Faculty Guidelines

REVISED AUGUST 15, 2015
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I. **GENERAL COLLEGE INFORMATION**

A. **Vision, Mission and Values**

1. **Vision**

Daytona State College will be the destination of choice for education.

2. **Mission**

Daytona State College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.

3. **Values**

   **Community**
   The College community encompasses our students, faculty, staff and the public we serve. Our community is built upon mutual respect, effective and open communication, and civic responsibility.

   **Integrity**
   Daytona State College strives for the highest ethical standards in all areas of operation, including the fair and consistent treatment of all members of the College community. The college fully supports academic freedom and the right of intellectual pursuit.

   **Excellence**
   To achieve academic excellence, professionalism, and quality in all the programs and services we offer, Daytona State College employs a system of continuous improvement based on assessment, accountability and engagement with the entire community.

   **Diversity**
   Diversity of people, thought and expression provides energy and vitality for the learning process. Daytona State College celebrates both the originality and distinction of individuals and cultures, while at the same time valuing the common bonds that unite us as a global community.

   **Innovation**
   Innovation and creativity are the keys to our growth as an institution, as well as the growth and success of our students. Daytona State College prides itself on its ability to adapt to a rapidly changing world, finding positive and creative solutions to the challenges it faces.

   **Student Success**
   There is no value more important than the success of our students. Our main goal is to provide students with the skills, knowledge and drive to succeed in the classroom, the workplace and in life. Beyond this success, we hope to instill in our students a lifelong love of learning.
B. Strategic Priorities

2014 – 2017 Strategic Plan: Soaring to Success

To fulfill its vision, carry out its mission, and live its values, Daytona State College has established the following strategic priorities and initiatives as the foundation for its future:

Ensure Academic Excellence

Offer quality educational programs that meet the academic and non-academic workforce needs of Volusia and Flagler counties and beyond.

- Ensure that academic programs align with local/regional workforce needs.
- Enhance teaching and learning with instructional technology.
- Strategically expand course and program offerings at regional campuses.

Enhance Student Success

Increase student development and academic support to enhance student performance, engagement, and retention.

- Increase academic success rates.
- Improve academic support services and programs to promote retention.
- Focus on essential learning outcomes: critical/creative thinking, communication, cultural literacy, and information/technical literacy.

Build Community Partnerships

Expand and create partnerships with business, community, and educational organizations that enhance the college mission and vision.

- Expand regional partnerships with business and industry.
- Increase collaboration with secondary schools to recruit and help prepare students for college.
- Monitor and, when possible, help shape political and legislative actions that impact the college.

Emphasize Institutional Effectiveness

Ensure efficient and effective use of college resources (fiscal, physical, human, and technological).

- Increase communication, interaction, and exchange of ideas throughout the college.
- Expand investment in technology infrastructure to support college operations.
- Promote a work environment where employees are empowered through shared governance.
C. History

Over the past 50-plus years, Daytona State College has evolved from a small campus into an academically superior multi-campus institution providing educational and cultural programs for the citizens of Volusia and Flagler counties. It began in 1957 when the Florida Legislature authorized Daytona Beach Junior College as one of the state's first comprehensive colleges. The college was divided into three divisions: college credit, adult education and the Mary Karl Vocational School. Although the three divisions were administered by one president, they essentially functioned as separate entities under the Volusia County School System.

Volusia County Community College, also a separate entity under the school system, merged with DBJC in 1965. The 1968 Legislature combined the divisions into a single administrative unit under a District Board of Trustees independent of the county school system. In 1971, the official name of the college was changed from Daytona Beach Junior College to Daytona Beach Community College. In 2008, the District Board of Trustees and the state of Florida approved the college's request for yet another name change - Daytona State College. This was done to reflect the institution's transition to a four-year institution offering workforce baccalaureate degrees.

Today, Daytona State offers more than 100 certificate, associate and baccalaureate degree programs, with graduates serving in critical fields that include health care, emergency services, business, education, hospitality, engineering, technology and more. The college also offers the Associate of Arts University Transfer degree, which provides students the first two years of a four-year bachelor's degree, saving our students and their families thousands in the process. As a Level II state college, the institution also offers the Bachelor of Applied Science in Supervision and Management, as well as seven bachelor's degrees in education, including: Mathematics (grades 6-12), Biology (grades 6-12), Earth/Space Science (grades 6-12), Exceptional Student Education (grades K-12), Chemistry (grades 6-12), Physics (grades 6-12) and Elementary Education (grades K-6). The college also offers the Bachelor of Science in Engineering Technology, a Bachelor of Science in Information Technology and a Bachelor of Science in Nursing degree.

Daytona State prides itself on its ability to provide students with affordable tuition, convenient and flexible course scheduling, and an expanded array of online programs. For two years running, the college's online bachelor's programs have been rated among America's best by U.S. News and World Report. In addition, the U.S. Department of Education placed Daytona State's annual tuition for full-time students among the top 50 most affordable in the nation. Community College Week, one of the nation's leading publications focusing on higher education institutions that offer two-year associate degrees, also named Daytona State among its list of Top 100 Associate Degree Producers.

Over the years, the college has fostered a tradition of excellence in academics and service to a growing community. A leader in the area's workforce and economic development initiatives, Daytona State is continually developing new means to deliver educational services to the community. The college now serves nearly 28,000 students annually.

Daytona State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and bachelor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Daytona State College.


E. **Campus Locations**

**Advanced Technology College**  
1770 Technology Blvd.  
Daytona Beach, FL 32117  
(386) 506-4100

**Daytona Beach Campus**  
1200 W. International Speedway Blvd.  
Daytona Beach, FL 32114  
(386) 506-3000

**DeLand Campus**  
1155 County Road 4139  
DeLand, FL 32724  
(386) 785-2000

**Deltona Campus**  
2351 Providence Blvd.  
Deltona, FL 32725  
(386) 789-7300

**Flagler/Palm Coast Campus**  
3000 Palm Coast Parkway Southeast  
Palm Coast, FL 32137  
(386) 246-4800

**News-Journal Center**  
221 North Beach Street  
Daytona Beach, FL 32114  
(386) 226-1888

**New Smyrna Beach-Edgewater Campus**  
940 10th St.  
New Smyrna Beach, FL 32168  
(386) 423-6300

Maps and building guides are available online at [http://www.daytonastate.edu/maps/index.html](http://www.daytonastate.edu/maps/index.html).

F. **College Policies and Procedures**

Throughout these guidelines there are references to college policy and procedure. The “Daytona State College Policy Manual” and the “Daytona State College Procedure Manual” contain the most current version of all policies and procedures and supersede anything in this document. Each policy and procedure also includes a citation of the authority on which it is based. They can be accessed at My.DaytonaState.Ed. Login, click “Resources” along the top and “Forms” along the left. Click on the “Administration” folder then the “College Policies” or “College Procedures” folder.
## II. SELECT COLLEGE POLICIES AND PROCEDURES

### A. Academic Freedom and Responsibility (Policy 4.07)

This policy ensures freedom from reprisal for faculty and students to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, to teach and study the substance of a given discipline, and to fully participate in the development and debate of institutional policies and procedures and relevant matters in the classroom.

If you believe your rights have been violated, please follow the procedures for employment dispute resolution as outlined in College Procedure 610. To access the full procedure, refer to section I.F., College Policies and Procedures.

*Reproduced in full:*

The Board affirms the principles of academic freedom and responsibility in accordance with the mission of the College. The principles are rooted in a conception of the College as an environment united in the pursuit of knowledge and wisdom in an atmosphere of tolerance and freedom. The responsibility implies a commitment to actively foster within the College a climate favorable to the responsible exercise of freedom by developing and maintaining academic policies and procedures.

Academic freedom is the liberty to devise appropriate instructional material, to discuss all relevant matters in the classroom, to explore avenues of scholarship, research and creative expression, to speak freely on policies and procedures, and to speak, write or act as a public citizen on matters of public concern.

Academic responsibility implies the honest performance of academic duties and obligations, the commitment to support the responsible exercise of academic freedom by others, and the candor to disclose that the individual is not speaking as a representative of the College in matters of public concern.

### B. Code of Conduct and Ethics

#### 1. Code Standard of Ethics and Professionalism for Public Officers and Employees of Agencies (Policy 3.01)

*Excerpt:*

The Board and employees of the College shall become familiar with and comply with Florida Statutes 112.311 et. seq. regarding the Code of Ethics and the Detection, Prevention, and Reporting of Fraud for Public Officers and Employees. The College has developed and implemented procedures that are consistent with applicable laws.

**GENERAL STATEMENT**

The College is committed to the highest standards of excellence and professionalism as an institution that upholds the public trust. Consistent with the Florida Constitution and state statutes, the accomplishment of these standards necessitates the establishment of a code of ethics and professional conduct that reflects these standards.
According to Section 8 of Article II of the Florida Constitution:
“Ethics in Government. - A public office is a public trust. The people shall have the right to secure and sustain that trust against abuse.”

THE STANDARD OF ETHICS AND PROFESSIONALISM
The College aims to promote and maintain an organizational environment and culture that promotes ethical conduct by setting high standards for professional conduct. All employees are expected to carry out their duties in a professional manner and in accordance with all College policies and procedures and federal and state law.

The College encourages the exchange of diverse ideas and perspectives within a culture of respect. Consistent with College Policy 3.11, Harassment Prohibition, all personnel are expected to treat members of the College community equitably with respect and courtesy. In addition, College policies that define the confidentiality of certain records and transactions, such as College Policy 3.07, College Records, must be maintained.

The full policy covers:
- Solicitation or acceptance of gifts
- Doing business with one’s agency
- Unauthorized compensation
- Misuse of public position
- Conflicting employment or contractual relationship
- Disclosure of use of certain information
- Employees holding office
- General or prevailing policy
- Oversight of the policy
- Violations of the policy

To access the full policy, refer to section I.F., College Policies and Procedures.

2. Code of Conduct and Ethics (Procedure 301)

Excerpt:
The College Procedure of Conduct and Ethics (the “Procedure”) expresses the core values of our College. Each employee of the College must read, understand, and abide by the letter and the spirit of this procedure. The honesty, integrity, confidentiality and sound judgment of our employees are essential to the College’s reputation and success. In all situations, employees will act to avoid even the appearance of the legal or ethical impropriety.

The full procedure covers:
- What employees can expect from the college
- What the college expects of employees
- Gifts and outside employment

To access the full procedure, refer to section I.F., College Policies and Procedures.
3. Faculty Code of Ethics

Daytona State strives to protect academic freedom, to help preserve the highest standards of teaching and to advance the mission of the college as an institution of higher learning. In doing so, it requires that faculty be sensitive to the potential for abuse inherent in any authority relationship, keeping in mind that the instructor/student relationship is essentially unequal. It is expected that faculty members demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. The standards of conduct include, but may not be limited to:

- Treat all students with fairness and respect, striving to be fair in the evaluation of student work.
- Encourage free discussion of ideas between students and yourself.
- Do not disclose information about students obtained in the course of professional service.
- Do not pursue personal and unethical relationships with students that may hinder any student’s academic progress or create a situation in which any student is either favored or negatively impacted on ground other than academic performance.
- Do not enter into a sexual relationship with a student while engaged in a professional relationship.
- Meet classes as scheduled, maintain office hours, and provide reasonable means for student access to course information.

C. Harassment Prohibition

1. Harassment Prohibition (Policy 3.11)

Reproduced in full:
It is the policy of the College that faculty, staff, students, agents and members of the general public shall not engage in any activity that threatens the health, safety, or welfare of any other person involved with the college. This prohibition includes, but is not limited to; assault, battery, or harassment based on race, color, religion, gender, national origin, age, disability, veteran status, or political affiliation. The College shall take appropriate and immediate action to prevent, correct, and respond to any behavior that may violate this policy.

The College strictly prohibits sexual harassment. This policy applies to all officers, students, agents, employers and vendors doing business with the college. Sexual harassment includes, but is not limited to the following:

- Verbal, visual or physical conduct of a sexual nature which has the purpose or effect of creating an intimidating, hostile or offensive educational or work environment for a reasonable person;
- Conduct of a sexual nature that unreasonably interferes with or otherwise adversely affects another individual’s employment or educational opportunities and participation; or
- The denial of or provision of aid, benefits, employment, treatment, grades based on sexual advances or the request of sexual favors.

All employees of the College shall immediately report any violation of this policy to the College’s Equity Officer or the Human Resource Department. Any student who believes that she or he is a victim of sexual harassment shall report immediately any violation of this policy to the College’s Equity Officer or Human Resources Department.
The College shall take appropriate and immediate action to prevent, correct and respond to any behavior that may violate this policy. The College shall swiftly, impartially and equitably investigate all reported violations of this policy. The College shall discipline any member of the faculty, staff or student body that violates this policy.

2. Sexual Assault and Misconduct (Procedure 311)

Excerpt:
The following outlines the procedures the College will follow in implementing its Harassment Prohibition policy. The procedure has two major components. First, the implementation of a comprehensive education program for faculty, staff, and students; and, second, the procedure Campus Safety will follow when responding to a sexual assault situation. . . .

. . . Sexual harassment involving College employees must be reported to the Office of Human Resources, those involving students must be reported to the Office of Student Development. These matters will be investigated and disciplinary action taken (if necessary) in accordance with established College procedures.

The criminal offenses of assault, battery, and sexual battery are very serious offenses and will be handled as such by the appropriate staff. The term "sexual assault," although not a specific criminal offense in violation of the Florida Criminal Code, is often used to include instances such as sexual battery, sexual abuse, sexual misconduct, severe types of sexual harassment, and other offenses of this nature. The College maintains a separate administrative procedure on sexual harassment.

To access the full procedure, refer to section I.F., College Policies and Procedures.

3. Anti-Harassment (Procedure 311(a))

Reproduced in full:
I. PURPOSE

The College is committed to maintaining a work and educational environment that is free of harassment. In keeping with this commitment, the College will not tolerate harassment of College employees or of employees performing services for the College by anyone, including any supervisor, co-worker, vendor, client, or customer of the College or any third party.

II. PROCEDURE

1. Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person’s protected status, such as gender, color, race, religion, national origin, age, physical or mental disability or other protected group status. The College will not tolerate harassing conduct that affects tangible job benefits or grades, that interferes unreasonably with an individual’s work performance, or that creates an intimidating, hostile, or offensive working environment. Such harassment may include, for example, jokes about another person’s protected status, kidding, teasing or practical jokes directed at a person based on his or her protected status.

2. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when (1) submission to the conduct is an explicit or implicit
term or condition of employment, (2) submission to or rejection of the conduct is used as the basis for an employment decision, or (3) the conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented “kidding” or “teasing,” “practical jokes,” jokes about obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another person’s body.

3. All College employees are responsible to help assure that harassment is avoided. If an employee feels that he/she has experienced or witnessed harassment, they are to notify either the Office of Institutional Equity or the Human Resources Office. The College forbids retaliation against anyone for reporting harassment, assisting in making a harassment complaint, or cooperating in a harassment investigation. If an employee feels he/she has been retaliated against, he/she is to notify the Human Resources Office.

4. An employee who believes he/she was subjected to harassment must file his/her complaint within sixty (60) days after he/she believes the incident(s) occurred.

5. The Human Resources Office shall thoroughly investigate the allegations of harassment promptly and thoroughly to determine validity. A thorough investigation will follow, and the complainant will be contacted within 14 days from the complaint file date) of the College’s findings.

   a. In the course of conducting the investigation, the College shall endeavor to maintain the confidential nature of the allegation(s) and the information received to the fullest extent practical.

   b. Employees who do not cooperate in the investigation may subject themselves to disciplinary action up to and including termination of employment.

   c. Upon the completion of the investigation, the validity of the harassment charge will be determined. The Human Resources Office shall then make a recommendation to the President for further action. If an investigation confirms that a violation of the policy has occurred, the College will take corrective action, including discipline, up to and including immediate termination of employment.

4. Student Harassment / Discrimination / Violation of Rights (Procedure 311(b))

Reproduced in full:

I. PURPOSE:

To ensure students, prospective students and recently graduated students are provided an equitable approach to address harassment, discrimination or violation of rights.
II. PROCEDURE:

A. If a student alleges that he/she was subjected to harassment or discrimination or that his/her basic civil rights were violated or privacy invaded, he/she may file a complaint within sixty (60) days of the incident to the Question & Answer Center or the Dean of Student Development.

1. The Dean will arrange a meeting with the student who, at the time of this meeting, will provide a written account of the alleged incident(s), providing details, such as time, place, and names of witnesses, if applicable. An investigation will follow, and the complainant will be contacted within thirty (30) days once the investigation has concluded and finding reached.

B. To the extent permitted by law, the College will protect the complaint confidentiality. Application of this procedure for student grievances will be consistent for all students. Retaliation toward any student filing a grievance will not be tolerated by the College.

C. If the student is not satisfied with the results and findings, the student may request an administrative review from the Chief Academic Officer or the College Counsel.

D. The Chief Academic Officer or the College Counsel will review the student’s appeal and render a decision. Once a decision is reached, the student will be contacted within thirty (30) business days.

E. Any student who witnessed sexual harassment should immediately report any incident to the Office of Student Development, the Human Resources Office, or the Chair of the Equity Committee.

D. Religious Observances (Procedure 715)

Reproduced in full:

I. PURPOSE:

In accordance with F.S. 1006.53, the College shall reasonably accommodate the religious observances, practices, and beliefs of individual students in regard to admissions, class attendance and the scheduling of examinations and work assignments.

II. PROCEDURE:

A. Any student who has a concern regarding the College’s implementation and/or interpretation of this rule, shall have the right to formalize that concern through the General Student Appeal Process as detailed in the College catalog.

