

## **MEMORANDUM OF UNDERSTANDING**

The following memorializes the understanding of the Butte-Glenn Community College District (hereinafter referred to as the “District”) and the Butte College Education Association (hereinafter referred to as “BCEA”) regarding the pilot Contract I instructional faculty evaluation process.

The following evaluation process will be used for all Contract I instructional faculty members in the 2025-26 academic year. To support transparency and continuous improvement during the pilot year, the District and BCEA agree to convene a joint review meeting no later than January 21, 2026, prior to contract status recommendations being submitted to the Board of Trustees. The purpose of this meeting is to discuss the implementation of the Contract I evaluation process, identify areas of concern or ambiguity, and recommend any adjustments or clarifications on individual evaluations. Feedback gathered may inform future revisions to the evaluation process and guide the development of a permanent agreement.

### **1. Contract (Probationary) Faculty Evaluation**

#### **1.1 Overview**

Contract Faculty Evaluation is a four-year process that provides a structured program of review, feedback, and professional development designed to develop excellence in teaching and student development, foster a commitment to student success, and orient probationary faculty to the mission, policies, and professional expectations for full-time faculty at Butte College. This is achieved through a combination of peer review, self-reflection, administrative evaluation, and student feedback centered on guidance to support continuous improvement. The evaluation team will provide constructive feedback to the evaluatee and steer them toward appropriate professional development opportunities.

During the evaluation process, the evaluation team will assess the degree to which the contract faculty member is meeting the requirements of their teaching or student development assignments and all other professional responsibilities as described in their faculty job descriptions. Pursuant to California Education Code §87608, in each of the first two years of the tenure process, the evaluation team will recommend to the District whether to issue the next year’s contract based on their observations and findings. In the fourth year of the process, the evaluation team will recommend to the appropriate Vice President whether to award tenure.

#### **1.2 Evaluation Team Structure and Requirements**

The evaluation committee includes the following participants:

- Supervising Administrator, or designee
- Peer Evaluator
- Department Chair

The appropriate Vice President may designate an alternate administrator other than the supervising administrator to lead the contract faculty evaluation team. If there is no department chair a faculty designee will be appointed to serve in this role by mutual agreement of the BCEA and the appropriate Vice President.

##### **1.2.1 Peer Evaluator Selection**

The peer evaluator must be a tenured faculty member and is selected by mutual agreement of the supervising dean and evaluatee. To comply with Education Code §87663(d), the peer review process shall be on a departmental or divisional basis. Therefore, either the Department Chair (or alternate) or the Peer Evaluator must be from the same department, division, program or community of interest as the evaluatee.

### **1.2.2 Evaluation Team Training**

All members of the evaluation team must complete required evaluation trainings as determined by the District and BCEA, such as training on EEO, peer evaluation, and Distance Education (DE) training if an online course is being evaluated.

### **1.2.3. Request for Alternate Peer**

The evaluatee may request a change to the peer evaluator during the evaluation process. Likewise, a peer evaluator may need to be recused from service for a variety of reasons. If the evaluatee is requesting a new peer evaluator, that request must be approved by the BCEA and the appropriate Vice President. In all cases, the replacement peer evaluator will be selected following the same process used for the initial selection under section 1.2.1.

## **1.3. Student Feedback**

Student feedback helps faculty consider the students' perspective when reflecting on their teaching practices. Student feedback will be collected and used as part of the faculty self-evaluation component of the evaluation process. Student feedback will be collected in all courses taught each year and provided to the faculty member after grades are submitted. Based on the student feedback from the previous year, the faculty member will reflect on how they have adapted their teaching in response. This cycle will continue throughout the tenure process. Because Contract I faculty do not have student feedback from a previous term upon which to reflect, the Contract I process will only include the collection of student feedback. Student feedback involving allegations of egregious behaviors that, if substantiated, represent serious ethical problems, failure to meet contractual obligations, and/or violations of law or District policy will be addressed through appropriate disciplinary processes separate from the evaluation procedure.

## **1.4 Contract I Process and Timeline**

The first-year evaluation process will include the following steps and will be conducted in the fall semester. All steps in this evaluation must be completed prior to the end of the fall term, with the final Evaluation Report submitted to the appropriate Vice President no later than the last day of the fall semester. The completed and signed Evaluation Report of Contract Faculty Performance form must be sent to the appropriate vice president no later than the last day of the fall semester. The evaluation report form will include performance evaluations based on the appropriate job description, as well as narrative comments summarizing and consolidating team observations and the faculty self-evaluation.

