

New Faculty Mentoring Program Guidebook



Eastern FloridaSM
STATE COLLEGE

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New Faculty Mentoring Program Description

Congratulations on your new faculty position with Eastern Florida State College. To help ease your transition into the College, you will be participating in the New Faculty Mentoring Program (NFMP), a formal mentoring program run by and for faculty members. Included in the Program are mentoring services and career development planning. Additionally, completion of the NFMP is a requirement for meeting tenure requirements.

An important first step on that path, and one of the purposes of the Program, is to help you prepare for your annual performance evaluations. You will work with your supervisor and mentor to establish performance goals each year. Documenting attainment of said goals is vital to the performance review process. You may use a physical binder or create an e-document to organize documentation related to goal development, to which your supervisor may refer as part of the annual review. These documents will also form the basis of your professional portfolio, submitted as part of your tenure application package.

Along with satisfactory annual evaluations and completion of the New Faculty Mentoring Program, criteria for award of tenure include:

1. Continuing Professional Development - required
2. Contributions to the College - required
3. Contributions to the Profession - required
4. Contributions to the Community - optional

Additionally, the criteria are also used in the evaluation of applications for Rank Change, Promotion, and Maintenance of Continuing Contract once tenure is attained.

To ensure you have a successful performance review and to help you begin meeting the requirements of the tenure process, the following priorities are suggested for your annual goals:

Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
☐ Instructional design, delivery, or assessment	☐ Instructional design, delivery, or assessment ☐ Curriculum or program development	☐ Instructional design, delivery, or assessment ☐ Curriculum or program development ☐ Discipline-level committee service ☐ Program advisory committee service ☐ Professional organization participation ☐ Related conference attendance	☐ Instructional design, delivery, or assessment ☐ Curriculum or program development ☐ Discipline-level committee service ☐ Professional organization participation ☐ Related conference attendance ☐ College-wide committee service ☐ Student mentoring ☐ Student service-learning course component development	☐ Instructional design, delivery, or assessment ☐ Curriculum or program development ☐ Discipline-level committee service ☐ Professional organization participation ☐ Related conference attendance ☐ College-wide committee service ☐ Student mentoring ☐ Student service-learning course component development ☐ National conference presentation ☐ Research publication ☐ Student research projects ☐ Student club sponsorship

Considerations should be given to individual circumstances of campuses and clusters. For instance, those faculty hired as **Program Managers** may need to craft goals related to curriculum development, program development, or accreditation preparation.

Year One

As part of the first year of the New Faculty Mentoring Program, you are required to:

- Attend the program orientation
- Establish professional goals for this academic year
 - See section in Guidebook titled [Faculty Professional Goals](#)
 - See [Appendix B](#) & [Appendix C](#)
- Complete the Mentoring Partnership Agreement Form in Canvas
 - See copy in [Appendix A](#)
- Attend mentor cohort meetings with NFMP Coordinator – 3 per term during first two major semesters of employment
- Work weekly/biweekly with campus/**cluster** mentor – first two major semesters
- Submit completed Mentor Activity Checklists in Canvas for Term 1 and Term 2
- Complete a reflective assessment in Canvas at end of each of your first two major semesters

Year Two

Required activities during your second year of employment include:

- Meet with campus mentor – at least twice per semester
- Complete the Committee/Council Visitation Activity by the end of Year Three

The purpose of the Committee/Council Visitation Activity is to help you identify opportunities for service that align with your interests and help you meet the related criteria for tenure. Equally important, this will provide an opportunity to learn about the structure, function, and purpose, and witness the decision-making processes of various groups across the College.

By the end of your third year of employment, you will be required to make three committee meeting visitations; at least **two** must be selected from the following: Academic Council (AC), Tenure Council (TC), Faculty Mentoring Steering Committee (FMSC), Professional Development Council (PDC), Online Steering Council (OSC), Curriculum Development (CD), and the Assessment Committee. The third meeting may be any other college-wide or campus-wide committee of your choice. The only requirement is that the committee chosen is a regular or standing committee and not one a “one-shot” committee that only meets for a short, time-limited period.

Please note that the Tenure Council often closes its meetings to visitors due to the confidential nature of their work: reviewing tenure portfolios. If this is a committee you would like to visit, you are encouraged to reach out to the chair of the TC well in advance to schedule your visit.

Evidence for the completion of the Committee/Council visitation should be uploaded to the Canvas course in the New Faculty Requirements module, under the “Year Two & Beyond” heading. Evidence may include minutes from the meeting you attended (be sure to have your name listed in the “attendance” section) or a screenshot of an email from the chair of the committee confirming your attendance. You may make as many submissions as needed, so you can choose to upload the evidence one at a time or to submit all three at one time.

Year Three

If you have not already completed the Committee/Council Visitation Activity, you need to finish it this year. Otherwise, no required mentoring activities are planned for your third year of employment. However, you may at any time request to meet with your campus mentor or the NFMP Coordinator. During your performance review at the end of your second year, you will be required to establish professional goals for your third year of employment. You may have some goals that carry over from the previous year. If you developed any new products, revision of one or more of these could be a goal.

Year Four

By your fourth year, you will have gained enough experience that you should feel relatively self-sufficient and aware of your strengths and opportunities for improvement. Because of this, there are no required mentor meetings, but you always have the option to meet with your campus mentor or the Program Coordinator anytime the need should arise.

Year Five

No other required activities are planned. However, as always, you have the option to meet with your campus mentor or the Program Coordinator anytime the need should arise.

During your performance review at the end of your fourth year, you will be required to establish professional goals for your fifth year of employment. Consider incorporating one of the following into your goals:

- Presenting at a National conference
- Publishing a research article
- Sponsoring a [student club](#) on your campus
- Sponsoring student research projects (we have an [Office for Undergraduate Research](#))
- Sponsoring [a student club](#) on your campus

Summary of the New Faculty Mentoring Program Requirements

	<u>Required Activity</u>	<u>Recommended Activity</u>
Year One	• Attend program orientation • Attend cohort meetings – 3 per term, first 2 terms • Meet with campus mentor – weekly/biweekly, first 2 terms • Submit reflective assessment (new faculty & mentor) at the end of each semester • Submit Mentor Activity Checklists at the end of each semester	
Year Two	• Meet with campus mentor – twice per term • Complete the Committee/Council Visitation Activity by end of year 3	
Year Three	• Complete the Committee/Council Visitation Activity by end of year 3	• Meet with campus mentor, as needed
Year Four		• Meet with campus mentor, as needed
Year Five		• Meet with campus mentor, as needed

At the end of the first and second major semesters (Fall & Spring), both the mentors and the new faculty are asked to complete the “[Partnership Reflective Assessment](#)” in the Canvas classroom. Additionally, new faculty are required to submit the “[Mentor Activity Checklist](#) Term 1” and “[Mentor Activity Checklist](#) Term 2” attestations in Canvas as well. Both forms can be found within this document.

Partnership Matching Process

Campus mentors and new faculty members are matched to provide the new faculty members with a safe resource within their disciplines during the transitional period at the College. New faculty members will work closely with their mentors for the first two to three years of employment. Participation in the Program is one of the criteria for tenure, if applicable for your assignment, though it does not guarantee attainment.

Partnership Guidelines

The following are some guidelines to consider as you develop your relationships with your colleagues.

Guidelines for Mentors

1. Maintain regular contact and communication with your colleague.

Determine early in the term the number of meetings that may be needed and how you want to meet, whether by phone, in your office or your partner's, or even over lunch. Remember to be flexible. The frequency and style of communication will depend on the needs of your partner and may change as new faculty members make progress with their goals. To establish the scope and goals of the partnership, you and your partner will complete the [Mentoring Partnership Agreement Form](#) online in Canvas. A version is also included in the appendices of this document for your convenience.

2. Maintain confidentiality.

A mentoring partnership is effective only if it is built on trust, openness, and mutual respect. Therefore, details of your conversations with your partner should remain confidential.

3. Provide information, guidance, feedback, and constructive comments.

Help develop strategies to meet the performance goals set by your partner. Regularly assess how well the strategies are working throughout the term and help your partner to refine those strategies as needed.

4. Manage the development of the relationship.

Be proactive in your communication with your partner. Perhaps the new faculty member has not asked any questions; do not assume that he or she has none. Reassure your partner that you are available to help and that a request for assistance is in no way an imposition.

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Guidelines for New Faculty

- 1. Set out to achieve new skills and knowledge.**

Develop performance goals, along with strategies for achieving each, early in the partnership. Talk with your mentor and ask for help when identifying resources needed or barriers to eliminate in order to achieve your goals.

