

## MEMORANDUM OF UNDERSTANDING

The following agreement between the Butte-Glenn Community College District (hereinafter referred to as the "District") and the Butte College Part-Time Faculty Association (hereinafter referred to as "PFA") regarding the evaluation of associate instructional faculty.

The following evaluation process will be used for instructional faculty evaluations outside of the public safety academies. For the duration of the 2025-2026 academic year, concluding June 30, 2026, or until revised through a superseding memorandum of understanding, technical agreement, or side letter between the District and the PFA, the evaluation processes outlined in Article VI of the 2025-2027 CBA will be suspended and replaced with the process outlined in this MOU. Failure of the District to follow this MOU may be grieved through the procedures outlined in the CBA. This MOU is non-precedential and without prejudice to either party's positions in successor negotiations.

### 1. Overview

Under California Education Code §87663, temporary (associate) faculty are evaluated in the first year of employment and then at least once every six regular semesters thereafter. The process outlined below will include observation of at least one class session, collection and review of student feedback, observations from the dean and/or department chair on fulfillment of job duties, and a review of related course materials including syllabi and DE addenda, as necessary. To the extent possible, objective sources such as grading submission logs, LMS activity, SLO submission documentation, and meeting attendance records are used in developing scores and determining outcomes for those areas.

### 2. Evaluation Components

The evaluation of associate faculty will include the following components:

- Evaluation Orientation (For associates in first year of employment)
- Student Feedback
- Class Observation
- Dean and/or Chair Input
- Syllabus and DE Addendum Review
- Summary Conference
- Faculty Response (optional)

### 3. Areas for Evaluation

Associate faculty focus on the following areas of professional responsibilities aligned with the instructional job description:

- Provides organized delivery of instruction.
- Demonstrates effective classroom management techniques.
- Demonstrates appropriate expertise in the subject matter
- Develops and delivers instructional content and lesson plans consistent with the requirements of the Course Outline of Record, including, but not limited to course content, learning outcomes, and methods of instruction.
- Communicates clear course expectations through a syllabus consistent with the Butte College syllabus guidelines.

- Instructor uses standards of student evaluation that are clear, fair, followed consistently and that are compliant with program, college, and state policies.
- Grades and returns student assignments and tests in a reasonable period of time.
- Is professional and courteous with students, peers, classified professionals, and administration.
- Records and submits student learning outcomes assessments.
- Submits all required records, forms, and feedback by established deadlines.
- **For Distance Education Only:** Provides an organized course that meets applicable regulatory requirements—including regular and substantive interaction (RSI)—and adheres to the DE Addendum.
- **As Applicable for Lab, Studio, Shop, Clinical, and Similar Instructional Environments:** Maintains a safe and orderly instructional environment, including facilities, equipment, and supplies.

**4. Timelines:** Associate faculty evaluations under this MOU will be conducted during the primary terms adhering to the following timelines:

- **Weeks 0 – 4 (0 – 24% of the term):** Information on evaluations communicated to associate faculty, including timelines, forms, and required documentation. Course(s) to be observed selected. Syllabi and DE addenda collected as applicable. Orientation provided for first-year associate faculty who have not yet gone through an evaluation.
- **Weeks 10 (58% of the term):** Student feedback forms distributed electronically in all sections taught by the associate faculty member.
- **Weeks 5 – 14 (30 – 82% of the term):** Evaluator review of syllabi and DE addenda, as applicable and in-person class observation or conduct an online course review.
- **By weeks 15-17 (88-100% of the term):** Summary evaluation conference completed and evaluation forms routed for signature.

The timelines in this MOU are intended to promote orderly administration. Non-prejudicial deviations—i.e., deviations that do not reduce paid time due, materially alter the evidentiary record, or impair the evaluatee’s reasonable opportunity to participate—will not, standing alone, be a basis for a grievance or to invalidate an evaluation. The parties may reasonably adjust dates by mutual agreement to accommodate associate faculty availability.

## 5. Evaluation Procedures

Associate faculty evaluations will adhere to the following processes and procedures:

**5.1 Frequency:** evaluations will be conducted at least once during the first year of employment and then at least once every six semesters of employment thereafter. The District may conduct more frequent evaluations as warranted.

**5.2 Evaluator:** the department chair will ordinarily serve as the evaluator, though the District may assign an alternate full-time faculty member or instructional administrator based on District workload considerations. Associate faculty may request an alternate evaluator. Requests for an alternate evaluator will be submitted to the supervising administrator and require approval of the Chief Instructional Officer (CIO).

**5.3 Evaluation Orientation:** A one-hour orientation is required in the first evaluation cycle and is compensated at the mandatory meeting rate. The orientation covers the evaluation process, electronic SFFs, observation basics, syllabus/COR alignment, and the online course verification model.

