May 9, 2024

TO: THE DISTRICT BOARD OF TRUSTEES OF VALENCIA COLLEGE

FROM: DR. KATHLEEN PLINSKE
        President

RE: CONTINUING CONTRACTS

In accordance with Florida law and Valencia Policy 6Hx28:3E-02, and upon the recommendation of the President, the District Board of Trustees approves the award of continuing contracts to eligible faculty who have demonstrated professional competence and success in the performance of their duties, as required and set forth in such law and policy. The achievement of a continuing contract (tenure) indicates responsible professional performance at Valencia and carries with it a distinctive contract of employment, which entitles faculty members to continue in their faculty positions at the College without the necessity of annual reappointment. Continuing contracts may be terminated upon recommendation of the President for failure to meet post-award performance criteria or for cause in accordance with College policies and procedures.

To become eligible to be considered for the award of a continuing contract, a full-time faculty member must prepare and submit a Portfolio determined to be acceptable by the College in accordance with standards and requirements established for the College's Teaching and Learning Academy and:

A. Complete at least five (5) years of satisfactory service at Valencia College during a period not more than seven (7) years.

B. Receive the recommendation of the President and approval by the District Board of Trustees based on successful performance of duties and demonstration of professional competence as required by Florida law and outlined in Board-approved Valencia policy and procedure. Appendix A to this Transmittal, an Evaluation Matrix, specifies when and how the College evaluates candidates on each criterion and lists associated evidence and artifacts for each criterion.

A total of 17 faculty members are recommended by the President to be awarded continuing contract.

RECOMMENDED ACTION:

The President recommends that the District Board of Trustees of Valencia College approve the award of continuing contracts, as recommended, and presented.

Kathleen Plinske
President

EVALUATION MATRIX FOR EACH BOARD-APPROVED TENURE CRITERION

CATEGORY	SPECIFIC BOARD-APPROVED CRITERIA	WHEN & HOW CANDIDATES ARE EVALUATED ON EACH CRITERION	ASSOCIATED EVIDENCE & ARTIFACTS

Command of Discipline	• Currency and scope of subject matter knowledge (3)
	
	• Educational qualifications (i), efficiency (ii), compatibility (iii), and character (iv) (6.b.)
		• *Currency and scope of subject matter knowledge* (2) and *educational qualifications* (6. b. i) are
		
		   ○ assessed for each candidate upon hiring
		
		   ○ captured in each candidate's resume or CV
		
		   ○ verified in their academic transcripts
		
		   ○ evaluated annually by the dean/director as part of the annual evaluation and bi-yearly observation process
		
		   ○ maintained as part of the Professional Commitment Essential Competency, assessed in the Final Portfolio
		
		• *Efficiency* (6. b. ii) is evaluated by deans during the annual evaluation and bi-annual observation process
		
		• *Compatibility* and *character* (6. b. iii & iv) are evaluated by deans during the annual evaluation and bi-annual observation process and by peers in the faculty feedback survey disseminated in year 2 and 4 to ALL full time faculty for individual candidate feedback
			• HR file for each candidate
			   ○ Academic transcript
			
			• Resume/ CV
			
			• Credentialing committee documentation
			
			• Relevant feedback from students, faculty and employers of students (4)[1] in this category includes
			
			   ○ Completed annual evaluation and bi-yearly observation forms
			   ○ Review Panel Report Forms (Years 2 and 3) which assess:
			     ■ Educational and Professional Background Vitae/Resume
			   ○ Results of feedback survey disseminated in year 2 and 4 to ALL full time faculty for individual candidate feedback
			
			• Dean Report for Final Portfolio (Year 4) which assesses:
			   ○ Educational and Professional Background
			
			• Final Portfolio
			   ○ Professional Commitment reflection

Effectiveness	• Quantifiable, measured effectiveness in the performance of faculty duties (1)
	
	• Development and assessment of student learning outcomes relevant to the discipline (6. e.)
	
