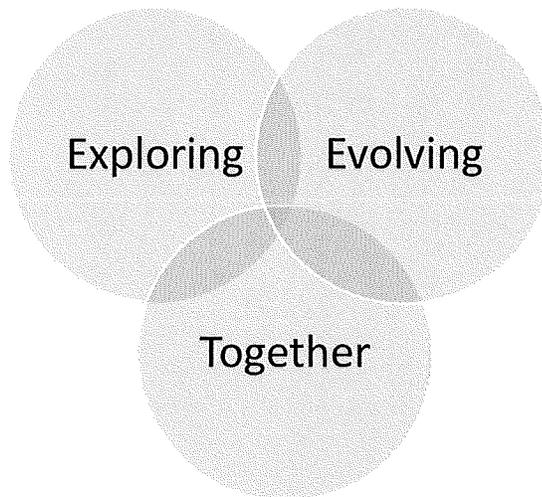


The Palm Beach State College

New Faculty Experience



Exploring and Evolving Together:

The Palm Beach State College New Faculty Experience

Background: PBSC values talented, capable, self-reflective faculty who contribute to the culture of teaching and learning and who continuously refine their teaching, keeping pace with ever-changing students and the world around us.

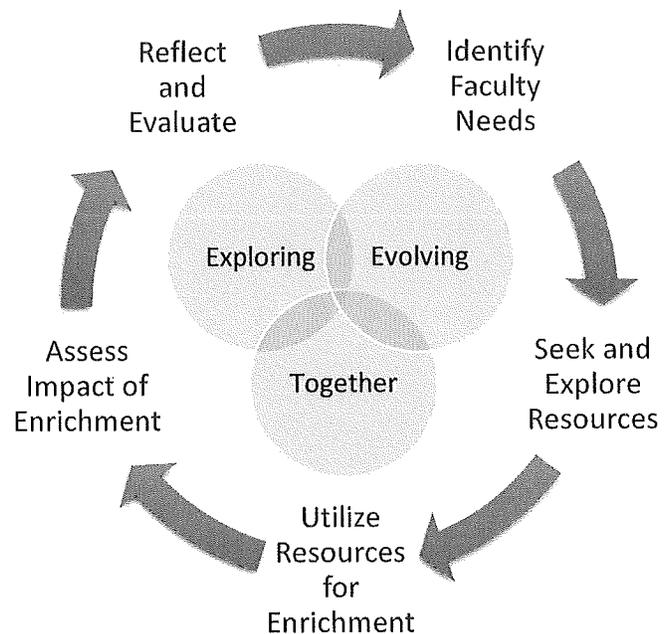
Mission: The New Faculty Experience (NFE) will be a semester-long, weekly series of dialogues and seminars that provides information, activities, and interactions to integrate new faculty into the life of the college and to enhance their teaching skills.

Vision: We envision a community of effective educators, engaged in intellectual dialogue and development that explores available resources and enhances their skills in order to build upon a culture of teaching and learning. Through this process, faculty will learn just as much from their peers as from the facilitator and presenters.

Design: Two theories dictated the design of the NFE:

1. The symbiosis of the overlapping areas of exploring the college, evolving teaching abilities, and establishing community within the cohort (see diagram at right)

2. The importance of using a cycle of self-reflection to identify individual needs to enhance teaching, with subsequent, continuous reflection on the effectiveness of those enhancements (see diagram at right)



Goals: The New Faculty Experience will...

1. Build a community
2. Help faculty better understand PBSC students
3. Enhance teaching skills and approaches
4. Raise awareness of available support personnel and services
5. Further orient faculty to the college
6. Develop a habit of active, conscious reflection
7. Accomplish the above through analysis, creation, dialogue, reflection, and/or play

Areas of Development: Each segment of the NFE sessions will fall into the following categories:

1. Teaching Practices
2. Orientation to PBSC and its culture
3. Community-building
4. Reading research and pedagogical literature to support teaching effectiveness

Readings: A Blackboard organization group has been created with the faculty participants in mind. The site's components that align with the NFE Goals:

1. A planning segment with weekly readings and postings
2. An opportunity for the facilitator to post announcements
3. An "Additional Readings" section that includes opportunities for faculty to explore further the topics addressed (and in some cases not addressed) in the NFE
4. A discussion board, where faculty share and discuss their questions and ideas with their fellow NFE participants

Bonus Content: In an effort to maximize instructional content, the NFE curriculum includes "bonus content" which is additional, useful and practical teaching strategies. When possible, the session will include the bonus content. For instances when the session runs out of time, this content can be shifted to other sessions to fill time there. The Blackboard site also contains bonus content for these purposes.

