

2018-2019

Continuing Contract Process



PALM BEACH STATE
COLLEGE

Academic Affairs

PALM BEACH STATE COLLEGE

2018-2019 Continuing Contract Procedures

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Decisions about recommending faculty for continuing contracts are crucial to Palm Beach State College’s commitment to academic excellence. Our process works to ensure consistency, fairness, and transparency in all appointment decisions, as well as to maintain the upward trajectory of faculty excellence at the College. In response to suggestions from faculty members and deans, this manual has been created with the intention to provide clarity about the process. It is recommended that this manual be read by all candidates, committee members, and all other faculty who wish to understand the process for making decisions on continuing contracts that are so vital for our College’s academic stature.

Continuing Contract Procedures

STEP 1: CAMPUS PROCESS

To be eligible for a continuing contract, full-time faculty, librarians, and counselors shall complete at least five (5) years of satisfactory service at Palm Beach State College during a period not in excess of seven (7) years. Upon achieving eligibility, the faculty, librarian, and/or counselor who decides to apply for continuing contract will complete the requirements (listed in this document) and submit their portfolio in Blackboard. A schedule and deadlines will be published by the Vice President of Academic Affairs (VPAA/OR DESIGNEE) within one month of the start of the applicable fall semester. A campus committee, comprised of the Academic Dean/Campus Director, Associate Dean, and two faculty members on continuing contract (one from the applicant's discipline and one from outside of the candidate's discipline) will schedule a meeting with each continuing contract candidate (a Director may serve in lieu of the associate dean, dependent upon who supervises the employee seeking continuing contract). Faculty will be asked to nominate continuing contract faculty to serve on the campus committee. The Dean will choose the faculty to serve on the committee from among the faculty nominees. Should faculty fail to nominate a sufficient number of faculty, the Dean will choose faculty to serve.

The campus process will consist of an evaluation of the candidate's portfolio and an interview. A scoring grid issued by the VPAA/OR DESIGNEE will be completed by each of the committee members to assess the portfolio.

The campus committee will determine if the candidate should be recommended to continue to STEP 2. The recommendation for continuing contract will be made upon the merits of each individual faculty member. Candidates not recommended to STEP 2 will be recommended for a one or multi-year contract. Candidates not recommended to STEP 2 may respond to the campus recommendation by submitting a written response to the College-wide committee within ten business days after receipt of the campus decision. These responses will be reviewed by the College-wide committee as noted below. The recommendation for those candidates not contesting the campus recommendation of a one or multi-year contract will be forwarded to the President, who will review and make a recommendation to the District Board of Trustees.

STEP 2: COLLEGE-WIDE COMMITTEE PROCESS

A College-wide committee comprised of an Academic Dean from each campus (academic and/or program deans, one from each campus, including the dean in the applicant's chain of command), four continuing contract faculty, and the VPAA/OR DESIGNEE will meet with each recommended continuing contract candidate. Faculty will be asked to nominate continuing contract faculty to serve on the College-wide committee. The VPAA/OR DESIGNEE will choose the faculty to serve on the committee from among the faculty nominees. Should the faculty fail to nominate a sufficient number of faculty, the VPAA/OR DESIGNEE will choose faculty to serve.

The College-wide committee process will consist of an evaluation of the candidate's portfolio, an interview, and a teaching or other demonstration integrating the use of technology. The College-wide committee will also review the responses of the campus candidates that were not recommended to proceed to STEP 2 and determine if they will consider the candidate for continuing contract or recommend a one or multi-year contract.

The College-wide committee will determine if the candidate should be recommended to the President. The recommendation for continuing contract will be made upon the merits of each individual faculty member. The VPAA will review the College-wide committee's recommended candidates for continuing contract, as well as the committee's recommendation for the applicants who should receive a one or multi-year contract, and then make a recommendation to the President.