	• Continuing professional
		• *Quantifiable, measured effectiveness in the performance of faculty duties* (1) is
		
		   ○ evaluated in alignment with the Essential Competencies of a Valencia Educator throughout candidates' TLA and tenure process including r*elevant feedback from students, faculty and employers of students* (4)
		
		   ○ synthesized and assessed in the final portfolio, which requires that candidates apply and reflect on each of the essential competencies in relation to their practice and student needs
		
		Specific competencies include:
		
		   ○ *The Development and assessment of student learning outcomes relevant to the discipline* (6. e), assessed when candidates identify student needs in alignment
			• Relevant feedback from students, faculty and employers of students (4) includes
			   ○ Completed annual evaluation and bi-yearly observation forms
			   ○ Student Feedback on Instruction (SFI) feedback
			   ○ Review Panel Report Forms (Years 2 and 3) which assess:
			     ■ Philosophy
			     ■ Supporting Documentation for each Faculty Learning Outcome
			     ■ Candidate Understanding/application of Essential Competencies of a Valencia

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[1] Note that criterion 4 "relevant feedback from students, faculty and employers of students" appears in this column because it represents evidence aligned with criteria; it is not itself a criterion.

	• Student success resulting from the faculty member's efforts, as appropriate for the field and individual (6.a.) • Service to the department, College, and community (5)	with their course outcomes; and when candidates backwards design a Micro Teach in Year 1 as part of their Analysis of my Practice, which receives dean feedback ○ *Continuing professional development* (2), demonstrated by the candidate's transcript of completed professional development and the completion of an action research project • *Student success resulting from the faculty member's efforts, as appropriate for the field and individual* (6. a) are ○ evaluated within candidates' Action Research Projects, which require that they collect and analyze significant results about student success to inform future practice ○ reviewed regularly by deans and campus provosts • *Service to the department, College, and community* (5) ○ addressed in the candidate's context (Brief resume, educational background, and workload) which is presented in their Individualized Learning Plans in Year 2 and their Final Portfolios in Year 4 submissions assessed by the panel and dean. ○ reflected in the candidate's workload which is presented in their workload submissions each semester as assessed by the Dean and Campus Provost ○ assessed by the deans each year when they are assessing the needs of the division for hiring	Educator ○ Dean Report for Final Portfolio (Year 4) which assesses the following: ■ Individualized Learning Plan (ILP) ■ Philosophy ■ Faculty Learning Outcomes (FLOs) ■ ILP and Portfolio Review Panel Reports ■ Supporting Documentation for each Faculty Learning Outcome ■ Overall remarks and/or comments expressing exemplary performance or substantial concerns ■ Candidate Understanding/application of Essential Competencies of a Valencia Educator ○ Review Panel Report Forms (Years 2 and 3) found in the Deans Folder for TLA ■ Philosophy ■ Supporting Documentation for each Faculty Learning Outcome ■ Candidate Understanding/application of Essential Competencies of a Valencia Educator
Alignment with Community & College Needs	• Capacity to meet the educational needs of the community (6. c.) • The length of time the duties and responsibility of this position are expected to be needed (6. d.)	• *Capacity to meet the educational needs of the community* (6. c) is ○ addressed in the candidate's context (Brief resume, educational background, and workload) which is presented in their ILPs in Year 2 and their Final Portfolios in Year 4 submissions assessed by the panel and dean. ○ reflected in the candidate's workload which is presented in their workload submissions each semester as assessed by the Dean and Campus Provost ○ assessed by the deans each year when they are assessing the needs of the division for hiring • *The length of time the duties and responsibility of this position are expected to be needed* (6. d) is ○ ensured by deans via the monitoring of enrollment data ○ ensured by the college and state via academic program reviews	• Advanced Practice Plan and Reflection (Years 4 and 5) ○ Near the completion of a candidate's final two years in the tenure process, candidates engage with their dean as they consider what area of interest they would like to explore as part of their continued reflective practice. They consider college initiatives, discipline needs, or community connections.