Program Evaluation: In order to develop the NFE's potential and effectiveness, evaluation is necessary. This will take place in multiple ways:

1. On-going assessment in weekly email communication between the facilitator and the participants
2. A mid-semester feedback method founded on James M. Lang's philosophies of giving students a measure of control—and modeled for participants' own classroom use
3. An end-of-semester method of feedback, using a reflection method that assesses the effectiveness of the individual activities as well as the program in its entirety. This method, too, will serve as a model for classroom use
4. Future follow-up in the subsequent year(s) between the facilitator and the participants for feedback on the on-going effectiveness of the NFE

Curriculum Design Notes:

1. Whenever possible, the methods for teaching used in the NFE also function as learning opportunities that model effective classroom techniques so that it is not just the content of the material that participants can use, but the methods themselves.
2. Any guest presenters were encouraged to use activity-based methods.
3. The following abbreviations represent the area(s) of development, indicated in the column titled "Type":
 - T = Teaching Practices
 - O = Orientation
 - C = Building Community
 - R= Reading(s) to Discuss
4. The following numbers identify the goal(s) accomplished with that respective activity, indicated in the column titled "Goals":
 1. Build a community of supportive learner-practitioners who share ideas and effective teaching strategies
 2. Help faculty better understand PBSC students
 3. Enhance teaching skills and approaches
 4. Raise awareness of available support personnel and services
 5. Further orient faculty to the college
 6. Develop a habit of active, conscious reflection
5. While every effort will be made to maintain the schedule as outlined, the facilitator recognizes that a college has many moving parts and unexpected events may occur. In addition, additional needs may arise, based on the specific needs, experiences, and attributes of the new faculty cohort. In these cases, it may be necessary to rearrange or reschedule events in the best interest of the participants.

PBSC New Faculty Experience

Session #	Date	Theme	Campus	Location
1	8/25/17	Getting Started	LW	NS129

#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	Introduction to NFE			<ul style="list-style-type: none"> Explain the purpose of the NFE, its goals, their role in it, its ground rules, and the role of the faculty development at the college Access and use the NFE Blackboard site 	<ul style="list-style-type: none"> Provide an introduction and overview to the NFE Model the use of the Blackboard site 		20
2	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		15
3	Who inspired you to be a teacher?	C, T	3,6	<ul style="list-style-type: none"> Identify the qualities of individuals who have made a difference in their lives Identify how they might embody those same qualities for their students 	<ul style="list-style-type: none"> Lead faculty in reflecting on the person(s) who inspired them to teach and the qualities of those individuals Have faculty share their experiences with their colleagues Have faculty explore those qualities and how they might use embody those qualities 		40
4	Importance of Self-Reflection (connect to icebreaker)	T	6	<ul style="list-style-type: none"> Explain the important role of self-reflection in the evolution of teaching practices Recall various approaches to self-reflection Explain how others have used self-reflection 	<ul style="list-style-type: none"> Explain methods of self-reflection and their use in constant and consistent evolution of teaching practices Lead a brainstorming process on methods of self-reflection faculty employ Provide summary of various self-reflective techniques and encourage their use 		5

5	What do you need to feel supported? From whom? (notecards)	O	4,6	<ul style="list-style-type: none"> ● Identify the areas of support they have and explain how to access it ● Vocalize further needs of support 	<ul style="list-style-type: none"> ● Facilitate an "idea poker" session ● Facilitate a discussion afterward to explore what support faculty already have and what they still need ● Identify any areas of support the faculty still need 	10
6	Expectations for NFE (2-line activity)	C	1,3,6	<ul style="list-style-type: none"> ● Express their expectations for the activity ● Know five or more names of fellow faculty and their expectations 	<ul style="list-style-type: none"> ● Facilitate the 2-line activity on faculty expectations for the NFE, using a timer for 1 minute intervals 	15
7	Checklist of duties (handout)	O	6	<ul style="list-style-type: none"> ● Explain their duties throughout the semester 	<ul style="list-style-type: none"> ● Review the "Checklist of Duties" and answer any questions involved 	20
8	Establishing Rapport (Jim Faye)	T	3	<ul style="list-style-type: none"> ● Explain Jim Faye's concept of deposits and withdrawals in establishing rapport with students ● Employ various methods with this concept 	<ul style="list-style-type: none"> ● Review Jim Faye's concepts of student rapport ● Facilitate a discussion on methods faculty use to establish rapport in the classroom 	10
9	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> ● Explain the importance of the day's events ● Attend the next session prepared 	<ul style="list-style-type: none"> ● Employ debriefing strategies ● Explain the goals of the next session ● Explain what faculty will need to do to prepare for the next session 	10
Materials/Equipment Needed:						145
Notecards, timer, Checklist of Duties (handout), Blackboard Access						

PBSC New Faculty Experience							
Session #	Date	Theme			Campus	Location	
2	9/1/17	Classroom Management and Safety			LW	NS129	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	Review ground rules			Recall the ground rules for the NFE	Review the rules and their importance for a successful NFE		0
2	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
3	"The Minutes Before Class" (Lang, <i>The Chronicle</i>)	T,C,R	3,6	<ul style="list-style-type: none"> Apply strategies suggested by the reading as well as those provided by their fellow participants Reflect on their current practice and compare it to the ideas offered in the text and from the group 	<ul style="list-style-type: none"> Lead a reading discussion on these strategies Lead a brainstorming/sharing session on other strategies 		20
4	Email contact with students: non-traditional, at-risk, rapport, and other challenges	T	2,3	Employ a number of strategies for using email to establish rapport with students as well as address student needs, including at-risk and non-traditional students	Share specific strategies and lead a brainstorming/sharing session on other strategies		15
5	PBSC Safety	T,O	3,4	<ul style="list-style-type: none"> Identify the security support and services available Explain when the use of the above are appropriate 	<ul style="list-style-type: none"> Lead a discussion to explain the support and services available to faculty Answer participants' questions in the process 	Chief John Smith	30
6	Classroom Survival: The Application of Verbal Judo	T	3	Demonstrate effective methods for verbally deescalating a crisis or near-crisis situations in the classroom	<ul style="list-style-type: none"> Share his expertise and experience in these situations Provide strategies for verbally deescalating these situations 	Paul Friedman	30