- 2. Be open to guidance, feedback, and constructive comments.**

Work with your mentor to assess your progress toward goals you have set for yourself. Discuss with your mentor how your strategies for achieving your objectives are working throughout the term.

- 3. Manage the development of the relationship.**

Be proactive in your communication with your mentor or partner. Ask questions! You may have questions or concerns about how to manage an aspect of your classroom, how best to facilitate learning, or how to resolve a discipline issue. Talk with your mentor when you need to ask, “Which department on campus oversees this?” or “Where do I find that?”

Your request for assistance is in no way an imposition. **You should feel comfortable asking your mentor for help.**

You are encouraged to reach out to the NFMP Coordinator at any time. If there are conflicts or concerns within the partnership, the coordinator is there to assist and can reassign you to a new mentor if needed.

New Faculty Mentoring Program Orientation

Generally, the orientation is facilitated the week prior to the first week of class or the first week of classes during the college-wide “Welcome Back” program. The NFMP orientation and **whole of the program** are conducted entirely online via Teams and Canvas.

The orientation agenda items are as follows:

1. Introductions
 - a. Introduction of new faculty
 - b. Introduction of mentors in attendance
 - c. Introduction of NFMP Coordinator and any FMSS members in attendance
2. Introduction to NFMP by Program Coordinator
 - a. History of Program
 - b. Purpose of Program (including goal setting and tenure process)
 - c. Program Requirements (including partnership agreement form)
 - d. Introduction and overview of NFMP Guidebook
 - e. Demonstration & Virtual Tour of Canvas component

A recorded version of the orientation is available in the Canvas classroom.

Faculty Professional Goals

First Year Professional Goals

During your performance review at the end of your first year, you will be required to establish professional goals for your second year of employment. You and your mentor should work to develop your goals during your weekly/biweekly meetings early in your first semester. You may have some goals that carry over from the previous year. If you develop any new products, revision of one or more of these could be a goal for your second year.

Your first year should be dedicated to the development or improvement of the courses that you are assigned. It is recommended that the professional goals you establish for the first year or two should focus on instruction design, facilitation, and assessment appropriate to your workload. All faculty are expected to establish three professional goals each academic year.

If new to the College, you may focus on the development of instructional materials for particular courses. Here are some sample goals:

- Create a rubric for the mid-term presentations in all my courses by September 30.
- Create final exam study guides for all my courses by November 14.
- Produce several videos for BSCC 1010 that explain some of the course's more challenging concepts by April 30.

If you have prior experience with your assigned courses, you may be ready to take on something more challenging. Maybe you have ideas or methods you have been considering but simply did not have time to pursue until now. Here are some sample goals:

- Design CANVAS course shells for HIMC 1000 and HIMC 1253 by January 31
- Co-develop and team teach an interdisciplinary honors course "Florida Ecosystems" with my mentor by May 1.

Whatever your level of familiarity with the College or curriculum, first year goals should be short and achievable. Consider a mix of short-term (to be achieved within 1 year) and longer-term goals (taking 2 years to achieve), some of which may build on previous goals.

Strategies to help you achieve your goals may include attending workshops focused on instructional design, facilitation techniques, classroom assessment, and student issues.

Several are offered at EFSC throughout the year and are advertised in the college-wide newsletter sent every afternoon, as well as on the webpages of [Academic Technology](#) (AcTec) and the [Center for Excellence in Teaching and Learning](#) (CETL).

Continued professional development is a requirement for tenure, as well as a continuing expectation for all tenured faculty. Completing workshops will help you achieve your professional goals and will move you one step closer to meeting the requirements for tenure.

Second Year Goals & Beyond

Revising Courses

An important responsibility of full-time faculty is to regularly revise courses, as well as develop new courses and programs. Therefore, at least one of the professional goals for your second year should be related to this. The goal of curriculum revision/development benefits you in three ways: (1) you will be introduced to an important academic process; (2) through service on the related committee, you will have the opportunity to work with colleagues in your field; and (3) such an activity may help you to meet one of the requirements for tenure – Contributions to the Profession/Discipline.

Related goals could be:

- Revise the course outcome summary for MAC 1233 by February 1.
- Create a new interdisciplinary research methods course, IDH 2009, by February 1.

Service on a curriculum revision/development committee is typically for one year, involves several meetings, and requires several hours of work on each member's part to develop the competencies and learning objectives for the course. This is a good introduction to committee service and the curriculum process.

Committee Work

Service on committees is one way to meet both Contributions to the College and Contributions to the Profession/Discipline. Completing the year 2/3 committee visitation requirement will help you learn more about the committees at the college. Review the

might be interested in serving. Before volunteering to serve on a new committee, consider the following questions:

- What is the purpose of the committee?
- How often does the committee meet?
- How much work will be involved/ what will be your responsibilities?
- What is the length of service?
- And most importantly – Is the work of interest to you?

You and your mentor need to give careful consideration to these questions. Consider volunteering for short-term, ad hoc, campus or discipline/cluster-level committees during your third year at the College and a long-term, standing, college-wide committee during your fourth year.

Professional Conferences

Continued professional development was mentioned earlier as a requirement for tenure. Attendance of professional/discipline-specific conferences may help you meet this requirement and provide an excellent opportunity to network with colleagues from other institutions. Consider using this as a possible strategy for one of your goals for Year Three or Four.

Other Goals

While you can continue to focus on instructional design or program development, the fourth year is a good time to consider getting more involved in things outside of your discipline or department. Consider trying one of the following:

- Serving on a college-wide committee
- Mentoring a [Student Life Skills \(SLS\)](#) student
- Developing a [student service-learning component](#) for one of the courses you teach
- Participating in a professional organization
- Attending a discipline-related conference

Your campus mentor, Collegewide Chair, Program Manager, or Dean can help you contact the coordinators in charge of SLS and service-learning on your campus.

SMART Goals

A popular process used for goal development is the SMART method.

S – Specific

M – Measurable
A – Achievable
R – Results focused
T – Timely

1. Step 1. Decide what you want to achieve.

Consider the following: Is there a course topic that students find particularly difficult? What sort of activity could be developed to improve the students' ability to perform this particular skill?

To generate some ideas, complete the Roles and Goals worksheet found in [Appendix B](#) of this guidebook. Additional templates for writing goals can be found in [Appendix C](#) of this guidebook.

Ex: Students always forget X, Y, Z in their mid-term presentations.

2. Step 2. Turn your idea into something specific.

In order to create a specific goal, answer these questions about your idea: Who? What? When? Where? Which? and Why? Your goal should clearly define what you are going to do, in simple and specific terms. What will the goal accomplish? How and why will it be accomplished?

Ex: By 9/30/xx, create a rubric for scoring the mid-term presentation and provide it to the students so they can self-assess

3. Step 3. Determine how to measure success.

The measure will most likely be the development of the product.

Ex: Creation of the rubric by 9/30/xx

4. Step 4. Verify that your goal is achievable.

Consider any obstacles, such as a lack of resources or time, to ensure they can be overcome. Based on these, is your goal realistic?

Ex: Do you know how to create rubrics? If not, are resources available that will help? What specific resources will you need? How long will it take to acquire them?

5. Step 5. Goals should measure results or outcomes, not activities or strategies.

Ex: You decide to attend a workshop on rubric construction. This is not the result or outcome of achieving your goal, merely a strategy to help you. The result is a decrease in the number of student errors in the presentations.

6. Step 6. Your goal should be linked to a timeframe.

Set a completion date for the goal.

Ex: 9/30/xx stated in the goal is the deadline for creating the rubric.