Recommendations for Tenure
(Continuing Contracts)

DBOT - May 9, 2024

VALENCIACOLLEGE

What are the primary responsibilities of Valencia's tenured faculty?

Tenured and tenure-track faculty:

- Engage in curricular development

- Select instructional materials

- Support faculty hiring, development, and evaluation

- Provide leadership and service in governance

- Serve as learning leaders, as in learning assessment efforts and policy development and implementation

To earn tenure, faculty must:

1) Prepare and submit a portfolio determined to be acceptable by the College and complete at least 5 years of satisfactory service at the College, and

2) Be recommended by the President and approved by the District Board of Trustees based on successful performance of duties and the demonstration of professional competence…

   …in accordance with six State-required criteria, as outlined in the Board-approved Valencia policy and procedure, 6Hx28:3E-02.

Specific Criteria for Tenure *(FL Rule 6A-14.0411)*

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;

6. <u>Other criteria</u> determined by the College and specified in procedures adopted to implement the policy.

Specific Criteria for Tenure *(determined by the College)*

6.a. Student success resulting from the faculty member's efforts, as appropriate for the field and individual;

6.b. Educational qualifications, efficiency, compatibility, and character;

6.c. Capacity to meet the educational needs of the community;

6.d. The length of time the duties and responsibility of this position are expected to be needed;