7	Strategies for classroom management: difficult students, building community, SCORE, when to call the dean	T,0	1,3,4	Explain and employ a number of productive classroom management techniques, informed by the facilitator and their fellow participants	<ul style="list-style-type: none"> ● Lead a sharing session to explore management techniques ● Share sample scenarios for discussion ● Share expertise on past experiences 	25
8	BONUS CONTENT (if time allows) Glasser's Choice Theory	T	3,6	<ul style="list-style-type: none"> ● Identify and apply strategies for motivating students based on Glasser's Choice Theory ● Adjust their teaching approaches, while considering the role of Glasser's motivators, in areas of attendance, assignment completion, effort on assignments, class participation, course completion, and graduation completion 	<p>Overview Glasser's theory and explain how it relates to education</p> <p>Suggest methods for use in the classroom</p> <p>Lead a brainstorming session on how Glasser's motivators can be used in the classroom</p> <p>Lead a sharing session on the motivators would apply to the participants classroom</p>	0
9	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> ● Explain the importance of the day's events ● Attend the next session prepared 	<ul style="list-style-type: none"> ● Employ debriefing strategies ● Explain the goals of the next session ● Explain what faculty will need to do to prepare for the next session 	10
Materials/Equipment Needed:				Access to SCORE, Ppt on Glasser's Choice Theory		150

PBSC New Faculty Experience

Session #		Date	Theme		Campus	Location	
3		9/8/17	Getting and Keeping Our Bearings		LW	NS129	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	"The First 5 Minutes of Class" (Lang, <i>The Chronicle</i>)	T,C,R	1,3,6	<ul style="list-style-type: none"> Apply strategies suggested by the reading as well as those provided by their fellow participants Reflect on their current practice and compare it to the ideas offered in the text and from the group 	<ul style="list-style-type: none"> Lead a reading discussion on these strategies Lead a brainstorming/sharing session on other strategies 		10
3	The Completion Agenda	O	2	<p>Explain the challenges the college faces regarding the completion agenda</p> <ul style="list-style-type: none"> List the general education and institutional learning outcomes. 	<ul style="list-style-type: none"> Explain those challenges state-wide as well as at PBSC Offer a Q&A session for faculty 	Irving Berkowitz	60
4	In the Still Waters: Institutional Assessment Responsibilities and the Big Picture	T,O	3,4	<ul style="list-style-type: none"> Identify the institutional assessment processes and timelines. Describe their discipline- or program-specific institutional instruments and reporting expectations. Describe the broad relationships between assessment, improved learning, and accreditation. 	Provide a dynamic overview of institutional outcomes, assessment processes, and reporting expectations, and the broad relationship between these assessment components, improved learning, and accreditation.	Karen Pain	20
5	Library Services	T,O	4	Utilize various library services in their teaching	Overview the services offered by the library, how to go about accessing these services, and the contact persons to do so.	Rob Krull	20

6	BONUS CONTENT (if time allows) 7-Times Challenge (3M paper)	T,C	1,3,6	Identify 7+ ways that students can come into contact with the concepts from their course(s)	<ul style="list-style-type: none"> ● Explain the research behind the 7-times challenge ● Lead a "last-idea-standing" small-group session to facilitate an exploration session ● Review all ideas provided by the faculty 	0
7	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> ● Explain the importance of the day's events ● Attend the next session prepared 	<ul style="list-style-type: none"> ● Employ debriefing strategies ● Explain the goals of the next session ● Explain what faculty will need to do to prepare for the next session 	10
Materials/Equipment Needed:					Large 3M paper	140

PBSC New Faculty Experience						
Session #	Date	Theme			Campus	Location
4	9/15/17	Students First: Student Services			LW	NS129
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support	
2	Conwell Strickland's Student Rights and the Role of the Faculty (<i>The Teaching Professor's Blog</i>)	T,C,R	2,6	<ul style="list-style-type: none"> Reflect on their current practice and compare it to the ideas offered in the text and from the group Adjust their teaching based on the ideas suggested by the reading as well as those provided by their fellow participants 	<ul style="list-style-type: none"> Lead a reading discussion on these strategies Lead a brainstorming/sharing session on other strategies 	
3	Student Services (topics to include DSS, Title IX, SLC, students of concern, et al)	T,O	2,3,4,6	<ul style="list-style-type: none"> Identify the services available through Student Services Explain when the use of the above are appropriate 	<ul style="list-style-type: none"> Lead a discussion to explain the support and services available to faculty Lead a Q&A session on specific questions the faculty may have 	The Student Services Team
4	Debrief and look ahead to next time	C	1,6	<ul style="list-style-type: none"> Explain the importance of the day's events Attend the next session prepared 	<ul style="list-style-type: none"> Employ debriefing strategies Explain the goals of the next session Explain what faculty will need to do to prepare for the next session 	
Materials/Equipment Needed:						
Materials needed by the presenter						
150						

