (12) days of sick leave annually which shall accrue at the rate of one (1) day per month and shall accrue from year to year. Sick leave will be used in the same manner as provided for academic management employees.
 - c. President shall be entitled to all other leaves as provided in Board Policy 7250 and related administrative procedures.
9. **Work Year.** President shall provide twelve (12) full and regular months of service to the District; holidays and vacation days are taken as non-duty days. To determine the President's daily rate of pay, the parties agree that the President's annual base salary shall be divided by 260 work days.
10. **Termination.**

- a. **Mutual Consent.** This Agreement may be terminated at any time by mutual written consent of the Board and the President.
- b. **Termination for Cause.** The Board may terminate the President for cause on any of the following grounds: (1) acts done in bad faith to the detriment of the District; (2) breach of this Agreement; (3) unsatisfactory performance; (4) refusal or failure to act in accordance with a specific provision of this Agreement or a lawful directive or order of the Board; (5) misconduct or dishonest behavior; (6) conviction of a crime involving dishonesty, breach of trust, physical or emotional harm to any person; or (7) for other conduct prejudicial to the District.

Notwithstanding Labor Code section 2924, the parties agree that the determination of cause shall be based on the Board's reasonable belief in the existence of good cause for termination. The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the parties under this Agreement. If cause exists, the Board shall meet with the President and shall submit a written statement of the grounds for termination and copies of written documents the District reasonably believes support the termination. If the President disputes these matters the President shall then be entitled to a conference before the Board in closed session. The President and the Board shall each have the right to be represented by counsel at their own expense. The President shall have a reasonable opportunity to respond to all matters raised in the charges and to submit any written documents the President believes are relevant to the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all information presented, decides to terminate this Agreement, it shall provide the President with a written decision and notice of termination. The decision of the Board shall be final.

The parties have acknowledged that President possesses no property interest in President's employment; this conference shall be deemed to provide President with more due process of law than is required by law. The conference with the Board shall be the President's exclusive right to any conference or hearing otherwise required by law. President waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the President's administrative remedies.

- c. **Termination without Cause.** The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time upon written notice to the President. In consideration for the exercise of this right, the District shall pay to President, if President does not possess "retreat rights" to a faculty position or chooses not to enact retreat rights, per Educational Code 87458 and BP7250: Educational Administrators, a sum equal to six (6) month's salary. At the discretion of the Board, the District may pay up to six (6) months of District-paid health benefits to President, if President does not possess "retreat rights" to a faculty position or chooses not to enact retreat rights. Payment of such benefits, if any, shall begin the month after the Board ratifies the termination of this Agreement. If President possesses "retreat rights" to a faculty position, engages in the

retreat rights process and is granted retreat to the classroom, President shall be entitled to a sum equal to one (1) month's salary.

This liquidated damage payment shall be made during the month following President's termination, shall be subject to applicable payroll deductions, and shall be treated as compensation for tax purposes. Payments made pursuant to this termination without cause provision shall be final settlement pay and shall not constitute creditable service or creditable compensation for CalSTRS or CalPERS retirement purposes; no employer or employee contributions shall be made.

The parties agree that any damages to President that may result from the Board's early termination of this Agreement cannot be readily ascertained. Accordingly, the parties agree that payments made pursuant to this termination without cause provision, and possibly "retreat rights" to a faculty position, constitutes reasonable liquidated damages, fully compensates the President for all tort, contract, and other damages of any nature whatsoever, whether in law or equity, and does not result in a penalty. The parties agree that the District's completion of its obligations under this provision constitutes the Administrator's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code section 53260 et seq.

