

2020-2021

Continuing Contract Process



PALM BEACH STATE
COLLEGE

Academic Affairs

PALM BEACH STATE COLLEGE

2020-2021 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 (exception for transition 2016 cohort) 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. Campus committees are comprised of four members: The Academic Dean/Campus Director, Associate Dean, and two faculty members on continuing contract. The campus committee 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 may nominate a continuing contract faculty to serve on campus committees. The Dean will make the final decision on the members of the committee.

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.

Campus committees will determine if candidates 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 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 make the final decision on the members of the committee.

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 VPAA. 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 completed digitally with all required documents listed in 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 2nd	Portfolios due
November - December	Campus Committees meet with continuing contract applicants
December	Campuses forward recommendations to VPAA/OR DESIGNEE
January - February	College-wide Committee meets with Candidates
February	Recommendations to the President
February	President- forwards recommendations to the DBOT for February agenda

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

Instructions for Organizing and Naming Supporting Documents

NOTE: All attachments must be saved in PDF format

Section 2 – Performance Appraisals

- Start with a summary of the contents of this section.
- Provide a list of the attached documents.
- Save your narrative with the section number.
- Save all your appraisals into one PDF file.
- Name the file as “Annual Appraisals 20XX-20XX”.

Section 3 – Instructional Observations and Student Assessments of Teaching

- Start with a summary of the contents for each portion of this section (Instructional Observations and Student Assessments of Teaching).
- Provide a list of the attached documents
- Save your narrative with the section number
- Save all your instructional observations into one file
- Name the file as Instructional Observations 20XX-20XX
- Save all your student assessments of teaching into one file
- Name the file as “Student Assessments of Teaching 20XX-20XX”

Section 4 – Course Success and Withdrawal Rates

- Start with a summary of the contents of this section.
- Provide a list of the attached documents
- Save your narrative with the section number
- Save all your course grades into one file
- Name the file as “Course Success and Withdrawal Rates 20XX-20XX”

Section 5 – Assessments of Course Learning Outcomes

- Start with a summary of the contents of the section.
- Provide a list of the attached documents
- Save your narrative with the appropriate section number

Section 6 – Contributions Outside the Classroom

- Start with a summary of the contents of the section.
- Provide a list of the attached documents.
- Save your narrative with the appropriate section number.

Section 7 – Professional Development

- Start with a summary of the contents of the section.
- Provide a list of the attached documents.
- Save your narrative with the appropriate section number.

Additional Suggestions

- Use plenty of white space.
- Make sure your documents are easy to locate and save in PDF format.
- Put all additional supporting documents in another file folder.
- Use section headers within your narrative.
- Download all documents from the system into a PDF file. Do not just link to the system.
- Make sure you have all required documents including required signatures if applicable. Incomplete portfolios will see a reduction in total points.

Campus Interviews

The College will develop only 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. (20points)

College-wide Interviews

The College will develop only 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 proper devices to demonstrate the concept(s) being taught.		
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. *Submit all attachments in PDF format.*

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 signed copies of each of your annual appraisal forms. If you cannot locate signed copies of your signed performance appraisals or instructional observations, please see your Associate Dean, Dean of HR representative. If all documents are not accounted for, points will be reduced.

Documentation: Signed copies of performance appraisal forms for the years of full-time service. Remember there is an extra year of information required for those in their second attempt or did not apply in their first year of eligibility. 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? If all documents are not accounted for, points will be reduced. Do not put into your documentation links to the reports. Put all information required into a PDF format.

Documentation: Required: Copies of Student Assessment summaries for each year, for each class and each section taught. Signed instructional observations for each term. Remember there is an extra year of information required for those in their second attempt or did not apply in their first year of eligibility. Do not put into your documentation, links to the reports. Put all information required into a PDF format. Suggested: Other teaching-related documents such as student comments,

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? If all documents are not accounted for, points will be reduced. Do not put into your documentation links to the reports. Put all information required into a PDF format.

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

Link: [College Data: On-Demand Reports](#)

*Faculty Librarians do not have to compete 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-wide, 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					_____

Recommendation for Continuing Contract

Step 1: Campus Committee 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-wide Committee 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

Florida State Administrative Code

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, compatibility, 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, Promulgated 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.