PBSC New Faculty Experience

Session #		Date	Theme		Campus	Location	
5		9/22/2017	Getting Syllabi Ready for Spring		LW	NS129	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	Big Picture (Mesa links); readings on the first day of class (posted in Blackboard)	T,C,R	1,3,6	<ul style="list-style-type: none"> Apply strategies suggested by the reading as well as those provided by their fellow participants Reflect on their current practice and compare it to the ideas offered in the text and from the group Provide students with a “big picture” of their courses 	<ul style="list-style-type: none"> Model Big Picture Procedure Illustrate the importance of showing students the big picture Lead a reading discussion on these strategies Lead a brainstorming/sharing session on other strategies 		15
3	LW Campus Tour	O	4,5	<ul style="list-style-type: none"> Successfully navigate the campus Identify the divisions of student-centered, faculty-centered, administrative, and support-centered areas 	Provide a campus tour of the areas, illustrating the purpose and importance of each area	Jean Wihbey, Irving Berkowitz, additional campus leadership	30
4	Your Syllabus as Contract (clarity: consequences, grade calculation, attendance)	T	2,5,6	<ul style="list-style-type: none"> Consciously reflect on their existing syllabi for inconsistencies or vulnerabilities to grade appeals Make adjustments to their syllabus and/or classroom practices based on this new information 	<ul style="list-style-type: none"> Illustrate the importance of clarity in syllabi by using both strong and weak sample or real-world scenarios Lead a Q&A session on specific questions the faculty may have 		20
5	Trigger Warnings	T	2,3,6	<ul style="list-style-type: none"> Explain the correct/incorrect assumptions about trigger warnings Create their own trigger warnings as they see fit for the content of their courses 	<ul style="list-style-type: none"> Illustrate the correct/incorrect assumptions of trigger warnings Explain the importance of trigger warnings for PBSC students Provide sample trigger warnings from faculty syllabi 		5

6	Testing Center Services	0	4	<ul style="list-style-type: none"> Identify the services offered from the Testing Centers Use the testing center as applicable for their classes 	<ul style="list-style-type: none"> Explain the purpose and function and purpose of the testing center Identify the means of contacting the testing center 	Debra Jackson	15	
7	ISC Services	0	4	<ul style="list-style-type: none"> Identify the services offered from ISC Use the ISC as applicable for their instruction 	<ul style="list-style-type: none"> Explain the purpose and function of the ISC Identify the means of contacting the ISC 	Ivette Ramos	15	
8	Cost-Saving Textbook Opportunities	T,0	3,4	<ul style="list-style-type: none"> Explain cost-saving opportunities offered through the bookstore Identify cost-effective changes they can make to their textbook use 	<ul style="list-style-type: none"> Provide an explanation of opportunities through the bookstore Identify the means of contacting the bookstore to make changes to existing textbook use 	Tiffany Chapman	30	
9	BONUS CONTENT (if time allows) Developing a Course Calendar	T	3,6	Develop their own new or existing course calendars using a student-centered approach	<ul style="list-style-type: none"> Illustrate the purpose and benefits of a course calendar, focusing on student-centered use including clarity and ease of use 		0	
10	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> Explain the importance of the day's events Attend the next session prepared 	<ul style="list-style-type: none"> Employ debriefing strategies Explain the goals of the next session Explain what faculty will need to do to prepare for the next session 		10	
Materials/Equipment Needed:		Mesa links (on projector), sample syllabi policies, Trigger Warnings ppt, sample course calendar						160

PBSC New Faculty Experience

Session #		Date	Theme		Campus	Location	
6		9/29/2017	Classroom Strategies in the Gardens		Gardens	SC161	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	Peer Observations: "Teaching Squares" (<i>The Best of the Teaching Professor Conference</i>)	T,C,R	1,3,4,6	<ul style="list-style-type: none"> Share productive, non-judgmental feedback for what they see in others' classes Make adjustments to their teaching based on others' feedback 	<ul style="list-style-type: none"> Review the philosophy, purpose, and instructions of Teaching Squares "Assign" this as an opportunity for the faculty to then discuss later in the semester 		10
3	Gardens Campus Tour	O	4,5	<ul style="list-style-type: none"> Successfully navigate the campus Identify the divisions of student-centered, faculty-centered, administrative, and support-centered areas 	Provide a campus tour of the areas, illustrating the purpose and importance of each area	Holly Bennet, Ed Willey, additional campus leadership	30
4	"Space It Out" (Lang, <i>The Chronicle</i>)	T,C,R	1,3,6	<ul style="list-style-type: none"> Apply strategies suggested by the reading as well as those provided by their fellow participants Reflect on their current practice and compare it to the ideas offered in the text and from the group 	<ul style="list-style-type: none"> Lead a reading discussion on these strategies Lead a brainstorming/sharing session on other strategies 		15
5	Copyright Law and Classroom Copies	T	3,5,6	Lawfully follow copyright law for classroom materials	<ul style="list-style-type: none"> Explain and clarify issues of copyright compliance Answer questions from faculty about their specific courses 	David Pena	30
6	Blunt Talk and Student Success	T	2,3	Employ "Blunt Talk" strategies with students with the goal of increased student success	<ul style="list-style-type: none"> Explain the philosophy and practice of "Blunt Talk" Answer specific questions from faculty 	Zachary Stewart	30

