

English Instructor
Butte-Glenn Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=252453>

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Posted Jan. 30, 2025, set to expire Jun. 1, 2025

Job Title English Instructor

Department

Institution Butte-Glenn Community College District
Oroville, California

Date Posted Jan. 30, 2025

Application Deadline Open until filled

Position Start Date Available immediately

Job Categories Lecturer/Instructor

Academic Field(s) Humanities - English

Job Website <https://www.schooljobs.com/careers/buttecc/jobs/4750134/english-instructor>

Apply By Email

Job Description

Description

Full-time, Tenure Track (177 Day 10 Month)

\$68,020.31 - \$104,453.64 per year

Probationary (Contract I) Member of Academic Faculty

Tentative First Interview Dates: Week of April 28, 2025

Tentative Second Interview Date: Tuesday, May 6, 2025 **(In Person)**

Tentative Start Date: August 1, 2025

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[Application Tips for Success](#)

Additional Resources:

[About Butte College](#)

[Relocation Incentive](#)

[Housing Resources](#)

[Travel Reimbursement for Interviews](#)

OVERVIEW:

We seek candidates who operate with a strength-based approach centered on students, and a commitment to equity, especially concerning the elimination of barriers to college access, success, and completion. The ideal candidate will be eager to contribute to a community of ongoing support for innovation and improvement in teaching.

The person selected should be an excellent teacher who shows a genuine commitment to inspiring students' critical reading, writing, and thinking. This person should demonstrate an ability to engage learners from a diverse range of abilities and identities. They should be knowledgeable of effective composition and culturally responsive pedagogies. The candidate must demonstrate a commitment to promoting linguistic justice and equity-mindedness in our campus community.

Butte-Glenn Community College District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, Butte-Glenn Community College District will provide reasonable accommodation to qualified individuals. Butte-Glenn Community College District encourages both incumbents and individuals who have been offered employment to discuss potential accommodations with the employer.

Representative Duties

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.

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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.

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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

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professional development and institutional dialogue on change.

Qualifications/Requirements

MINIMUM QUALIFICATIONS:

- Master's in English, literature, comparative literature, or composition; **OR**
- Bachelor's in any of the above **AND** Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism; **OR**
- Possession of a current California Community College Credential that permits full-time service as an instructor in the applicable discipline; **OR**
- The [equivalent](#) (Applicants wishing to be considered for employment under District equivalency standards must submit a detailed statement explaining how you possess the equivalent to the minimum qualifications discussed above.)

DIVERSITY AND EQUITY QUALIFICATIONS:

- Demonstrated understanding of and responsiveness to the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds that characterize community college students in a manner specific to the position.

DESIRED QUALIFICATIONS:

- Understanding of and commitment to using anti-racist, culturally responsive, assets-based, and collaborative methods in curriculum and pedagogy.
- Awareness of and commitment to advancing linguistic justice.
- Teaching methods that respond and adapt to the use of current technologies to meet students' needs.
- Demonstrated awareness and application of Universal Design for Learning.
- Experience with and commitment to working with and supporting African American students and/or the African American community.
- Experience with and commitment to working with and supporting Latinx students and/or the Latinx community.

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- Experience relevant to working with learning communities designed to support minoritized student populations, such as Umoja and Puente.
- Ability to lead and willingness to support program improvement through collaborative assessment of student learning, staff development, and curriculum development.
- Ideal candidates will possess the ability to inspire learners from diverse abilities, identities and backgrounds to engage and excel in the college classroom.

Supplemental Information

PRE-EMPLOYMENT REQUIREMENTS

1. Education Code § 87408.6 states that no person shall be initially employed by a community college district in an academic or classified position unless the person has submitted to an examination within the past sixty (60) days to determine that he or she is free of active tuberculosis.
2. As a condition of employment, the District requires that you provide fingerprints prior to beginning work. You may be fingerprinted at Butte College Human Resources by appointment, or you may be fingerprinted at another agency. Should you be fingerprinted at another agency, the rolling fee charged by the Department of Justice (DOJ) for the fingerprint report is the employee's responsibility at the time of printing.

-----APPLICATION INSTRUCTIONS-----

All applicants, including current butte college employees, must submit all required documents with the online application in order to move forward in the recruitment process.

REQUIRED ATTACHMENTS:

1. **COVER LETTER:** In addition to any information you included with your application materials, please provide an account of how you meet the desired qualifications.
2. **RESUME OR VITA**
3. **DIVERSITY, EQUITY, AND INCLUSION STATEMENT:** In addition to any information you included with your application materials, please provide a detailed account of how your skills, life experiences, work experience, education, and/or training have prepared you to effectively meet the needs of students from diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds. Please include examples of:
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Teaching or training practices and/or life experiences that have enabled or would enable you to more effectively engage with and support success for diverse populations.

- How you have engaged in on-going self-reflection to ensure equity in the workplace and/or classroom. Please include examples of workshops, trainings, and/or life experiences.

4. **TRANSCRIPTS:** You are required to provide transcripts for coursework and/or degrees listed on the application materials you have submitted. The transcripts must include the date the institution granted the degree. Legible unofficial copies of transcripts are acceptable at this point in the process.

- **Degree in progress:** In order to qualify under this process you must be currently working toward the degree requirement. In order to complete your application, you are required to submit (1) current transcripts and (2) a letter from your Advisor confirming your academic standing in the program and forecasted completion date. The completion date must be no later than June 2025.
- **Foreign Transcripts:** Foreign transcripts must include a U.S. evaluation and translation. Please visit the Office of Human Resources website for a list of agencies providing this service. [Website linked here.](#)
- *All offers of employment are contingent upon the submission of official transcripts showing completion of the degree.*

The District reserves the right to modify, rescind or re-advertise this announcement without notification or to delay indefinitely the employment of a person for the position.

The District offers a comprehensive benefits package for employees/family members: Health, Dental, Vision, Life Insurance, Employee Assistance Program, Income Protection, contribution to the Public Employees Retirement System (PERS) or State Teachers' Retirement System (STRS), 403b and 457 tax shelter retirement plan, accrued vacation days and sick days. For more information please click on the link below.

[Fringe Benefit Summary](#)



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Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

Contact

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