- d. Non-Renewal of Agreement by District.** The Board may elect not to renew this Agreement upon its expiration for any reason and without cause or hearing by providing the President with sixty (60) days prior written notice; however, failure to issue a notice of non-renewal shall not extend this contract for any additional period of time notwithstanding Education Code section 72411 and other applicable provisions of law. President shall notify the Board, in writing, no later than July 1 of the last fiscal year of this Agreement of the required timeline to provide the President with a notice of non-renewal.
- e. Termination for Unlawful Fiscal Practices.** Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that President engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate President solely upon written notice to President and President shall not be entitled to any compensation of any nature, whether as cash, salary payments, health benefits, or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260(b).
- f. Abuse of Office Provisions.** In accordance with Government Code section 53243 et. seq., and as a separate contractual obligation, should the President receive a paid leave of absence or cash settlement if this Agreement is terminated with or without cause, such paid leave or cash settlement shall be fully reimbursed to the District by the President if the President is convicted of a crime involving an abuse of office or position. In addition, if the District funds the criminal defense of President against charges involving abuse of office or position and the President is then convicted of such charges, the President shall fully reimburse the District all funds expended for President's criminal defense.
- g. Resignation.** If President has by law (per Educational Code 87458 and BP7250: Educational Administrators) and intends to exercise "retreat rights" by resigning from the position and electing to serve in a faculty position, President may resign from this position by providing at least sixty (60) days advance written notice to the Board of Trustees, given at least sixty (60) days prior to March 15th of the current academic year, unless the parties agree to a shorter notice period. If the Board in its discretion voluntarily allows "retreat rights" upon resignation pursuant to this paragraph, President understands and acknowledges that their "retreat rights" may not conflict with or supersede the rights of other employees relative to layoff and/or retreat. If President does not intend to exercise "retreat rights" and intends to resign from District employment as an administrator and

faculty member, President may resign from District employment at any time with at least sixty (60) days advance written notice to the Board of Trustees, unless the parties agree otherwise in writing to a shorter notice period.

11. **Tax/Retirement/STRS/PERS Issues**. The District shall not be liable for any state, federal, or employment tax consequences or retirement consequences as a result of this Agreement. President shall assume sole liability and responsibility for all state, federal employment, tax, and retirement consequences and shall defend, indemnify and hold harmless the District from all such consequences. President further declares that prior to signing this Agreement, President apprised their selves of relevant data and received independent advice and counsel regarding the state and federal tax consequences and the retirement consequences of this Agreement or any future amendments.
12. **Board Approval**. The effectiveness of this Agreement shall be contingent upon approval by the District's governing board as required by law.
13. **District Rules and Regulations**. This Agreement is intended by the parties to be the sole instrument governing the employment relationship between the parties unless a provision of law is specifically applicable to this Agreement or to the Board/President relationship. The District's policies, rules, and practices shall not be applicable to the President or affect the employment relationship unless specifically referenced in this Agreement or District policy.
14. **No Assignment/Management Hours**. This is an agreement for personal services. The President may not assign or transfer any rights granted or obligations assumed under this Agreement. The demands of the position of President require more than eight (8) hours a day and/or forty (40) hours per work week. President is not entitled to overtime compensation for hours worked in excess of eight (8) hours per day or forty (40) hours per week.
15. **Integration/Modification**. This Agreement contains the entire agreement of the parties and supersedes all prior negotiations, understandings, or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party not contained in this Agreement. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only in a writing signed by both parties and authorized by Board action.
16. **Waiver**. No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.
17. **Severability**. If one or more of the provisions of this Agreement are declared invalid or unenforceable by judicial, legislative, or administrative authority of competent jurisdiction, then the parties agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

By: _____

Dated: _____

Eugene Massa
President, Board of Trustees

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I understand that the District is relying upon information provided by me during the application process in extending this offer of employment. By signing below, I represent that I have not provided the District with any false information or made any material misrepresentation during the job application process. I agree that false, incomplete, or misleading statements or omissions made during the job application process constitute dishonesty and breach of this Agreement and are grounds for termination of this Agreement for cause.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms or this Employment Agreement.

Dated: _____

Virginia L. Guleff

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of Equal Employment Opportunity Plan 2024-27
Category:	Human Resources
Submitted By:	Virginia L. Guleff, Superintendent/ President
Attachment:	Yes
Type:	Action
Agenda Section:	Regular

Background

The Butte-Glenn Community College District is required to develop an Equal Employment Opportunity Plan in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et. seq.). The Equal Employment Opportunity Plan 2024-2027 signifies the District's commitment to creating an inclusive working and academic environment that fosters diversity and promotes excellence. A culture of inclusiveness prepares faculty, staff, and students to be productive members of our global society, and the District is committed to promoting an environment that celebrates diversity, understanding and mutual respect.