STEP 3: RECOMMENDATION

The VPAA will present a contract recommendation for each continuing contract candidate, along with documentation, to the President, who will make recommendation(s) to the District Board of Trustees.

Contracts for Faculty, Librarians and Counselors based on Years of Service

| Years of Service | One Year Contract | Three Year Contract | Continuing Contract |
|--------------------------|--------------------------|----------------------------|----------------------------|
| 1-5 Full Years | X | | |
| 6 Full Years | X | X | X |
| 7 Full Years | X | X | X |
| 8 Full Years | X | X | |
| 9 Full Years and greater | X | X | |

Portfolio requirements:

All portfolios must be digital, and must consist of the following sections:

- Section 1: Introductory Items (curriculum vita, cover letter or personal statement, and teaching philosophy)
- Section 2: Annual Performance Appraisals
- Section 3: Instructional Observations and Student Assessments of Teaching
- Section 4: Course Success and Withdrawal Rates
- Section 5: Assessment of Learning Outcomes
- Section 6: Summary of Contributions outside the Classroom
- Section 7: Continuing Professional Development Reflection

***Timeline**

| Timeframe | Event |
|--------------------------|--|
| Faculty return in August | VPAA/OR DESIGNEE notifies faculty member of eligibility to apply for |
| November 1st | Portfolios due |
| November | Campus Committees meet with continuing contract applicants |
| December | Campuses forward recommendations to VPAA/OR DESIGNEE |
| January & February | College-wide Committee meets with Candidates |
| February (last week) | Recommendations to the President |
| March | President forwards recommendations to the DBOT for March agenda |

***Note:** Timeline may be changed and/or extended by The Vice President of Academic Affairs for good cause or exigent circumstances.

Continuing Contract Application Process Campus and College-Wide Interviews and The Micro-Teaching Demonstration

Campus Interviews

The College will develop four (4) questions that will be asked at every campus interview. The questions should be revised every year so that candidates in subsequent years will not have prior knowledge as to the content of the interview questions. Responses to the questions will be assigned values using the attached rating grid. (20 points)

College-Wide Interviews

The College will develop four (4) questions that will be asked of every candidate who is recommended by the campuses for consideration of continuing contract. The questions should be revised every year so that candidates in subsequent years will not have prior knowledge as to the content of the interview questions. Responses to the questions will be assigned values using the attached rating grid. (20points)

College-Wide Micro-Teaching Demonstration

Candidates will present a teaching demonstration on a topic of their choosing within their teaching discipline that demonstrates (1) how they engage students in the learning process, (2) encourage critical thinking and analysis, and (3) use technology to enhance learning. The teaching demonstration will be a maximum of 20 minutes and will be graded using the attached rating grid. (30 points)

Interview Rating Sheet

Candidate's Name: _____

Reviewer: _____

Date: _____

| Question | Candidate Rating 1-5 | Comment |
|----------|-------------------------|---------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

TOTAL POINTS:

Rating Scale: 5 Highest - 1 Lowest

Micro Teaching Grid

Candidate's Name: _____

Reviewer's Name: _____

Date: _____

| Item | Candidate Rating 0-10 | Comment |
|---|--------------------------|---------|
| Micro- Teaching | | |
| 1. The instructor actively involved the students in the learning process. | | |
| 2. The instructor encouraged analysis and critical thinking. | | |
| 3. The instructor used technology to enhance teaching and learning. | | |
| TOTAL POINTS: | | |

Rating Scale: 10 Highest - 0 Lowest

Guidelines for Completing the Portfolio for Continuing Contract Faculty and Instructors

The portfolio is a personal narrative that describes the quality and significance of a faculty member's contributions during the period under review. It should reflect an assessment of your work and serve as the context for you to articulate your future directions in your academic career. The narrative should be a convincing case that you exemplify teaching excellence.