7	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> ● Explain the importance of the day's events ● Attend the next session prepared 	<ul style="list-style-type: none"> ● Employ debriefing strategies ● Explain the goals of the next session ● Explain what faculty will need to do to prepare for the next session 	10
Materials/Equipment Needed:				Teaching Squares (handout)		145

PBSC New Faculty Experience							
Session #	Date	Theme			Campus	Location	
7	10/6/2017	Student Success in the Groves			Lox	Lecture Hall	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	"Small Changes in Teaching: Making Connections" (Lang, <i>The Chronicle</i>)	T,C,R	1,3,6	<ul style="list-style-type: none"> Apply strategies suggested by the reading as well as those provided by their fellow participants Reflect on their current practice and compare it to the ideas offered in the text and from the group 	<ul style="list-style-type: none"> Lead a reading discussion on these strategies Lead a brainstorming/sharing session on other strategies 		20
3	Campus Tour	O	4,5	<ul style="list-style-type: none"> Successfully navigate the campus Identify the divisions of student-centered, faculty-centered, administrative, and support-centered areas 	Provide a campus tour of the areas, illustrating the purpose and importance of each area	Roy Vargas, additional campus leadership	20
4	Helping Students with Communication Apprehension	T	2,3	<ul style="list-style-type: none"> Employ methods to help students feel more comfortable in presenting in their classes Explain the value of having student feel comfortable doing so 	Explore a variety of methods to help students cope with communication anxiety	Megan Tomei-Jamison	45
5	The Honors College	O	2,5	<ul style="list-style-type: none"> Explain the purpose and function of the honors college Identify means of contacting the honors college and getting involved 	Provide an overview of the honors college and ways faculty can be involved	Marcella Montesinos	30
6	BONUS CONTENT (if time allows) Storytelling	T	1,3,6	<ul style="list-style-type: none"> Explain the value of storytelling as a teaching technique Employ storytelling techniques in their teaching 	<ul style="list-style-type: none"> Explain the research and effectiveness of storytelling Lead a brainstorming session on how this technique is/can be employed 		0
7	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> Explain the importance of the day's events Attend the next session prepared 	<ul style="list-style-type: none"> Employ debriefing strategies Explain the goals of the next session Explain what faculty will need to do to prepare for the next session 		10

Materials/Equipment Needed:	Storytelling ppt	145
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PBSC New Faculty Experience

Session #		Date	Theme			Campus	Location
8		10/13/2017	Student-Centered Instructional Approaches in the Glade			Belle Glade* *9AM-Noon	Grand Hall at DHCHC
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	Campus Tour	O	4,5	<ul style="list-style-type: none"> Successfully navigate the campus Identify the divisions of student-centered, faculty-centered, administrative, and support-centered areas 	Provide a campus tour of the areas, illustrating the purpose and importance of each area	Roy Vargas, additional campus leadership	20
3	Teaching Resources: Cornell U & Honolulu CC	T,C,R	1,3,6	<ul style="list-style-type: none"> Identify areas of change needed in their teaching Identify available resources for enhancing their teaching Share their findings in a judgement-free atmosphere Adjust their teaching based on their findings 	Lead a triad-group session on the valuable findings from exploring these sites and changes they can make based on these findings		20
4	"Giving Them a Say" (Lang, <i>The Chronicle</i>) & Mid-semester Feedback (3M paper)	T,C,R	1,3,6	<ul style="list-style-type: none"> Utilize the democratic approach to classroom management and feedback outlined in the reading Apply techniques learned in the reading and from their colleagues 	<ul style="list-style-type: none"> Lead a discussion on the reading Lead a feedback session on the NFE thus far Lead a brainstorming session on how to address the feedback provided 		20
5	Mid-Semester Check in: sharing most-memorable events & most-challenging experiences so far (3M paper)	T,C	1,2,3,6	<ul style="list-style-type: none"> Reflect upon events and experiences they have had Evaluate how they approached those events and experiences Apply the TWPS process in their own instruction 	<ul style="list-style-type: none"> Lead a TWPS session on memorable events and experiences Explore what faculty have learned from these experiences Explain how this method can be used in teaching 		25

6	Making Meaning Protocol: Sharing How a Personal Learning Experience Was Effective (Baron, <i>National School Reform Faculty</i>)	T,C,R	1,3,6	<ul style="list-style-type: none"> • Share relevant experiences from their own learning • Reflect on the effectiveness of this experience • Identify aspects of the experience that can help in the classroom 	Lead a pairs version of a "Making Meaning" Protocol Session including a whole-group discussion of the effectiveness of this technique in the classroom	45
7	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> • Explain the importance of the day's events • Attend the next session prepared 	<ul style="list-style-type: none"> • Employ debriefing strategies • Explain the goals of the next session • Explain what faculty will need to do to prepare for the next session 	10
Materials/Equipment Needed:						160
Large 3M paper						