**5.4 Selection of In-person Course Session for Observation:** the evaluator will confer with the associate faculty member to select at least one class session for observation. For associate faculty in their first evaluation cycle, this will take place during their orientation meeting. For other associate faculty, the observation(s) will be scheduled via email. Observations will ordinarily occur during weeks 5 – 14 or 30-80% of the total course term for sections scheduled for less than a full term. A second observation may be required where (a) distinct modalities (e.g., lecture and lab) are involved, or (b) documented performance concerns materially limit assessment from a single observation. Absent CIO (or designee) approval, no more than two observations will occur in a cycle. No staging or curation of course materials is required beyond normal instructional duties.

**5.5 Selection of Online Course Observation Window:** for online or hybrid courses, the evaluator will confer with the associate faculty member to select a period of seven consecutive days for read-only/observer access to the Canvas shell to verify consistency with the instructor's approved DE Addendum and title 5 regular and substantive interaction (RSI) standards. Access is limited to published content and analytics and evaluators cannot edit, export, message students, or download student work. Canvas access is centrally configured and logged. No staging or curation is required.

**5.6 Solicitation of Dean and/or Department Chair Feedback:** The supervising dean or department chair will provide feedback and recommended scores on the evaluation form for elements of associate faculty responsibilities that are not assessed through the classroom observation or course shell review. This can include timeliness in meeting grade submission deadlines, textbook orders, or other tasks required to fulfill the responsibilities of the position as listed on the job description.

**5.7 Syllabi Review:** the evaluator will collect a syllabus for each course to be observed. The syllabus will be reviewed against the syllabus checklist developed by the academic senate and reviewed for alignment of SLOs with the Course Outline of Record for the course. Syllabi will ordinarily be collected by the end of the 4<sup>th</sup> week of instruction or 30% of the term for short-term courses.

**5.8 Distance Education Addenda:** the evaluatee will provide the most recent DE addendum for each online or hybrid course selected for observation. The evaluator will use the addendum as the basis of comparison when reviewing the course shell in Canvas, ensuring that the course meets the standards and structure outlined on the DE addendum. The DE addenda will be collected before the 7-day observation window.

**5.9 Student Feedback:** student feedback will be collected electronically in all sections taught by the associate faculty during the semester of their evaluation at week 10 or 60% of the term for short-term courses. Student feedback is solicited and collected using the questions and process outlined in Appendix A of this MOU. Student feedback may be used in the evaluation summary, but the complete results and any comments written by the students will be provided to the evaluatee after the submission of final grades for the term in which they are evaluated.

**5.10 Summary Conference:** The supervising dean, chair, or District designee will hold up to a one-hour conference with the evaluatee to review the draft summary evaluation report, which will be provided in hard copy or electronically to the evaluatee at least 24 hours in advance. This meeting may be held in-person or online via video-conferencing applications such as Zoom.

**5.11 Faculty Response (Optional):** If the faculty member disagrees with the outcome of the evaluation, they may write a brief statement that will be included in the documents submitted to the supervising dean and vice president and included in the employee file. The associate faculty member has 10 working days from the date of the summary conference.

**5.12 Finalizing the Evaluation:** The final evaluation summary and the faculty response, if applicable, will be submitted to the supervising dean and then the Chief Instructional Officer for approval.

## **6. Outcomes**

The evaluator will select one of three options as the outcome of the associate faculty evaluation:

- Recommended for continued employment
- Continued employment with a follow-up evaluation in the next active term
- Not recommended for continued employment

If the evaluator selects “Continued employment with a follow-up evaluation in the next active term ...” the evaluation summary narrative will articulate specific areas of concern and suggest means to rectify those concerns. The District may elect to conduct an off-cycle follow-up evaluation in a subsequent semester to monitor improvement.

## **7. Records and Filing**

The District files only the signed Summary Evaluation Form. Student feedback results and observational notes are retained administratively and are not part of the personnel file unless relied upon in discipline. The evaluatee may append a brief written response within 10 workdays; filing is not delayed.

## **8. Compensation**

Required evaluation activities outside scheduled instructional time are compensated at the current mandatory meeting rate. This includes the evaluation orientation for first-year associate faculty, the summary conference, and other meetings required by the District to complete the evaluation process. No staging or curation of Canvas or other course materials is required beyond normal instructional duties.

## **9. Student Complaints**

Student complaints are administered under the College’s complaint procedures and applicable law outside this evaluation article. Anonymous allegations are not used in evaluations unless independently corroborated by reliable evidence and pertaining to the areas of faculty evaluation. The evaluation score reflects job-duty performance based on the evidence sources in this MOU.

## Appendix A

### Associate Faculty Evaluation – Student Input

Surveys will be distributed to all students, in all sections taught by the evaluatee, in week 10 (60%) of the semester via Canvas and email. The surveys will include a series of statements that students will rate on a 5-point scale (0–4), indicating the extent to which each statement accurately reflects their experience in the course. A second section will include room for optional narrative feedback. The results of these surveys will be collected as delegated by the supervising administrator and distributed to the evaluator and the evaluatee before the finalization of the evaluation summary.