The Plan is based on the model plan provided by the Chancellor's Office and further developed by the Equal Employment Opportunity Advisory Committee (EEOAC). The EEOAC consists of representatives from Academic and Classified Senates, as well as the Management, Supervisory, Confidential group. The plan has been provided to all of the listed constituency groups and recommended changes have been incorporated into the Plan.

Status

The Equal Employment Opportunity Plan is hereby presented to the Board of Trustees for approval.

Recommendation

It is recommended that the Board of Trustees approve the Equal Employment Opportunity Plan 2024-2027.

**Butte-Glenn Community College District
Meeting of the Board of Trustees**

June 26, 2024

Subject:	Approval of the 2024-27 BCEA Collective Bargaining Agreement
Category:	Labor Relations
Submitted By:	Virginia L. Guleff, Superintendent/President
Attachment:	Yes
Type:	Action
Agenda Section:	Regular

Background

The Collective Bargaining Agreement between the District and the Butte College Education Association (BCEA) expires on June 30, 2024.

Status

The District and BCEA reached a tentative agreement for a new three-year contract in May 2024. BCEA members voted to ratify the agreement in June 2024. The new three-year agreement will be for the term of July 1, 2024 – June 30, 2027.

Recommendation

It is recommended that the Board approve the BCEA 2024-27 Collective Bargaining Agreement.

**SUMMARY OF ALL
TENTATIVE AGREEMENTS BETWEEN BCEA AND DISTRICT
FOR COLLECTIVE BARGAINING AGREEMENT
2024-2027**

MOU 1/23 Full-time College Instructor

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.

MOU 2/23 Appendix G4, G3L

Appendix G4 - Replace pages 2 and 3 of the G4 DEPARTMENT CHAIR AND/OR COORDINATOR FORM with the following APPENDIX G4 - PAGE 2.

Appendix G3L - Replace Appendix G3L EVALUATION REPORT OF INSTRUCTOR PERFORMANCE (LONG FORM) with the following revised G3L. Revisions include the elimination of a 5th rating score, the

addition of a DE component under I.A.13, and consistent application of the term “Instructor” for the areas to be rated.

MOU 2/23 Articulation Officer

Add Articulation Officer to Appendix E

7.2.23 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.

MOU 2/23 Appendix B Academic Salary Schedule

Change Salary Schedule Placement to read Initial Salary Placement Schedule

Doctoral Stipend – change (see 13.4) to (See 13.7)

Add language and move Class movement units to page 78 (under Doctorate Stipend) – language added 4. The number of units required for class movement is 24. 5. Upon initial placement, any units in excess of Class requirement are counted toward the 24 units needed to move to the next Class.

Add to Class 2 track A #2. B.A. Degree + 36 semester units, including M.A. Degree.

Change wording in Class IV M.A. degree equivalent from assistant superintendent to Chief Instructional Officer

MOU 2/23 6.3.1 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.

MOU 2/23 Additional Duties Appendix D and 7.16

Appendix D add:
OTHER (follow 7.16 for position appointment)

Add 7.16

7.16 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.

MOU 2/23 7.3.1.A.3 – Teaching Loads

Remove “activity or studio” and change section 7.3.1.A.3. to read - One hour lab equals 1/38 of a regular load.

MOU 2/23 & 5/24 7.4 – Scheduled Office Hours

Change 7.4 from:

7.4 Instructional unit members will schedule a minimum of five (5) on-campus office hours per week. In the event the unit member teaches online classes, office hours will be adjusted proportionally between online and face-to-face instruction. Online office hours will be designated as time a unit member spends at the computer so students can be in synchronous contact with the instructor. Should the proportional division of office hours result in an office hour divided between face-to-face and online, the hour will contribute to the face-to-face portion of the office hours.