6.e. Development and assessment of student learning outcomes relevant to the discipline.
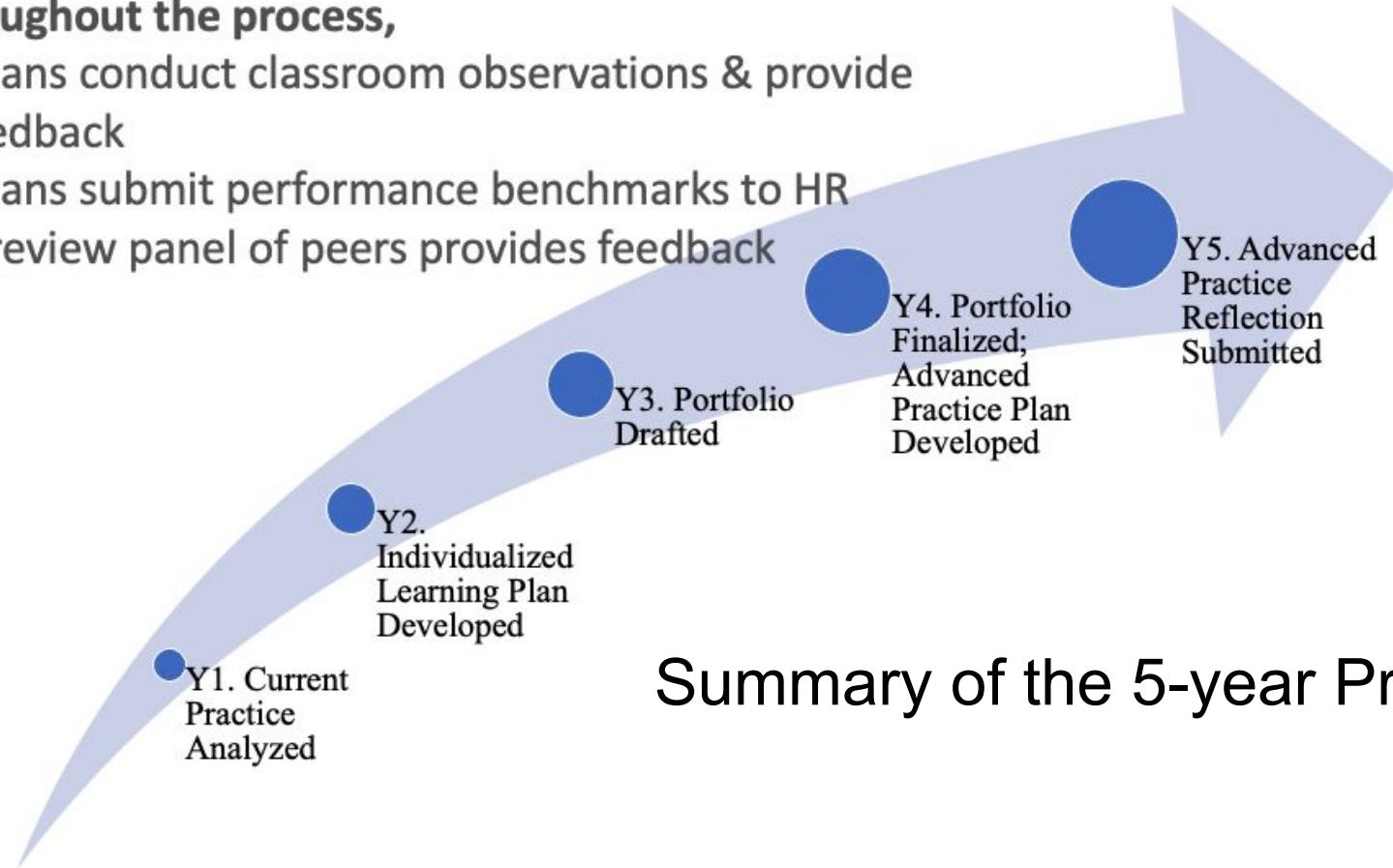
Tenure Criteria Categories
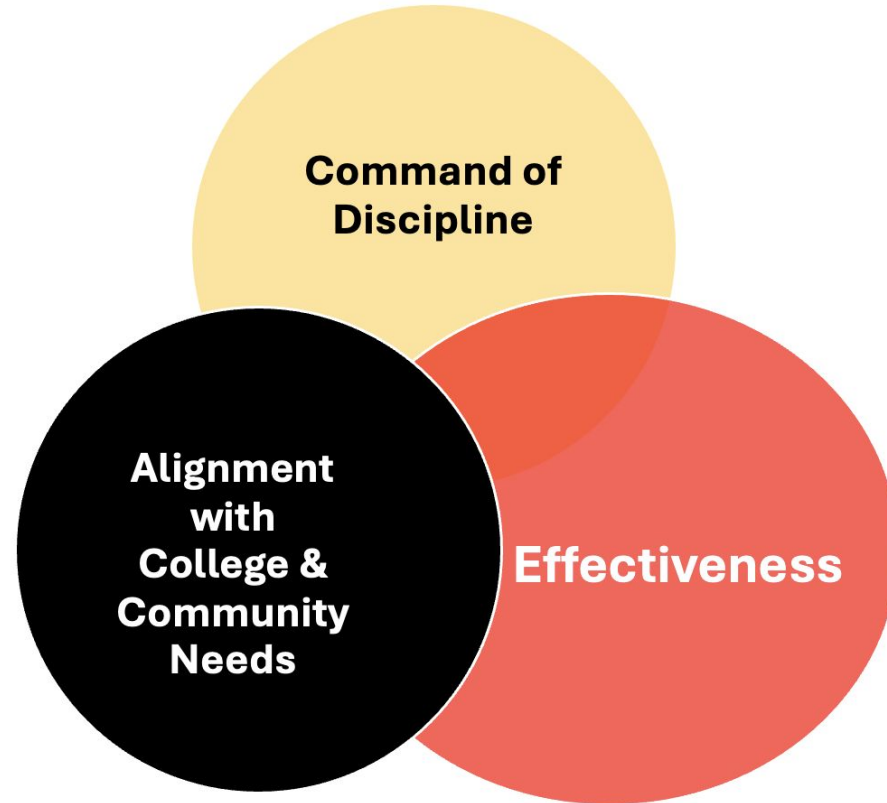
How do we support tenure candidates?