Mentor Activity Checklist for Term 1

These activities should be completed during the new faculty member's first term to familiarize him/her with college policies and procedures and with those specific to the faculty member's campus. **The new faculty member will complete an attestation online in the Canvas classroom once each term checklist is complete.** These are included here in the guidebook as a convenience. **You do not need to**

Module 1: Complete during Faculty Work Days (before classes begin) and during Week 1 of the Semester

- ☐ Attend (both new faculty and the mentor) the New Faculty Mentoring Program orientation scheduled during the In-Service Welcome Back.
- ☐ During the first meeting, the new faculty and their mentor will complete the [Mentoring Partnership Agreement Form](#) on Canvas (the new faculty will make the submission).
- ☐ Complete [the New Faculty Checklist](#) located within this guidebook.
- ☐ Teaching Faculty: Review [the Beginning-of-Semester Checklist](#) located within this guidebook.
- ☐ Discuss how to reach [CANVAS Support](#), the [IT Helpdesk](#), and how to find [Accessibility Requirements for online](#) content.
- ☐ Verify that your partner knows where to find the following online resources: [Faculty Handbook](#), [latest course plans](#), [academic calendar](#), and [final exam schedule](#). Direct links are available on the [Faculty & Staff](#) webpage.
- ☐ Offer to review syllabi for any course your partner has not previously taught. Share your course calendar so your partner may see how to time the course content. Point out the syllabus construction checklist in the [Adjunct Faculty Handbook](#) located on the AC webpage.
- ☐ Discuss the difference [between Drop and Withdrawal](#). Further descriptions are [located within this guidebook](#).
- ☐ Discuss EFSC's [attendance policy](#), as described in the [student handbook](#), and the importance of including one in all courses. Share your attendance policy and why it works for your discipline. Discuss the Census Reporting process and point out the Banner Web tutorial available on the [College website at Faculty & Staff, Tutorials](#).
- ☐ Check to see how the first week is going and answer any questions that may arise. Offer assistance with Census Reporting, which is a federal requirement and has a substantial impact on the students' financial aid funding.
- ☐ Discuss the use of supplemental materials such as review sheets, tutorial software, and CANVAS companions for the different courses you teach. Share what works for your students.
- ☐ Discuss appropriate grading policies for the different courses in your discipline. Share your policies and how you weight your grades.

☐ Give a tour of the campus, specifically offices such as the Collegewide Chair, Program Manager, or Dean (as appropriate), faculty workrooms, and the classrooms in which the new faculty member will be teaching. ☐ Discuss when to call 9-1-1, when to call campus security, and where to check in case of severe weather and possible school closure. Safety Guidelines are available within this guidebook. ☐ Review the new faculty member's professional goals and verify that they are documenting progress toward goals.
Notes:

Module 2
☐ Review the new faculty member's professional goals and verify they are documenting progress toward goals. ☐ Complete the New Faculty Survey located within this guidebook with the new faculty member to determine what activities will be most helpful. ☐ Give a tour of the relevant labs and Academic Success Centers. Discuss testing and tutoring services available to students. Introduce the faculty member to lab personnel. ☐ Give a tour of the Library (Learning Resource Center). Introduce the faculty member to the library faculty liaison for the faculty member's discipline. ☐ Discuss FERPA. ☐ Verify that the new faculty member is able to follow the course calendars set at the beginning of the term by sharing where the mentor is in their courses. Provide suggestions (such as particular activities) to help keep to the schedule. ☐ Discuss the purpose of the Student Success Check and where to access this process. ☐ Discuss what to do if the faculty member must miss a class, who is responsible for securing a substitute teacher, and the protocol for doing so. ☐ Discuss how and when the new faculty member's performance will be evaluated. The mentor should help the new faculty member to finish constructing three performance goals and related action plans (templates and sample action plans are located within this guidebook). Verify that the new faculty member has scheduled a meeting with their supervising administrator to finalize performance goals for the first year. ☐ Discuss how the faculty member will document the progress in meeting their goals. ☐ Explore the Eastern Florida Testing Centers. Review how to set up proctored exams, industry exams, and exams based on SAIL accommodations.
Notes:
Module 3

- ☐ Review the new faculty member's professional goals and verify that they are documenting progress toward goals.
- ☐ Discuss the role of [Student Services](#), in particular the difference between the services provided by the [Dean of Students](#), the Collegewide Chairs, and Program Managers, if applicable. Discuss [how to address disruptive students](#) and the role that Campus Security might play.
- ☐ Show/Explain where the Administration offices, Student Access for Improved Learning (SAIL), Financial Aid Office, Center for Service-Learning, Career Center, and Academic Advisors are located. Show where supervising administrators (CWC or PM or Dean) offices are located.
- ☐ Verify that the new faculty member is following the course calendars set at the beginning of the term by sharing where the mentor is in their courses. Discuss strategies and offer suggestions for adhering to the course calendar.
- ☐ Discuss when an Incomplete should be assigned. Demonstrate how to find and complete the Incomplete grade form.
- ☐ Discuss Service-Learning, the Honors Program, and other opportunities available to students.
- ☐ Work on strategies related to the new faculty member's annual goals.

Notes:

Module 4

- ☐ Review the new faculty member's professional goals and verify that they are documenting progress toward goals.
- ☐ Discuss final exam concerns with your partner. Ask to review the new faculty member's final exams and discuss any department policies regarding the exams.
- ☐ Check with the new faculty member about grade reporting. Remind them of the Banner Web tutorial available on the College website at [Faculty & Staff, Tutorials](#).
- ☐ Discuss where to find Grade Change, Request for Letter of Recommendation, and Incomplete Grade forms, as well as how to complete them.
- ☐ Review the End-of-Semester Checklist located within this guidebook.
- ☐ Discuss the College's Tuition Reimbursement Program, including how to access information and the application online.
- ☐ Work on strategies related to the new faculty member's annual goals.
- ☐ Complete the End of Term reflective assessment in Canvas. There is a separate reflection for mentors and new faculty.
- ☐ Take some time to *CELEBRATE* completion of the first semester!

Mentor Activity Checklist for Term 2

Module 1
☐ Discuss what went well and what did not during Term 1. Identify ways to improve experiences this term. ☐ Review the new faculty member's professional goals and verify that they are documenting progress toward goals. ☐ Show the new faculty member how to access the student opinion feedback collected last term. ☐ Provide a refresher on the point load (CBA appendix), faculty schedule (MyEFSC, Employee Applications), and substitute teacher forms (MyEFSC, Employee Applications), as well as anything else deemed important. ☐ Discuss the difference between Drop and Withdrawal. Verify that the new faculty member has used the correct terminology on all syllabi. Stress the importance of using the correct terminology in any communication with students, as misuse can lead to a student appeal. ☐ Review the Term 1 checklist. Cover any items overlooked from last term. ☐ Prior to one of the partnership meetings, the mentor should review the Faculty Handbook and select five items they think are important to discuss with the new faculty member. ☐ Prior to one of the partnership meetings, the mentor will review the College website and the new faculty member the three links they use the most.
Notes:
Module 2
☐ Review the new faculty member's professional goals and verify that they are documenting progress toward goals. ☐ Explain the annual evaluation process and what to expect with the upcoming classroom observation and follow-up meeting with their Collegewide Chair/Program Manager/Supervising Administrator ☐ Discuss ideas for Year 2 goals. Refer to the Program Orientation materials for suggested focus. ☐ Discuss the faculty committee/council structure (AC, TC, PDC, OSC, etc.). Refer to the committee structure information and flowcharts provided within this guidebook. ☐ Prior to one of the partnership meetings, the mentor should review the Faculty Handbook and select five additional items they think are important to discuss with the new faculty member. ☐ Complete the End of Year program assessment in Canvas. There is a separate reflection for mentors and new faculty. ☐ Take some time to <i>CELEBRATE</i> completion of Year 1.
Notes:

Helpful Checklist New Faculty Checklist

Instructions: Use this checklist as a guide to ensure that the new faculty member has received the necessary resources and information needed for a successful transition to EFSC. Many items should be addressed either by the faculty member's Program Manager, Collegewide Chair, or Dean. Verify that no items have been overlooked and address any remaining questions that may arise.

Resources

The Basics

- ☐ MyEFSC
 - ☐ Banner/Titan Web --Grades, Census Reporting, Student Success Check
 - ☐ B number
 - ☐ Faculty resources on the College website
 - ☐ Office365 including Outlook & home access of emails and phone messages
 - ☐ ID badge
 - ☐ Faculty Handbook
 - ☐ Parking decals
 - ☐ Office key
 - ☐ Classroom/Workroom/Lab/Media Cabinet key or code (if needed)
 - ☐ Office equipment: computer, printer, phone
 - ☐ Office furniture: desk, chairs, bookcases
 - ☐ IT Helpdesk: 433-7600 (for office or classroom computer/equipment issues)
 - ☐ Faculty supply room
 - ☐ Faculty workroom
 - ☐ Alternate copier locations
 - ☐ Faculty mailbox
 - ☐ Copier code - if applicable
 - ☐ College Wide Printing
 - ☐ Point Load form
 - ☐ Faculty Office Schedule
 - ☐ Faculty Substitution Schedule
 - ☐ Important Dates (Drop/Add, Census Reporting, etc.)
 - ☐ FERPA
 - ☐ Faculty/Staff Directory
-
- ☐ Online link to Collective Bargaining Agreement

Discipline Specific

- ☐ Core Abilities
- ☐ Course Sequencing
- ☐ Course Plans and location in eCPR
- ☐ Syllabi examples and templates
- ☐ Textbooks and supplemental materials
- ☐ Discipline Handbook – if applicable
- ☐ Show structure of Shared drive for **cluster** / department files; have permissions for these been obtained? – if applicable

Beginning-of-Semester Checklist

Gearing up for the start of the semester? Verify the following:

- ☐ I know what courses I will be teaching this term
- ☐ I have a copy of the course plan for each course. Course plans may be downloaded from Electronic Course Plan Repository on the College website ([Faculty & Staff](#), [Academic Technology](#), [eCPR](#) on the right side of the page or from the applications drop down menu from MyEFSC). Verify the downloaded document with your Program Manager, Collegewide Chair, or Dean.
- ☐ I have obtained textbooks and any supplemental material needed.
- ☐ I have created a syllabus and daily calendar for each course. See required and suggested content in the adjunct faculty handbook located under [Faculty & Staff](#), [Academic Council](#), [Documents/Forms](#) (in right frame).
- ☐ I have accessed my course rosters. Screenshots are available in appendix VII in the Adjunct Faculty Handbook on the College website under [Faculty & Staff](#), [Academic Council](#), [Documents/Forms](#) (in right frame).