7.4.1 An office hour will be a minimum of fifty (50) minutes.

7.4.2 The appropriate District administrator shall review unit members' office hour schedules, and where student needs require, shall make changes.

7.4.3 Each instructional unit member will attempt to schedule at least one office hour daily (Monday through Friday).

to read as follows:

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).

MOU 2/23 Article 13.7-13.19 Additional Duties Compensation

Delete 13.7 - Re-Entry/Gender Equity Coordinator

Delete 13.8 and move Coordinator of Transfer Center to Appendix D. Also include 5% compensation to job spec 7.2.18.

Delete 13.9 – Instructional Computing Coordinator

Delete 13.10 – Coordinator of Activities/Orientation

Delete 13.11 and move EOPS Coordinator to Appendix D. Also add 3.94% of Class IV, step 13 compensation to job spec 7.2.13.

Delete 13.12. CAS Coordinator is now paid as a Chair per job spec 7.2.6. Also add "Non-classroom staff responsibilities represent a forty-hour week (199 Days).

Delete 13.13 and move Professional Development Coordinator to Appendix D and include 50% reassigned time.

Renumber 13.14, 13.15, and 13.16 to be 13.7, 13.8, and 13.9.

13.17 – Delete phrase “at Column IV, Step 13 (see 13.2.1)”. Renummer as 13.10.
Delete 13.18 Chair of Counseling Services and move the language in this section to job spec 7.2.9.
Delete 13.19 – SPE/OLS Coordinator

MOU 12/22 Appendix G13

Change the wording in Pre observation section from by 6th week to 40% instruction point, 7th to 13th week to 40-80% of the course

Add Distance Education pre-observation conference section to read:

DISTANCE EDUCATION PRE- OBSERVATION CONFERENCE:*

For new hires, before the 40% instruction point (first semester of employment)

ü DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3)

ü 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)

ü Course Tour and Observation: (Selected by evaluatee and evaluation team)

Will only take place outside of 40-80% of the course week for good reason

Control # _____ Course: _____

ü SELECT CLASSES FOR SFF FORMS:

Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term

ü Course Tour and Observation class:

Control # _____ Course _____

ü Evaluatee choice class #1:

Control # _____ Course _____

ü Administrator/Chair/Peer choice class #2:

Control # _____ Course _____

Change the wording in Provide Instructor Self-Evaluation Input form (G2) section from submit to Administrator, Chair and Peer to read submit to Evaluation Team

Change the wording in Evaluation Team Meeting section from Administrator, Chair, and Peer only to No Evaluatee

Add a 4th checkmark in the Post-observation conference section to read 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.

MOU 12/22 Remove 7.2.17 Associated Students and Student Activities Advisor, and 7.2.21 Special Education (SPE)/Occupational and Life Skills (OLS) Coordinator

MOU 12/22 MESA Director

#6 – change wording from Assure compliance with all guideline and regulations related to the MESA program to Collect and compile data and prepare status reports as required by the CCCCCO and participate in campus activities that lead to the collection and submission of MESA student data for the CCCCCO Management Information System (MIS).

#12 Change wording from supervise staff assigned to the MESA program to provide direction to staff assigned to the MESA program and provide input on staff evaluations.

Remove #14 Evaluate the MESA program and staff

MOU 12/22 6.6.2 Changes

6.6.2 B. change from:

- B. ...If either the instructor's previous formal evaluation or SFF were less than satisfactory, the long form shall be utilized. However, the Dean or designee may choose to employ the Evaluation of Instructor Performance Long Form (Appendix G3L). The instructor may choose that the Evaluation of Instructor Performance Long Form be utilized.

To as follows:

- B. ...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.

6.6.2 C. change from:

- C. Tenured instructors scheduled for formal evaluation will 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 peer input process (department chair input form acts as the peer evaluator). If the peer evaluation process is selected, the selection process outlined in 6.6.6 A.1 will be used prior to the pre-observation. (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.)

to as follows:

- 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.)

6.6.2 F. Added language to the end of the item - If the evaluatee is a chair/coordinator over their own department or program, the G4 does not apply.

MOU 12/22 Article 19 – Senate Rights/Faculty Service Areas

Add a new subsection as follows:

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.