B. It is the responsibility of the student to notify instructors in writing ten (10) days in advance of absences to observe religious holy days in their own faith. Upon such reasonable notification, such absences shall be excused without penalty.

C. The student shall be responsible for material covered during the period of observance and shall be provided a reasonable time to complete make-up assignments.
D. The College and its faculty, as appropriate, shall schedule major class assignments, major examinations, and official ceremonies on other than major religious holy days whenever possible.

E. This procedure shall be published at least annually for distribution to faculty and students in a suitable format.

E. Tobacco Free Policy (Policy 7.16)

Reproduced in full:
The College is responsible for providing a safe, healthy and productive learning environment for students, employees and visitors, and the learning environment includes the preparation of students for personal, professional and employer environments. Therefore, the College prohibits smoking or any use of tobacco on any College property. The prohibition includes any lighted tobacco product or the use of any smokeless tobacco product on any campus or property owned or operated by the College. The prohibition does not include the use of tobacco products in an individual’s personal vehicle on College property. The prohibition includes all College employees, students, and persons on College property. The President may adopt procedures to implement the tobacco free policy.

To review the associated procedure, 716, refer to section I.F., College Policies and Procedures.

F. Drug Free School and Campuses

1. Drug Free Schools and Campuses (Policy 8.14)

Excerpt:
The College is committed to providing a drug free environment for all of its employees and students. In compliance with the Drug Free Schools and Campuses Act of 1989 (Public Law 101-226), employees and students of the College are prohibited from engaging in the unlawful possession, use or distribution of drugs and alcohol on the institution’s property or as any part of the institution’s activities. Additionally, they are prohibited from using non-prescription drugs, alcohol or any other controlled substance from the beginning to the end of their workday at the College. The College will impose sanctions that are consistent with federal, state and local laws on students and employees. Information about the College’s Drug Free Schools and Campuses program will be distributed to all employees and students on an annual basis.

The full policy covers:
- Definition of “drugs and alcohol:
- Authority and education
- Maintenance of a drug free workplace
- Maintenance of a drug free student body
- Violations
- Drug and alcohol testing

To access the full policy, refer to section I.F., College Policies and Procedures.
2. **Drug and Alcohol Testing – Reasonable Suspicion (Procedure 814)**

This procedure establishes guidelines for the “evaluation, assessment, and testing of employees who appear to be under the influence of alcohol or controlled substances or related circumstances while at work.” It also defines “reasonable suspicion.”

To access the full procedure, refer to section I.F., College Policies and Procedures.

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### G. **Copyright**

#### 1. **Description and Resources**

The scope of the procedure governs rights of the College and all of its employees, both academic and non-academic, and students in copyrightable material produced and used. Please review the College’s Policy 3.10 below and Procedure 310 (see I.F., College Policies and Procedures), which contains 11 pages of guidance devoted to copyright and trademark ownership.

Daytona State’s Library has information on open source and copyright at the following locations:

- **Open Source:** [http://daytonastate.libguides.com/opensource](http://daytonastate.libguides.com/opensource)
- **Copyright:** [http://daytonastate.libguides.com/copyright](http://daytonastate.libguides.com/copyright)

The following information about copyright laws was obtained from the U.S. Copyright Office web site at [http://www.copyright.gov](http://www.copyright.gov).

**What is copyright?**

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- **To reproduce** the work in copies;
- **To prepare derivative works** based upon the work;
- **To distribute copies** of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- **To perform the work publicly**, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- **To display the copyrighted work publicly**, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of **sound recordings, to perform the work publicly** by means of a digital audio transmission.
In addition, certain authors of works of visual art have the rights of attribution and integrity as described in Section 106A of the 1976 Copyright Act. For further information, request Circular 40, “Copyright Registration for Works of the Visual Arts.”

It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of “fair use,” which is given a statutory basis in section 107 of the 1976 Copyright Act. In other instances, the limitation takes the form of a “compulsory license” under which certain limited uses of copyrighted works are permitted upon payment of specified royalties and compliance with statutory conditions. For further information about the limitations of any of these rights, consult the copyright law or write to the Copyright Office.

2. Copyright (Policy 3.10)

Reproduced in full:

The College encourages the development and production of educational work products. All work products subject to copyright produced by faculty and staff of the College utilizing its facilities shall be the property of the College. Should a faculty or staff member develop a work product as a result of his/her individual initiative, without the use of College facilities, and during non-duty hours, ownership shall reside with the individual author. The Board shall consider the relative contribution by the personnel employed in the development of such work products, and may enter into binding agreement with such personnel, organizations, corporations, or government entities, which agreements shall establish the percentage of ownership of such copyrights, and each party’s respective rights and obligations.

3. Fair Use

The fair use of a copyrighted work, including such use by reproduction in copies or photo-records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include -

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiability of the portion used in relation to the copyrighted work as a whole; and
- The effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.
III. DIVISION OF ACADEMIC AFFAIRS

A. Mission Statement

The mission of Academic Affairs is to offer high quality educational opportunities to everyone through an exceptional teaching and learning process.

B. Organization

The Academic Affairs Organizational Chart is located on the portal (my.daytonastate.edu).

IV. RECRUITMENT, APPOINTMENT AND PROMOTION

A. Faculty Credentials

To be eligible for a teaching assignment at Daytona State College, faculty must meet the minimum standard for faculty credentials established by College Policy 6.15 in accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Faculty Credential Guidelines. Eligibility for teaching must be established prior to assignment of teaching duties. It is the responsibility of the faculty member to request that official transcripts be sent to Human Resources for inclusion in the personnel file.

For both full-time and adjunct faculty, transcripts and documented experience will be reviewed by the department chairperson and the appropriate AVP. Adjunct faculty need to be aware that credentialing establishes eligibility to teach but does not guarantee employment.

Credentialing is done by course. Faculty must be qualified to teach each course to which they are assigned.

1. Upper Division Advanced and Professional Courses

Upper division Advanced and Professional (A&P) courses include 3000 and 4000 level courses offered as part of a bachelor’s degree.

(a) Minimum requirements
Master’s degree with eighteen graduate hours in the teaching discipline or a Master’s degree with a major in the teaching discipline

(b) Preferred credentials
Doctorate degree in the discipline.
2. Lower Division Advanced and Professional Courses

Lower division Advanced and Professional (A&P) courses include 1000 and 2000 level courses offered as part of an associate of arts degree or general education component of an associate of science degree. Some, such as ENC1101: College Composition, are also taught as part of certain certificate programs.

(a) Minimum requirements
Master’s degree with eighteen graduate hours in the teaching discipline or a master’s degree with a major in the teaching discipline.

Faculty teaching science laboratory courses must have a bachelor’s degree with a major in the teaching discipline.

Student Life Skills faculty teaching in the School of Student Life Skills must have a minimum Master’s degree in counseling, education or psychology or other master’s plus experience working with students in postsecondary educational settings in areas of student services, education advising or career counseling.

(b) Preferred credentials
Doctorate degree in the discipline.

3. Postsecondary Vocational Courses

Postsecondary vocational (PSV) courses are 1000 and 2000 level courses that are offered as part of an associate of applied science, associate of science, or college credit certificate program.

(a) Minimum requirements
Master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate hours in teaching discipline)

Faculty must present appropriate credentials if a license is required by a Licensing Board or by the State of Florida as an outcome of the specific program.

If a program is accredited by an external program level accreditation agency, then the minimum requirements of that agency must also be met.

(b) Preferred credentials
Doctorate degree in the discipline.

4. College Preparatory or Developmental Education Courses

College preparatory courses are offered in reading, writing, and math. They have catalog numbers that begin with a zero (e.g. ENCO0055L). They are taken as part of a recommended sequence and do not count toward a degree.

(a) Minimum requirements
Bachelor's degree in the teaching discipline or a major in the field -being taught and teaching experience.
5. Postsecondary Adult Vocational Courses

Postsecondary adult vocational (PSAV) courses are offered as part of a vocational credit certificate. They have catalog numbers that begin with zero.

(a) Minimum requirements
Faculty teaching in professional, occupational and technical areas must possess an academic degree or certificate at the same level or higher as the program to be taught.

Faculty must present appropriate credentials if a license is required by a Licensing Board or by the State of Florida as an outcome of the specific program. If a program is accredited by an external program-level accreditation agency, then the minimum requirements of that agency must also be met.

6. Adult Education Courses

Adult education courses are offered as part of the high school, GED, English for Speakers of Other Languages (ESOL) and adult basic education programs.

(a) Minimum requirement
A bachelor's degree with 30 credits in the subject area to be taught

7. Exceptions

Faculty who do not meet the minimum requirement may be credentialed by exception. All exceptions must be approved by a committee assembled by the Vice President of Academic Affairs.

B. Class Descriptions

Specific duties of faculty members can vary according to departmental or program needs. There are, however, standard descriptions for classes of faculty such as full-time, adjunct, chair, and assistant chair. These descriptions set out what is common across all positions that make up the class.

1. Full-time Instructional Faculty

Instructional position with duties and responsibilities established by relevant State Board of Education and Board of Trustees policies and procedures. Reports to the appropriate program department chair or dean and instructional AVP as assigned. Demonstrates teaching ability, professional development, and service to the college. Possesses required academic credentials or professional certifications or licenses. Performs classroom teaching duties and other instruction at assigned locations and campuses, including day, evening and weekend classes to include any mode of delivery as required.
(a) Essential job functions

Teaching
- Teaches assigned courses.
- Uses instructional methods and delivery techniques in presenting organized lessons.
- Communicates with students.
- Provides written course syllabi which include attendance policies as well as methods and procedures for assessment of learning objectives.
- Uses appropriate and up-to-date course materials, including learning objectives, texts, and supplementary teaching materials.
- Applies classroom management strategies.
- Implements student assessment policies, such as testing or other procedures.
- Submits grades or other course assessment reports in a timely manner.
- Manages routine classroom responsibilities in a professional manner.

Professional Development
- Participates in activities that advance professional competencies and teaching skills.
- Engages in activities that advance the teaching discipline or profession.
- Maintains or acquires appropriate or required certifications, licensures, or other professional credentials.

College Responsibilities and Service:
- Keeps scheduled office hours as required by the respective load formula for the purpose of academic advising.
- Assists with developing course outlines, reports, and textbook selection.
- Records student attendance as necessary.
- Attends department, division, and college-wide academic functions.

(b) Minimum qualifications
- Knowledge of discipline taught
- Ability to establish and maintain professional relationships with students, colleagues, and supervisors
- Familiarity with technology applicable to teaching discipline

2. Adjunct Instructional Faculty

Instructional position with duties and responsibilities established by relevant State Board of Education and Board of Trustees policies and procedures. Reports to the appropriate program department chair or dean and instructional AVP as assigned. Demonstrates teaching ability appropriate to the discipline assigned. Possesses required academic credentials or professional certifications or licenses. Performs classroom teaching duties and other instruction at assigned locations and campuses, including day, evening and weekend classes as required to include any mode of delivery as required.

Adjunct Faculty are part-time employees contracted on an as-needed basis. They can teach one or multiple courses during a semester not to exceed nine contact hours per week. Exceptions may be granted by the Vice President of Academic Affairs. Future employment past the current term is not guaranteed. Adjunct positions are paid in accordance to the Salary Administration Plan.
(a) Essential job functions

Teaching
- Teach course(s) assigned.
- Provides written syllabus with clearly stated attendance policy and methods and procedure for assessment of learning outcomes explanation.
- Grade assignments and record final course grades using the College’s online grade recording procedure.
- Participate in outcome assessment evaluations.
- Be familiar with and comfortable using technology in the classroom for delivering course content and recording and grading assignments.
- Communicate with students in the class either in person, via the phone and/or email as appropriate.

(b) Minimum qualifications
- Knowledge of discipline taught.
- Ability to establish and maintain professional relationships with students, colleagues, and supervisors.
- Familiarity with technology applicable to teaching discipline.

3. Chairperson

The purpose of this class is to perform administrative and management responsibilities for classes and/or programs in the assigned area of responsibility. The class is a faculty member responsible for scheduling classes, marketing of programs, and recruitment of students in the assigned area of responsibility. The class handles personnel management, manages budget and finance, administers planning, directs and promotes academic leadership and professional development, maintains and manages curriculum and instruction and student relations in the assigned area of responsibility.

(a) Essential job functions
Develops year-long schedule, coordinates schedule with other chairs, opens or cancels sections as needed, gives override into “full” sections, meets all scheduling deadlines, orders textbooks/other course materials, assures faculty office hours are convenient to students, reviews system’s schedule output and schedules/assigns rooms.

Provides copy for program brochure, develops relationship with high school teachers and other educational professionals, participates in community/industry/professional organization events and on-campus recruitment events to promote college/program, develops recruitment/marketing plan and identifies programs/courses that need promotion.

Coordinates classroom observations, conducts performance evaluations of faculty/staff, completes human resources forms, resolves faculty/staff problems, assures accuracy of load letters/contracts, reviews, approves and monitors faculty/staff time sheets and leave, and recommends faculty certification in academic area.

Prepares, researches, monitors and defends operating budget, approves purchase orders, and monitors “school-based business” activities.
Prepares annual and five-year plan, academic unit reviews and program reviews, determines future capital outlay needs, plans for new/expanded classes/programs, maintains active advisory committee, and participates in grant writing.

Promotes academic inquiry, professional development, participation in college wide committees, and quality educational experiences, conducts departmental meetings, maintains open channels of communication, maintains licensure where appropriate, keeps current in field, and advises faculty on portfolio process.

Updates master course outlines, maintains current syllabus file, participates in DACUM process, coordinates co-ops and internships, presents new course proposals, reviews and revises curriculum based on advisory committee and industry leaders’ input, complies with accrediting body regulations, conducts course evaluation, approves course and/or exam substitutions, and maintains shop/equipment environment.

Reviews student evaluation of faculty, advises students on program requirements, resolves student complaints, conducts graduation check down, and supervises and coordinates scholarship and outstanding student awards.

Prepares and conducts performance evaluations for all department faculty and direct reports

*Involvement with data, people and things*

**Data involvement**
Data are information, knowledge, and concepts obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Plans, coordinates, determines and implements class schedules and departmental operations based on analysis of data.

**People involvement**
People include coworkers, workers in other areas or agencies and the general public.

Directs and commands others by issuing orders and instructions. Negotiates and exchanges ideas, information, opinions, counsels and instructs others

**Involvement with things**
Things are inanimate objects such as substances, materials, machines, tools, equipment, work aids, and products. A thing is tangible and has shape, form, and other physical characteristics.

Establishes plans and programs, and allocates funds in support of and in compliance with goals and objectives of the organization.

**Cognitive requirements**

**Reasoning requirements**
Reasoning requires consideration of factors and variables to derive solutions to problems.
Performs work involving the application of principles of logical thinking, administrative or other practices to diagnose or define problems, collect data and solve problems with impact on the department, organization and the community.

**Mathematical requirements**
Mathematics requires the use of symbols, numbers and formulas to solve mathematical problems.

Uses mathematics involving the practical application of fractions, percentages, ratios and proportions or measurements, logarithmic, or geometric construction; may use algebraic solutions of equations and inequalities; descriptive statistics; deductive geometry, plane and solid, and rectangular coordinates; mathematical classifications or schemes

**Language requirements**
Language involves the ability to read, write, and speak.

Reads journals, manuals, and professional publications. Speaks formally and informally to groups of coworkers, other organizational agencies and general public. Composes original reports and other written materials using proper language, punctuation, grammar, and style.

**Mental requirements**
Mental ability involves analysis, initiative, ingenuity, creativity, and concentration required by the job and the presence of any unusual pressures present in the job.

Makes important recommendations that have an organization wide impact. Requires sustained, intense concentration for accurate results and continuous exposure to unusual pressure.

**Judgments and decisions**
Judgments and decisions refers to the frequency and complexity of judgments and decisions given the stability of the work environments, the nature and type of guidance, and the breadth of impact of the judgments and decisions.

Directs actions of others, making decisions almost constantly, affecting, coworkers and students.

**Vocational/educational preparation and experience**

**Vocational/educational preparation**
Vocational/Educational preparation includes job specific training and education required for entry into this job. The training and education may be acquired in a school, work, military, institutional or vocational environment. It does not include the orientation time required of a fully qualified worker to become accustomed to the special conditions of any new job, nor does it include the amount of time that a worker spends to learn reasoning, language, and mathematical skills, which are often learned in school.

Requires a Master’s Degree (18 Graduate hours) in related field.

**Special certifications and licenses**
Special Certifications and Licenses refers to state, federal, or professional certifications or licenses required to enter or maintain the job.

Other certifications maybe desired depending upon area of responsibility.
Experience requirements
Experience refers to the amount of work experience that is required for entry level into the position that would result in a reasonable expectation that the employee can perform the job. It may be experience that can be gained on the job or experience in a previous job.

General instruction in a college setting.

American with Disabilities Act (ADA) requirements

Physical and dexterity requirements
Physical and dexterity refers to the requirement for physical exertion and coordination of limb and body movement.

Requires sedentary work that involves walking or standing some of the time and computer operations.

Environmental hazards
Environmental hazards refers to the job conditions that may lead to injury or health hazards even though precautions have been taken.

The job risks exposure to no significant environmental hazards.

Sensory requirements
Sensory ability refers to hearing, sight, touch, taste, and smell required by the job.

The job requires normal visual acuity and field of vision, hearing, and speaking.

ADA compliance
Daytona State College is an Equal Opportunity Employer. ADA requires the College to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.

4. Assistant Chairperson

The purpose of this class is to assist the department chairperson by performing administrative and first-line supervisory responsibilities for classes/programs in the assigned area of responsibility. The class is a faculty member responsible for assisting the department chairperson to schedule classes, market programs, and recruit students, manage personnel, manage budgets and finances, develop department plans, direct and promote academic leadership and professional development, and maintain and manage curriculum and instruction and student relations in the assigned area of responsibility.