PBSC New Faculty Experience

Session #		Date	Theme			Campus	Location
9		10/20/2017	Instructional Technology Showcase in Boca			Boca	HT103
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	Campus Tour	O	4,5	<ul style="list-style-type: none"> Successfully navigate the campus Identify the divisions of student-centered, faculty-centered, administrative, and support-centered areas 	Provide a campus tour of the areas, illustrating the purpose and importance of each area	Bernadette Russell, Nika Coleman-Ferrell, Jyrece McClendon, Dana Hamadeh	30
3	Instructional Technology Possibilities and Availabilities	T,O	2,4,5	Identify the technology opportunities available for use at PBSC and explain their effectiveness	Showcase the available instructional technology and the advantages to using it	Lisa Gustinelli and Bernadette Russell	80
4	Social Knowledge	O,C	3,4,5	<ul style="list-style-type: none"> Explain the importance and benefits of social knowledge networking Reflect on their current social knowledge networks Employ strategies for creating/expanding social knowledge networks 	<ul style="list-style-type: none"> Explain the philosophy and benefits of social knowledge Explain methods to create and/or expand social knowledge networks 	Bernadette Russell	20
5	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> Explain the importance of the day's events Attend the next session prepared 	<ul style="list-style-type: none"> Employ debriefing strategies Explain the goals of the next session Explain what faculty will need to do to prepare for the next session 		10
Materials/Equipment Needed:		Materials as needed for instructional technology presentations					160

PBSC New Faculty Experience

Session #		Date	Theme		Campus	Location	
10		10/27/2017	Assessment and Helping Our Students		LW	NS129	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	Finally Out of the Pig Pen! Getting on the Same Assessment Page	T,O	2,3,4,5,6	<ul style="list-style-type: none"> Describe the evolution of institutional assessment at the College. Articulate the benefits of well designed to students, instructors, and the institution. Map their course or program learning outcomes to curriculum. Connect assessment in their discipline or program to learning improvement in the courses they teach. Faculty will examine a selected assignment or assessment, evaluating the clarity of expected skill demonstration and connections to outcomes. 	<ul style="list-style-type: none"> Facilitator will provide an overview of the evolution of institutional assessment at the College. Facilitator will explain the benefits of well designed to students, instructors, and the institution, using the "weigh pig, feed pig, weigh pig" concept Facilitator will provide a dynamic learning environment to help participants achieve the outcomes 	Karen Pain	60
2	Hunger on Campus, Housing Insecurity, and Panther's Closet	O	2,4,5	<ul style="list-style-type: none"> Explain the challenges PBSC students face involving the availability of food and housing Employ strategies to support these students Explain the benefits of Panther's Closet Help support Panther's Closet 	<ul style="list-style-type: none"> Lead a discussion on the challenges that students face Illustrate methods for faculty to support these students Explain how Panther's Closet can help and how faculty can get involved 	Jeannie Hoban, Marcella Montesinos, Tracy Ciucci	60
3	Service Learning	O	3,4,5	<ul style="list-style-type: none"> Explain the benefits of service learning Identify the contact person(s) for developing their own service learning opportunities 	<ul style="list-style-type: none"> Explain the benefit of service learning Show examples of service learning in practice at PBSC Explain how faculty can become involved in service learning 	Tracy Ciucci	30
Materials/Equipment Needed:							150
Materials needed for presenters							

PBSC New Faculty Experience

Session #		Date	Theme		Campus	Location	
11		11/3/2017	Self-care and Wellness		LW	NS129	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	Spring Mentors	O,C	1,4	<ul style="list-style-type: none"> Use a set of criteria in choosing a mentor Choose a mentor for Spring semester 	<ul style="list-style-type: none"> Provide an introduction to the mentoring program Explain the criteria and tips for choosing a mentor 	Emmanuel Alvarado	20
3	Object Lesson on Sanity: Prioritizing Rubber Balls and Glass Vases	T,C	3,6	Prioritize their professional and personal demands, based on what they learned from the facilitator and their colleagues	<ul style="list-style-type: none"> Illustrate a prioritizing strategy to help balance conflicting needs of professional and personal pursuits Lead a brainstorming session on other methods for prioritizing 		10
4	Sanity: Reevaluating Class Stressors	T,C	3,6	Employ strategies for reevaluating issues in class that cause stress	<ul style="list-style-type: none"> Explain one method of reevaluating a stressful class Lead a brainstorming session on other methods for reevaluating stress 		10
5	Avoiding Burnout	T,C	3,6	Employ strategies learned from the presentation and from others for avoiding burnout and staying motivated	<ul style="list-style-type: none"> Explore methods and resources for avoiding burnout Lead a discussion on the methods and resources other faculty have used 	Natalya Romenesko	20
6	Happiness and the Academe	T,C	3,6	<ul style="list-style-type: none"> Explain the benefits of happiness and well-being to a faculty member Explain how faculty happiness affects the classroom Employ strategies for maintaining happiness 	<ul style="list-style-type: none"> Explore the research on happiness and well-being Illustrate the implications of happiness and well-being for student success 	Jeanette Sullivan	30