Renumber former subsection 19.1.2 to become subsection 19.1.3

MOU 9/22 Diversity, Equity, Inclusion and Anti-racism (DEIA) Self-Reflection Changes

6.7.2 D: Replace Community Service

1. The College values the contributions made to the local community by the faculty. However, such contributions are at the option of the faculty member and are not a formal requirement of the full-time college faculty member position.

with

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.

Appendix G12: Replace V. Community Service with

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?

Remove Appendix G4 D. Community Service (Optional)

Remove Appendix G3L V. Community Service (Optional)

Remove Appendix G11 D. Community Relations (Optional)

Remove Appendix G12 V. Community Service (Optional)

Remove 6.7.2 D. Community Service.

Remove the last sentence of 6.6.2 D. Evaluation and/or comments in the area of community service may be included at the option of the faculty member.

Remove the last sentence of 6.8.2 D Evaluation and/or comments in the area of community service may be included at the option of the faculty member.

Remove Appendix E 7.2.1 F Community Service (Optional)

Remove last sentence in first paragraph on Appendix G2 Community Service, though optional, may be commented upon at your discretion.

Remove last sentence in first paragraph on Appendix G12 Community Service, though optional, may be commented upon at your discretion.

6.3.1 G: Replace G. Community Service with

G. DEIA Self-Reflection Statement

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.

Appendix G2: Replace V. Community Service with

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?

Replace Appendix E 7.2.1 F. Community Service with

F. DEIA Self-Reflection Statement

Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2. 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.

MOU 9/22 Article 12.1.4 Benefits

add new section, 12.1.4.

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.

MOU 9/22 13.13 Professional Development Coordinator and Appendix E 7.2.15

Change 13.13 Staff Development Coordinator – The assigned time reduction to perform coordinator duties shall equal fifty percent (50%) of the teaching load

To read as follows:

13.13 Professional Development Coordinator – 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.

Change Appendix E 7.2.15 – change all references of Staff Development to Professional Development.

Change Non-classroom staff responsibilities represent a twenty-hour week during the Fall and Spring semesters and a forty-hour week during non-instructional periods to read as follows:

Non-classroom staff 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.

MOU 9/22 Head Athletic Coach

Change all title references from Head Football Coach to Head Athletic Coach

Replace previous duties to read as follows:

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.

MOU 9/22 Changes to 6.6.3, Course Tour Guidance and DEIA Self reflection

6.6.3 – change 6.6.3 D from:

- D. Should the class mutually selected for observation be on-line, then the observation will consist of two parts. The first part will be the evaluatee guiding evaluator(s) through the course in a prescheduled hour-long session. For the second part, evaluator(s) will be allowed access to a copy made of the course.

For the mutual benefit of evaluatee and evaluator(s), the Distance Learning Committee will provide guidance for what are important elements to be considered during online observation. This guidance will consist of a document that the committee may modify annually if needed. Guidance will focus on those elements deemed relevant to on-line instruction.

During this second part of observation, evaluator(s) will focus on specific instruction and student performance over a one-week period determined in advance. Should a longer time frame than one week be appropriate, this must be a mutual decision between evaluatee and evaluator(s) made in advance. The only element of the course reviewed outside of that time frame is to be the overall structure of the course - i.e., structure that applies throughout the course, including the time period selected. One-to-one electronic communication between evaluatee and individual student that is not accessible by the rest of the class should not be included as part of this observation process. Should the evaluatee wish to share such one-to-one communication as part of observation, the evaluatee must secure permission from student(s) if private concerns were discussed.

to read as follows:

- 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.

MOU 9/22 Course Tour Guidance

Course Tour Guidance

The faculty will conduct a tour of the selected course for the Evaluation Team. This tour will be used as one piece of evidence along with SFF's and Self Evaluation(G2).

These questions reflect the intent and contents of the Evaluation Report of Instructor Performance(G3) form and are designed to assist with understanding the online class being observing. The evaluation team does not need to ask these questions verbatim; they are only a guide to help identify the types of information that should be shared by the instructor during the tour.