Within CANVAS, I have:

- ☐ Completed CANVAS Instructor Training (CIT) for new users.
 - ☐ Posted my syllabus and **created a grade book in the CANVAS course** companions for each of my courses.
 - ☐ Activated each of my CANVAS course companions.
 - ☐ Ensured my course is accessible to all students by running an accessibility checker
 - ☐ I know where my classes meet.
 - ☐ I have a key to the classroom(s) or have arranged for Campus Security to unlock the door for me.
- I have submitted the following documents to my Collegewide Chair, Program Manager, or Dean by the end of the first week:
- ☐ my faculty schedule

Additional Items to Remember

- ☐ I know my username and password for the multimedia equipment in the classrooms. If you have forgotten your password, contact the IT Helpdesk by submitting an IT Ticket through the online system in MyEFSC or giving them a call at 321-433-7600 or dialing 7600 from an office or classroom phone.
- ☐ I know my EFSC email address and how to access my email on and off campus.
- ☐ On the back of your employee badge is the Campus Security phone number.

End-of-Semester Checklist

Gearing down for the end of the term? Have you:

- ☐ Checked your mailbox one last time for any missing student assignments and homework before issuing final grades?
- ☐ Submitted final grades via Banner/Titan Web and printed or saved an electronic copy for your records?
- ☐ Submitted an Incomplete Grade form for any Incompletes assigned this semester?
- ☐ Submitted a Change of Grade form for any Incompletes from the previous semester? If you do not submit this form, the Incomplete will automatically be changed to an F at the end of the next term. Summer does not count as a term.
- ☐ Labeled and stored the final exams from the semester, to be kept on file for three years in case of student appeals?
- ☐ Returned all materials due back to the EFSC Library?
- ☐ Attended the commencement ceremony (one per year is required of all full-time faculty members), unless in a scheduled class?
- ☐ Archived your attendance records?

CANVAS-related, end-of-term suggestions:

- ☐ Update the grade book and syllabus in each of your CANVAS course companions or have a hard copy submitted to assigned individuals. These need to be kept, in case of student appeals.
- ☐ Before submitting final grades to Banner, go into your CANVAS Gradebook preferences and check the box "Treat Ungraded Items as Zero." This will not automatically enter a zero for any missed submission but it will calculate the

students' grades as if zeros had been entered for each non-submission.

- ☐ Export Grades – this will produce an Excel spreadsheet of your CANVAS Gradebook that you can submit to your supervising administrator if requested. Go to Grades>Export>Current. This will trigger a download of the gradebook in spreadsheet format (if you have not changed your browser's download settings, the file will, by default, be saved to your 'Downloads' folder on your computer).
- ☐ Archive each of your CANVAS course companions. Editing access is available for only one academic year. It will then become read-only and identified as "concluded" in the system. Concluded courses can still be copied, just not edited.
- ☐ Canvas Archive – this will export your entire course content to a zipped folder on your hard drive. This allows you to safely keep all your course content for future use, if needed. Go to Settings (left sidebar)>Export Course Content>click on the download link.
- ☐ You will not need to disable your courses after the semester has ended. Student access is determined by term dates. If you manually set your course dates, the course will be removed from the students' list of courses after the end date you entered.
- ☐ If all grades have been finalized for any students with incompletes in a previous semester, be sure to check the course end date (Settings>Course Details tab).

New Faculty Survey

Purpose: This survey helps the mentor determine how knowledgeable new faculty members are regarding various facilities, procedures, and resources that relate to the Mentor Activity Checklist for Module 2 contained in this guidebook. This information will help determine which activities may be most helpful for an individual new faculty member.

Directions: Check the response that best corresponds to how much you know about the topic(s) listed.

FACILITIES

1. Layout of my home campus
☐ Yes ☐ Yes, but could use a review ☐ No
2. Location of specific offices and services I may need (such as lab coordinator offices, copiers, fax machines)
☐ Yes ☐ Yes, but could use a review ☐ No
3. Location of the student services provided
☐ Yes ☐ Yes, but could use a review ☐ No
4. Location and services provided by the Library (Learning Resource Center)
☐ Yes ☐ Yes, but could use a review ☐ No
5. Location and services provided by SAIL (Student Access for Improved Learning), formerly the Office for Students with Disabilities
☐ Yes ☐ Yes, but could use a review ☐ No
6. Location and services provided by the Academic Success Center/Language & Mathematics Lab, Career Center, the Writing Center, and the Veterans Administration office
☐ Yes ☐ Yes, but could use a review ☐ No
7. Location of the Financial Aid Office
☐ Yes ☐ Yes, but could use a review ☐ No
8. Location of the student advisors
☐ Yes ☐ Yes, but could use a review ☐ No

PROCEDURES/FORMS

9. Where to find forms such as grade change, incomplete grade, funded and unfunded leave
☐ Yes ☐ Yes, but could use a review ☐ No
10. How to complete a grade change form
☐ Yes ☐ Yes, but could use a review ☐ No

11. How to complete an incomplete grade form

☐ Yes ☐ Yes, but could use a review ☐ No

12. The difference between funded and unfunded leave

☐ Yes ☐ Yes, but could use a review ☐ No

13. When to complete a grade change or an incomplete grade form

☐ Yes ☐ Yes, but could use a review ☐ No

14. When and how to be reimbursed for travel between campuses

☐ Yes ☐ Yes, but could use a review ☐ No

15. Where to find information about the College's Tuition Reimbursement Program

☐ Yes ☐ Yes, but could use a review ☐ No

16. Where to find information about the College's Professional Learning Activities Fund (PLAF)

☐ Yes ☐ Yes, but could use a review ☐ No

17. How and when my performance will be evaluated

☐ Yes ☐ Yes, but could use a review ☐ No

18. The responsibilities of Campus Security

☐ Yes ☐ Yes, but could use a review ☐ No

19. When to call 9-1-1

☐ Yes ☐ Yes, but could use a review ☐ No

20. How to sign up for the Titan Alert System

☐ Yes ☐ No

21. What to do if I have to miss a class or classes

☐ Yes ☐ Yes, but could use a review ☐ No

22. Who is responsible for securing a substitute for my class

☐ Yes ☐ Yes, but could use a review ☐ No

23. How to secure a substitute for my class

☐ Yes ☐ Yes, but could use a review ☐ No

24. What is considered professional dress for my discipline or department

☐ Yes ☐ Yes, but could use a review ☐ No

25. Is there anything else you would like to learn about?

Accessibility Requirements for Online Content

Improving the Accessibility of Your Course

Various state and federal laws have requirements aimed at making education accessible to as many people as possible. For instance, making sure that classrooms are wheelchair accessible would be an effort to comply with these laws and policies. Online classes need to be accessible as well. As all faculty are responsible for ensuring their class content is accessible, it is important that you visit and review the resources below to learn more about accessibility in the online classroom.

Canvas has several resources available to support faculty in ensuring their content is accessible:

- [The basics of Accessibility online at EFSC can be accessed by visiting the college website](#) (Not Found)
- [General Accessibility Design Guidelines](#) (Not Found)
- [Accessibility in Canvas](#) (Not Found)
- For faculty who create or use videos in their courses, providing closed captions is an important part of accessibility. See [this resource regarding video captioning from the college website](#)

Accessibility Checker

There are numerous tools that faculty can utilize in order to ensure their classrooms and resources are accessible by all. Please check out the [accessibility guides and resources](#) (Not Found) on the college website.

The college has most recently adopted the use of Ally, which helps faculty detect any accessibility issues with content in Canvas. More information and resources can be found on the college website by navigating to *Faculty & Staff*, then *Academic Technology*, then *Faculty Software*, and finally selecting [Accessibility Checker Tools](#). (Not Found) There are help guides in print and video format for your convenience.