Via "TLA" - the **Teaching/ Learning Academy**, a faculty designed, led, and facilitated support structure that helps candidates develop a reflective approach to teaching anchored in active learning, action research, and the *Essential Competencies of a Valencia Educator*.

Throughout the process,
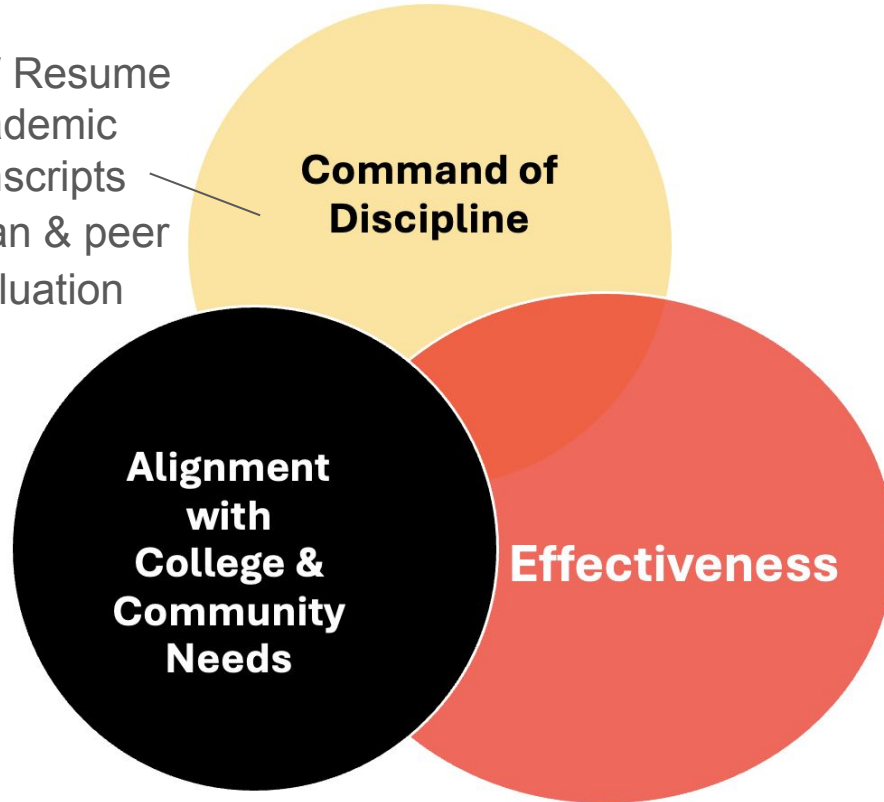
- Deans conduct classroom observations & provide feedback
- Deans submit performance benchmarks to HR
- A review panel of peers provides feedback