The first-year process will include the following elements:

- Contract Faculty Evaluation Orientation Meeting and Pre-observation Conference
- Classroom Observations
- Peer Teaching Observation
- Evaluation of Professional Responsibilities
- Self-evaluation
- Post-Observation Conference

The timeline for the Contract I faculty evaluation is as follows:

- **Week 1:** The evaluation team must be formed by the end of Week 1.
- **Weeks 2 – 4 (0-23.5%):** Schedule and hold Team and Evaluatee Pre-observation Conference. Evaluatee will provide a copy of all syllabi from that semester no later than the date of this meeting.
- **Weeks 5 – 14 (29.4% - 82.4%):** Conduct team classroom observations, distribute and collect student feedback, conduct peer classroom observation, and write self-evaluation. Self-evaluation is due on the day of the first team observation.
- **No later than Week 15 (88.2%):** Hold Post-observation conference. Finalized evaluation signed at this meeting and copy provided to evaluatee.
- **Week 17 (100%):** Completed evaluation and faculty response (if any) submitted to the Vice President by the last instructional day of the term.

Any exceptions to this timeline require approval from the Vice President of Instruction. All members of the evaluation team will be notified of the status of the requested approval.

#### **1.4.1 Orientation and Pre-observation Conference**

This meeting will be used to:

- Orient the evaluatee to the timeline and process for Contract Faculty Evaluations.
- Distribute and discuss the Teaching Observation, Evaluation Report of Contract Faculty Performance, and Self-evaluation and Equity Reflection Forms.
- Decide the timing of the classroom observations and the two courses to be observed. If a hybrid course is chosen, the two components of the hybrid course (online and in-person) satisfy the two-course requirement. If a lecture-lab or lecture-activity class is chosen, both the lecture and the lab or activity session will be observed and will satisfy the two-course requirement. For courses using a studio model with fluid scheduling of lecture and laboratory components, observations will be scheduled in two separate courses.
- Advise the evaluatee on selection of potential peer teaching observation in terms of faculty, departments, programs, or courses (see section 1.4.3).

#### **1.4.2. Classroom Observation**

Classroom observations will be conducted between the **29.4% - 82.4%** point of the course, unless another time frame is mutually agreed to by the evaluatee and the supervising administrator or designee and approved by the Vice President of Instruction. Each classroom observation will be attended by at least two members of the evaluation team. The two faculty observations will occur during a two-week period, where possible. All team members must participate in at least one classroom observation. Team members will record individual observations and scores on the Classroom Observation Form.

#### **1.4.3. Peer Teaching Observation**

Each contract faculty member will observe at least one class period of a peer in any department or program on campus each year. The evaluation team will advise the evaluatee on potential peers, course formats, or courses to observe. The purpose of the peer teaching observation is for contract faculty to gain exposure to a range of teaching approaches and practices and to develop peer networks within the college. The evaluatee will keep notes for each peer observation, including the

date, person being observed and any noted insights or outcomes, for later discussion with the evaluation team and inclusion in their self-reflection, as appropriate. These notes are not shared beyond the evaluation team and are not retained as part of the evaluation packet or employee file.

#### **1.4.4. Evaluation of Professional Responsibilities**

As part of the comprehensive evaluation process, the supervising administrator (or designee) will assess the evaluatee's fulfillment of professional responsibilities outside the classroom. This includes, but is not limited to, timely submission of grades, compliance with syllabus requirements and syllabus and textbook adoption deadlines, participation in college-wide service adherence to office hour obligations, and responsiveness to departmental and institutional communications. These responsibilities are assessed based on institutional records, direct observation by the supervising administrator, and administrative oversight. The administrator will complete the corresponding section of the Evaluation Report of Contract Faculty Performance, and their findings will be discussed with the evaluation team during the Evaluation Team Meeting.

#### **1.4.5. Self-evaluation and Equity Reflection**

Honest self-reflection and continuous improvement are core attributes of successful faculty. The self-evaluation is an opportunity for the evaluatee to assess and reflect on their strengths and accomplishments, identify areas for growth, and establish goals for continuous improvement. The self-evaluation will include peer teaching observations, an equity reflection, and goals for growth and professional development. The self-evaluation form will be submitted to the supervising administrator prior to the post-observation conference as noted on the Contract I evaluation timeline.