The Portfolio must be submitted in a digital format with each of the required sections noted separately in the document. This manual provides guidelines to assist you in completing all the sections required for the submission of your portfolio. For each section, suggestions are provided on how to construct your answer and, where applicable, the supporting documentation is noted. You are encouraged, however, to add any information or documentation that you feel is important.

Section 1: Curriculum Vita

Instructions: Submit copies of the three introductory items.

Documentation: (1) curriculum vita, (2) cover letter or personal statement, and (3) teaching philosophy.

Section 2: Annual Performance Appraisals

Instructions: Submit copies of each of your annual appraisal forms.

Documentation: Copies of performance appraisal forms for the last five years. You do not need to submit the supporting documents that accompanied these forms, but you may be asked to provide that documentation by a reviewer.

Section 3: Instructional Observations and Student Assessments of Teaching

Instructions: Consider your full-time teaching experience at Palm Beach State College, detailing your growth and development as a teacher. Explain how instructional observations by your supervisor and student assessments have influenced that change. For both your supervisor's assessments and your student assessments, in what specific areas did you want to improve? How did you go about that change? How did you measure the effectiveness of that change?

Documentation: Required: Copies of student assessment summaries for each year and instructional observations for each term. Suggested: Other teaching-related documents such as student comments, communications from students, teaching awards or recognitions for teaching excellence.

Section 4: Course Success and Withdrawal Rates*

Instructions: Consider your full-time teaching experience at Palm Beach State College, detailing your growth and development as a teacher. Explain how student success and withdrawal rates have influenced that change. What specific changes did you make? What were the results of those changes? How did you measure the effectiveness of that change?

Documentation: Required: Grade distribution report for all classes taught at PBSC.

Link: [Grade distribution for faculty appraisal – 5 yrs.](#)

*Faculty Librarians do not have to complete this section.

Section 5: Assessments of Course Learning Outcomes

Instructions: Consider your full-time teaching experience at Palm Beach State College, detailing your growth and development as a teacher. Explain how your assessments of student learning outcomes have influenced that change. How did you go about that change? How did you measure the effectiveness of that change?

Documentation: Documents showing how you assess Course Learning Outcomes and the results of those assessments.

Section 6: Summary of Your Contributions outside the Classroom

Instructions: Provide a summary of your contributions outside the classroom that had a positive impact on the quality of education at the College. Explain how these contributions have impacted student learning and professional growth.

Documentation: Suggestions for your supporting documentation could include letters of acknowledgement or thanks, committee or cluster minutes, relevant work products, flyers or handouts from relevant events, agendas or programs from professional organizations, etc.

Section 7: Continuing Professional Development Reflection

Instructions: Provide a reflection of your personal and professional growth. Focus specifically on what you are going to do in the future to challenge yourself to continually learn, grow and improve your teaching and the success of your students. Explain how this growth has influenced your teaching and the success of your students.

Documentation: Suggestions for your supporting documentation could include the professional development activities in which you engaged since starting at PBSC and/or those activities in which you are currently involved and/or those planned for the near future.

RUBRIC EVALUATING THE PORTFOLIO FOR CONTINUING CONTRACT - (100 Points)