The examples listed under each question are samples of the types of evidence the instructor can demonstrate as a means of meeting the expectation. They are not meant to be an exhaustive list nor are they meant to set a guide for what must be included.

1. Has the instructor developed course content that aligns with the Student Learning Outcomes (SLO) on the Course Outline of Record (COR)?
 - a. The goal of this is to demonstrate that the course as a whole meets the SLOs on the COR. The intent is not to evaluate each individual assessment's linkage to the SLOs.
 - b. Ways the instructor can demonstrate this:
 - The SLO document from the DE addendum
 - Assignment topics linked to SLOs
 - Assessment with SLOs listed in the titles or descriptions
 - SLOs linked to assignments in the syllabus
2. Is there instructor generated content?
 - a. The goal of this is to demonstrate that there is "instructor presence" and that the instructor of record is teaching the course content.
 - b. Ways the instructor can demonstrate this:
 - Lectures or demonstrations – via text, recorded video, or synchronous sessions
 - Instructor generated introductory content for each unit. For example, the instructor may use third-party content but creates introductions or context for the external readings
 - Assignments and discussions created by the instructor
 - Announcements or emails sent to the entire class
 - c. Consideration
 - Using third-party content (such as publisher test banks) is permissible but does not on its own meet the "instructor generated content" requirement
 - Using content created by other Butte instructors is permissible but does not qualify for "instructor generated content"
 - d. This requirement also measures instructor presence, which requires the contact to be instructor initiated rather than student initiated. Replying to student emails or providing feedback on student assignments are student initiated and are not enough to meet this requirement.
3. Is the class clearly organized?
 - a. The goal of this requirement is to demonstrate that there is a clear workflow for students. The instructor may want to walk the committee through the expected pathway a student would follow in the course.
 - b. Ways the instructor can demonstrate this:

- Modules organized by week or units
 - Regular announcements that guide students through their work
 - Assignments organized in a clear and logical pattern
4. Is the delivery of instruction moderated by the instructor (and not self-paced)?
 - a. The course must include regular due dates throughout the semester and/or a course schedule. This would most likely be shown in the syllabus or grading scheme.
 - b. The course must include student work that is assessed throughout the semester.
 - c. The learning content of the course must span the full duration of the scheduled semester.
 - d. Assignments can include discussions, peer review work, groupwork, projects, publisher content, homework systems, labs, activities, performances, etc. These assignments can be shown via the syllabus, assignments page, etc.
 5. Does the instructor articulate a communication plan for regular and effective contact with students?
 - a. This communication plan can be found in the syllabus, orientation materials, announcements, etc.
 - b. The communication plan can include information such as:
 - How should students contact you?
 - How will you reach out to the class?
 - Information about office hours
 - Expected response plan (When feasible, faculty will respond to students within one working day)
 6. Is there regular and effective contact among students?
 - a. Student Interactions must be a required part of the course and occur at multiple points throughout the course.
 - b. Examples of how to meet this criterion:
 - Graded student discussions, peer review or group work
 - Synchronous class meetings
 7. Are there clear grading standards and expectations?
 - a. The overall grading plan should be found in the syllabus and/or orientation materials.
 - b. Information about individual assessments may be found on the assessments themselves (assignments, quizzes, discussions, etc.)

6.6.5 E. Add this section to read as follows:

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.

6.6.9 C Change from:

If the evaluatee wishes the chairperson/coordinator or faculty designee or peer evaluator to be replaced because of personal or professional differences (not the specific content of the evaluation), they may appeal to the LTPA Committee (see 6.6.6).

To the following:

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 E. Change LTPA Committee to appropriate vice president.
- F. Change LTPA Committee appropriate vice president. Add "The documentation will be sent to the appropriate vice president no sooner than ten (10) days after this meeting" to the end of paragraph.
- G. Change LTPA Committee to appropriate vice president.
- 6.8.2 Change Personnel Office to Department of Human Resources.
- Remove "of Student Development Faculty Performance".
- 6.8.5 Add D. Written improvement plans will be provided to the BCEA grievance officer(s).
- 6.10.3 C Change from:
An evaluatee may, if they feels 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.
- To the following:
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 C. Change LTPA Committee to appropriate vice president.
- D. Change LTPA Committee appropriate vice president. Add "The documentation will be sent to the appropriate vice president no sooner than ten (10) days after this meeting" to the end of paragraph.
- E. Change LTPA Committee to appropriate vice president.
- 6.11 Remove "hired under Ed Code 87480".
- 7.xxxx (number will be assigned when placed in contract) 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.)