#### Survey Statements

1. I understand the class policies and expectations.
2. The instructions and grading criteria for assignments are clearly explained.
3. The instructor is prepared for class and provides well-organized lectures, activities, and/or labs.
4. The instructor's teaching methods help me understand the course content.
5. I am able to follow lectures, activities, and assignments.
6. The instructor provided regular and timely feedback on my assignments
7. The instructor's feedback is beneficial to my learning.
8. The required textbooks and/or other instructional materials (presentations, visual aids, video, program-specific supplies and equipment, etc.) contributed to my understanding of the course material and my success on assignments.
9. The classroom environment is welcoming and respectful.
10. Asking questions and/or participating in discussions are encouraged.
11. The instructor wants me to succeed in this course.
12. The instructor shares information about student resources that could support my learning.
13. The quantity of required outside work, including reading, writing, and other assignments, is consistent with my expectations for the course.

#### For courses with lab or studio activities only:

1. The instructor provided clear expectations and instructions for lab procedures and activities.
2. I received timely and helpful guidance or support when I had questions during lab work.
3. The lab environment (equipment, materials, and safety) supported my ability to complete activities successfully.
4. This lab course helped me develop relevant hands-on skills or techniques that support my understanding of the subject.
5. I was encouraged to ask questions, analyze results, and solve problems during lab sessions.

#### For online or hybrid sections only:

1. The layout of the online course is easy to navigate and understand
2. Links to additional resources outside the online course environment worked.
3. The instructor engaged with students and provided opportunities for interaction within the online environment.
4. The instructor provided opportunities for engagement among students within the online environment.

#### Open Ended Question:

1. Please share aspects of this course that you found valuable and any suggestions for improvement.

**Appendix B**

**Associate Faculty Evaluation – Comprehensive Form**

Evaluation Information		
Associate Faculty	Program	Semester/Year
Evaluator	Title	

Narrative Summary on Performance
<p><i>Please provide a narrative summary of associate faculty performance, expanding on the scores in the next section. Include a summary of themes from student feedback as relevant and commendations for excellence in teaching and program, college, and student service.</i></p>

Ratings in the following section are based on observed performance and documented duties. Each item receives a raw score (1–4). Items with (x2) are double-weighted to reflect institutional priorities; items with (x3) are triple-weighted. The form calculates a composite score (rounded to one decimal). Score ranges are interpreted as follows: 1.0–1.9 “Does Not Meet,” 2.0–2.9 “Needs Improvement,” 3.0–3.9 “Meets,” 4.0 “Exceeds.” The evaluator will recommend one of three outcomes on the Summary page: (a) continued employment; (b) continued employment with a follow-up evaluation in the next active term (with noted areas for improvement); or (c) not recommended for continued employment. A recommendation to continue employment without a follow-up evaluation will result from “Exceeds” or “Meets”. A recommendation for continued employment with a follow-up evaluation may result from “Needs Improvement”. A recommendation to not continue employment may result from “Needs Improvement” or “Does Not Meet.”

<b>Instructional Organization and Classroom Management</b>	
Provides organized delivery of instruction. (x2)	
Demonstrates effective classroom management techniques.	
<b>Core Instructional Quality and Compliance Traits</b>	
Demonstrates appropriate expertise in the subject matter.	
Develops and delivers instructional content and lesson plans consistent with the requirements of the Course Outline of Record, including, but not limited to course content, learning outcomes, and methods of instruction (x3)	
Communicates clear course expectations through a syllabus consistent with the Butte College syllabus guidelines.	
Instructor uses standards of student evaluation that are clear, fair and followed consistently and that are compliant with program, college, and state policies. (x2)	
Grades and returns student assignments and tests in a reasonable period of time.	
<b>For Distance Education Only:</b> Provides an organized course that meets applicable regulatory requirements—including regular and substantive interaction (RSI)—and adheres to the DE Addendum. (x3)	
<b>As Applicable for Lab, Studio, Shop, Clinical, and Similar Instructional Environments:</b> Maintains a safe and orderly instructional environment, including facilities, equipment, and supplies.	
<b>Professionalism and Procedural Compliance</b>	
Is professional and courteous with students, peers, classified professionals, and administration.	
Records and submits student learning outcomes assessments.	
Submits all required records, forms, and feedback by established deadlines. (x2)	

Summary Evaluation	4 - Exceeds	3 - Meets	2 - Needs Improvement	1 - Does Not Meet
Composite Score				
Recommendation				
<p>Recommended for continued employment</p> <p>Continued employment with a follow-up evaluation in the next active term</p> <p>Not recommended for continued employment</p>				

Signatures	
Associate Faculty	Date
Department Chair	Date
Dean	Date

*Signature confirms the faculty member reviewed this evaluation and discussed it with the chair/dean; it does not indicate agreement.*

*The evaluator may attach additional sheets for additional narrative summary, if needed. Evaluatees may include a response to the evaluation if they so choose.*

Signatures



Daniel Thompson (Oct 13, 2025 11:13:15 PDT)

For the Part-time Faculty Association



Erik Shearer (Oct 13, 2025 12:28:48 PDT)

For Butte Glenn Community College District

*Denise L. Adams*

For Butte Glenn Community College District












# PFA MOU Eval\_Oct2025

Final Audit Report

2025-10-13

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