(a) Essential job functions

Assists in developing year-long schedule, giving overrides, coordinating the schedule of classes with other departments, meeting all scheduling deadlines and reviewing the system’s schedule output.

Provides copy for program brochures and identifies programs or courses that need promotion.

Assists with and participates in all on- and off-campus recruitment and marketing activities and opportunities.
Coordinates classroom observations

Assists in the resolution of faculty/staff problems and load letter and contract issues

Assists in preparing and monitoring the annual budget
Contributes to annual plan and participates in grant writing

Prepares program reviews and assists in planning for new or expanded classes or programs and in preparing academic unit review

Assists in maintaining current syllabus file, coordinating co-ops and internships, presenting new course proposals, curriculum review/revision based on advisory committee and industry leaders’ input, maintains active advisor committee and participates in DACUM process.

Assist in the resolution of student complains regarding adjuncts, in outstanding student awards, graduation check down, and advising students on program requirements

Prepares and conducts performance evaluations for all direct reports. May not prepare or conduct performance evaluations of department faculty but may contribute by providing the chairperson appropriate information regarding a faculty member’s performance.

Involvement with data, people and things

Data involvement
Data are information, knowledge, and concepts obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Plans schedules and departmental operations based on analysis of data.

People involvement
People include coworkers, workers in other areas or agencies and the general public.

Assist in supervision of faculty and staff and gives information, guidance or assistance to faculty, staff and students. Develops relationships with the outside community.

Involvement with things
Things are inanimate objects such as substances, materials, machines, tools, equipment, work aids, and products. A thing is tangible and has shape, form, and other physical characteristics.

Assist in establishing budget and departmental planning. Handles computers and software and college administrative systems.

Cognitive requirements

Reasoning requirements
Reasoning requires consideration of factors and variables to derive solutions to problems.
Performs work involving the application of principles of logical thinking

**Mathematical requirements**
Mathematics requires the use of symbols, numbers and formulas to solve mathematical problems.

Uses mathematics involving the practical application of fractions, percentages, ratios and proportions or measurements, logarithmic, or geometric construction; may use algebraic solutions of equations and inequalities; descriptive statistics; deductive geometry, plane and solid, and rectangular coordinates; mathematical classifications or schemes

**Language requirements**
Language involves the ability to read, write, and speak.

Reads journals, manuals, and professional publications. Speaks formally and informally to groups of coworkers, other organizational agencies and general public. Composes original reports and other written materials using proper language, punctuation, grammar, and style.

**Mental requirements**
Mental ability involves analysis, initiative, ingenuity, creativity, and concentration required by the job and the presence of any unusual pressures present in the job.

Assists in making important recommendations that have an organization wide impact

**Judgments and decisions**
Judgments and decisions refers to the frequency and complexity of judgments and decisions given the stability of the work environments, the nature and type of guidance, and the breadth of impact of the judgments and decisions.

Assists in making decisions affecting department, college, and the general public.

**Vocational/educational preparation and experience**

**Vocational/educational preparation**
Requires a Master’s Degree (18 Graduate hours) in related field.

**Special certifications and licenses**
Special Certifications and Licenses refers to state, federal, or professional certifications or licenses required to enter or maintain the job.

Other certifications maybe desired depending upon area of responsibility.

**Experience requirements**
Experience refers to the amount of work experience that is required for entry level into the position that would result in a reasonable expectation that the employee can perform the job. It may be experience that can be gained on the job or experience in a previous job.

General instruction in a college setting.
American with Disabilities Act (ADA) requirements

Physical and dexterity requirements
Physical and dexterity refers to the requirement for physical exertion and coordination of limb and body movement.

Requires sedentary work that involves walking or standing some of the time and computer operations.

Environmental hazards
Environmental hazards refers to the job conditions that may lead to injury or health hazards even though precautions have been taken.

The job risks exposure to no significant environmental hazards.

Sensory requirements
Sensory ability refers to hearing, sight, touch, taste, and smell required by the job.

The job requires normal visual acuity and field of vision, hearing, and speaking.

ADA compliance
Daytona State College is an Equal Opportunity Employer. ADA requires the College to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.

5. Lead Instructor

A lead instructor may be available for the courses you are teaching. Duties and responsibilities of lead instructors may vary by department or program. In most cases, the Lead Instructors are mentors to adjunct and junior faculty. A list of Lead Instructors can be obtained from the Department Chairperson or Assistant Chair. Programs and departments may also have co-lead instructors for courses. Lead instructors may assist faculty with the following:

- ensuring consistency in instruction and curriculum in accordance with the master course description*
- updating master course descriptions
- assisting in the selection of textbooks
- acquainting the faculty with master course descriptions, explaining how to get them and how they relate to their course syllabus
- assisting with the development of a syllabus for each course if necessary
- assisting the faculty with the collection and computation of academic assessment

*Master course descriptions are inside the portal for every Daytona State course. These course descriptions include the learning outcomes for each course and are a useful basis for the instructor's individual course syllabus. For a copy, check with the department chairperson or go to Academic Affairs inside the portal. For
additional guidance on what should be included in a course syllabus, see "Writing a Syllabus" in these guidelines and the Syllabus Template.

C. Recruitment and Appointments

Classes of faculty may be recruited or appointed following appropriate procedures. Exceptions to these typical procedures may be made at the discretion of the Vice President of Academic Affairs in consultation with Human Resources.

1. Full-time Instructional Faculty

Supervisors must complete a Recruitment Request form to fill open full-time faculty positions or to request new full-time faculty positions. The Recruitment Request form is available at my.daytonastate.edu -> Resources Once the Recruitment Request is approved, the advertisement is posted in the requested publication(s). Generally faculty positions are advertised in the “Chronicle of Higher Education,” “Women in Higher Education,” “Black Issues in Higher Education” and “Hispanic Outlook.” Some full-time faculty positions are also advertised on appropriate websites, colleges, universities, technical schools, and other sources. Advertisements for full-time faculty positions are posted thirty (30) days prior to the closing date for each position.

On the position’s closing, minority representation percentages are forwarded to an equity representative for review and approval. The hiring supervisor selects and chairs the screening committee who will review all applications to verify that applicants have the appropriate credentials as specified by College Policy 6.15 in accordance with SACSCOC’s “Faculty Credential Guidelines." The screening committee determines the candidates to be interviewed, writes the interview questions, and recommends the top candidates to be interviewed by the appropriate associate vice president and the Vice President of Academic Affairs. The final recommendation is then forwarded to the president for approval. If the recommended candidate declines the position, supervisors may choose to go to the next candidate in that pool or re-advertise the position for a minimum of five (5) days before the screening process starts anew.

More detailed information about the recruiting process for full-time faculty can be found on the Daytona State College website under Human Resources: http://www.daytonastate.edu/hr/index.html. You may also contact the Human Resources Department at (386) 506-4505.

2. Adjunct Instructional Faculty

Applications are accepted throughout the year through the HR website. Adjunct instructor applications received by the Human Resources Department are made available for review by the appropriate department chair. The applicant may be invited for an interview. Transcripts will be required at that time. If a decision is made to hire, the applicant is given a packet to complete and return. The packet includes a form for the applicant to request official transcripts to be sent to HR. Once the hiring packet is completed, references checked, academic qualifications verified, and the individual has gone through the E-Verify and fingerprinting processes, he or she is eligible to work for the college.
The Florida State Records Retention Schedule requires adjunct personnel files to be maintained for only three fiscal years following employment. After this period, an adjunct must reapply to be considered for employment.

More detailed information about the hiring process for adjunct faculty can be found on the Daytona State College website under Human Resources: [http://www.daytonastate.edu/hr/index.html](http://www.daytonastate.edu/hr/index.html). You may also contact the Human Resources Department at (386) 506-4505.

3. **Chairperson**

The Vice President of Academic Affairs appoints chairs annually. In addition to this annual appointment, beginning January 1, 2015, when a chair position is vacated the following procedure will take effect. After the initial vacancy, the procedure will be repeated every three years or when the position is vacated again, whichever comes first.

1. The chairperson class description and minimum requirements will be provided to all members of the department. Current minimum requirements are tenure or five years of experience in a supervisory position.
2. Faculty who want to be considered for the position will notify the appropriate associate vice president. Faculty may also nominate other faculty members.
3. The appropriate associate vice president and the Vice President of Academic Affairs will interview all applicants.
4. The appropriate associate vice president and the Vice President of Academic Affairs will invite all members of the department, both full- and part-time, including staff, and regardless of tenure, to share comments or concerns in confidence.
5. The appropriate associate vice president and the Vice President for Academic Affairs will make a final recommendation for appointment.

At a minimum, candidates will be considered based upon:
- Fit with the mission, vision, and values of Daytona State College and the Academic Affairs leadership
- Ability to effectively lead the department
  - Respect of faculty and staff, weighed by department input though appointment is not a vote
  - Demonstrated knowledge and skills
- Attitude, communication, honesty, and focus

Interviews will typically take place during the spring with appointments beginning in the fall. New appointees will be reappointed annually upon satisfactory performance with department-wide participation as outlined above every three years. There will be no term limits. Chairs may be reappointed indefinitely. Chairs are provided a stipend in accordance with the Salary Administration Plan.

4. **Assistant Chairperson**

The Vice President of Academic Affairs appoints assistant chairs annually. The department chair makes a recommendation to the appropriate associate vice president, which is then approved by the Vice President of Academic Affairs.
Beginning January 1st, 2016, all assistant chair appointments will follow the annual procedure outlined below.

1. In the spring all full-time faculty will be invited to apply for appointment and provided with the class description and minimum requirements.
2. Faculty who want to be considered will notify the department chairperson.
3. The chairperson and appropriate associate vice president will interview all applicants.
4. The chairperson and appropriate associate vice president will invite all members of the department, both full- and part-time, including staff, and regardless of tenure, to share comments or concerns in confidence.
5. The chairperson and associate vice president will make a recommendation to the Vice President of Academic Affairs.

Assistant chairs are paid a stipend in accordance with the Salary Administration Plan.

5. Lead Instructor

D. Faculty Orientation

1. New Faculty Orientation

Newly hired, full-time faculty members are required to attend an orientation that meets periodically throughout the fall semester. The New Faculty Orientation provides a series of informational sessions covering a wide range of topics and introduces new faculty to key faculty members, constituency heads, and administrators to assist with their transition to Daytona State.

2. Checklist

The department chair will be responsible for the orientation of new faculty. The orientation should include:

1. Departmental teaching philosophy
2. Classroom management
3. Master course descriptions
4. Textbooks and supplemental materials
5. Student support services
   - Academic Advising
   - Assessment Services
   - Bookstore
   - Division of Alternative Student Services
   - Student Disability Services
6. Learning Commons Services
   - Academic Support Center
   - Computing Commons
   - Library Services
   - Writing Center
13. Other college information
   - Academic calendar
   - Campus Safety
   - Catalog
   - Faculty guidelines
   - MyDaytonaState
   - Online Studies
   - Professional Development
   - Student Handbook
   - Syllabus template
   - Website
     - College
     - Department
7. Information technology
   - FalconMail
   - FalconNet
   - Falcon Online (LMS)
   - Network login
   - Voicemail

8. Pay procedures
   - Faculty load acceptance
   - Fall, spring, and summer pay
   - Pay dates

9. Absence reporting procedures
10. Housekeeping
    - College ID
    - Keys
    - Parking plate

11. Responsibilities
    - Attendance verification
    - Grade submissions
    - Office hours

12. College committees
    - Curriculum Committee
    - Faculty Senate
    - Planning Council

Accessing master course description
1. Login to MyDaytonaState
2. Click “Departments and Forms”
3. Click “Academic Affairs”
4. Click “Master_Course_Descriptions”

Accessing FalconMail
1. Login to MyDaytonaState
2. Click “FalconNet”
3. Click “Check Your Mail” (envelope)

Accessing Faculty Services
1. Login to MyDaytonaState
2. Click “FalconNet”
3. Click “Faculty Services”
   - Advisor e-mail
   - Class attendance verification
   - Class final grading
   - Class mail
   - Course authorization
   - Evaluation of instruction
   - FalconMail Archive
   - TRACS

E. Evaluations of Faculty Performance

Annual evaluations of faculty performance are conducted in accordance with College Policy 6.12 and College Procedure 612(a). The following sections highlight important components of the evaluation process. To view the full policy and/or procedure, refer to section I.F., College Policies and Procedures. All evaluations are for the purpose of maintaining a high quality learning environment.

1. Student Evaluation of Instruction

In accordance with College Procedure 612(a), each semester, students are invited to evaluate the instruction they received in each course they take. Evaluations are completed online through the My.DaytonaState.edu portal. Instructors can also view the results of evaluations through the portal. Instructions are sent out each semester.

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Goal: to assess the effort you have put into the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have missed:</td>
<td>☐ 0-3 classes ☐ 4-6 classes ☐ more than 6 classes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2. I participate in class:</td>
<td>□ each class</td>
</tr>
<tr>
<td>3. I hand in the required assignments on time:</td>
<td>□ always</td>
</tr>
<tr>
<td>4. I expect my grade to be:</td>
<td>□ A</td>
</tr>
<tr>
<td>5. How much time does it take to prepare for this class (per class period)?</td>
<td>□ 0-1 hour</td>
</tr>
<tr>
<td>6. The classroom's physical environment is:</td>
<td>□ good</td>
</tr>
</tbody>
</table>

**Course Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The classroom or online environment has available the necessary tools and resources.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. The course syllabus explains the course requirements.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. The text contributes to my understanding of the subject matter.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. The instructional materials contribute to my understanding of the subject matter.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11. The course assignments are clear.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>12. Examinations relate to assignments and/or material covered in class.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Classroom Observation**

As established in College Procedure 612(a), the department chairperson or a tenured faculty member in the same department will perform classroom observations. Full-time, continuing contract and adjunct faculty will be observed at least once per academic year. Faculty on an annual contract will be observed at least once each Fall and Spring semester. More frequent observations will be made as deemed appropriate.

**Classroom Observation Form**

Department: ________________________________

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2015/16 FACULTY GUIDELINES
UPDATED: 8/15/2015, KM
Instructor: ____________________________  Rank: ____________________________

Observer: ____________________________

Campus: ____________________________

- The instructor has access online to: 
  - Current Faculty Guidelines  Yes  No
  - Current College Catalog  Yes  No
  - Course Outcomes  Yes  No

Teaching Syllabus Includes  Yes  No
- Course Outcomes
- Appropriate description of grading system  Yes  No
- Attendance policy  Yes  No
- Schedule of assignments  Yes  No
- List of required texts and/or other required reading  Yes  No
- Appropriate writing assignments  Yes  No
- ADA Information  Yes  No
- Honor Code Information  Yes  No
- Class withdrawal information  Yes  No

Classroom Observation
Date: ____________________________  Time: ____________________________
3. **Annual Faculty Activity Report**

Full-time faculty are required to submit an activity report annually. This report is an opportunity for faculty to highlight their accomplishments for the year and is used as a component in the Annual Performance Evaluation.
F. Continuing Contract and Promotion

For convenience, the full document describing the continuing contract and promotion procedure is reproduced here in full. The official document resides with Faculty Senate.

**Academic Affairs note:** Full-time faculty members hired after July 1, 2013 are required to follow the new mentor model plan developed by the faculty, which includes promotion from one rank to another requiring 5 years in the previous rank. In addition, continuing contract can only be acquired at the end of the 5th year of continuous annual contract following the procedure below. Those full-time faculty members hired before July 1, 2013 should have completed the Mentoring Model: Transitional Declaration of Intent for grandfathering in from the old plan by date May 1, 2014. If not completed, they will default to the new plan.

Note: This process is governed by all relevant college procedures and policies and all pertinent state rules and laws, particularly SBE Rules 6A-14.041 and 6A-14.0411. References to “faculty members” and “teaching” refer to everyone who holds faculty rank.

**THE CONTINUING CONTRACT AND PROMOTION PROCEDURE**

The Continuing Contract and Promotion (CC&P) Procedure defines a process to report on individual effectiveness in one’s primary responsibility, such as teaching or librarianship (for those librarians who hold faculty positions), and secondary responsibilities, such as service, pedagogy and scholarship. It offers an opportunity for self-reflection, planning, and evaluation, facilitated by ongoing mentoring, and culminating in an interview with colleagues who have the opportunity to develop an in-depth understanding of the candidate’s work. The process is composed primarily of three elements: selection of areas of specialization, selection of a Committee of Three, and the application (see Appendix B) for continuing contract or promotion.

**AREAS OF SPECIALIZATION**

All faculty members must fulfill their primary responsibility in a satisfactory manner. For classroom faculty, this evaluation would include examination of syllabi, classroom observation, and discussions. They also must engage in appropriate ongoing professional development. Specialization allows for choices to be made in secondary responsibilities. While everyone must provide service to the college, faculty may also choose to direct their energies toward pedagogy and/or scholarship.

Specialization allows faculty members the flexibility to focus on secondary responsibilities that best meet their individual needs and interests. The three areas are service, pedagogy, and scholarship. These can be mixed and matched in several ways:

100% Service
66% Service and 33% Pedagogy or Scholarship
33% Service and 66% Pedagogy or Scholarship
33% Service and 33% Pedagogy and 33% Scholarship

Details on primary and secondary responsibilities are provided in Appendix A.

An area of specialization will be declared when a faculty member submits a Declaration of Intent and Tracking Form for continuing contract or promotion. However, the area of specialization may be modified at a later time.
with the approval of the CO3 and the Chair via the submission of a new declaration of intent with all appropriate signatures.