#### **1.4.6. Evaluation Team Meeting**

The evaluation team will meet after completion of the classroom observations to allow the team members to discuss their observations and ratings, the self-evaluation and equity reflection, the administrator's assessment of professional responsibilities, and any relevant documentation. At this meeting, members of the evaluation team will finalize the Evaluation Report of Contract Faculty Performance based on the observations and collective judgment of the evaluation team. If there is unresolved disagreement within the evaluation team, the team member may write a dissent which will be included in the final Evaluation Report. In such cases, the final Evaluation Report will be sent to the BCEA grievance officer(s) at the same time it is provided to the evaluatee. If the dissent concerns the recommendation of employment, the team will consult the Vice President of Instruction about how to proceed.

The final draft of the Evaluation Report will be completed by the supervising administrator and finalized with the evaluation team at the post-observation conference.

#### **1.4.7. Post Observation Conference**

A post-observation conference will be scheduled no later than week 15 or 88.2% of the term length. This conference will be used to discuss the final draft of the evaluation report from the team and the self-evaluation and equity reflection from the evaluatee. The evaluation team will communicate which Contract recommendation will be included on the final evaluation report and discuss that recommendation with the evaluatee. The evaluatee will sign the final evaluation report, indicating receipt of the report. The final evaluation report will be provided to the evaluatee at least one day prior to the post-observation conference.

#### **1.4.8. Recommendation on Contract Status**

The Evaluation Report will include one of the following recommendations:

- *Recommendation 1:* Renew contract for the second year (Contract II) with identified professional development goals.
- *Recommendation 2:* Renew contract for the second year (Contract II) with a work plan and professional development/training requirements
- *Recommendation 3:* Do not renew the contract for the second year (Contract II)

#### **1.4.9. Evaluatee Response to the Final Evaluation Report**

The evaluatee may submit a written response to the final evaluation report within ten days of receipt. This response will be included in the evaluation packet submitted to the appropriate Vice President and placed in the evaluatee's personnel file. The evaluatee may request an additional meeting with the evaluation team if they submit a response to the final evaluation. The response will be appended to the final evaluation summary. In all cases, the final evaluation report and any evaluatee response will be submitted to the appropriate vice president no later than the last day of the fall semester.

#### **1.4.10. Final Evaluation Report Elements**

The final evaluation report will include the following elements:

- Evaluation summary including commendations, recommendations and goals, as well as any specific professional development activities.
- Rating sheets for teaching and professional responsibilities with narratives for each section.
- Self-evaluation Summary
- Workplan and professional development/training requirements, if applicable.
- Evaluation team dissent, if applicable.
- Evaluatee Response to the Final Evaluation Report

#### **1.4.11. Outcomes - Professional Development Goals and Work Plans**

If the team selects **Recommendation 1**, the post-observation conference will include the creation of professional development goals and selection of relevant and appropriate recommended professional development or trainings to meet those goals. These professional development goals and recommended activities will be included in the appropriate place in the final evaluation report.

If the team selects **Recommendation 2**, the post-observation conference will include the creation of a work plan with specific requirements for professional growth or improvement and clear timelines for completion of each element of the work plan. This option will be selected if the concerns and deficiencies noted by the evaluation team are substantial and require attention before the next year's evaluation. The work plan will be appended to the final evaluation report. If Recommendation 2 is selected, the evaluation team will conduct a follow-up evaluation during the spring semester to assess progress on the work plan objectives. This follow-up will focus solely on the areas identified in the work plan and will not alter the employment recommendation made in the fall. Progress on the workplan will be included in the evaluation process for the Contract II cycle.

#### **1.4.12. Recommendation to Not Continue to Contract Year 2**

California Education Code §87608 provides the District with the option not to reemploy a contract

(probationary) faculty member for a subsequent year of service. If the evaluation team finds that the evaluatee has substantial deficits in their teaching and professional service that they do not believe can be improved through professional development or training, they may recommend that the District not enter a new contract.

By: 

For BCEA

By:  Erik Shearer (Jun 17, 2025 20:07 PDT)

By:  Chris Little (Jun 17, 2025 07:41 PDT)

For the District











# BCEA MOU Contract Eval Pilot\_June25

Final Audit Report

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