7.xxxx (number will be assigned when placed in contract) 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.
- Recruits and collaborates 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.xxxx (number will be assigned when placed in contract) 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.xxx (number will be assigned when placed in contract) Butte College Art Gallery Coordinator

Job Description

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.xxx (number will be assigned when placed in contract) 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; this could include, for example, arranging for Ruth Ann Hansen to present procedures during 2nd class of the semester;
- 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.xxx (number will be assigned when placed in contract) 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.xxx Eligibility

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

7.xxx 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.xxx 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.xxx 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.xxx 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.

7.XX(number will be assigned when placed in contract) 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.XX.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.XX.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.XX.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.XX.1 or 7.XX.2, depending on the CDCP status of the course.

7.2.13 Change EOPS Coordinator from 221 days to 199 days

7.3.1 I Load Banking

1. Remove from end of paragraph "See 11.10.2 and 11.12.I.D and/or Article XXI for submitting proposals for the accumulation of overload hours for the purpose of taking banked leave".

7.3.4 Add as new paragraph

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.

7.15 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 an 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.

7.17.10 Change from:

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. Availability forms will be sent to retirees upon retirement. PFA seniority rules will apply. *See revised Notice of Employment.

To read as follows:

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.

11.6 Bereavement Leave

11.6.1 Change from:

Unit members shall be granted, without loss of salary, or other benefits, leave of absence not to exceed three (3) working days or five (5) working days if out-of-state travel is required, at the time of death of any member of the unit member's immediate family. Whenever a unit member has been named executor of the estate, or the travel one way exceeds four hundred (400) land miles, the five (5) days will be granted. Such absence will not be deducted from authorized absences or leaves.

To read as follows:

Upon the death of any member of the unit member's 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 Change from:

...unit member's spouse, son, son-in-law...

To read as follows:

...unit member's spouse, as well as the spouse, son, son-in-law...

11.6.4 Add to the end of paragraph "Any extension must be approved by the District."

11.10.1 Remove numbering

Change Sabbatical Leave line from:

Sabbatical Leave – unpaid unless also using banked leave in conjunction with

To read as follows:

Sabbatical Leave – unpaid unless using banked leave

11.13.4 Financial Arrangements for Sabbatical Leaves

- A. Add to the end of the paragraph "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."

- 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
- H. Change from:
... after consultation with the LTPA Committee...
- To read as follows:
... after consultation with the SPA Committee...
- 11.16. A Long Term Leave without Pay. Remove "The LTPA Committee will be informed if leave is approved".
- 11.18 Delete "LTPA Committee (See Article XXI)"
- 12.3.1.1 Delete "Delta Dental of California DELTE (\$2,000 limit), orthodontia (\$2,000 limit)"
- 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).
- 13.1.2 Change LTPA Committee to SPA Committee
- 13.2 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.

13.5 Remove "For the 2021-22 academic year, this 11-month salary schedule will be increased by 2.2086% to bring the daily rate equal to the daily rate of the 10-month academic salary schedule."

22.1.1 Article XXII Duration and Reopeners: change to read:

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

Appendix B

Replace all LTPA with SPA

Replace all references of "class" with "column"

Replace all references "Chief Instruction Officer" to "applicable VP"

Overload & Non-Instructional Salary Schedule

Faculty who would see a lower placement and decrease in overload pay under this new table will be held harmless at the closest comparable rate until such a time as their placement on the regular salary table would adjust their overload placement upward.