THE COMMITTEE OF THREE (CO3)

The Committee of Three (CO3) is a group of advisers at the core of the process. This group guides, encourages, and eventually evaluates each faculty member participating in the continuing contract and promotion process. One member is selected by the chair, one member by the faculty member, and one member by the College-Wide Continuing Contract and Promotion Committee.

The first member of the CO3, the mentor, is chosen during the first year of a faculty member’s candidacy. The candidate should nominate three possible committee members from among the continuing contract faculty of the candidate’s own department. The chair may not be nominated. Nominees may be selected from other departments when chairs of those departments approve. Candidates may nominate faculty members who have already served on a CO3 at a previous stage in the candidate’s career. The chair selects one of the faculty members nominated by the candidate and this person becomes the first member of the CO3.

A second member of the CO3 is chosen two years before the candidate applies for promotion. The chair of the candidate’s department nominates three faculty members who hold continuing contract and emails these names to the candidate, the candidate selects one to serve as the chair’s representative on the CO3.

The final member of the CO3 is assigned by the chair of the CC&P Committee. This assignment occurs at the start of the academic year during which the candidate applies for continuing contract or promotion. Except under extraordinary circumstances, a faculty member should not serve simultaneously on more than three (3) CO3s.

If a member of the CO3 becomes unable to serve, or if a candidate or department chair wants to replace a member, a new member will be selected following the same process described previously.

Time will be made available during Spring Planning each year for all candidates to meet with their CO3s to discuss the candidate’s recent activities and overall progress toward continuing contract or promotion. This meeting, scheduled by the candidate, represents the minimum expectation for interactions between a candidate and the CO3; additional meetings may be scheduled as desired on the part of either candidates or committee members.

Note: Any faculty initially turned down for continuing contract but granted a 6th or 7th year of Annual Contract MUST resubmit the following year for Continuing Contract. Faculty who are not recommended for promotion will work with their CO3 to correct any documented deficiencies and determine when to resubmit an application.

TIME IN RANK

The new State Board Rules for Continuing Contract require 5 continuous years of employment before being eligible for a Continuing Contract. Beginning with all new hires as of July 2013, the Assistant Professor and Associate Professor ranks will match this new 5-year time frame. Basically, Time in Rank will be 5 years for each promotion. This system is designed around a multi-year process, it essentially has “time in rank” built in. See Appendix D.
DECLARING CANDIDACY

During a faculty member’s first year of employment, or when a faculty member with Continuing Contract is ready to seek promotion, he/she will complete a Declaration and Tracking Form. This form indicates the faculty member’s intention to seek continuing contract or promotion and will define the faculty member’s Area of Specialization. This form officially starts the process and can be made as soon as the faculty member receives continuing contract and/or a promotion. Once a faculty member is granted continuing contract, he/she is not required to seek further promotion. However, if the candidate changes his/her mind, the 5-year process begins when he/she submits the Declaration and Tracking Form (See Appendix D). (Note: exemptions to this 5-year process will be granted to those in the current system as part of the transition).

THE APPLICATION FOR CONTINUING CONTRACT OR PROMOTION

The application is the document submitted in the fall of the academic year in which a faculty member seeks continuing contract or applies for promotion (the final year of the 5-year process).

Use of the Application

- To determine continuing contract. Faculty members on annual contract must submit an application in the fall of the year they are seeking continuing contract.
- To determine promotion. Only faculty members on continuing contract who wish to apply for a promotion need to submit the application.
- To improve individual performance by allowing candidates to summarize and communicate their key work as a member of Daytona State’s faculty.
- To provide a structure for goal setting and planning.
- To present an overview of work in primary and secondary responsibilities.
- To provide the CO3 a point of reference for reviewing and interviewing the candidate.
- To provide the department and candidate’s chair an overview of the candidate’s work.
- To provide the College-wide Promotion and Continuing Contract Committee an overview of the candidate’s work and a starting point for review of disputed applications, if necessary.

Contents of the Application

- Cover letter. A one- to two-page letter from candidates addressed to those reviewing their application that points out what the candidates believe are the key reasons they should be granted continuing contract or promotion in relation to their primary responsibilities (teaching, librarianship, counseling, etc.) and the area(s) of specialization chosen for secondary responsibilities.
- C.V. A summary of the faculty member’s accomplishments, akin to what is generally used by professors nationally and is kept updated with HR every year.
- Summary Faculty Activity Report. A collection of all pertinent reports from each year’s FAR under consideration for continuing contract/promotion, pared down to the key accomplishments as necessary to stay within the 10-page limit for CV and FAR combined.
Format of the Application (not to exceed 12 pages)

- Part I Cover Letter 1-2 pages
- Part II Curriculum Vita
- Part III Summary Faculty Activity Report

Frequency of Application Submissions

- Faculty members on annual contracts will be required to submit their application in the fall of the year in which they are seeking continuing contract.
- Faculty members on continuing contract wishing to seek promotion need to submit an application in the fall of the year in which they are seeking promotion.

Record Keeping

It is the responsibility of faculty members to keep documentation of all accomplishments listed in the application for review as requested during the continuing contract and promotion application process. A copy of the Declaration and Tracking form will be maintained by the faculty member, the Chair or supervisor of their department, and the Chair of the Continuing Contract and Promotion Committee.

Evaluation of the Application

Each candidate’s department chair and mentor will provide the faculty member with appropriate advice and commentary on the application progress each year. Each member of the CO3 is responsible for assisting and advising the candidate on appropriate progress. In the candidate’s evaluation year, the application will be evaluated according to the faculty member’s overall teaching effectiveness, accomplishment in area(s) of specialization, and the Guidelines for Appointment and Promotion to Academic Ranks. This review will be conducted by the CO3 (in conjunction with the interview), the candidate’s department, the candidate’s chair, and the College-wide Continuing Contract and Promotion Committee, all of which will make recommendations.

Guidelines for appointment and promotion to academic ranks remain unchanged and can be found below.

Evaluation for Faculty Seeking Continuing Contract

- Faculty members on annual contract must submit an application for evaluation every year to be reviewed by the members of their CO3 and Chair annually. To achieve continuing contract, faculty members must demonstrate performance consistent with the rank for which they were hired.
- When faculty members apply for continuing contract, they will submit the application to their CO3, their school/department, their Chair, and the college-wide Continuing Contract and Promotion Committee.
- Faculty members on annual contract generally receive continuing contract by the end of the fifth year of employment. However, the Chair, Committee of Three or CC&P Committee, with the approval of the Vice-President of Academic Affairs, may recommend a sixth year on annual contract. (These are based on new FLDOE standards; those grandfathered into the old timeline will use the pertinent parts of the transition plan).

Review Process for Applications

1. Committee of Three
2. Department Vote
3. Chair Recommendation
4. College-wide Committee Recommendation
5. Administrators Committee Recommendation (Joint Committee if required)
6. Vice President for Academic Affairs (Appeals Committee if required)
7. President
8. Board of Trustees

1. Committee of Three

For a candidate who has applied for continuing contract or promotion, the spring planning meeting will include a formal interview followed by a CO3 discussion of the candidate’s work and a vote on whether to support the candidate or not. Additional information or documentation of activities may be requested from the candidate prior to the CO3 vote. Candidates must be granted a minimum of forty-eight hours to satisfy a CO3 request, and additional time may be granted by the CO3 as long as time permits a vote no later than January 31.

2. Department Vote

By the end of Spring Planning, candidates’ applications will be posted online by the Faculty Senate Nominating Committee. The Nominating Committee will then provide the appropriate* continuing contract faculty the information about where to review these materials and how to submit their votes regarding candidates. Voting faculty should take special note of the professionalism, collegiality, department and college fit of the candidate they are evaluating, as this vote will be seen as the primary judgment on those issues. Department voting will be concluded no later than January 31st of each year.

*Voting will occur within the same groups and through the same methods employed by the senatorial elections for Faculty Senate. This senatorial apportionment joins some smaller schools together for the purposes of electing a senator to represent them, and those same groups will vote together on candidates going up for continuing contract or promotion.

3. Chair Recommendation

Chairs will write a letter with their recommendation which they will forward to the CC&P Committee by January 31st.

4. College-wide CC&P Committee

The primary role of the College-wide CC&P Committee as a full group is to manage the logistics of the system and to resolve any disputes in the application process. CC&P Committee members from each CO3 will present their candidates’ application to the full CC&P Committee for a final review before sending the applications on to the Administrators Committee.

If any of the previous votes for a candidate have been negative in their overall judgment, the CC&P Committee may request information from the candidate. The CC&P Committee reviews all disagreements and then makes their recommendation to the Administrators Committee (See Appendix C for more information about logistics and role of the CC&P Committee).
5. Administrators Committee

The Administrators Committee will review all recommendations from the College-wide Committee and make recommendations for CC&P to the Vice President of Academic Affairs.

6. Vice President for Academic Affairs

The Vice President of Academic Affairs will review all recommendations and inform faculty members of final continuing contract or promotion recommendations. At the request of individual faculty members, the vice president may convene an appeals committee.

7. President

The President will make recommendations to the Board of Trustees for approval of continuing contract and promotion.

8. The Board of Trustees

The Board of Trustees will vote on the President’s recommendations for continuing contract and promotion.

Appendix A: Primary and Secondary Responsibilities

OVERVIEW

All faculty must fulfill their primary responsibility in a satisfactory manner. Specialization allows for choices to be made in our secondary responsibilities; those interested in professional development have the opportunity to also direct their energies toward pedagogy (e.g. Master Faculty) and/or scholarship (e.g. contribution to our fields), or additional service.

Specializing within secondary responsibilities allows for faculty to choose between additional Service, Pedagogy, and/or Scholarship. The definitions of and the minimum suggested benchmarks for fulfilling each of these areas are explained below. However, each department is encouraged to develop and record their own functional equivalencies to meet their unique needs. These equivalencies should be shared with the CC&P Committee when developed or updated so they are aware of what to consider.

Because teaching is the most common primary responsibility for faculty, this document focuses on setting benchmarks for the teaching element of the continuing contact and promotion process. The goal is to focus on the work candidates do in and for the classroom.

I. PRIMARY RESPONSIBILITIES:

All faculty are to engage in activities which benefit their classrooms (Teaching). Criteria for assessing faculty positions for which a teaching load is not the primary responsibility will be determined by the supervisor and the faculty member in that situation. Additionally, departments may choose to create more specific benchmarks that are relevant to their specific areas.
I.1. Teaching

The process of determining whether the faculty member is engaged in effective and innovative teaching will involve:

- Examination of syllabi and teaching materials (assignment sheets, course shells, etc.)
- Observation of the classroom (in person or online)
- Discussion of teaching goals and practices between candidate and evaluators (CO3, etc.)

These examinations, observations, and discussions determine if the candidate accomplishes the following:

- Revises and (re)organizes elements of a course (e.g. syllabi, assignments, class/online activities, etc.) based on feedback from students or colleagues or ideas from research/professional development
- Demonstrates a commitment to student success (this might be shown through meeting with students individually or in small groups, providing timely feedback to students to help them avoid failing a course, volunteering in tutoring support locations such as the ASC or Writing Center, etc.)
- Prepares for teaching sessions (this might be shown through lecture notes, daily schedules of activities, modules in Falcon Online, etc.)
- Maintains currency in one’s field or other areas pertinent to teaching (in accordance with the new rules governing professional development in FLDOE Rule 6A-14.0411)

As appropriate, Candidates and Committees of Three may also consider Rule 6A-14.0411 from the Florida Department of Education, which is available at [http://www.fldoe.org/board/meetings/2013_03_19/140411.pdf](http://www.fldoe.org/board/meetings/2013_03_19/140411.pdf)

For rank-specific expectations, see section VI.9 of the existing Faculty Guidelines

II. SECONDARY RESPONSIBILITY:

II.1. SERVICE

At a glance:
100% Service: 3 meaningful service activities per year, on average, or equivalent.

66% Service: 2 meaningful service activities per year, on average, or equivalent.

33% Service: 1 meaningful service activity per year, on average, or equivalent (*minimum service requirement for all faculty*)
Candidates for continuing contract or promotion must demonstrate their commitment to the college through service, where service is defined as work that benefits the department, college or, where appropriate, the larger community. Candidates are expected to demonstrate a pattern of consistent commitment to service. This may involve a range of activities including, but not limited to: participation in departmental business and activities, serving on college committees and in college governance, involvement in student activities, participation in interdisciplinary programs, mentoring of other colleagues, service to the larger community outside the college and, more generally, active participation in the college’s intellectual and cultural life. Candidates for promotion, who are subject to a higher level of expectations, must show evidence of continued commitment to college service beyond that achieved for continuing contract (See Section VI.9 of existing Faculty Guidelines).

A meaningful service activity is ultimately defined at the departmental level, based on the needs and activities of that area. CO3s and departments, in determining whether or not an activity represents meaningful service, are encouraged to consider the amount of time required for the activity (for example, serving as faculty senate president might be considered as equivalent to 3 activities a year given the large time commitment it requires) and the ways in which the activity benefits the department and/or college. Additionally, the specific requirements of that department should be considered. For example, in departments where faculty do clinical or teach 30 hours per week, rather than the standard 15, as part of their department work, meaningful service might look quite different. This determination can be made democratically within each department. Candidates are encouraged to communicate with their Chairs and CO3s ahead of time about their activities to ensure they are meeting expectations.

II.2. PEDAGOGY

At a Glance:
66% Pedagogy: 1 meaningful activity per year, on average, or equivalent for the period under evaluation.

33% Pedagogy: 1 meaningful activity every other year, on average, or equivalent for period under evaluation.

Candidates in this specialty complete an applied study of teaching and teacher training not aimed at professional publication. Candidates for promotion, who are subject to a higher level of expectations, must show evidence of continued commitment to pedagogy beyond that achieved for continuing contract (See Section VI.9 of existing Faculty Guidelines).

Candidates choosing a 66% specialization in pedagogy will complete at least one internal or external program per year. To satisfy a 33% specialization, candidates need to satisfactorily complete an internal or external program every other year. Examples of applicable pedagogical development include, but are not limited to, the
Master Faculty program, WAC/WID, the Writing Center professional development program, and/or conferences, workshops, institutes and speaker series on teaching.

II.3. SCHOLARSHIP

At a Glance:
66% Scholarship: 2 National/Regional Conference presentation or 1 Peer-Reviewed publication or book in discipline in promotion period, or equivalent.

33% Scholarship: 1 National/Regional Conference presentation or 1 Peer-Reviewed publication or book in discipline in promotion period, or equivalent.

Scholarship is defined as the production of theoretical, conceptual, or creative work within one's discipline. The successful scholar is one who is actively engaged in making an impact in his/her field of study. This specialization is very individuated and housed in home departments. Publishing and conference presentations, or the disciplinary equivalent thereof, is the main expectation of this specialty.

We recognize the value not only of scholarship in a particular academic discipline, but also in the production of interdisciplinary scholarship, applied work and pedagogy. Accomplishments in this area may be demonstrated, as appropriate, by the following: scholarly writings submitted for review by one's peers, presentation of papers at professional meetings, creation of art or performance, serving as a session organizer or discussant at professional conferences, participation in scholarly activities such as seminars in which written scholarly work is required, service as a referee or reviewer for professional journals and/or publishers or professional conferences, invited lectures and performances, the receipt of grants or fellowships from which scholarly writing is expected, public performance, dissertation completion and/or the publication of journal articles or books. What counts as “equivalent” in evaluating scholarship will inevitably be a matter of judgment made by the CO3 and Chair in consultation with the candidate, or through pre-determined equivalencies established by the full department. These activities must represent a pattern of professional development, suggesting an intellectual and scholarly life that will continue after the awarding of Continuing Contract or promotion. Candidates for promotion, who are subject to a higher level of expectations, must show evidence of continued commitment to scholarship beyond that achieved for continuing contract (See Section VI.9 of Faculty Guidelines). Consideration should be given to candidates that submit reasonable papers to low-acceptance-rate journals and who receive positive feedback, but not acceptance. Such candidates can be considered having met the criteria for Continuing Contract or promotion if such efforts are deemed to exemplify the qualities of an active scholar intent on making an impact in their field of study.

Appendix B: Documents that are part of the process

Candidate Creates:

The cover letter will be addressed to the candidate’s department and the CC&P Committee and will discuss how the expectations for the candidate’s primary and secondary responsibilities have been met; the letter will assert what area of specialization the candidate has chosen for this evaluation period and offer highlights from the candidate as to why s/he thinks the goals for this area have been met or exceeded. Similar to the kind of cover letter one might include in an application for a position, the candidate can use this letter to introduce their application for Continuing Contract and/or promotion and help highlight for the department and CC&P how the candidate views his or her role and achievements within the college. As is common to cover letters, this document should not exceed 1-2 pages.
The C.V. will include the information typically included in a C.V.: degrees earned, courses taught, publications, honors, and so on. The C.V. plus F.A.R. will be limited to 10 pages to encourage candidates to highlight only the most recent and/or most important achievements.

The Cumulative Faculty Activity Report can remain the same as it already is, with the candidate simply compiling all relevant F.A.R.s into one document that covers the entire time frame under evaluation (for continuing contract, the time since date of hire, for promotion, the time within the promotion period), or the candidate may choose to condense the report into only the most significant activities in order to more easily meet the combined C.V./F.A.R. 10 page limit.

Declaration / tracking form: Candidates will complete or update a declaration and tracking form each year to indicate the current members of their CO3 and their chosen area of specialization. They will keep one copy, provide the signed original to their Chair, and provide a third copy to the college-wide CC&P Committee.

CO3 Creates:

The CO3 Recommendation Letter is addressed to the CC&P committee and will discuss if a candidate has met the qualifications necessary for tenure or promotion. The letter will indicate the reasons for this conclusion by highlight the areas of service, pedagogy, and scholarship which either support/deny the candidate the position under consideration.