7	Continuum Dialogue Protocol on Wellness Topics and Topics for our Students (Wentworth, <i>National School Reform Faculty</i>)	T,R,C	1,3,6	<ul style="list-style-type: none"> Identify their current wellness state Voice their philosophy on the importance of wellness in higher education Use Continuum Dialogues as a teaching strategy in their own class 	<ul style="list-style-type: none"> Introduce the topic of Continuum Dialogues Organize a Continuum Dialogue session on wellness topics Lead a brainstorming session on how Continuum Dialogues can be used in their own class 	30
8	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> Explain the importance of the day's events Attend the next session prepared 	<ul style="list-style-type: none"> Employ debriefing strategies Explain the goals of the next session Explain what faculty will need to do to prepare for the next session 	10
Materials/Equipment Needed:						150
Glass vase (or other fragile material), rubber ball,						

PBSC New Faculty Experience

Session #		Date	Theme			Campus	Location
12		11/10/2017	Academic Freedom, Appraisals, and the CC Process			LW	NS129
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	Academic Freedom	T,O	3,4,5,6	<ul style="list-style-type: none"> Explain the importance of academic freedom to an institution of higher education Identify its liberties and limits Adjust their teaching practices accordingly 	<ul style="list-style-type: none"> Provide an explanation of the importance of academic freedom, its limits, and its liberties Provide example liberties and limits of academic freedom Lead a Q&A session on the topic of academic freedom and its applications 	Irving Berkowitz	60
3	Continuing Contract Process and Reflection	O	4,5	<ul style="list-style-type: none"> Explain the continuing contract process Plan their development as it relates to the qualities outlined in the continuing contract process Create written reflections 	<ul style="list-style-type: none"> Outline the process of applying for continuing contract Explain how a candidate is evaluated Illustrate the importance of reflection and growth in the process 	Holly Bennett	20
4	Student Evaluations: Access and Using Data	T,O	2,3,4,5,6	Access and review student evaluation data as a means to reflect upon and improve their teaching	<ul style="list-style-type: none"> Explain the availability and use of student assessment data Lead a brainstorming session on their use in the process of growth and development Explain the use of the data in the CC process 		20

5	Annual Appraisals	0	5,6	Complete an annual appraisal, showing a clear reflection and desire for growth	<ul style="list-style-type: none"> ● Explain the purpose and use of Annual Appraisals ● Illustrate the importance of reflection and growth in the process ● Illustrate how they are connected to the Continuing Contract Process ● Provide opportunity to ask questions of an associate dean ● Provide an overview of <i>Tomorrow's Professor</i> and its resources ● Lead a discussion on topics and resources the participants have encountered so far ● Lead an intrinsic brainstorming session on the areas of their individual teaching that needs developing ● Employ debriefing strategies ● Explain the goals of the next session ● Explain what faculty will need to do to prepare for the next session 	Sheila Scott-Lubin	20
	BONUS CONTENT (if time allows) <i>Tomorrow's Professor</i> and sharing (Stanford U)	T,C,R	1,3,6	<ul style="list-style-type: none"> ● Identify valuable resources available in <i>Tomorrow's Professor</i> ● Locate resources relevant to their classroom 			0
6	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> ● Explain the importance of the day's events ● Attend the next session prepared 			10
Materials/Equipment Needed:							
CC process document, access to student evaluation reports, Annual Appraisal document							
150							

PBSC New Faculty Experience

Session #		Date	Theme		Campus	Location	
13		11/17/2017	A Closer Look at Our Students		LW	NS129	
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	Generation Z (1:00-1:45)	T	2,3,6	<ul style="list-style-type: none"> Identify the unique characteristics of "Generation Z" Employ classroom strategies in teaching this generation, from both the presenter and the faculty 	<ul style="list-style-type: none"> Provide an overview of Generation Z including how this generation differs from previous generations Explore classroom strategies for teaching this generation Lead a brainstorming session on effective approaches in use by the faculty 	Sandy Demauro	45
2	How can we help? Reaching Out to Your Assessment Team Faculty (2:00-2:20)	T,O	3,4,5,6	<ul style="list-style-type: none"> List at least three existing on-demand reports that are currently available from the IRB web page. Navigate to the IRE web page to run and view available reports. 	<ul style="list-style-type: none"> Demonstrate several on-demand reports available on the IRE web page, focusing on three that are highly relevant for faculty. Provide a reference outside of the NFE session; document will include webpage, available reports, and contact information for IRE and the assessment committee. 	Karen Pain	20
3	IRE Reports: What is Available (2:20-2:45)	T,O	2,3,4,6	Utilize the available data to make reflective, effective instructional changes for student success	<ul style="list-style-type: none"> Showcase the institutional instructional data available to faculty Illustrate the use of this data to make changes in instruction 	Karen Pain/IRE Personnel	25
4	Students with Addictions (3:00-4:00)	T	2,3,6	<ul style="list-style-type: none"> Explain the addiction epidemic in Palm Beach County Identify places in their classroom where addiction can impede student success Employ effective strategies for student success, from both the presenter and the faculty 	<ul style="list-style-type: none"> Provide an overview of addiction disorders Explore ways that faculty can help them succeed Lead a brainstorming session on effective approaches in use by the faculty 	George Stoupas	60
Materials/Equipment Needed:							150
Any materials needed for presenters							