| SECTION | BELOW EXPECTATIONS | ACCEPTABLE | VERY GOOD | EXEMPLARY | TOTAL POINTS |
|--|--|--|--|---|--------------|
| 2. Annual Performance Appraisals (20 points) | There were "Unsatisfactory" or "Needs improvement" ratings. Areas that needed improvement were not addressed quickly or consistently in subsequent years. 0-5 points _____ | There were several "Needs Improvement" ratings. Areas that needed improvement were addressed. 6-10 points _____ | Nearly all of the annual ratings were "Meets Expectations." Any areas that needed improvement were addressed quickly and consistently. 11-15 points _____ | All annual ratings were "Meets Expectations." 20 points _____ | _____ |
| 3. Instructional Observations and Student Assessments of Teaching (15 points) | Description and explanation provided but no changes made for growth and development. 0-3 points _____ | Description and explanation provided but minimal changes made for growth and development 4-7 points _____ | Description and explanation provided with application to changes made for growth and development. 8-11 points _____ | Description and explanation provided with substantial growth and development based on student assessments and instructional observations. 12-15 points _____ | _____ |
| 4. Course Success and Withdrawal Rates (20 points) | Description and explanation provided but no changes made for growth and development. 0-5 points _____ | Description and explanation provided but minimal changes made for growth and development 6-10 points _____ | Description and explanation provided with application to changes made for growth and development. 11-15 points _____ | Description and explanation provided with substantial growth and development based on course success and withdrawal rates. 16-20 points _____ | _____ |
| 5. Assessments of Course Learning Outcomes (20 points) | Description and explanation provided but no changes made for growth and development. 0-5 points _____ | Description and explanation provided but minimal changes made for growth and development 6-10 points _____ | Description and explanation provided with application to changes made for growth and development. 11-15 points _____ | Description and explanation provided with substantial growth and development based on assessments of course learning outcomes. 16-20 points _____ | _____ |
| 6. Summary of Contributions outside the Classroom (15 points) | Limited service activities; Documentation and explanation of activities outside of the classroom provided but without explanation of how they support student learning and growth. 0-3 points _____ | Engages in service activities at campus, college, and/or with professional organizations; Minimal documentation and explanation of activities outside of the classroom and how they support student learning and growth. 4-7 points _____ | Regularly engages in service activities at campus, college, and/or with professional organizations; Good documentation and explanation of activities outside of the classroom and how they support student learning and growth. 8-11 points _____ | Consistently assumes leadership responsibilities at campus, college, and/or with professional organizations; Comprehensive documentation and explanation of activities outside of the classroom and how they support student learning and growth. 12-15 points _____ | _____ |
| 7. Continuing Professional Development Reflection (10 points) | Limited professional development activities; Documentation of activities provided but without explanation of how they help improve teaching. 0-1 point _____ | Regularly engages in professional development activities; Minimal documentation of professional development and how they help improve teaching. 2-4 points _____ | Frequently engages in professional development activities; Documentation of professional development and how they help improve teaching. 5-7 points _____ | Often engages in professional development activities and provides leadership in professional development of others; Documentation of professional development and excellent explanation of how they help improve teaching. 8-10 points _____ | _____ |
| TOTAL | | | | | _____ |

RUBRIC EVALUATING THE PORTFOLIO FOR CONTINUING CONTRACT FOR FACULTY LIBRARIANS - (80 Points)