Other files (such as MS Office applications like Word, or Adobe Acrobat PDFs) need to be checked with other accessibility checkers, which are built into MS Office apps. For more resources for accessing Microsoft's Accessibility Checker, please see the same location on the college website. For further help with these tools, please contact Academic Technology.

The [Center for Excellence in Teaching and Learning \(CETL\)](#) (Not Found) also has resources related to accessibility. Please visit their [website](#) for more resources. On the main page, select the middle tab titled "Resources" to see a list of available links or select the "Resources" link on the left side of the screen.

Teaching Online at EFSC

As of Spring 2022, a new mandatory training for teaching online titled "Online Course Design and

Delivery” was developed in collaboration between UFF-Brevard and EFSC through the Online Steering Council Professional Development Working Group. This training aims to familiarize online instructors at EFSC with online course design and delivery best practices, Quality Matters (QM) standards, EFSC Master Courses, course organization options, and instructor and student interaction strategies. Designed to be completed in about three hours and available over the course of three weeks, the training allows participants to work through content at their own speed without module-based deadlines.

In this training, participants will:

- Explore best practices of course design in an online course.
- Identify the basic elements of a well-structured online course.
- Discuss the importance of a learning plan in each module.
- Investigate methods of effective course delivery.
- Reflect upon best practices from the training that can be used to improve your own course.

UFF-Brevard and EFSC have agreed that any current faculty member who would like to continue teaching online must complete the training. **Anyone who has not completed the training will not be able to teach online until the training is completed.** As of January 2022, the training is scheduled to be offered every month with thirty seats available for registration in each session to ensure that all current faculty have an opportunity to teach online. As this is a new requirement, please understand that updates are likely. Keep an eye out for emails from your supervising administrator or Eastern Florida Online (EFO) for more information.

You can register for the training on the [training calendar](#).

Quality Matters

From the [college website about QM at EFSC](#):

[Quality Matters](#) (QM) is a non-profit quality assurance organization helping institutions across the world deliver on their online promise. QM facilitates an inter-institutional peer review process dedicated to the continuous improvement of online course design.

The three main elements of QM are the *QM Rubric*, the *Peer Review Process* and *Professional Development*. QM is greater than the sum of its three parts because all elements work together to provide a total solution to reviewing online course design.

Drop versus Withdrawal

Question: What is the difference between dropping and withdrawing from a course?

Answer: It depends upon the time of the semester at which the student takes action:

- **Drop:** Student must complete the Add/Drop Form and submit to Admissions on or before the published Last Day to Drop with Refund per the Academic Calendar. Student may also complete the drop online via Titan web.
 - If a student drops a course, the course will not be included on the transcript and the student will receive a refund of tuition and fees paid for the course.
 - “Drop” occurs only within the first few days of the relevant term start date. **Drop is student-initiated.**
 - Instructors do not "drop" students
- **Withdraw:** Student must complete the Course Withdrawal Form and meet with a Student Advisor by the published withdrawal date per the Academic Calendar.
 - If a student withdraws from a course, the course will be included on the transcript as a course attempt and the student will not receive a refund of tuition and will be responsible for all associated course fees.
 - Withdraw from a course **may be initiated by the student** using the College's established methods and respecting the established conditions, such as the published withdrawal date.
 - Instructors do not withdraw students from a course.

Please note: Dropping or withdrawing a course must be completed per above. “Walking away” from a course, without officially dropping or withdrawing, may adversely affect the student’s transcript and/or academic standing.

If a student withdraws from a course, the course will be included on the transcript with a 'W.' This 'W' indicates to transcript reviewers that the student attempted the course but eventually withdrew prior to completing the course for a letter grade. 'W's do not count towards a student's Eastern Florida State College GPA but do count as course attempts. Students will not receive a refund of tuition and fees paid for the course if they withdraw.

Please see the [college website for more information](#). (Not Found)

Question: Should you recommend a student to Drop or Withdraw from a course?

Answer: No. Instead, direct the student to discuss options with the Dean of Students, because either action could adversely affect the student's financial aid. Keep in mind, students may only drop a course within the designated drop period. After that, the only option is to withdraw from the course.

Question: When can a student NOT withdraw from a class?

Answer: Florida State Board of Education Rule 6A-14.0301(3) dictates that students are permitted only three attempts per course, unless the course is designated as repeatable. Students may not withdraw from the third attempt; they must receive a final grade. If you submit a request to withdraw a student who is on the third attempt, you will receive an email stating that the student cannot be withdrawn.

Drop/Withdrawal Quick Reference

DROP	WITHDRAWAL
Student initiated only	Student or administratively initiated
Tuition and fees may be refunded	Tuition and fees are NOT refunded
Occurs ONLY the first week of each term	May occur up until 11:59pm on the posted date
Form required	Form required. Walking away from a class does not constitute withdrawal
Course will not appear on student transcript	Course remains on transcript as a "W"
Does not count towards GPA. No grade assigned.	Does not count towards GPA and no grade is assigned, but counts as an "attempt"
	May impact student financial aid (e.g. required repayment of federal aid, VA benefits, Bright Futures award)
For further term-deadlines and dates for drop-and-withdraw, consult the College Calendar .	
More information about registration and withdrawal policies and procedures is available on the college website under Admissions , Registrar's Office .	

Scheduling Exams

In-person academic proctored exams for EFSC classes at an EFSC Assessment Center are only available if an instructor arranges an exception based on accommodations for students with disabilities or if the instructor of an on-campus EFSC class arranges a make-up exam for an on-campus student.

For the most up to date information regarding Testing and Proctored Exams, please review the [Testing and Proctored Exams](#) section of Eastern Florida Online webpages on the [Eastern Florida State College's website](#).

Test Center Locations for SAIL Student In-Person Exams

Please see the [college website for information](#) about student access to computer equipment on all four campuses.

Computer lab information for student use:

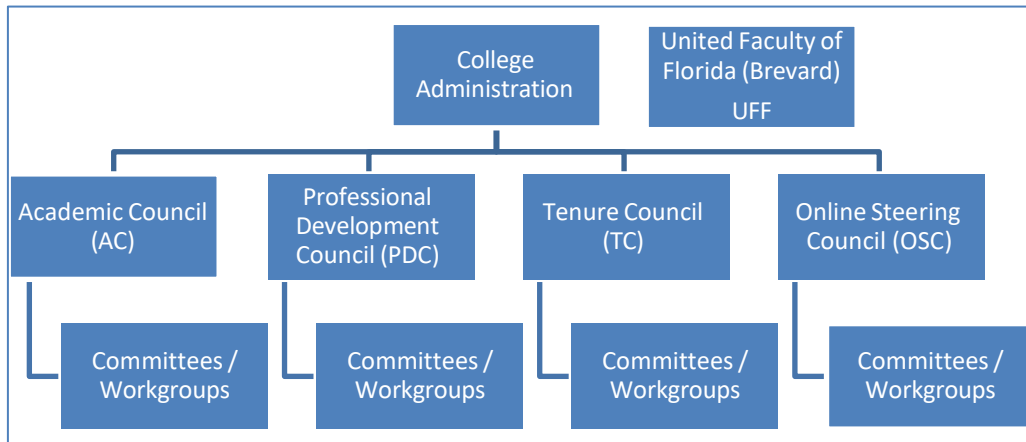
Multiple Computer Labs are maintained on each of Eastern Florida State College's four campuses, including open labs for students such as those at each EFSC Library for students to work on class work. [Information on locations can be found on the college website.](#)