Chairs Create:

The Chair Recommendation Letter approves or rejects a candidate’s qualifications. Like the CO3 letter, this letter will highlight the areas which either support/deny the candidate the position under consideration.

Appendix C: The Role of the Continuing Contract and Promotion (CC&P) Committee in the Mentor Model

CC&P Committee members will be assigned to Committees of Three (CO3) by the Chair of the CC&P Committee, who will ensure that, whenever possible, these members are not from the same department as the candidate. The Chair will not serve on any Committees of Three directly, since s/he will oversee the entire process and serve as the contact person for any questions from administrators or faculty members about the process. In the new system, the CC&P Committee has two primary roles: overseeing the logistics to ensure a smooth process and evaluating any disputed applications.

I. Logistics

Logistics for the Chair of the College Wide CC&P Committee:
The role for the Chair of the College Wide CC&P Committee is considerably different under the Mentor Model than it is under the Portfolio. As such his/her main duties can be divided into four main tasks: Coordination, Training, Contact, and Scheduling.

- **Coordination**: First of all, given that members of the CC&P Committee go out to serve on candidates’ CO3s rather than having portfolios come to them, the Chair must coordinate the distribution of CC&P
Committee members onto CO3s, making sure that none serve on a CO3 from their own departments. The selection for CC&P Committee members to each CO3 must be completed by November. Near the end of the process, after all CO3s and the full CC&P Committee has voted, the Chair is responsible for getting all Applications to the Administrators Council for review.

- **Training**: Second, the Chair is also in charge of the training for the new system letting candidates, CO3 members and supervisor know about the deadlines for the system as well as the system’s requirements.
- **Contact**: Third, the chair serves as contact person for the college in regard to the Mentor Model. As such they must also keep all paperwork and a running tally of who is on what which CO3, etc., including a master excel sheet documenting the following for each faculty member:
  - Name
  - Rank
  - Time in Rank
  - Secondary Responsibilities
  - CO3 Members
  - Chairs
  - AVP

- Once the CO3s are set, the Chair should compile six email lists of all: (1) Candidates; (2) CO3 Members; (3) Candidate’s Chairs; (4) AVPs; (5) CC&P Committee Members; and then (6) one big master list.
- **Scheduling**: Fourth, the Chair is ultimately responsible for ensuring that all Candidates and CO3s have a formal interview scheduled during Spring Planning or shortly thereafter. He/she is also in charge of working with the Administrator’s Council to scheduling all joint meetings.

**Logistics for Members of the College Wide CC&P Committee:**
Each CC&P Committee Member is responsible for:

- Serving on up to 3 CO3s.
- Participating in the formal interview and letter-writing process with the other members of the CO3.
- Collecting the official version of each of the Candidate’s Applications and presenting them to the full CC&P Committee when it meets in February.
- Ensuring they do not meet one-on-one with the Candidate to discuss their Application and only meet in the presence of the other two CO3 members.

**II. Evaluation**

As mentioned, individual members of the CC&P Committee, with the exception of the Chair, participate in up to 3 CO3s per year. Joining the committee for the first time during fall planning of the candidate’s evaluation year, CC&P Committee members have the opportunity to offer an outside perspective on what the candidate has done to fulfill primary and secondary responsibilities and offer feedback on the application. The CC&P Committee member will then participate in the official interview and the subsequent CO3 vote and recommendation letter for or against the candidate. The CC&P Committee member will then present their candidates’ applications to the full CC&P Committee for a final vote before the application proceeds to the Administrators’ Committee.
If any of the previous votes for a Candidate have been negative, the CC&P Committee may request information from the candidate. The CC&P Committee reviews all disagreements and then makes a final recommendation.

Appendix D: Detailed Timeline for New CC&P Process

Note: This timeline will be condensed for all current faculty to fit their existing timeline so that no-one will be delayed in going up for continuing contract or promotion.

New Hire or First Year of 5 Year Promotion Process

- Candidate completes new Declaration and Tracking form
- Candidate determines area of specialization
- Candidate and Chair work to appoint mentor for CO3
- Candidate and mentor meet at least once to review goals

Year 2

- Candidate and mentor meet at least once to review goals (Spring Planning)
- Note: Faculty on Annual Contract must submit a complete Application to their Chair each year until they are granted Continuing Contract.

Year 3

- Candidate and Chair work to appoint chair designee for CO3
- Candidate, mentor, and chair designee meet at least once to review candidate’s goals and, if applicable, progress (Spring Planning)

Year 4

- Candidate, mentor, and chair designee meet at least once to review candidate’s progress (Spring Planning)

Year 5

Fall

- CC&P Committee appoints third member of CO3 to each candidate’s committee
- Candidates and CO3s meet to review progress.
- Candidates submit their Application for Continuing Contract or Promotion by the end of the semester.

January

- CO3 interviews take place.
- CO3 votes or requests further information.
- Candidate responds to requests by CO3 for additional information.
- CO3 Letter of recommendation is sent to the CC&P Committee by the end of the month
- The Faculty Senate Nominating Committee coordinates School votes on candidates.
- School Chair writes his or her Recommendation Letter to CC&P Committee.

First two weeks of February

- CC&P Committee certifies all uncontested recommendations.
- CC&P Committee investigates all negative judgments and may ask for further information from candidates.
- Candidates supply any additional information to CC&P Committee.

Last two weeks of February:

- CC&P Committee makes final recommendation on candidates with negative judgments.
- CC&P Committee sends all final recommendations to Administrative Committee
- CC&P Committee and Administrative Committee meet jointly if necessary.
First two weeks of March

- Final recommendations submitted to Vice President of Academic Affairs.
- Candidates who have not been recommended for Continuing Contract or Promotion are contacted.
- Candidates who have been recommended for Continuing Contract or Promotion are submitted to Board of Trustees for approval.

G. Guidelines for Appointment and Promotion

The faculty have developed a set of guidelines to guide decisions for appointment and promotion. For convenience the document is reproduced here in its entirety.

OVERVIEW

The system of faculty ranking is based on recognizing faculty contributions. Faculty are promoted for demonstrating in their application and supporting documentation that they are making meaningful contributions. To be eligible for promotion, faculty must demonstrate effective teaching, counseling, or librarianship, professional development, and appropriate service.

INSTRUCTOR:

TEACHING FACULTY:
Instructors are performing at a satisfactory level, and they are in the process of becoming more effective and innovative teachers. Their primary contribution lies in their teaching, and they are defining their potential areas of professional development and are beginning to achieve results in these areas.

To be appointed to the rank of instructor, one must:

- Hold credentials in compliance with SACS criteria for the teaching position and any additional credentials required by appropriate accrediting or licensing agencies in specialized fields.

To be reappointed each year prior to earning a continuing contract, an instructor must maintain at least the credentials held at the time of initial appointment and demonstrate

- Effective teaching.
- Appropriate professional development.

LIBRARIANS:
Librarians in the Instructor rank make their primary contribution to the institution through teaching the skills necessary to efficiently access the information, which the college community needs. This contribution includes both public services, such as providing reference service (point-of-use instruction) and library skills workshops, and technical services, such as collection building and borrower services. Librarians in the Instructor Rank are performing these services at a satisfactory level. They are defining their potential areas of professional development and beginning to achieve results in these areas.

To be appointed to the rank of Librarian/Instructor one must hold a Master’s Degree in Library Science from an ALA accredited institution and meet all SACS criteria for the position.
To be reappointed each year prior to earning a continuing contract a librarian must meet the same general criteria as instructional faculty including:

- Effective job performance and teaching.
- Appropriate professional development.

**COUNSELORS:**
Counselors in the Instructor rank are performing at a satisfactory level, and they are in the process of becoming more effective and innovative counselors. Their primary contribution lies in their counseling and they are defining their potential areas of professional development and they are beginning to achieve results in these areas.

To be appointed to the rank of instructor one must hold a Master’s Degree and meet SACS criteria for the counseling position.

To be reappointed each year prior to earning a continuing contract, a counselor must maintain at least the credentials held at the time of initial appointment and demonstrate:

- Effective counseling
- Appropriate professional development
- Student Academic Advising

**ASSISTANT PROFESSOR**

**TEACHING FACULTY:**
Assistant Professors exhibit professional growth and are effective and innovative teachers. They demonstrate positive collegial relationships. They are aware of the need for continued professional growth and seek ways of improving.

To be appointed to the rank of Assistant Professor at the time of initial hiring one must:

- Present evidence of at least three years of creditable experience or have an earned Doctorate degree.
- Hold credentials in compliances with SACS criteria.
- Present evidence of appropriate professional development and service.

To earn promotion to the rank of Assistant Professor an Instructor must have served at least three years in the rank of Instructor, and present an application and supporting documentation that demonstrate:

- Effective and innovative teaching.
- Appropriate professional development.
- Appropriate service to the college at least at the departmental level. (Community service may also contribute to this requirement.)

**LIBRARIANS:**
Librarians in the Assistant Professor Rank exhibit professional growth and are effective and innovative librarians. They demonstrate positive collegial relationships. They are aware of the need for professional growth and seek ways of improving.
To be appointed to the rank of Assistant Professor at the time of initial hiring one must:
• Present evidence of at least three years of successful full-time librarianship, that includes instructional either responsibilities or hold a doctorate degree in Library Science from an ALA accredited institution.
• Meet all SACS criteria for the position.
• Present evidence of appropriate professional development and service.

To earn promotion to the rank of Assistant Professor, a Librarian in the Instructor Rank must meet the same general criteria as instructional faculty including:
• Effective and innovative job performance and teaching,
• Appropriate professional development.
• Appropriate service to the college.

COUNSELORS:
Counselors in the Assistant Professor rank exhibit professional growth and are effective and innovative counselors. They demonstrate positive collegial relationships. They are aware of the need for continued professional growth and seek ways of improving.

To be appointed to the rank of Assistant Professor at the time of initial hiring one must:
• Present evidence of at least three years of successful full-time counseling at the post-secondary level or have an earned Doctorate degree.
• Hold credentials in compliance with SACS criteria.
• Present evidence of appropriate professional development and service.

To earn promotion to the rank of Assistant Professor, a Counselor in the rank of Instructor must have served at least three years in the rank of Instructor, and present an application and supporting documentation that demonstrate:
• Effective and innovative counseling
• Appropriate professional development
• Appropriate service to the college at least at the departmental level. (Community service may also contribute to this requirement.)
• Student Academic Advising

ASSOCIATE PROFESSOR:

TEACHING FACULTY:
Associate Professors are effective and innovative teachers who continue to improve in refining skills in dealing with students. They constantly evaluate their methods of teaching and seek innovative approaches to instruction. They are consistent and active in college service. They also serve as mentors to less experienced faculty.

To be appointed to the rank of Associate Professor at the time of initial hiring one must:
• Present evidence of at least seven years of creditable experience.
• Hold appropriate credentials according to SACS criteria.
• Present evidence of sustained and significant professional development, service and recognition.
• Hold a doctorate degree and have at least four years of creditable experience.
To earn promotion to the rank of Associate Professor, an Assistant Professor must have served at least four years in the rank of Assistant Professor and present an application and supporting documentation that demonstrate:

- Effective and innovative teaching.
- Sustained and significant professional development.
- Sustained and significant service to the department and the college. (Community service may also contribute to this requirement.)

**LIBRARIANS:**

Librarians in the Associate Professor Rank are effective and innovative librarians who continue to improve and refine their skills. They constantly evaluate their methods and seek innovative approaches to providing improved customer service. They are consistent and active in college service. They also serve as mentors to less experienced librarians.

To be appointed to the rank of Associate Professor, at the time of initial hiring one must:

- Present evidence of at least seven years of successful full-time librarianship, which included instructional responsibilities.
- Hold appropriate credentials according to SACS criteria.
- Present evidence of sustained and significant professional development, service and recognition.
- Hold a doctorate degree in Library Science from an ALA accredited institution and have at least five years of creditable experience.

To earn promotion to the rank of Associate Professor, a Librarian in the Assistant Professor Rank must meet the same general criteria as instructional faculty including:

- Effective and innovative job performance and teaching.
- Sustained and significant professional development.
- Sustained and significant service to the college.

**COUNSELORS:**

Counselors in the Associate Professor rank are effective and innovative counselors who continue to improve in refining skills in dealing with students. They constantly evaluate their methods of counseling and seek innovative approaches to providing improved student support services. They are consistent and active in college service. They also serve as mentors to less experienced faculty.

To be appointed to the rank of Associate Professor at the time of initial hiring one must: Present evidence of at least seven years of creditable experience.

- Hold appropriate credentials according to SACS criteria.
- Present evidence of effective and innovative counseling.
- Present evidence of sustained and significant professional development, service and recognition.
- Hold a doctorate degree and have at least five years of creditable experience.

To earn promotion to the rank of Associate Professor, a counselor in the rank of Assistant Professor must have served at least four years in the rank of Assistant Professor, and present an application and supporting documentation that demonstrate:

- Effective and innovative counseling.
- Sustained and significant professional development.
• Sustained and significant service to the department and the college. (Community service may also contribute to this requirement.)
• Student Academic Advising

PROFESSOR:

TEACHING FACULTY:
Professors are effective and innovative teachers, leaders and mentors at the college or in the profession.

To earn promotion to the rank of Professor, an Associate Professor must have served at least five years in the rank of Associate Professor; and present an application and supporting documentation that demonstrate:
• Effective and innovative teaching,
• Sustained and significant professional development,
• Sustained and significant service to the college in leadership roles at the department or college-wide level or both. (Community service may also contribute to this requirement.)

LIBRARIANS:
Librarians in the Professor rank are effective and innovative librarians, leaders and mentors at the college or in the profession.

To earn promotion to the rank of Professor, a Librarian in the Associate Professor Rank must meet the same general criteria as instructional faculty including:
• Effective and innovative job performance and teaching.
• Sustained and significant professional development.
• Sustained and significant service to the college in leadership roles. (Community service may also contribute to this requirement.)

COUNSELORS:
Counselors in the Professor rank are effective and innovative counselors, leaders, and mentors at the college or in the profession.

To earn promotion to the rank of Professor, an Associate Professor must have served at least five years in the rank of Associate Professor and present an application and supporting documentation that demonstrate:
• Effective and innovative counseling.
• Sustained and significant professional development.
• Sustained and significant service to the college in leadership roles at the department or college-wide level or both. (Community service may also contribute to this requirement.)
• Student Academic Advising.
SENIOR PROFESSOR

TEACHING FACULTY:
Senior Professors are effective and innovative teachers, and leaders at the college or in the profession. They also serve as mentors to less experienced faculty.

To earn promotion to the rank of Senior Professor, a professor must have served at least 5 years in the rank of Professor and present an application and supporting documentation that demonstrate:

- Significant professional accomplishment in the pertinent area(s) of specialization (Note: this does not demand recognition outside the institution, especially in service, where significant accomplishment is more likely to involve high-level college wide leadership, such as through Senate or Planning Council, or, in pedagogy, through serving as facilitator in pedagogical activities like WAC/WID, QuESST, CTI, etc.)
- Effective and innovative job performance and teaching
- Sustained and significant professional development
- Sustained and significant service to the college in leadership roles (Community service may also contribute to this requirement)
- Sustained and significant mentoring

LIBRARIANS:
Librarians in the Senior Professor rank are effective and innovative librarians, leaders and mentors at the college or in the profession.

To earn promotion to the rank of Professor, a Librarian in the Associate Professor Rank must meet the same general criteria as instructional faculty:

- Significant professional accomplishment in the pertinent area(s) of specialization
- Effective and innovative job performance and teaching
- Sustained and significant professional development
- Sustained and significant service to the college in leadership roles (Community service may also contribute to this requirement)
- Sustained and significant mentoring

COUNSELORS:
Counselors in the Senior Professor rank are effective and innovative counselors and leaders at the college or in the profession. They also serve as mentors to less experienced faculty.

To earn promotion to the rank of Senior Professor, a Counselor in the Professor Rank must meet the same general criteria as instructional faculty:

- Significant professional accomplishment in the pertinent area(s) of specialization
- Effective and innovative job performance and teaching
- Sustained and significant professional development
- Sustained and significant service to the college in leadership roles (Community service may also contribute to this requirement)
- Sustained and significant mentoring
H. Benefits for Adjunct Faculty

Adjunct faculty have access to a number of benefits. If you have any questions, contact the department noted at the end of the paragraph. Full-time faculty should contact the Employee Benefits Department for detailed information regarding their benefits package.

1. Alternative Plan to Social Security

Adjunct faculty are automatically enrolled in this mandatory program. The plan is a tax deferred plan that conforms to the requirements of the Internal Revenue Code Section 3121 (b) (7) (F) and is funded with 401(a) contracts from the nationally recognized firm BENCOR. Call the Payroll Department at (386) 506-3613 or (386) 506-3607 for more information.

2. Fitness and Aquatics Center Membership

Current adjuncts have free use of the centers. Adjunct Faculty not currently teaching may purchase a membership for a fee. For more information call (386) 506-4386.

3. Education Reimbursement Program

Employees are eligible for tuition reimbursement for courses taken at Daytona State College after successfully completing their initial six-month probation period. Employee and dependent tuition reimbursements are subject to successful course(s) completion rules and specific dependent definitions.

The education expense benefit is for employees in regularly established full-time positions and their dependents. As with all benefits, student workers (unless they are otherwise eligible dependents) are not eligible for tuition reimbursement. This benefit is also extended to currently employed adjunct faculty who have taught during the two most current major semesters (Fall/Spring) or part-time employees only and does not extend to an adjunct or part-time employees’ spouse or dependent(s). Adjunct faculty and part-time employees are limited to six (6) credit hours per semester. Courses eligible for reimbursement are limited to preparatory courses and those that apply towards a degree or vocational certificate.