Y5. Advanced Practice Reflection Submitted

Y4. Portfolio Finalized; Advanced Practice Plan Developed

Y3. Portfolio Drafted

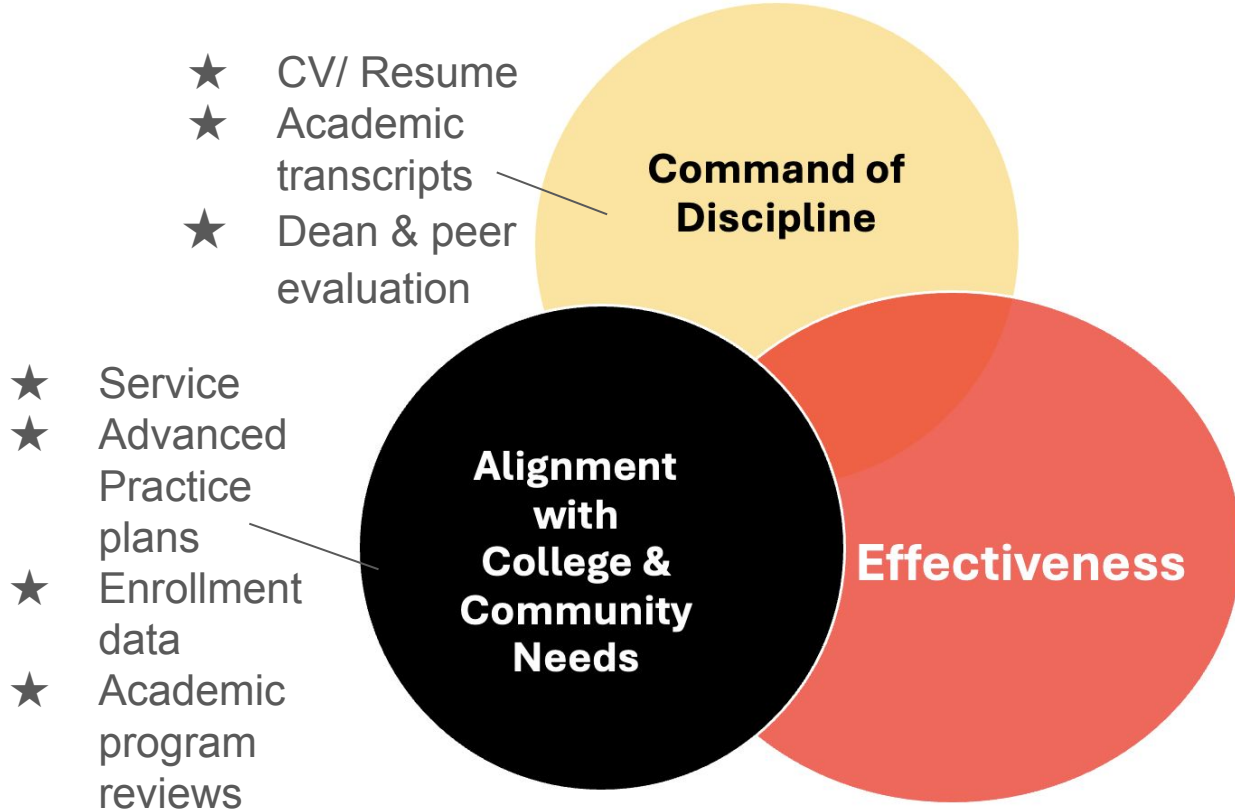Y2. Individualized Learning Plan Developed

Y1. Current Practice Analyzed

Summary of the 5-year Process

Key Sources of Evidence Per Tenure Criteria Category

★ CV/ Resume
★ Academic transcripts
★ Dean & peer evaluation

Command of Discipline

Alignment with College & Community Needs

Effectiveness

Key Sources of Evidence Per Tenure Criteria Category

- ★ CV/ Resume
- ★ Academic transcripts
- ★ Dean & peer evaluation

Command of Discipline

- ★ Service
- ★ Advanced Practice plans
- ★ Enrollment data
- ★ Academic program reviews

Alignment with College & Community Needs

Effectiveness

Key Sources of Evidence Per Tenure Criteria Category

- ★ CV/ Resume
- ★ Academic transcripts
- ★ Dean & peer evaluation

Command of Discipline

- ★ Observation & evaluation records
- ★ Professional development transcript
- ★ Action research projects
  - ○ Student learning & success outcomes
- ★ Final portfolios

- ★ Service
- ★ Advanced Practice plans
- ★ Enrollment data
- ★ Academic program reviews

Alignment with College & Community Needs

Effectiveness

A Multi-Phased Approval Process

Year 3: Approval of Individualized Learning Plan (ILP)/ Portfolio
- **ILP Panel:** A panel of tenured faculty and the dean provides ongoing formative feedback, culminating in approval to proceed to Year 4.

Year 4: Dean Assessment of Portfolio
- **Dean** determines whether the portfolio is *Acceptable* or *Unacceptable*.

Year 5: Recommendations & Final Approval
- **Dean**: Recommends tenure candidates to the Campus Provost
- **Campus Provost**: Submits tenure recommendations to the President
- **President**: Recommends tenure candidates to the DBOT for final approval