Replace the Current Overload Salary Schedule with the following:

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

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

Step	Class 1 & 2	Class 3	Class 4
Step 1-3	71.13	74.68	78.42
Step 4-6	74.68	78.42	82.37
Step 7-9	78.42	82.37	88.46
Step 10+	82.37	88.46	90.81

ANCILLARY RATE \$50

Delete Initial Placement Section and replace with:

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

Appendix D

Replace Appendix D with:

**REGULAR ACADEMIC
ADDITIONAL DUTIES COMPENSATION SCHEDULE
8.22% COLA granted 7/1/2023**

COACHING STIPEND

Head Football	16,899.94	Wrestling	12,551.64
Assistant Football	14,325.76	Tennis	12,551.64
Head Basketball	16,899.94	Volleyball	12,551.64
Assistant Basketball	9,979.21	Cross Country	12,551.64
Baseball/Softball	12,551.64	Golf	12,551.64
Assistant Baseball/Softball	9,979.21	Soccer	12,551.64
Track	12,551.64	Assistant Soccer	9,979.21
Track Assistant	9,979.21		

OTHER/ADVISORS STIPEND

Pep Team	7,238.21	Phi Theta Kappa	12,551.64
Band	3,858.61	Drama	12,551.64
Choral	3,858.61	Forensics	12,551.64
Journalism	2,570.60	Ag Ambassador	6,800.00
Club Advisor	1,286.17	Art Gallery	6,800.00

COORDINATOR

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

Appendix E

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.

7.2.4 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

Update to read as follows:

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:

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.*

Appendix G

G1S Student Input Form for Student Development Faculty Evaluation

STUDENT DEVELOPMENT FACULTY NAME: _____

DATE: _____ Location: _____

From today’s meeting, 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)

G5S 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 (G1S0 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 Resource Specialist 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.

G6 Faculty Member Improvement Plan

Add to the end of The Results of the Improvement Plan and Administrative Recommendations sections "(To be filled out after the methods have been completed.)"

Add to the end of the form:

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.

G7A Student Development 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: _____

- I. JOB DUTIES
- II. PROFESSIONAL GROWTH AND CURRENCY
- III. AREA AND DEPARTMENTAL RESPONSIBILITIES
- IV. 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.

G7B Student Development Faculty Evaluation Form – Articulation Officer

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: _____

I. JOB DUTIES

II. PROFESSIONAL GROWTH AND CURRENCY

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

IV. 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.

G7C 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: _____

I. JOB DUTIES

II. PROFESSIONAL GROWTH AND CURRENCY

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

IV. 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.

G8 Student Development Faculty Evaluation Form – Librarian

Changes:

Rating Scale: Remove rating #5

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.)
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

Librarian: _____

Date: _____

Department: _____

Time: _____

Location: _____

I. JOB DUTIES

II. PROFESSIONAL GROWTH AND CURRENCY

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

IV. 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.

G9 Student Development Evaluation Form – Specialist

Changes:
Rating Scale: Remove rating #5

G9A Student Development 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.
_____	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: _____

I. JOB DUTIES

II. PROFESSIONAL GROWTH AND CURRENCY

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

IV. 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

G10 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 specific 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

G12 Student Development Self Evaluation and Input Form

Change title of form from Special Services Faculty Self Evaluation and Input form to Student Development Self Evaluation and Input Form

Replace Community Services section with:

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?

G13S 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) For Probationary Student Development Faculty must take place by 13th week 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 (GIS) collection or SFF. Dates of Collection: _____ Control # _____ Course _____</p>	<p>Date: _____ Room: _____ Time: _____ Date: _____ Room: _____ Time: _____</p>
<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>	<p>Date: _____ Room: _____ Time: _____</p>
<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>	<p>Date Due: _____</p>
<p>POST-OBSERVATION CONFERENCE: <input checked="" type="checkbox"/> Discuss Performance Rating Sheet (G7/G8/G9). <input checked="" type="checkbox"/> Discuss narrative comments including student comments/evaluations. <input checked="" type="checkbox"/> Sign evaluation forms. <input checked="" type="checkbox"/> 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.</p>	<p>Date: _____ Room: _____ Time: _____</p>

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

G14 Short-Term Duty Assignment Evaluation Form

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