Fees for all college courses taken at Daytona State College, except those that are self-supporting, may be covered. Married children of employees are no longer considered dependents of the employee and are therefore not eligible for this benefit. The age limit on dependents is 26. An Education Reimbursement Form must be completed by the employee to request reimbursement for tuition and fees. Employees are not permitted to take classes during normal working schedules, unless approved by the respective Vice President in writing. If the employee separates from the College during the semester the benefit is received, reimbursement of the expense by the College will not be required.

Please contact the Human Resources at (386) 506-4404 for more information or instructions.
4. **Financial Educators Federal Credit Union (FEFCU)**

A full service credit union, which offers free checking accounts, is available in Building 300, Daytona Beach Campus. For additional information, call (386) 506-3040 or visit http://www.financialedufcu.com.

5. **Workers Compensation Medical Expenses**

Contact Campus Safety Department, extension 4444, immediately if you are injured while performing the duties of your employment with the College. If you wish to seek medical attention you must call Judy Yates at (386) 506-3659 or Kathleen Wrenn (386) 506-4404), if you want medical treatment or if after hours, Campus Safety can give you the information. In an emergency, always call 911 first.

6. **Library Services**

Current library hours for the Daytona Campus and DeLand Campus can be found at [http://www.daytonastate.edu/library](http://www.daytonastate.edu/library). For other campus library services see your campus Administrative Office. College students, faculty, and staff may borrow five items on a topic and may have a total of 20 items on loan at any one time.

7. **Follett Bookstore**

The bookstore offers adjunct faculty a 10% discount on purchases over $1.00 excluding textbooks, sale merchandise and academically discounted software.
V. FACULTY LOAD AND PAY

A. Faculty Load

“Faculty load” refers to the standard instructional assignment for a full-time faculty member. Minimum requirements for instructional and office hours are established in Florida statute, 1012.82, as well as Florida Administrative Code, 6A-14.0491. College procedure 606(a) specifically apportions the forty hour workweek of instructional employee among instruction, office hours, and preparation, research, or college activities and provides authority to the Vice President of Academic Affairs to approve of reassignment time and faculty load formulas by the Vice President of Academic Affairs.

1. Faculty Workload

The balance of instructional hours, office hours, and preparation time varies depending upon the primary instructional assignments of the faculty member. The following proportions apply to each type of assignment.

(a) Upper Division Advanced and Professional (A&P) Courses

Weekly workload

1. Total work week of 40 hours.
2. Fifteen (15) load credits of teaching
3. Three (3) hours of release time for activities as designated by the Vice President of Academic Affairs.
4. Ten (10) scheduled office hours must be included for student conferences and/or academic advising in the faculty member’s assigned office, the Academic Support Center, or a location approved by the appropriate associate vice president.
5. Fifteen (15) hours for scholarly activities, research, or preparation in support of the college on or off campus.

(b) Lower Division Advanced and Professional (A&P) and Postsecondary Vocational (PSV) Courses

(1) Nursing Department

Weekly Workload

1. Total work week of 40 hours
2. Twenty (20) load credits of teaching
3. Five (5) scheduled office hours must be included for student conferences and/or academic advising in the faculty member’s assigned office, the Academic Support Center, or a location approved by the appropriate associate vice president.
4. Fifteen (15) hours for preparation or research in support of the college on or off campus.
5. When instructional hours exceed twenty (20) contact hours per week, office hours may be reduced by an equivalent amount.
(2) All other departments

Weekly Workload

1. Total work week of 40 hours
2. Fifteen (15) load credits of teaching
3. Ten (10) scheduled office hours must be included for student conferences and/or academic advising in the faculty member’s assigned office, the Academic Support Center, or a location approved by the appropriate associate vice president.
4. Fifteen (15) hours for preparation or research in support of the college on or off campus
5. When instructional hours exceed fifteen (15) contact hours per week, up to five (5) office hours per week may be reduced by an equivalent amount.

(c) Postsecondary Adult Vocational (PSAV) Courses

(d) Adult Education Courses

Weekly Workload

1. Total work week of 40 hours.
2. Twenty-five (25) hours of teaching
3. Five (5) scheduled office hours must be included for student conferences and/or academic advising in the faculty member’s assigned office, the Academic Support Center, or a location approved by the appropriate associate vice president.
4. Ten (10) hours for preparation, research or activities in support of the college on or off campus.

(e) Special Cases and Additional Guidelines

(1) Online instruction

Full-time faculty are required to work on campus at least 25 hours per week. As a result, when faculty are teaching more than six credits online, some of their preparation hours must be scheduled on campus. The following table provides an example for an instructor with a full-time load of 15 credit hours. This does not apply to hybrid courses.

<table>
<thead>
<tr>
<th>Full-time Load</th>
<th>Face-to-Face</th>
<th>Online</th>
<th>Additional on-campus hours</th>
<th>Office Hours</th>
<th>Preparation time</th>
<th>Total Weekly Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>
(2)  **Release time**

When a faculty member’s release is approved, he or she will incorporate those hours normally taught, along with the corresponding proportion of course preparation and student conference hours into an on-campus schedule.

(3)  **Department chairs**

All department chairs will have a 40 hours on-campus schedule. No time will be allotted for preparation, research, or other activities off campus.

(4)  **Work week**

All work schedules are to be developed to include five (5) days per week unless otherwise approved by the appropriate associate vice president and the Vice President for Academic Affairs.

(6)  **Maximum enrollment**

Maximum class enrollment is determined by each department and approved by the appropriate associate vice president and the Vice President of Academic Affairs.

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### 2. Faculty Duty Days and Absences

Full-time and adjunct faculty members are required to meet all scheduled classes. Full-time faculty are required to meet all scheduled office hours. All absences must be reported in advance, if possible, to the appropriate department chairperson. Faculty should also arrange for a substitute through the department chairperson. In emergencies, faculty must also notify a designated contact on the assigned campus. If the designated contact is not available, faculty should call the Campus Safety department at (386) 506-4444 to notify students of the absence. Full-time faculty must complete a leave form for all absences.

All full-time faculty shall post their office hours and schedule of classes on or near their office door and will include them in the syllabus. Any absence during office hours needs to be noted near the posted schedule. Missed office hours may be rescheduled within the same week if notice of new hours is posted.

Full-time faculty members are required to be present the first and last faculty duty day of the term as noted on the academic calendar. If not, leave forms should be submitted. **All full-time faculty are required to attend at least one of the student graduations.**

### B. Salary Plan – Hours and Pay

For convenience, this section is reproduced from the 2015/16 Daytona State College Salary Administration Plan, approved by the District Board of Trustees. Although every effort is made to keep all content up-to-date, the final, approved Plan supersedes any information in this document.
FACULTY SALARY SCHEDULE

Twelve-Month Faculty
Each full-time faculty on annual or continuing contract receives a contract beginning July 1 through June 30. For classes which begin prior to July 1, the rate of pay will be based upon the faculty rank on the first day of the class. The base salary for a twelve-month contract is determined as follows:

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>53,400-60,000</td>
<td>80,100</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>66,700</td>
<td>100,100</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>70,000</td>
<td>100,100</td>
</tr>
<tr>
<td>Professor</td>
<td>73,400</td>
<td>110,100</td>
</tr>
<tr>
<td>Senior Professor</td>
<td>80,000</td>
<td>120,000</td>
</tr>
</tbody>
</table>

Temporary Full-Time Faculty
Daytona State College employs temporary full-time faculty as needed to provide instruction for unanticipated situations due to increased student demand. These positions are paid at the full-time faculty rate as outlined in the Salary Administration Plan. A temporary semester contract is for one semester or less and has no associated benefits. In situations where a temporary faculty is hired for more than one major consecutive semester within the same teaching discipline, the temporary faculty will have associated benefits.

Nine-Month Faculty
Each full-time faculty member on an annual contract or continuing contract receives a nine-month contract beginning in August and covering the two major semesters (spring and fall) of the academic year. New faculty are required to attend a new faculty orientation the week prior to the fall semester. Pay raises, if effective during the summer, will be effective on the first faculty duty day of the new academic contract period (August) for nine-month faculty. The base salary for a nine-month contract is determined as follows:

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>40,000-45,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>50,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Senior Instructor*</td>
<td>52,500</td>
<td>75,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>55,000</td>
<td>82,500</td>
</tr>
<tr>
<td>Professor</td>
<td>60,000</td>
<td>90,000</td>
</tr>
</tbody>
</table>

*All Adult Education faculty will start at the rank of Instructor.

Summer Pay for Nine-Month Faculty
Summer contracts may be awarded to nine-month faculty depending on enrollment and schedule. Summer contracts are not a guarantee from year to year and are given at the discretion of the Department Chairperson with approval from the academic Associate Vice President.
Summer Contracts
Summer pay is based upon faculty rank. Depending on the courses being taught, the compensation may be spread over 6 weeks, 10 weeks (one 10-week class and either one A or B Term class), or over 12 weeks (one A Term and one B Term Class) for those nine-month faculty who have a faculty load type (FLT) of 15 or 20. If the program requires contact hours beyond the 6 weeks, the amount will be prorated as noted in the chart below. Any prorating must be approved by the academic Associate Vice President and Vice President.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Per Credit</th>
<th>6 Weeks: 6 load for FLT 15*</th>
<th>8 load for FLT 20*</th>
<th>8 Weeks: 8 load for FLT 15*</th>
<th>10 Weeks: 10 load for FLT 15*</th>
<th>12 Weeks: 12 load for FLT 15*</th>
<th>16 load for FLT 20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$1,125</td>
<td>$6,750</td>
<td>$9,000</td>
<td>$11,200</td>
<td>$13,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>$1,200</td>
<td>$7,200</td>
<td>$9,600</td>
<td>$12,000</td>
<td>$14,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>$1,275</td>
<td>$7,650</td>
<td>$10,200</td>
<td>$12,750</td>
<td>$15,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>$1,350</td>
<td>$8,100</td>
<td>$10,800</td>
<td>$13,500</td>
<td>$16,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Prof.</td>
<td>$1,425</td>
<td>$8,550</td>
<td>$11,400</td>
<td>$14,250</td>
<td>$17,100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Must have the loads indicated for the compensation noted.

The number of summer office hours will be two (2) hours per in-load course being taught. For instructors whose load is fully online, the number of office hours will be equivalent to the number of load credits taught.

Adult Education nine-month faculty will provide 20 hours of contact instruction over the six-week period. Office hours will be determined by the academic Associate Vice President during that time period. Compensation will be based upon faculty rank as noted in the chart to the right.

<table>
<thead>
<tr>
<th>Adult Education</th>
<th>20 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$6,750</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>$7,200</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>$7,650</td>
</tr>
<tr>
<td>Professor</td>
<td>$8,100</td>
</tr>
<tr>
<td>Senior Prof.</td>
<td>$8,550</td>
</tr>
</tbody>
</table>

Nine-month faculty teaching in the postsecondary adult vocational (PSAV) and apprenticeship (APPR) programs and faculty members who are not teaching but are conducting grant-funded activities or research during the summer will be compensated at 1/6 of their salary for six weeks. If additional hours are required to complete, the academic Associate Vice President and the Vice President will approve either prorated salary or overload status beyond the six-week contract.

Office and On-Campus Hours
Office hours for nine-month faculty during the fall and spring semesters will continue to follow the model based upon the faculty load type (FLT) as noted in the table below:

<table>
<thead>
<tr>
<th>Full-Time Load</th>
<th>Office Hours</th>
<th>Prep-Time off/on Campus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>09</td>
<td>40</td>
</tr>
</tbody>
</table>
At least three (3) of the hours will be scheduled in the Academic Support Center, Writing Center, and/or a location on campus approved by the Associate Vice President, for faculty hired after August 1, 2008. For in-loads, online courses up to 6 hours, no substitution by additional on-campus hours will be required.

<table>
<thead>
<tr>
<th>Full-Time Load</th>
<th>Face-to-Face Load</th>
<th>Online Load</th>
<th>Prep Time Required on Campus</th>
<th>Office Hours</th>
<th>Prep-Hours Allowed off/on Campus</th>
<th>Total Work Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>

Large Class Size – Additional Compensation

**Summer 2015:**

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 to 49</td>
<td>$ 600</td>
</tr>
<tr>
<td>50 to 70</td>
<td>$1,200</td>
</tr>
<tr>
<td>71 or More</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

**Effective Fall 2015:**

<table>
<thead>
<tr>
<th></th>
<th>35 to 49 Students</th>
<th>50 to 70 Students</th>
<th>71+ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Full-time</td>
<td>$780</td>
<td>$1,560</td>
<td>$2,340</td>
</tr>
<tr>
<td>BS Adjunct</td>
<td>$675</td>
<td>$1,350</td>
<td>$2,025</td>
</tr>
<tr>
<td>AA or AS Full-time</td>
<td>$780</td>
<td>$1,560</td>
<td>$2,340</td>
</tr>
<tr>
<td>AA or AS Adjunct</td>
<td>$645</td>
<td>$1,290</td>
<td>$1,935</td>
</tr>
<tr>
<td>APPR or PSAV or AE</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**Adult Education and Continuing Workforce Education – Effective May, 2014**

Current and continuous Adult Education adjunct faculty will maintain previous hourly rates if greater than published rate.

<table>
<thead>
<tr>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Workforce Education (these classes MUST be self-supporting)</td>
</tr>
<tr>
<td>Adult Education Adjunct</td>
</tr>
<tr>
<td>Adult Education Overload</td>
</tr>
</tbody>
</table>
Fall 2015

Effective Fall 2015, all courses taught as an overload or by an adjunct instructor will be compensated based on the following tables.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>1 Credit Hour</th>
<th>2 Credit Hours</th>
<th>3 Credit Hours</th>
<th>4 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Full-time</td>
<td>$735</td>
<td>$1,470</td>
<td>$2,205</td>
<td>$2,940</td>
</tr>
<tr>
<td>BS Adjunct</td>
<td>$675</td>
<td>$1,350</td>
<td>$2,025</td>
<td>$2,700</td>
</tr>
<tr>
<td>AA or AS Full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>$735</td>
<td>$1,470</td>
<td>$2,205</td>
<td>$2,940</td>
</tr>
<tr>
<td>Assistant</td>
<td>$420</td>
<td>$840</td>
<td>$1,260</td>
<td>$1,680</td>
</tr>
<tr>
<td>AA or AS Adjunct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>$645</td>
<td>$1,290</td>
<td>$1,935</td>
<td>$2,580</td>
</tr>
<tr>
<td>Assistant</td>
<td>$420</td>
<td>$840</td>
<td>$1,260</td>
<td>$1,680</td>
</tr>
<tr>
<td>APPR or PSAV Full-time or Adjunct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>$600</td>
<td>$1,200</td>
<td>$1,800</td>
<td>$2,400</td>
</tr>
<tr>
<td>Assistant</td>
<td>$420</td>
<td>$840</td>
<td>$1,260</td>
<td>$1,680</td>
</tr>
</tbody>
</table>

Hourly Contact Rates

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Faculty Status</th>
<th>Faculty Role</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division A&amp;P</td>
<td>Overload</td>
<td>NA</td>
<td>$49</td>
</tr>
<tr>
<td></td>
<td>Adjunct</td>
<td>NA</td>
<td>$45</td>
</tr>
<tr>
<td>Lower division A&amp;P, PSV</td>
<td>Overload</td>
<td>Primary</td>
<td>$49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant</td>
<td>$28</td>
</tr>
<tr>
<td></td>
<td>Adjunct</td>
<td>Primary</td>
<td>$43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant</td>
<td>$28</td>
</tr>
<tr>
<td>Apprentice, PSAV</td>
<td>Overload and Adjunct</td>
<td>Primary</td>
<td>$40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant</td>
<td>$28</td>
</tr>
<tr>
<td>Continuing Workforce Education</td>
<td>NA</td>
<td>NA</td>
<td>$40</td>
</tr>
<tr>
<td>(MUST be self-supporting)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td>Overload</td>
<td></td>
<td>$33</td>
</tr>
<tr>
<td></td>
<td>Adjunct</td>
<td></td>
<td>$28</td>
</tr>
</tbody>
</table>

Compensation for Department Chair Duties

The annual salary of Department Chairs will be equal to the nine-month salary annualized to a twelve-month salary plus a stipend equivalent to an additional 10% of the annualized twelve-month salary for the duration of their assignment as department chair. Chairs of a small department teach two (2) classes each major semester; chairs of a large department teach one (1) class each semester. No Department Chair will have teaching responsibilities during the summer semester. The designation of small or large department will be made by the Vice President of Academic Affairs. Chairs are appointed annually by the President based on recommendations from the Vice President of Academic Affairs and the appropriate Associate Vice President.
SUPPLEMENTAL PAY SALARY SCHEDULES

<table>
<thead>
<tr>
<th>Task</th>
<th>Annual Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Athletic Coaches</td>
<td>$5,000</td>
</tr>
<tr>
<td>Athletic Trainer</td>
<td>$5,000</td>
</tr>
<tr>
<td>Chair, Honors Program/Learning Communities</td>
<td>3-3-6 Release and $2,500</td>
</tr>
<tr>
<td>Coordinator of Thematic Linked Lecture Series</td>
<td>$2,000</td>
</tr>
<tr>
<td>Head Librarian</td>
<td>$4,000</td>
</tr>
<tr>
<td>International Liaison</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

For Directed Independent Study (DIS), Special Independent Study (SIS) and Cooperative Education (Co-op), pay will be computed by multiplying the appropriate contact hour pay rate by the number of course credit hours for each student section taught (maximum of five (5) students per term unless approved by the Dean or Associate Vice President).