PBSC New Faculty Experience								
Session #	Date	Theme			Campus	Location		
14	12/1/17	The Larger Role of a Faculty Member			LW	NS129		
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm	
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20	
2	Spring mentor check-in	O,C	1,4	<ul style="list-style-type: none"> Identify any challenges in choosing a mentor Identify contact person(s) in accessing help in choosing a mentor 	<ul style="list-style-type: none"> Check in with faculty to see who had identified a mentor and who has not 		5	
3	Peer Observations Report: Teaching Squares	T,C	1,3,4,6	<ul style="list-style-type: none"> Share their observations and lessons learned through the teaching squares process Explain the benefits of judgement-free, low-risk observations Reflect upon their own teaching for changes they can make toward more-effective instruction 	<ul style="list-style-type: none"> Lead a small-group discussion on faculty teaching squares observations and providing feedback Lead whole-group discussion on the effectiveness of teaching squares and their findings 		30	
4	Understanding Your Bargaining Agreement	O	4,5	Explain the provisions of the Collective Bargaining Agreement	<ul style="list-style-type: none"> Lead a discussion to provide an overview of the bargaining agreement and to clarify any unclear aspects Lead a Q&A session on specific questions the faculty may have 	Nick Larocca, et al	60	
5	Panel Discussion: Second-Year Faculty	O,C	1,3,4,5,6	Plan for the expectations, challenges, and successes of a second-year faculty member	Moderate a panel discussion of second-year faculty with the goal of expounding the upcoming expectations, challenges, and successes of their second year	Second-Year Faculty	25	
6	Debrief and look ahead for next time	C	1,6	<ul style="list-style-type: none"> Explain the importance of the day's events Attend the next session prepared 	<ul style="list-style-type: none"> Employ debriefing strategies Explain the goals of the next session Explain what faculty will need to do to prepare for the next session 		10	
Materials/Equipment Needed:		Access to the bargaining agreement						150

PBSC New Faculty Experience

Session #		Date	Theme			Campus	Location
15		12/8/17	Looking Forward			LW	NS129
#	Activity	Type	Goals	Objectives: New faculty will be able to...	Process: Facilitator will...	Personnel involved	Tm
1	News, successes, and challenges	C	1,3	<ul style="list-style-type: none"> Express their concerns, classroom and college goings-on, and their successes Provide feedback to other NFE participants Explain the importance of professional rapport with their colleagues 	Facilitate the discussion, encouraging a focus on mutual support		20
2	End of Semester Procedures (Checklist of Duties)	O	5	Complete the end-of-semester procedures outlined on the compliance checklist	<ul style="list-style-type: none"> Review the compliance checklist Answer any questions regarding the expectations outlined on the checklist 		10
3	S&PD Process	O	4,5	Apply for S&PD funding	<ul style="list-style-type: none"> Provide an overview of the process for applying for S&PD funding Answer any questions regarding the S&PD process 	David Pena	15
4	Technology Training Opportunities (H.R. Document)	O	4,5	<ul style="list-style-type: none"> Identify opportunities for development of their use of technology Sign up for training opportunities offered by the college 	Review the opportunities outlined from human resources		5
5	PTLC Chairs and PTLC Involvement	O	1,4,5	Involve themselves with PTLC offerings and operations	<ul style="list-style-type: none"> Outline the purpose and function of the PTLCs Identify the PTLC committee chairs on each campus Explain how faculty can get involved on PTLC committees and PTLC events 		5
6	Professional Development Opportunities in Employee Web	O	4,5	Use EmployeeWeb to identify relevant professional development opportunities	Illustrate the professional development function in EmployeeWeb		10
7	Committee Involvement Opportunities	O	1,4,5	<ul style="list-style-type: none"> Identify committees in which they would like to become involved in the future Identify the contact person for those committees 	Explore the committee opportunities available to faculty		10

8	Creating Professional Development Goals	T	3,6	<ul style="list-style-type: none"> Identify areas of their instruction in need of development Create a plan that addresses those needs 	Outline the process of honest reflection and the necessity of seeking development in those areas	20
9	Internal Reflection: What Went Well & What Can Be Improved	T,C	1,3,6	<ul style="list-style-type: none"> Identify the areas of the NFE that were effective and those that were not Identify the qualities of the facilitator that were effective and those that were not Utilize this approach in their classes to gain honest, effective feedback 	<ul style="list-style-type: none"> Lead a small-group feedback session that assesses the NFE experience Model how this approach can be used in the classroom 	25
10	Certificates of Completion, a Few Words from the VPAA, and Q&A time	O,C	1,4,5,6	<ul style="list-style-type: none"> Recognize the impact that the NFE has had on their professional development Acknowledge that they are supported as they move forward in their careers 	<ul style="list-style-type: none"> Present certificates of completion to the faculty Address the new faculty from the perspective of the administration Provide an opportunity for questions 	30 Roger Yohe, Angela Dunn
Materials/Equipment Needed:				Compliance checklist, access to S&PD process online, access to EmployeeWeb, H.R. technology opportunities, list of committee opportunities, completion certificates		150