Faculty Council & Committee Structure at EFSC

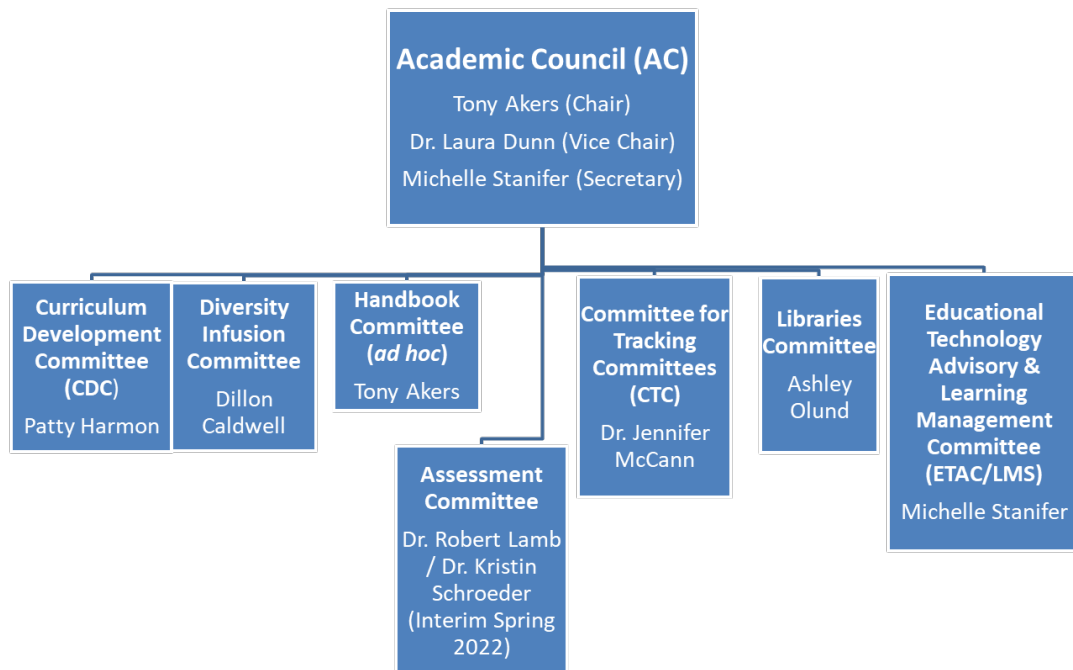
Committee Name	Function of Each Committee
Academic Council (AC)	The AC serves as a liaison to the curriculum clusters to develop, interpret, and recommend operational procedures related to the welfare of the faculty and student body. The AC considers matters referred to it by the faculty, staff, administration, and students.
SACSCOC QEP	The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Quality Enhancement Plan (QEP). This committee offers guidance and oversight in academic concerns to ensure that EFSC is complying with the Core Requirements and Comprehensive Standards that SACSCOC has identified as integral to institutional success. EFSC earned its 10 year accreditation in 2014. As we move towards our 2024 SACSCOC reaffirmation, we are in the early stages of developing our next Quality Enhancement Plan (QEP). The focus of the QEP will be to enhance student achievement online. This committee supports this work.
Assessment Committee (AC)	This committee develops and implements a responsive evaluation framework for assessing learning outcomes to focus on improving the quality of instruction.
Curriculum Development Committee (CDC)	This committee serves as an advisory committee during curriculum development to ensure adequacy of curriculum packets for paperwork, state requirements, articulation requirements and final editing prior to final review by the AAC.
Tenure Council (TC)	The TC provides a faculty voice in decisions concerning rank and in the interest of strengthening the faculty and the College. In accordance with the collective bargaining agreement, the TC shall review and/or prepare recommendations for the College President or designee through its standing committees and subcommittees.
Professional Development Council (PDC)	The PDC makes recommendations to the administration concerning new and established faculty mentoring, teaching in a higher education institute and professional development opportunities.
Educational Technology Advisory & Learning Management Committee (ETAC/LMS)	This committee reviews all educational software and hardware purchases and proposed technology upgrades that might have a direct impact on students and instructors. This committee also reviews all learning management software, hardware, uses and proposed upgrades that might have a direct impact on students and instructors.
Libraries Committee (LC)	This committee serves as a liaison and advisory committee for the faculty, staff, students and the Libraries by providing input and feedback in planning and assessing resources and services that support lifelong learning of the EFSC community.
Curriculum Academic Discipline Groups (ADG)	Curriculum Academic Discipline Groups each have a representative who works on communicating its goals, concerns, and decisions on academic matters to the AAC by way of the AC ADG representative. Each ADG is responsible for the formation of ad hoc committees within the cluster to address issues such as textbook selection or substitution selection. The ADG are listed in this document.

Committee Name	Function of Each Committee
Faculty Mentoring Steering Committee (FMSC)	This committee oversees the New Faculty Mentoring Program, developed to help ease transition into the College and provide new faculty members with a safe, one-on-one resource person with whom to work. New faculty work with their campus mentors from the first semester of employment until attaining a continuing contract, which typically takes five years.
Honors Council	The Honors Council helps coordinate and guide the Honors Program at the College. See the college website for more information.

EFSC Structure: Shared Governance



Academic Council Flow Chart



Needs updating

Academic Council Academic Discipline Group (ADG) Representative

List

- Accounting/Business/Economics/Entrepreneurship
- Aerospace/Air Conditioning/Automotive/Culinary/Drafting/Graphics/Digital TV/Media/Welding/Engineering Technology
- Communications/Foreign Language
- Computer Science/Computer Applications/Office Technology/Drafting/Graphics
- Developmental Education (Reading and Writing)
- Education/Early Childhood Education
- EMS/Fire/Legal Assisting/Criminal Justice
- English/EAP
- Health Sciences
- Humanities/Religion
- Library Science
- Math
- Music/Art/Theatre
- Science/Engineering
- Social/Behavioral Science/SLS/Physical Education

This can be found on the college website. NOT FOUND

Campuses and Resources

Campus Information

Cocoa Cocoa Campus
Melbourne/EF Online Melbourne Campus Eastern Florida Online (EFO)
Palm Bay Palm Bay Campus
Titusville Titusville Campus NOT FOUND

Resources:

Academic Success Center

Offers tutoring and academic support

<https://www.easternflorida.edu/academics/academic-support/asc/>.

Academic Technology

For Canvas, instructional design, or faculty academic resources

<https://www.easternflorida.edu/faculty-staff/academic-technology/>.

Assessment and Testing Services

To schedule a proctored test for a student at the campus locations

<https://www.easternflorida.edu/admissions/placement-testing/>.

NOT FOUND Questions can be emailed to

testingassessment@easternflorida.edu

Classroom multimedia equipment or your office computer

For questions regarding the classroom multimedia equipment or your office computer, contact IT Support by phone 321.433.7600 or by submitting an IT ticket. Log into MyEFSC, and at the bottom of left side under IT Support select "open an IT Ticket".

Copiers and making copies for classroom use

Collegewide Print and Graphic Services provides printing and copying services for all EFSC faculty and staff; limited copying may be available in faculty work rooms.

<https://www.easternflorida.edu/administration-departments/printing-graphic-services/>. NOT FOUND

Course Plans

Course plans are available online. Once logged into your MyEFSC webpage, use the dropdown menu to locate eCPR. If you cannot locate your course plans in the repository, then ask for a copy from your Admin Assistant. This can also be [found on the college website](#).

Employee Wellness

Fitness centers and [locations can be found on the website](#).

Faculty workrooms and faculty mailboxes

Most departments have a faculty workroom; most faculty mailboxes are located in this room. Check with your admin assistant for more information.

Library

For print, electronic, or video resources please see the library [website on the college website](#).

Registrar's Office

Grades, census reporting, administrative withdrawals, reinstatement, or permission to release information. Information [can be found on the college website](#).

SAIL (Student Access for Improved Learning)

Provides information for students who need any type of accommodation for [accessibility on the college website](#).

Security

Contact the Security Offices for parking decals, ID badges, and non-emergency [security issues on the college website](#).

Severe weather/events that may affect campus operations

Call the College's status line at 321.433.7676 or 1.866.451.1107 for updates regarding EFSC, UCF Brevard locations, and the Florida Solar Energy Center. You may also refer to the EFSC website for emergency updates at www.easternflorida.edu.

Safety Guidelines

Q: How do we dial 9-1-1 using a campus phone?

A: Directly dial 9-1-1. You do not need to first dial an extra “9”. Any of the following combinations will work: 9-1-1 9-9-1-1 8-9-1-1

Q: Is it legal for a person to keep a gun in his/her car while on campus?

A: Yes. A recent change in the statute now allows for this.

Q: What is the protocol if we know of or receive a threat?

A: Any threat, which may be made (but is not limited to) by email, a Facebook posting, or verbally, needs to be reported immediately to the campus administrator and Security. This includes threats of suicide. If the threat is active, call 9-1-1 FIRST, then follow with a call to Security.

Q: At what point during an active, student-conduct issue should we consider clearing a classroom?

A: When you are unable to calm an animated student or if s/he refuses to leave when asked, call Security first. However, it is vitally important to gain control of the situation as quickly as possible because if it is allowed to continue, the other students may try to get involved. This must be avoided. If you see this beginning to happen, it may be time to ask the other students to leave the room. You are not required to stay with the animated student but try to remain aware of his/her location.

Q: What “off-the-cuff” remarks should we take seriously?

A: In anger, people will say things they do not mean – “I’m going to slash his tires”, “I hope she falls down the stairs”. Today, we must take all such remarks seriously. Security must be called because we do not know the history of the individual. We do not know what is happening in their lives outside of class.