In special circumstances, faculty teaching unique, short-term courses will be provided appropriate honoraria as determined by the President. Hourly rates may differ with new programs initiated during 2015-2016.

C. Leave

Faculty members must take leave (personal or sick) for any time they cannot be on campus, including face-to-face class meetings and required departmental meetings. They must also take leave for any office hours, virtual or on-campus, that cannot be made up in the same calendar week. For example, if a faculty member missed two, 1.5 hour classes and two office hours that she could not make up that week she would take five hours of leave.

Faculty must take leave for “prep time” if they are unable to do that work. “Prep time” means all hours within the 40-hour workweek outside of class meetings and office hours.

This practice is allowable up to five (5) consecutive teaching days. After that point faculty must take eight (8) hours of leave per day until they return to work in a regular capacity.

Faculty members on continuous FMLA must take eight (8) hours of leave per day. Effective November 21, 2014, a leave factor will no longer be applied to faculty leave hours. The faculty member taking leave and department chair are responsible for ensuring compliance and accuracy in documenting absences and ensuring that leave submittal after five (5) teaching days reflects eight (8) hours per day of leave.

D. Release Time

When receiving release time a faculty member will incorporate those hours normally taught, along with the corresponding proportion of course preparation and student conference hours into their on-campus schedule.
VI. CURRICULUM AND INSTRUCTION

A. Curriculum Development

1. Process

The Curriculum Development Process provides procedures for:

- Adding or deleting programs and/or courses which are a part of a Bachelors, Associate of Arts, Associate of Science, Associate of Applied Science, or occupational certificate program.
- Adding or deleting lab fees for new and existing courses,
- Changing the content of existing courses and/or programs,
- Revising master course descriptions for existing courses, or
- Changing the College's General Education requirements.

Faculty may initiate proposed course/program changes and new courses/programs. However, the faculty member should discuss the proposed changes with the school or department chairs prior to any steps being taken. A document, “Curriculum Development: Steps in the Process” and appropriate forms are available on the college’s Intranet and in the Office of Academic Affairs. Login to My.DaytonaState.edu. Choose “Resources” along the top, “Forms” along the left then “Departments,” “Academic Affairs,” “Summary of Curriculum Development Process and Forms” in the middle section.

Call Angela Kennerly, Director of Academic and Curriculum Services, ext. 3223 for assistance with the process.

2. Curriculum Committee

Revised 4/28/2014

ARTICLE I: NAME

This committee shall be known as the Curriculum Committee.

ARTICLE II: MISSION AND PURPOSE

MISSION
The mission of the Daytona State College Curriculum Committee shall be to oversee the curriculum process, to uphold high standards and quality of education, and to ensure internal consistency within academic proposals.

PURPOSE
The Curriculum Committee is a standing committee within the college that deals solely with curriculum issues. The purpose and responsibility of this committee shall be to review and make recommendations on the following:
- New programs.
- *Major revisions to present programs.
- New courses.
- Major revisions to present courses (Not if these are changes in delivery of established courses).
- Additions/revisions to the General Education Core requirements.
- Credit hours for instructional contact, including laboratory activity.
- Consistency of language in Student Learning Outcomes based on Bloom’s Taxonomy.
- Any other matter related to curriculum.

*Major revisions are defined as:
  1. Any change in credit hours or contact hours, unless mandated by the State.
  2. Any changes in courses which will affect student learning outcomes in another program or department.
  3. Any addition or deletion of a major section in a course which results in a major change to the student (major) learning outcomes of the program as determined by that academic department.
  4. Any changes in graduation requirements of an established program.
  5. Any addition or changes to the General Education Core requirements unless mandated by the State.

**ARTICLE III: MEMBERSHIP**

**Section 1 - Eligibility.** Any person who is eligible to be listed in the College catalog under full-time faculty shall be eligible for membership.

- College of Arts, Music and Science Faculty 5
  (1 SLS - Student Life Skills/Counseling + 4 from Different Schools)
- College of Business Administration Faculty 2
  (1 BAS - School of Management + 1 from other Schools)
- College of Education Faculty 2
  (1 BSED - School of Education + 1 - School of Adult Education)
- College of Technology Faculty 2
  (1 BSET - School of Engineering Technology + 1 from other Schools)
- College of Health and Public Services Faculty 2
- College of Workforce and Continuing Education Faculty 1

**Total** 14

*Note: Every effort should be made to assure that at least one of the 14 members is elected from a Regional Campus.*
Section 2 - Ex-Officio Members. Director of Academic and Curriculum Services, President of the Faculty Senate, and a member of the Teaching and Learning Committee.

Section 3 - Faculty. (Appointed Membership). All appointed members of the committee shall serve a term of three (3) years. Terms of office will begin in August and will terminate at the end of July three (3) years after appointment to office. All appointed members are eligible for re-appointment. Terms of office will be staggered so appointed members will rotate every three (3) years.

Section 4 - Meeting Attendance and Vacancies. Three (3) consecutive unexcused absences by an appointed member may be cause for termination on this committee. Seats vacated prior to the fulfillment of the regular 3 year term may be filled by temporary appointments by the Curriculum Committee Chairperson in consultation with the Associate Vice President of the College in which the vacancy has occurred. These vacancies will be permanently filled in the next regular appointment.

Section 5 - Appointments & Vote. Each academic year, the Curriculum Committee Chairperson, in coordination with the Faculty Senate President, shall solicit nominations from the faculty of the respective colleges having vacancies. -The chair will present a ballot with all nominees for one college indicating the number of vacancies to be filled then open the meeting for discussion on the ballot. Upon a motion and acceptance for a vote, each member of the committee will select a number of nominees on the ballot equal to the number of vacancies to be filled. In the case one (or more) of the nominees is a current member of the Curriculum Committee, the member(s) shall remove themselves from the discussion and the vote on their nomination. The nominee(s) with the most votes for each vacancy will be appointed to the committee. In the case of a tie, the chair will select the nominee to be appointed from the candidates who received the most votes. This process will be repeated for each college having vacancies. Selection and appointments should be conducted before the end of the Spring Semester. The appointed nominees of their respective colleges will serve for a three (3) year term.

Section 6 - Installation of New Appointed Members. To ensure procedural continuity, during the first Organizational Meeting of the new Academic Year, the Past Chair, or the Past Vice-Chair in his/her absence, shall preside the meeting, introduce the new members and oversee the election of the new officers. Once the new Chair and Vice-Chair are nominated and elected, the Past-Chair shall pass the gavel to the newly elected Chair. In the cases the Past Chair is rotating off the committee, he/she will remove him or herself from the meeting before further business is conducted.

ARTICLE IV: OFFICERS

Section 1 - Terms. The officers of the committee shall be a Chairperson and a Vice-Chairperson and shall perform the duties as prescribed in these Bylaws and by the parliamentary authority adopted by the committee. The officers shall be elected for one academic year at the first organizational meeting. The positions may be filled by members who have served for at least one year on the committee. Officers are eligible for re-election.

Section 2 - Duties.

The Chairperson shall:
- Schedule, prepare and preside over meetings.
- Serve as a voting member of the Teaching and Learning Committee.
- Submit a year-end report in coordination with the Director of Academic and Curriculum Services.
The Vice Chairperson shall:

- Assist the Chairperson in all his/her duties.
- Take notes during scheduled meetings.
- Preside over meetings in the absence of the Chairperson and attend the Teaching and Learning Committee meetings in the absence of the Chairperson.

**ARTICLE V: MEETINGS**

**Section 1 - Schedule.** The day and time of the regular meetings of the committee shall be decided by the members.

**Section 2 - Special Meetings.** The Chairperson may call special meetings.

**Section 3 - Minutes.** Minutes will be maintained on all regular and special meetings.

**ARTICLE VI: QUORUM AND VOTING**

**Section 1 - Vote.** Each member of the committee shall have one (1) vote. The Chairperson will conduct the meeting but will not vote unless there is a tie. Ex-officio members may engage in the discussion, but will not have a vote. A simple majority of the voting members present shall be required to pass any motion; in the event of a tie, the Chairperson will cast the deciding vote.

**Section 2 - Quorum.** Seven (7) appointed members of the committee shall constitute a quorum. This number does not include the Chairperson.

**ARTICLE VII: PROCEDURAL POLICIES**

**Section 1 - Deadlines.** Proposals shall be submitted in writing through the Director of Academic and Curriculum Services to the committee at least seven (7) working days prior to the time set for consideration.

**Section 2 - Meetings.** It shall be the policy of the committee to conduct all meetings as open meetings.

**Section 3 - Recommendations.** Proposals approved by the committee will be recommended to the Senior Vice President for Academic Affairs for approval. Proposals not approved by the committee shall be returned to the appropriate AVP.

**Section 4 - Representation before Other Committees.** The Chairperson or Vice Chairperson will be the representative of the curriculum committee before the Senior Vice President for Academic Affairs or any other standing college committee as required.

**ARTICLE VIII: PARLIAMENTARY AUTHORITY**

The rules contained in the current edition of Robert’s Rules of Order shall govern the action of the committee in all cases where they are consistent with either these Bylaws or any special rules of order the committee may adopt. If in conflict, the special rules of the committee will prevail.

**ARTICLE IX: BYLAWS**
**Section 1 - Amendments.** These Bylaws can be amended at any regular meeting of the committee by three-fourths (3/4ths) of those voting members present, provided that the amendment has been submitted in writing prior to the meeting and such amendment, if passed, is approved by the Senior Vice President for Academic Affairs.

**Section 2 - Review.** At the end of each academic year, the committee members will review the Bylaws and make any necessary revisions and amendments. Any revisions will be submitted to the Senior Vice President for Academic Affairs for approval.

**Section 3 - Effective Date.** These Bylaws become effective immediately upon approval by the Senior Vice President for Academic Affairs.

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**B. Institutional Learning Outcomes**

These are the institutional learning outcomes that all students should possess regardless of degree completion. They are being measured annually through the all Program Learning Outcome assessment. The learning outcomes were drivers for organizing instruction and designing the learning activities for each program and course.

1. **Critical/Creative Thinking**

   Students will use systematic and creative thinking skills to analyze and evaluate issues and arguments, to solve problems, and/or to make decisions.

   Critical/Creative Thinking may include but not be limited to:
   - Logical reasoning: The ability to evaluate arguments for their logic, validity, relevance and strength.
   - Problem-solving and decision-making skills: The ability to identify and define problems/issues, recognizing their complexity, and considering alternative viewpoints and solutions.
   - Scientific reasoning: The ability to use the critical skills of observation, analysis, and evaluation.
   - Quantitative reasoning: Computation, application and inference.
   - Qualitative reasoning: Incorporates personal experience, human perception and human values (i.e., creative thinking, aesthetic reasoning, and ethical reasoning).

2. **Communication**

   Students will be able to read, write, and exchange information, ideas, and concepts effectively.

   Communication may include but not be limited to:
   - Reading comprehension and active listening.
   - Effective interpersonal communication.
   - Effective public communication in semi-formal and formal settings.
   - Writing that has a clear purpose in relation to an appropriately targeted audience.
   - Writing that is focused, developed, organized, coherent, unified and correct.

3. **Cultural Literacy**

   Students will understand the impact of the variations among and within cultures.
Cultural Literacy may include but not be limited to:

- Knowledge of, respect for, and sensitivity towards individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations as well as towards those individuals with diverse abilities and from diverse socio-economic classes.
- Awareness of populations and countries worldwide.
- Social responsibility.
- Ethical values of good citizenship.
- Aesthetic values and artistic endeavors across diverse cultures.
- Variations of human behavior.
- Interdependence between culture and the environment.

4. Information and Technical Literacy

Students will use appropriate technology to locate, evaluate, and effectively process information.

Information and Technical Literacy may include but not be limited to:

- Finding and evaluating relevant resources and data.
- Using appropriate technologies to conduct and/or present inquiry and research.
- Citing and documenting resources appropriately.
- Ability to navigate within a digital environment.

C. General Education

General education at Daytona State College constitutes the academic preparation for participation in a diverse society and is the basis for lifelong learning. It is a framework for the acquisition and use of broad bodies of knowledge with an emphasis on:

- Critical/Creative Thinking
- Communication
- Cultural Literacy
- Information and Technical Literacy

General education requirements comprise an important part of the hours necessary for the associate of arts and associate of science degrees.

Daytona State College considers the knowledge, skills and attitudes cultivated by the general education curriculum vital for educated men and women in our society.

D. Academic Degree Profiles

The desired level of attainment of each institutional learning outcome varies depending on the level of the degree. Using The Degree Qualifications Profile developed by the Lumina Foundation as a model, the faculty at Daytona State College identified expected competencies for each learning outcome within each degree level. These competencies indicate what students should be able to demonstrate if they are awarded a vocational certificate, an associate of arts degree, an associate of science degree, or a baccalaureate. Faculty agreed that these outcomes will be met at different levels depending on the degree.
The academic degree profile provided the framework for aligning program outcomes with the institutional learning outcomes. The document provided reference points that indicated the incremental and cumulative nature of learning for vocational, associate of arts, associate of science and bachelor degree graduates. The outcomes emphasized the integration and application of learning. They were cumulative in nature, so it could be assumed that students advancing to a higher degree had achieved outcomes identified for lower-level degree programs. Using the Lumina Foundation’s academic degree qualifications profile model required the faculty to define what it took for a student to earn a degree at each level. The result was a better alignment of institutional outcomes with program outcomes, reference points for accountability, and benchmarks for improving the quality of learning.

As faculty developed the academic degree profiles for each academic level, and discussed the inter-relationship of institutional, program and course learning outcomes, they developed a deeper understanding of institutional learning outcomes as the collective expression of the learning environment the college offers to any enrolled student and began to recognize the extent each academic program contributes to the overall achievement of students. With this in mind, faculty made sure that program and course learning outcomes focused on the more particular skills, knowledge, and attitudes that students learn in programs and courses.

Using the Academic Degree Profile as a guide, each academic program mapped its program and course outcomes to the institutional learning outcomes to ensure that its students attain the knowledge, skills, and abilities the college expects of its graduates.

An academic degree profile provides:

- A common vocabulary for sharing good practice
- A foundation for better public understanding of what intuitions of higher education do
- Reference points for accountability
- Competencies that emphasize cumulative integration and application of learning
- Benchmarks for improving the quality of learning
- Reference points for benchmarks defining what it takes for a student to earn a degree at each level
- Detailed expectations regarding the development of programs, courses, assignments and assessments
- Reference points to articulate and better align institutional student learning outcomes with program/department outcomes

### 1. Critical/Creative Learning

#### (a) Vocational Certificate

- Describes the scope and principal features of his/ her field of study, citing at least some of its core theories and practices.
- Solves problems using critical thinking skills, creativity and innovation.
- Participates in work-based learning experiences
(b) Associate of Science Degree and College Credit Certificate

**Logical reasoning:**

- Describes how existing knowledge or practice is advanced, tested and revised.
- Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
- Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- Describes the scope and principal features of his/her field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

(c) Associate of Arts Degree

**Logical reasoning:**

- Evaluate arguments for their logic, validity, relevance and strength.
- Acquire and analyze information to determine its quality and utility.

**Qualitative reasoning:**

Incorporate personal experiences, human perceptions and human values.

(d) Bachelor’s Degree or Advanced Certificate

**Logical reasoning:**

- Defines and explains the boundaries and major sub-fields, styles, and/or practices in the field.
- Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging and reformulating ideas, concepts, designs and/or techniques.
- Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student’s major field.

2. Communication

(a) Vocational Certificate

- Illustrates contemporary terminology used in the field.
- Generates products, reconstructions, data, or performances as appropriate to the field.
- Uses oral and written communication skills in creating, expressing and interpreting information and ideas appropriate to field.
- Demonstrates an ability to communicate effectively with the team.
- Demonstrates leadership and teamwork skills needed to accomplish team goals appropriate to the field.

(b) Associate of Science Degree and College Credit Certificate
- Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.
- Generates substantially error-free products, reconstructions, data, service delivery, exhibits or performances as appropriate to the field.
- Illustrates contemporary terminology used in the field

(c) Associate of Arts Degree

- Demonstrate reading comprehension and active listening.
- Demonstrate effective interpersonal communication.
- Demonstrate effective public communication in semi-formal and formal settings.
- Writes coherent, clear and purposeful in relation to an appropriately targeted audience.
- Writes a focused, developed, organized, coherent, unified and correct

(d) Bachelor’s Degree or Advanced Certificate

- Defines and properly uses the principle specialized terms used in the field, both historical and contemporaneous.
- Presents a project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field.

3. Cultural Literacy

(a) Vocational Certificate

- Describes his or her own cultural background and an understanding of cultural differences as they apply to the field.
- Describes the importance of professional ethics and legal responsibilities as they apply to the field.

(b) Associate of Science Degree and College Credit Certificate

- Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.
- Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
- Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
- Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.
(c) **Associate of Arts Degree**

- Develops knowledge of, respect for, and sensitivity towards individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations as well as towards those individuals with diverse abilities and from diverse socio-economic classes.
- Develops an awareness of populations and countries worldwide.
- Demonstrates social responsibility.
- Demonstrates ethical values of good citizenship.
- Demonstrates aesthetic values and artistic endeavors across diverse cultures.
- Recognizes variations of human behavior.
- Develops interdependence between culture and the environment.

(d) **Bachelor’s Degree or Advanced Certificate**

- Describes knowledge from different cultural perspectives would related to his or her academic field.
- Explains diverse positions, including those of different cultural, economic and geographic interests, on an issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.