| SECTION | BELOW EXPECTATIONS | ACCEPTABLE | VERY GOOD | EXEMPLARY | TOTAL POINTS |
|---|--|--|--|---|--------------|
| 2. Annual Performance Appraisals (20 points) | There were "Unsatisfactory" or "Needs improvement" ratings. Areas that needed improvement were not addressed quickly or consistently in subsequent years. 0-5 points_____ | There were several "Needs Improvement" ratings. Areas that needed improvement were addressed. 6-10 points_____ | Nearly all of the annual ratings were "Meets Expectations." Any areas that needed improvement were addressed quickly and consistently. 11-15 points_____ | All annual ratings were "Meets Expectations." 20 points_____ | _____ |
| 3. Instructional Observations and Student Assessments of Teaching (15 points) | Description and explanation provided but no changes made for growth and development. 0-3 points_____ | Description and explanation provided but minimal changes made for growth and development 4-7 points_____ | Description and explanation provided with application to changes made for growth and development. 8-11 points_____ | Description and explanation provided with substantial growth and development based on student assessments and instructional observations. 12-15 points_____ | _____ |
| 4. Faculty Librarians do not need to complete this section. | | | | | |
| 5. Assessments of Course Learning Outcomes (20 points) | Description and explanation provided but no changes made for growth and development. 0-5 points_____ | Description and explanation provided but minimal changes made for growth and development 6-10 points_____ | Description and explanation provided with application to changes made for growth and development. 11-15 points_____ | Description and explanation provided with substantial growth and development based on assessments of course learning outcomes. 16-20 points_____ | _____ |
| 6. Summary of Contributions outside the Classroom and the Reference Desk (15 points) | Limited service activities; Documentation and explanation of activities outside of the classroom and reference desk provided but without explanation of how they support student learning and growth. 0-3 points_____ | Engages in service activities at campus, college, and/or with professional organizations; Minimal documentation and explanation of activities outside of the classroom and reference desk and how they support student learning and growth. 4-7 points_____ | Regularly engages in service activities at campus, college, and/or with professional organizations; Good documentation and explanation of activities outside of the classroom and reference desk and how they support student learning and growth. 8-11 points_____ | Consistently assumes leadership responsibilities at campus, college, and/or with professional organizations; Comprehensive documentation and explanation of activities outside of the classroom and reference desk and how they support student learning and growth. 12-15 points_____ | _____ |
| 7. Continuing Professional Development Reflection (10 points) | Limited professional development activities; Documentation of activities provided but without explanation of how they help improve teaching and librarianship. 0-1 point_____ | Regularly engages in professional development activities; Minimal documentation of professional development and how they help improve teaching and librarianship. 2-4 points_____ | Frequently engages in professional development activities; Documentation of professional development and how they help improve teaching and librarianship. 5-7 points_____ | Often engages in professional development activities and provides leadership in professional development of others; Documentation of professional development and excellent explanation of how they help improve teaching and librarianship. 8-10 points_____ | _____ |
| | | | | TOTAL | _____ |

2018-2019 Continuing Contract Process

Recommendation for Continuing Contract

Step 1: Campus Recommendation

The _____ campus recommends _____
(*Campus Name*) (*Employee Name*)

- Proceed to Step 2, College-Wide Process: _____
- Other contract recommendation: _____

Campus Dean (*print name*)

Signature

Step 2: College Recommendation

- Continuing Contract: _____
- Other Contract recommendation: _____

Step 3: Vice-President Academic Affairs Recommendation to President

Vice President (*print name*)

Signature

Step 4: President Recommendation to District Board of Trustees

President (*print name*)

Signature

6A-14.0411 Employment Contracts for Full-Time Faculty

(1) Each District Board of Trustees shall develop, maintain and distribute a policy governing the issuance of continuing contracts and other employment contracts for employees serving in a full-time faculty capacity as determined by the College. Such policy shall be consistent with this rule.

(2) In order to be eligible for a continuing contract, full-time faculty shall meet the following minimum requirements:

(a) Complete at least five (5) years of satisfactory service, based on the criteria set forth in subsection (3) below, in the same College, except as provided below, during a period not in excess of seven (7) years. In all cases, such service shall be continuous except for leave duly authorized and granted. The policy established by the district board of trustees may also consider satisfactory service in other institutions of higher learning for purposes of this section.

(b) Receive the recommendation of the president and approval by the board for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant to policy adopted by the board in accordance with subsection (3) of this rule and the needs of the College.

(3) Each board of trustees, after receiving a recommendation from the president and ensuring that input has been received from the faculty, shall establish criteria which must be met by a full-time faculty member before a continuing contract may be awarded.

(a) Such criteria, shall include:

1. Quantifiable measured effectiveness in the performance of faculty duties;
2. Continuing professional development;
3. Currency and scope of subject matter knowledge;
4. Relevant feedback from students, faculty and employers of students;
5. Service to the department, College, and community; and,
6. Criteria determined by the board under subsection (8) of this rule.

(b) Such criteria may include:

1. Educational qualifications, efficiency, compatability, student learning outcomes, character;
2. Capacity to meet the educational needs of the community;
3. The length of time the duties and responsibility of this position are expected to be needed; and
4. Such other criteria as shall be included by the board.