Q: When do we trespass someone from campus?

A: Trespass is a criminal trespass warning. If a person violates this, s/he will be arrested. A person is trespassed when: (1) the person makes a threat of violence or (2) the person is disruptive on campus. Once a person has been trespassed, s/he will not be allowed back on campus.

Q: What is the Baker Act?

A: It is a statute that provides legal procedures for mental health examination and treatment in Florida. When someone is “Baker Act,” doctors are looking for signs that the person may cause injury to himself or others. A person can be held involuntarily for up to 72 hours for evaluation.

Q: Are students who have been “Baker Acted” trespassed?

A: No. If the person is not perceived to be a threat to anyone other than him/herself, then the person may not necessarily be trespassed from campus.

Q: When does someone begin exhibiting symptoms of a personality disorder?

A: Usually between the ages of 17 and 26, the age range of the majority of our students. Symptoms may include (but are not limited to): expressing feelings of paranoia, persecution, or isolation – “no one understands,” “I am the only one you are doing this to”; hallucinations, auditory or visual.

Q: How can we de-escalate a situation with an animated student?

A: The 7 “P’s” of De-Escalation:

Participate – Use statements that include “we” and “us” to reduce feeling of isolation and persecution.

Positive Statements – Instead of focusing the student on negative repercussions, use positive statements such as “If you calm down now, we can figure out how I can help.”

Escalation is a process that can be likened to scaling a ladder one rung at a time. It takes 22 minutes for a person to move through the stages of escalation: from calm to belligerent (cannot be contained).

A person showing escalating behavior is looking for a reason to continue the behavior. Using negative language gives him/her an excuse for continuing to escalate his/her behavior, while using positive words keeps the person off balance, which makes it harder for him/her to continue to escalate.

BATTERY is unwanted touching, not an assault of some kind. While you mean well, placing your hand on someone can be seen as battery.

Proximity – Remain at arm’s length (personal space). Any encroachment will feel threatening and deteriorate the opportunity for de-escalation.

While we are inclined to place a hand on someone’s arm or shoulder, thinking that this will have a calming effect, the opposite actually happens. Touching, or even moving too

close to the person, may be taken as an opening to invade YOUR space and to continue the escalation.

Pace – Slow your speech and lower your tone to encourage clear thinking.

Position – Stand with both feet uncrossed. Keep hands visible and maintain eye contact.

Uncrossed feet when standing gives you a strong base and makes it easier to escape, if needed. Keeping your hands visible is to keep the other person from feeling threatened.

Personalize – Use the student’s first name as much as possible. Identify ways that you have assisted other students in similar situations.

Placement – Stay very aware of your escape options, location of your cell phone and possible protection devices.

Q: What is the COVID Procedure?

See [the college website for the current guidelines](#) as this information is subject to change.

2-1-1 is a 24-hour, non-emergency/non-crisis phone line for Brevard County. Information is available about a variety of medical and social services available.

Tenure, MCC, Rank

Tenure

Tenured faculty have completed a probationary period and provided evidence of effective service. An individual faculty member's service will vary depending on field and assignment. Tenured faculty may only be removed for cause and through due process.

Maintenance of Continuing Contract

Maintenance of Continuing Contract (MCC) is the recurring requirement of tenured faculty to document their continuing professional development and service to the College. Tenured faculty must present evidence every three years as outlined in Article 10.3 of the Collective Bargaining Agreement (CBA). Faculty who fail to do so may be returned to Annual Contract.

Rank

All new full-time faculty are initially assigned the rank of Instructor. Full-time faculty will be granted the rank of Assistant Professor automatically upon award of tenure. Subsequent rank changes are based on professional achievement and years of service at EFSC. Additionally, in order to be eligible for a change in rank, the faculty member must have earned a "Satisfactory" on their most recent evaluation. Each change in rank merits a one-time monetary supplement per article 14.6 of the CBA. For further information, refer to the CBA.

The [contract can be found online by visiting the college website](#), then "Faculty & Staff", then clicking on "United Faculty of Florida". Click on the link to the current CBA.

Faculty Development Incentive Program (FDIP)

The FDIP was created to incentivize faculty to go above and beyond Tenure and MCC requirements for professional development.

It is structured around a point system that is available to all faculty rather than pitting faculty against one another and/or limiting the number of awards. Appendix N of the CBA has the point values assigned to various activities. For every four points over your Tenure/MCC requirement you will receive an increase to your base salary of \$1,250

You will be able to earn an extra two points per year towards this program, which means that you could essentially receive an additional \$1,250 to your base salary every two years, provided you earn those extra points.

Activities and points are tracked in the Faculty Professional Development System, which can be accessed from the Dropdown menu in MyEFSC.

SAIL Information

Student Access for Improved Learning (SAIL) at Eastern Florida State College serves as a resource for students, faculty, staff and the community. It strives to eliminate physical, instructional and attitudinal barriers to create an accessible and inclusive environment for all. Providing accommodations is only required after you receive official SAIL notification and is not retroactive. For further information, refer to the [SAIL webpage](#).

Guidelines for EFSC Faculty

1. Include a statement about SAIL accommodations and services in your syllabus.
2. If you are contacted by SAIL, respond to the email within the required timeframe.
3. Complete the Instructor Test Request and Registration Form, if applicable, available under [MyEFSC](#), [Employee Applications](#).
4. Use RegisterBlast in your course's Canvas shell for scheduling in-person testing.

College Leadership

For a complete description of the positions below, please refer to your CBA and the EFSC Procedures Manual.

Department Chair

Your department chair serves as a liaison between you and the administration; however, he or she is not your direct supervisor. The role of the department chair is to provide instructional leadership, coordinate class schedules, assist with textbook adoption and review, and make recommendations with academic appeals and other student-related issues.

Collegewide Chairs

Also known as Collegewide Academic Discipline Chairs and abbreviated as CWC. These chairs coordinate course delivery and student appeals for all four EFSC Campuses and Eastern Florida Online. These positions support, manage and lead the faculty in all aspects of teaching and learning for each of the respective academic departments.

Visit the [college website to see the current list of CWC's](#).

Program Manager

A faculty member assigned to act as coordinator and liaison between the Supervising Administrators and the full-time faculty in specific programs such as Health Sciences that require program-level leadership or academic groups. Program Managers shall have no supervisory responsibilities with regard to other full-time members of the faculty. Program Managers will assist the Supervising Administrator for an Academic Discipline Group while carrying out their duties and will assume responsibility for implementation of the curriculum.

The program manager will lead discussions, facilitate change in curriculum and programs of study. They will also provide direct support and supervision for our adjunct faculty through observation and evaluation. PMs will also work with collegewide chairs in establishing course schedules, credentialing faculty and conducting program reviews.

Dean

Deans are assigned to work with college vice presidents to ensure implementation of college initiatives. They have collegewide areas of responsibility over specific programs within the college.

Eastern Florida State College is one institution with four distinct campuses where learning is fostered through innovative teaching and practice. By designing an academic administration by discipline, subject area and program area rather than by campus, the result is higher yields in faculty collaboration, shared instructional design, learning outcomes and overall student competency and success.

Student Affairs Dean Structure

The success of our students is the cornerstone of Eastern Florida State College's mission. In order to provide the needed ingredients for this success, the support and services provided by the college to students must be relevant, accessible and consistent. These dean positions are [Dean of Students](#) and Dean of Enrollment Management.

APPENDIX A: Mentoring Partnership Agreement Form

This form is completed online in the Canvas classroom by the new faculty member in collaboration with their mentor. It is here for your reference only.

I. Mentor

Principles

- Provides mentoring as part of his or her support for the discipline and the College
- Recognizes that the new faculty member is the expert in his or her own life and work
- Understands the new faculty member is in control of the agenda for each mentoring session and that the mentor's role is to facilitate discussion, thinking, and learning
- Strives to provide excellence in learning, facilitation, and mentoring to meet the needs of the new faculty member
- Manages the development of the relationship

Ethics of mentoring

Mentoring is underpinned by ethical standards in:

- Professional conduct
- Confidentiality/Privacy
- Dealing with conflicts of interest

Professional conduct

As a mentor I:

1. Agree with and will abide by the principles listed above.
2. Demonstrate by my actions and behavior that my interventions are based on respect, recognition, and care for my partner.
3. Do not overstate my level of experience or expertise.
4. Do not impose my personal value system and beliefs on my partner.
5. Ensure information and advice are accurate, current, and relevant.
6. Am only interested in supporting the development of others in the context of their specific learning goals.
7. See my role as a catalyst for personal and professional development.
8. Help my partner make any needed changes and assist his or her understanding of what lies behind specific changes.
9. Encourage my partner to become an independent problem solver.
10. Discuss the point at which the new faculty member is no longer able to benefit from the mentoring relationship.
11. Promote a positive mental attitude in my relationship with my partner.
12. Commit to my own Continuing Professional Development.

