

Continuing Contract Procedures

1. Time Line for the Continuing Contract Process

Note: In this document, the term “faculty” will be used to represent “faculty seeking continuing contract.” Also, the term “Associate Dean” can be interchanged with “direct supervisor” if an associate dean does not oversee the faculty member.

First and Second Year

August of the first year - During orientation, new faculty members are informed of the continuing contract process.

Fall Semester

- Associate Dean visits the faculty member’s classroom at least once and completes the Instructional Observation form.
- Student assessments are administered in all sections of the courses taught by the faculty member.
- The Associate Dean meets with the faculty member shortly after the classroom observation to provide feedback and to go over the completed form.

Spring Semester

- Associate Dean visits the faculty member’s classroom at least once and completes the Instructional Observation form.
- The Associate Dean meets with the faculty member shortly after each classroom observation to provide feedback based on the completed Instructional Observation form.
- Student assessments are administered in all sections of the courses taught by the faculty member.

The candidate completes a self-appraisal and submits the following documents as part of the performance appraisal process:

- A list of all the courses taught within the past year
- Sample syllabi
- Samples of classroom assessment tools
- Other teaching materials, such as review sheets, handouts, etc.
- Student Assessment summary statements for all sections taught
- Documentation of any professional development activities attended
- Documentation of participation in committee work and/or involvement in student activities
- At the end of each appraisal period, faculty members receive feedback regarding their performance to date.
- The Associate Dean meets with the Dean and Provost to review the performance of the faculty members seeking continuing contract.

Continuing Contract Procedures (continued)

Third Year

Fall semester

- Associate Dean visits the faculty member’s classroom at least once and completes an Instructional Observation form.
- Student assessments are administered in all sections of the courses taught by the faculty member.
- The candidate completes a self-appraisal and submits the following documents as part of the performance appraisal process:
 - A list of all the courses taught within the past semester
 - Student Assessment summary statements
 - Documentation of any professional development activities attended
- In addition, the candidate submits the following documents only if there have been major changes in content since the previous submission:
 - Sample syllabi
 - Samples of assessment tools used
 - Any additional teaching materials such as review sheets, handouts, etc.
- The Associate Dean meets with the faculty shortly after each classroom observation to provide feedback based on the completed Classroom Observation form.
- The Associate Dean meets with the faculty member to conduct the performance appraisal.
- A committee comprised of the Associate Dean, Academic Dean and Provost reviews the candidate’s file and the Dean of Academic Affairs makes a recommendation to approve or not approve continuing contracts to the VPAA by December 15.

Spring semester

- **January:** By mid-January, the VPAA will forward recommendations for continuing contract to the President.
- **February:** By the first week of February , faculty will be notified of status of continuing contract.
- **February:** Recommendations are Board-agendized by Human Resources.

2. Mentoring for New Faculty

Mentor: “A person with experience, expertise, wisdom and/or power who teaches, guides, counsels and helps a less experienced or less knowledgeable person, the protégé, to develop professionally and personally” (Alleman, 1988). “Mentoring activities occur within the context of an ongoing, caring relationship between the mentor and protégé, in which the mentor joins the protégé in the learning experience” (McCarthy, 1996; Pando, 1993).

Mentee: “A person who receives guidance, help and/or encouragement from a mentor, thereby deriving career and personal development benefits” (Alleman, 1982, 1988). Synonym: Protégé.

As part of the continuing contract process for new faculty, mentoring will contribute to the successful integration of the new faculty member into the Palm Beach State College community and excellence in teaching. It is hoped that lasting friendship and respect will result from the mentoring relationships developed through this process.

Sections of this document include:

Team Structure – a description of the structure of the mentoring team that will work with a particular class of new faculty members. It is planned that each class be assigned to a group of mentor volunteers that will meet on a regular basis throughout the three years of annual contracts. More individual mentoring relationships are expected to develop from this group for each mentee. But all members of the team are available to the mentee. Also, all continuing contract candidates and their mentor groups will interact in four meetings each year.

Training – a program to prepare mentor volunteers in providing appropriate mentoring to each mentee. The program will also provide training to continuing contract candidates (mentees) to prepare them for their role in the process. Each person involved in the process should understand the mentoring relationship and be aware of their responsibilities.

Flow for the process – A timeline has been developed for the mentoring process, which should be used as a guide for mentoring teams.

Mentoring Plan Checklist – A checklist has been developed for use by the mentoring teams to provide a guide as to activities and discussion topics that would be helpful to the mentee.