(4) Each board may establish full-time faculty positions that are not eligible for continuing contract. Faculty hired in these positions may be awarded multiple year contracts, annual contracts, or contracts of less than one (1) year. Notwithstanding any provision in Rule 6A-14.041, F.A.C., no multiple year contracts may exceed three (3) years. Each board shall adopt policies addressing such positions and contracts.

(5) Each employee issued a continuing contract shall be entitled to continue in his or her respective full-time faculty position at the College without the necessity for annual nomination or reappointment until the individual resigns from employment, except as provided in subsection (7) of this rule.

(6) In order to contribute to the continual growth and development of faculty, each board shall adopt policy requiring periodic post-award performance reviews for faculty under continuing contract. Periodic reviews of continuing contract faculty shall use the criteria under subsection (3) of this rule.

(7)(a) Each district board of trustees may, upon recommendation of the president, terminate a full-time faculty employee under continuing contract, or return the employee to an annual contract, for failure to meet post-award performance criteria, or, for cause in accordance with College policies and procedures upon recommendation by the president and approval by the board. The president or designee shall notify the full-time faculty employee in writing of the recommendation and shall afford the full-time faculty employee the right to formally challenge the action in accordance with the policies and procedures of the College. As an alternative to the hearing rights provided by College policies and procedures, the employee may request an administrative hearing in accordance with Chapter 120, F.S., by filing a petition with the board within twenty-one (21) days of receipt of the recommendation of the president.

(b) Upon recommendation of the president, the board may terminate a full-time faculty employee under continuing contract upon consolidation, reduction, or elimination of an institution's program, or restriction of the required duties of a position by the board. The board shall determine on the basis of the criteria set forth in subsections (2) and (3) of this rule, which full-time faculty employees to retain on a continuing contract and which shall be dismissed or returned to an annual contract. The decision of the board shall not be controlled by any previous contractual relationship. In the evaluation of these factors, the decision of the board shall be final.

(8) In addition, each district board of trustees, after receiving a recommendation from the president and ensuring that input has been received from the faculty, shall develop appropriate criteria to measure student success, which may include the following factors, as appropriate:

- (a) Demonstrated or documented learning gains;
- (b) Course completion rates;
- (c) Graduation and/or certification rates;
- (d) Continued success in subsequent and additional courses or educational pursuits;
- (e) Job placements in the appropriate field; and,
- (f) Other criteria as may be included in the policy approved by the board.

Such criteria shall be used, as appropriate, for the particular field of learning and the individual faculty member, as consideration in determining whether to grant a continuing contract pursuant to subsection (3) above. Such factors shall also be used, as relevant and appropriate to individual faculty members, in the review set forth in subsection (6) above.

(9) Any full-time faculty employee holding a continuing contract who accepts an offer of annual employment in a capacity other than that in which the continuing contract was awarded may be granted an administrative leave of absence pursuant to the College's administrative rules.

(10) In order to provide for a transition period for full-time faculty in the process of being considered for continuing contracts, each board may provide an exemption from the time requirements set forth in paragraph (2) (a) of this rule for full-time faculty being considered for an award of a continuing contract during the 2012-13, 2013-14 and the 2014-15 fiscal years. In addition, each board may provide credit for prior satisfactory years of service for purposes of determining eligibility for a continuing contract. In order to provide adequate time for boards of trustees to develop the criteria described in this Rule, the criteria set forth in subsections (3) and (6) of this rule shall apply beginning in the 2013-14 fiscal year.

Rulemaking Authority 1001.02(1), (6). 1012.83, 1012.855 FS. Law Implemented 1001.64(4), (18), 1012.83, 1012.855 FS. History--Formerly 6A-8.33, Repromulgated 12-19-74, Amended 12-9-75, 2-14-77, 12-26-77, 7-16-79, Formerly 6A-14.411, Amended 7-20-04, 4-23-13.