Confidentiality

1. I will always act in a confidential and professional manner, respecting the partner with whom I work.
2. I will respect the confidentiality of my partner's information, except where authorized by him/her or as required by the law.
3. I will obtain my partner's agreement before releasing his/her name as a mentee or any other information.

Conflicts of interest

1. I will seek to avoid conflicts of interest.
2. When a conflict or potential conflict arises, I will disclose this to my partner and discuss and agree how best to proceed.

In the event I believe it is no longer productive for us to continue, I will contact the Coordinator of the New Faculty Mentoring Program, who will make new mentoring assignments.

II. New Faculty Member (Mentee)

Principles

- Set out to achieve new skills and knowledge
- Be open to guidance, feedback, and constructive comments
- Understand that I am in control of the agenda for each mentoring session and that the mentor's role is to facilitate discussion, thinking, and learning
- Manage the development of the relationship

Ethics of mentoring

Mentoring is underpinned by ethical standards in:

- Professional conduct
- Confidentiality/Privacy
- Dealing with conflicts of interest

Professional conduct

As a mentoring partner, I:

1. Agree with and will abide by the principles listed above.
2. Demonstrate by my actions and behavior that my interventions are based on respect, recognition, and care for my partner.
3. Do not overstate my level of experience or expertise.
4. Do not impose my personal value system and beliefs on my partner.
5. Promote a positive mental attitude in my relationship with my partner.
6. Commit to my own Continuing Professional Development.

Confidentiality

1. I will always act in a confidential and professional manner, respecting the partner with whom I work.
2. I will respect the confidentiality of my partner's information, except where authorized by my partner or as required by the law.
3. I will obtain my partner's agreement before releasing his/her name as a mentor or any other information.

Practical Matters

The online form will have a space for new faculty to indicate the following arrangements with their mentors:

- Frequency of meetings
- Meeting dates
- Meeting locations
- Ground rules for meetings
- Other

Conflicts of interest

1. I will seek to avoid conflicts of interest.
2. When a conflict or potential conflict arises, I will disclose this to my partner and discuss and agree how best to proceed.

In the event I believe it is no longer productive for us to continue, I will contact the Coordinator of the New Faculty Mentoring Program, who will make new mentoring assignments.

APPENDIX B: Roles and Goals

Below are just some of the roles you fill as a faculty member. Consider what you want to achieve in one or more of the following roles.

Roles	Possible Goals
Working with students one on one	
Facilitating	
Designing an assignment or activity	
Managing the class	
Helping students outside of the classroom	
Engaging in extra-curricular activities	
Working with colleagues	
Researching your personal interests	
Participating in professional organizations	

APPENDIX C: SAMPLE GOALS TEMPLATES

Action Plan Template #1

Name:		Date:
Goal:		
Measurable Objectives	Strategies	Deadlines
1.		
2.		
3.		
Resources Needed	Plan to Acquire	
1.		
2.		
3.		
Possible Barriers	Plan to Reduce or Eliminate	
1.		
2.		
3.		
Desired Outcome (Product):		

Action Plan Template #2

Name: _____ Date: _____

Goal: _____

For the above goal, list objectives for achieving the goal, i.e. what will you do to achieve the goal?	What steps do you need to take to achieve each objective? (Milestones)	What is your plan to complete these steps within the year, i.e. by what date will each milestone be completed?	What resources, including other people, will be needed?	How will you know that each goal has been achieved?

Sample Action Plan #1

Goal: Develop Pre-test and Post-test questions as assessment to identify student deficiencies and strengths, as well as to improve the teaching instructions in CHM1045		
Measurable Objectives	Strategies	Deadlines
1. Identify the learning outcome(s) that could be most problematic to a typical average student (C student) in the courses, and that should be understood and achieved at the end of the semester in each chapter.	Prepare and present lectures in alignment with Learning Outcomes from Course Objectives and Plan Summary for each chapter	12/18/xx
2. Select one or two questions for each of these outcomes	Identify questions that best represent the outcomes and also are most problematic to the class from homework assignments, quizzes and exams.	12/18/xx
3. Complete the question set for Pre-test to implement at the beginning of the following semester	Use the related software to finish and revise the worksheet	01/10/xx
4. Embed questions similar to the questions in Pre-test into final exam to evaluate how students have learned and assess and to improve the teaching instructions	Embed questions similar to the questions with the same difficult level in the final exam for grading	05/12/xx
Desired Outcome (Product): Sets of questions for Pre-test and post-test, and charts of scores for evaluation.		

Sample Action Plan #2

Goal: *To better effectively use rubrics and improve my grading system.*

Desired Product or Outcome: I will complete several rubrics for my education classes so that students can better understand grading in my courses.

Measurable Objective	Strategies	Deadlines & Benchmarks
Create a rubric to assess student presentations	Brainstorm what knowledge I want students to attain by doing the presentations	September xx
Create a rubric for research papers	List important information to be included in papers & allocate a point system	October xx
Create a rubric for technology	*Collaborate with Dr. Krupp regarding various projects *Decide on a point value & information to be included in projects.	December xx (projects) Spring xx

Resources Needed: I will need help from other teachers, specifically my mentor. I will also use various syllabi from other Education Faculty.

Plan to Acquire: My mentor and I will meet every other Wednesday from 8:30-9:00. I will be able to ask her many questions and she will give me guidance on the aforementioned issues.

Possible Barriers: We could be too busy discussing other classroom and education issues and not get to work on rubrics.

Plan to Reduce or Eliminate: We will start our meeting with procedures and rubrics; if time allows, we can then discuss other classroom issues.

Additional Notes or Comments: I think it is important for instructors to use rubrics so that students understand what they are being graded on. Rubrics are like a map that helps the instructor and students to both see how to achieve a perfect grade.

Sample Action Plan #3

Goal # 1	Revise course materials for Statistics, STA 2023	
Measurable Objectives	Strategies	Deadlines
1. Design learning object template	Research sample courses – WIDS, colleagues in EFO, online courses I have taken elsewhere Design shell and ask Academic Technology for feedback	by April xx by May xx
2. Develop components of learning objects	Divide course into manageable topics, called Learning Plans Develop lecture notes for each Learning Plan Identify homework in both editions of the textbook Record 30-45 minute videos for each Learning Plan Evaluate design and make changes based on AD module	by Aug xx by Aug xx by Aug xx by Aug xx by May xx
3. Embed assessment in each Learning Plan (Long-term objective)	Complete advanced topic training in CANVAS: quiz, test bank, automation, and game development Develop one assessment tool for each Learning Plan	by October xx by March xx
Resources Needed	Plan to Acquire	
1. Time	Schedule time on weekly calendar to work on each strategy	
2. Training	Check Academic Technology website and sign up for training identified above	
3. Capture classroom	Reserve Capture classroom once each week to create videos	
Possible Barriers	Plan to Reduce or Eliminate	
1. n/a		
Desired Outcome (Product)	A statistics course shell that could be used for any delivery and will address varied learning styles.	

APPENDIX D: Partnership Reflective Assessment Form

The purpose of this form is for you to assess the success of your partnership, to document completion of requirements of the New Faculty Mentoring Program, and to help the committee identify areas of the program that need to be improved. Any participant identifiers will be removed when used to report program achievement.

At the end of each of the first major semesters of your partnership, you will reflect on the mentoring partnership using the questions that follow. The form can be found on the NFMP Canvas page, under the "Required Tasks" modules. Both mentors and new faculty are asked to complete this assessment individually at the end of each of the first two major semesters. The assessment is printed here for your reference only.

Name:	Date:
Your role (select one): ☐ New faculty member	☐ Mentor
What were the goals you set for the mentoring relationship?	
Did you and your partner achieve these goals? If yes, what made this possible? If not, what were the limiting factors?	
Did you and your partner each meet your obligations? If not, please explain why not?	
How often did you and your partner meet? Were these meetings mostly face-to-face, by phone, or online, and do you want to continue using this method?	
Please describe a typical meeting. Include how long it lasted, if you set goals for each meeting, what you accomplished, if you were fully engaged or seemed distracted, if your partner was fully engaged or seemed distracted, and anything else you would like to share.	
How do you feel about the partnership and what was the impact upon you personally, professionally, or both?	
Moving forward, what could be done to improve your partnership?	