4. **Information and Technical Literacy**

(a) **Vocational Certificate**

- Uses information technology tools.
- Demonstrates proficiency using technology appropriate to field

(b) **Associate of Science Degree and College Credit Certificate**

- Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
- Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

(c) **Associate of Arts Degree**

- Finds and evaluates relevant resources and data.
- Uses appropriate technologies to conduct and/or present inquiry and research.
- Cites and documents resources appropriately.
- Demonstrates ethical use of information, social media, or networking.
- Demonstrates the ability to navigate within a digital environment.
(d) Bachelor’s Degree or Advanced Certificate

- Demonstrates fluency in the use of tools, technologies and methods common to the field.
- Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.
- Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.
- Explains current information resources through the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.

E. Academic Program Assessment

The college systematically measures academic performance and programs against student learning outcomes and uses the information as a basis for sound decision making.

1. Types of Learning Outcomes

- Institutional - Result of overall student experience
- Program - Result of finishing a program
- Course - Result of completing a course

2. Process

Academic departments establish outcomes for each program and course to assess the extent to which students are learning and attaining competencies. Within each academic department, faculty review program outcomes and course outcomes to ensure that students are attaining the skills and knowledge expected of program graduates. The outcomes are clear and speak to both content and level of attainment. Each semester, faculty members gather data on student attainment of learning outcomes for the individual courses they teach. Annually, faculty members assess and evaluate the data across all course sections, locations and delivery modes, and use the results to change or improve the courses. Faculty members also meet to evaluate student attainment of program learning outcomes and end of program benchmarks. Aggregated evaluation findings inform program decision makers and are used to maintain or improve student learning and/or teaching methodologies.

As a faculty member, you will be asked to participate in course and program student outcome assessment. Course learning outcomes are mapped to program outcomes that map to the institutional learning outcomes. Data are collected from the course outcomes and measured against benchmarks that result in discussion with the faculty on improving the course or program. Changes to a program or courses could be manifested in many ways, and may include but not be limited to:

- Revising student learning outcomes, measures, or desired levels of achievement
- Revising curriculum content
- Changing or improving instructional strategies or delivery modes
Once the changes have been implemented, it is important to document whether the changes to a program or course as a result of the action plan have had the desired impact. This is what we refer to as ‘closing the loop.’

### 3. Standards and Guidelines

**(a) Institutional - Institutional Learning Outcomes**

- The Institutional Outcomes represent a set of skills and level of knowledge that students can demonstrate after completing their education requirements: 1) Critical/Creative Thinking, 2) Communication, 3) Cultural Literacy and 4) Information/Technical Literacy.
- Review ILOs at least twice in 3 years (can stagger reviews).
- Include results of program assessment that directly link with the ILOs.
- Results should be reported for ILOs by campus and by delivery mode (FTF, Hybrid, and Online).
- Results should be reviewed and discussed by all faculty who teach in the program to determine use of results (changes to be made). Chair or Assistant Chair could compile results and lead review and analysis.
- Include use of results for all ILOs regardless of level of achievement.
- Results for each ILO (including use of results) should be submitted to Institutional Effectiveness between May 31 and August 31 each year. Use template [http://www.daytonastate.edu/ie/assessmodel.html](http://www.daytonastate.edu/ie/assessmodel.html)

**(b) Programs – Program Learning Outcomes**

- Review all PLOs at least twice in 3 years (can stagger reviews)
- Include results of core courses. Do not need to include any electives. Include fall and spring semesters; summer is optional.
- Results should be reported for each PLO by campus and by delivery mode (FTF, Hybrid, and Online).
- Results should be reviewed and discussed by all faculty who teach in the program to determine use of results (changes to be made). Chair or Assistant Chair could compile results and lead review and analysis.
- Include use of results for all PLOs regardless of level of achievement.
- Results for each program (including use of results) should be submitted to Institutional Effectiveness between May 31 and August 31 each year. Use template [http://www.daytonastate.edu/ie/assessmodel.html](http://www.daytonastate.edu/ie/assessmodel.html)

**(c) Courses – Student Learning Outcomes**

- Review all Student Learning Outcomes at least twice in 3 years (can stagger reviews).
- When reporting results, all students registered in the class must be taken into consideration. All students including F, FN, I and W must be included in the total or otherwise taken into account.
- Do not use class average or assignment average to report results. Results must reflect whether the students achieved the targeted level of achievement.
- Each SLO should have 3 assessment measures. Results should be reported for each assessment measure.
- Results should be reported for each SLO by campus and by delivery mode (FTF, Hybrid, and Online).
- Lead instructor should compile results each semester and at least annually review with all faculty who teach the course to determine use of results (changes to be made).
- Use of results should be identified for all SLOs whether the target was achieved or not.
Results for each course (including use of results) should be submitted to Institutional Effectiveness between May 31 and August 31 each year. Use template (http://www.daytonastate.edu/ie/assessmodel.html)

F. Syllabi

College policy 4.01 and procedure 401 both inform requirements for all syllabi. To access the full policy and procedure, refer to section I.F., College Policies and Procedures.

At a minimum, each syllabus will contain:
- Student learning outcomes of the course
- Instructor’s grading and evaluation procedures to include the grading scale and the value of each assignment toward the final grade
- Attendance policy
- Make-up work policy
- Statement on assigning an incomplete grade, which must be consistent with the current college catalog

All instructors are required to make their syllabus available using the college’s learning management system (LMS), which is currently D2L.

1. Writing a Syllabus

In addition to the requirements outlined above, a number of other features should be included in a syllabus. All departments have example syllabi on file. Contact your department chairperson, assistant chairperson, or lead instructor with questions. You may wish to have your syllabus peer reviewed for clarity and completeness.

- Course information: course title, course number, and credit hours
- Course descriptions and objectives: refer to master course description, available from department chairperson, for course outline and objectives approved by the Curriculum Committee and responsible department.
- Minimum technical requirements
- Instructional methods: lectures, cooperative learning, field trips, volunteer work, discussion, internships and others
- Instructor information: full name, title, office location and phone number, and office hours. Adjunct faculty should provide a telephone number where students can leave messages. Phone mail is available to adjunct faculty for this purpose. Contact department chairperson to have a phone mail number assigned.
- Safety or health rules, if applicable
- Grading Policy: must be clearly defined; a clear grading policy in writing resolves many student complaints.
- Attendance and lateness policy: this policy may be tied into final grades
- Course schedule: due dates for assignments, projects, field trips, required special events, etc. Instructors may want to indicate that the schedule is subject to change.
Available support services: Academic Support Center and College Writing Center for tutoring, computer labs, counseling, etc.

Academic dishonesty policies: plagiarism, cheating, etc. See policies in current Student Handbook.

2. Syllabus Template

A syllabus template is made available for use by all faculty. Last updated in July 2015 by the Teaching and Learning Committee, it contains suggestions and examples for writing an effective syllabus.

The most current template is posted online at https://www.daytonastate.edu/faculty.html under Resources ➔ Syllabus Template.

G. Mandatory Reporting

All faculty are required to report attendance and final grades according to procedures and schedules defined by the Office of Academic Affairs and the Records Office. Each session, a memo is sent to all faculty notifying them of the deadlines and procedures for reporting attendance and final grades.

Questions about these processes may be directed to your chairperson or the Records Office at (386) 506-3463.

1. Attendance Verification

Daytona State must be able to verify that a given student has attended class at least once. To make this possible, all instructors are required to record student attendance during the first week of class. This process is referred to as “Attendance Verification.”

Each semester, the Records Office will provide a memo including instructions and deadlines for attendance verification to the Vice President of Academic Affairs who will then forward it to all faculty via email. Faculty are required to monitor attendance during the specified time period and update the attendance information via FalconNet in the college’s portal at My.DaytonaState.edu.

Thereafter, taking attendance is the instructor’s option. However, for veterans and some other financial aid recipients, faculty may be asked to verify the last date of attendance for a student who has stopped attending. This verification may be accomplished by noting the date of the last assignment, test, quiz, etc., completed by that student. It is good practice, however, to take attendance routinely throughout the semester. Many faculty members link student class attendance to the grading policy in the course to emphasize the importance of being in class. This practice, too, is beneficial, but the link must be clearly articulated in the written course syllabus.

(a) Verifying Attendance

1. Login to My.DaytonaState.edu
2. Select “FalconNet” along the top
3. Select “Faculty Services” along the left
4. Select “Class Attendance Verification”
5. Select the term for which you are verifying attendance
6. Select “View Sections;” you may need to scroll to the right to see this
7. For each student, enter a “Y” or “N” under “Attended” to indicate whether the student has attended that section at least once by the verification deadline.
8. Enter your PIN as your signature
9. Click “Submit Attendance”

Refer any student who is attending your class but whose name does not appear on the roster to the Registration Office immediately. It is possible that the student is registered for a different section of the course.

If you indicate a student is not attending but the student later re-registers or continues enrollment be sure the student has been registered for your class. You will need to resubmit that student’s attendance verification.

(b) Assigning a Grade of “FN” or F for non-attendance

When a student stops attending a class after the attendance verification deadline and does not withdraw, faculty may assign a grade of “FN” or F for non-attendance at the end of the term. The FN grade should be used for a student who stopped attending class, or complete any academic activity prior to the 60% point (the last day to withdraw). The F grade should be used for a student who did attend after the 60% point, but failed the class.

This data is necessary to ensure the college’s compliance with federal financial aid regulations.

When entering a grade of “FN” or “F,” the last date of attendance must also be entered. If a student completed the class but failed the final, the last date should be the final date. The system will validate the appropriate date range.

Understanding that you are not required to take attendance, you should use any information available to you to determine the appropriate date to enter, such as test dates, quiz dates, submitted papers, lab participation, or any other evidence of an academically related activity. For online classes, the last date of attendance/participation is the last date substantial work was completed, not necessarily the last date the student signed into the class.

2. Submitting Final Grades

All faculty are required to submit final grades within 48 hours of the final exam. The Academic Calendar for each term, accessible at http://www.daytonastate.edu/academiccalendar, indicates the date by which grades are due. Each semester, the Records Office will provide a memo including instructions and deadlines for grade submission to the Vice President of Academic Affairs who will then forward it to all faculty via email.
H. Travel

Daytona State College has a number of procedures related to travel. They outline requirements for the approval of in-district, out-of-district, and out-of-country travel, field trips with students, and reimbursement.

It is every employee’s responsibility to become familiar with and comply with all travel procedures. Discuss your plans with your department chair or supervisor prior to travelling. Failure to follow appropriate procedures could result in a cancellation of the travel, ineligibility for reimbursement, and/or absence without leave.

Procedures for travel include:
- Global Education Programs, procedure 402(c)
- Faculty-Staff Exchange, procedure 403
- Mileage for Off-campus Instructional Assignments, procedure 503(i)
- Travel: Use of Rental Cars, procedure 503(j)
- Travel Reimbursement for Students Representing the College on Official Business, procedure 503(k)
- Travel: Use of College Vehicles, procedure 503(m)
- Travel Authorization/Reimbursement for the President, Employees, Board Members and Other Authorized Persons, procedure 503(n)
- Temporary Duty, procedure 621(c)
- Students Representing the College at Off-campus Activities, procedure 704(e)
- Safety (College Vehicles), procedure 809(a)
- Field Trip Release, procedure 809(b)

To access all the procedures in full, refer to section I.F., College Policies and Procedures. Some of these procedures are discussed below.

1. Definitions

The following definitions are found in procedure 503(n):
- In-district travel is travel within Volusia and Flagler counties.
- Out-of-district travel is travel within the 50 states but outside of Volusia and Flagler counties.
- Out-of-country travel is travel outside the 50 states.

2. Field Trips

College procedure 8.09(b) outlines requirements for faculty sponsoring field trips.

Excerpt:

I. PURPOSE:

To provide information to faculty members planning to sponsor a field trip for students.
II. PROCEDURE:

In order to sponsor a field trip, the faculty member must complete the following steps:

A. Complete the Field Trip Proposal form and submit the proposal to the department chairperson and appropriate campus or instructional administrator for approval. This proposal should be submitted three (3) weeks prior to the proposed date. Out of district travel will require approval by the Board.

B. Complete an application for leave form and request for temporary duty leave.

C. If a College vehicle is to be used, complete the vehicle reservation form to reserve a College vehicle. This form should be submitted to the Facilities Services Department prior to the field trip.

D. A roster of students and faculty participating in the field trip should be left with the department chairperson, Campus Safety and Facilities Services (if using a College Vehicle). The student release form must be completed by each student and submitted to Campus Safety along with the roster.

The rest of the procedure reproduces the two forms required in steps A and D. The forms can be found at My.DaytonaState.edu, select “Resources” along the top, “Forms” along the left, “Departments” folder, “Academic Affairs” folder.

3. Out-of-Country Travel

When representing the College in out-of-country travel, proper forms must be submitted in advance to make the board agenda. Travel must be approved by the Board before the date of departure. Refer to procedure 503(n).

I. Textbooks

Textbook affordability has driven a number of recent legislative and college actions. F.S. 1004.085(4) and Florida Administrative Code 6A-14.092 form the basis of Daytona State’s policies and procedures. For the purposes of implementation at Daytona State, “Textbooks” also refers to other instructional materials for a course such as packets or supplies.

1. Compensation and Course Materials

F.S. 1004.085 describes the limits of compensation that college employees may receive for adopting course materials:

(1) No employee of a Florida College System institution or state university may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook for coursework or instruction.
(2) An employee may receive:
(a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.
(b) Royalties or other compensation from sales of textbooks that include the instructor’s own writing or work.
(c) Honoraria for academic peer review of course materials.
(d) Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks pursuant to guidelines adopted by the State Board of Education or the Board of Governors.
(e) Training in the use of course materials and learning technologies.

2. Textbook Adoption Deadlines

Deadlines for publishing textbook adoptions are published in the Departmental Information and Scheduling Book produced by the Office of Academic Affairs.

- Forty-five (45) days prior to the first day of class: to ensure materials can be secured, all textbook adoptions are finalized; classes added after this date must adopt textbooks as soon as is feasible
- No later than thirty (30) days prior to the first day of class: the college will post, on its website, a list of each textbook required for each course offered at the institution during the upcoming term
- Textbook listings must include, at a minimum:
  - The ISBN or
  - Other identifying information that must include the title, all authors listed, publishers, edition number, copyright date, publication date, and any other information required to identify the specific textbook(s) required

3. Textbook Adoption Guidelines

The following guidelines were adopted by the Faculty Senate Spring 2015:

In order to improve retention efforts, faculty adoptions of new course materials, including textbooks, should be supported. Supporting faculty interested in exploring new pedagogical practices and materials will help everyone get involved in supporting student success at their level of expertise.

Adoptions of new course materials should consider the following criteria:

- **Accessibility.** Publishers must accurately detail ADA compliance for materials. Publishers should also be encouraged to provide device agnostic materials so that all students have equal access.

- **Affordability.** Faculty should be given the option to not participate in textbook bundling if they have custom materials that could replace part of the bundle that would allow students to save money. Additionally, any new materials under consideration should cost the same as, or less than, current options, unless there is a strong reason the more expensive materials are better. The following should be considered when adopting new materials:
  - Access Codes
• Bundle Options
• Classroom Use (Students should only have to buy what instructors plan on using in their courses)

- **Multiple pedagogical approaches.** Students benefit from faculty who are engaged with materials that suit their teaching style, so offering choices to faculty that allow for multiple pedagogical approaches is vital. Making information about this variety available to students in advance of registration so they can pick the materials best suited to their learning styles would also be helpful.

- **Ability of materials to help students meet all course SLOs.** Faculty should be prepared to explain how any new materials will meet the SLOs and other pertinent course requirements as requested.

### 4. Textbook and Classroom Materials Ordering Procedures

1. The Bookstore sends an email to all departments two times per year with deadlines for all book adoptions: First week of January for Summer and Fall adoptions; first week of September for Spring adoptions.
2. Departments select books and other materials for courses by committee, following the Textbook Adoption Guidelines.
3. Textbook and materials are chosen and department chairs sign adoption forms.
4. Faculty sign certifications that all materials will be used (certifications stored in departments)
   a. Exceptions only if cost to students cheaper if materials bundled
   b. The certification can also indicate that only open source materials are used and therefore no book purchase is necessary.
5. Department chairs document reasons for any change in edition (justifications stored in departments)
6. Bookstore posts textbook selections at least 45 days in advance of the start of the term

Additional considerations:

a. If a cheaper option becomes available after the original adoption is made, but still with time to post the selection within 45 days of the posting, a change may be made;

b. If the publisher reveals late in the process that the current edition will be replaced by a new edition, and too few copies of the old edition will be available, the new edition may be adopted.

### J. Distance Education

Daytona State College uses technology to enable access to a wide range of courses and student support services from a student’s home, their place of employment, area high schools and from the nearest DSC campus. There are a sufficient number of courses so a student can earn an AA, a Bachelor’s degree, or an AS degree through distance education. However, most students use distance education to accelerate their progress to getting a degree, combining these courses with those they take on campus. Distance education provides convenient and flexible scheduling options for students balancing work, family and other obligations.
All courses offered at the College have a web-enhanced component. Thus, it is essential that all faculty, full-time or adjunct, make use of the learning management system (LMS) to post their syllabi, use the news feature, use the gradebook, and provide access to course materials.

- **Online courses** are delivered entirely using computer technology and the College’s LMS, titled “Falcon Online,” licensed from Desire2Learn. Students and faculty interact using a variety of tools including email, dropboxes, web-conferencing, discussion boards, virtual groups, and other tools. All assignments are exchanged electronically using the dropbox in the LMS. Tests, quizzes, and orientations are completed online. Faculty are encouraged to use alternative assessment practices such as writing assignments, discussions, group projects, and portfolios instead of relying completely on quizzes or tests.

- **Partially Online courses** (also called hybrid) are presented in a format where some of the course materials/resources are available only through accessing the College’s LMS.

For more information on web-enhancing or placing your course online visit the Online Studies webpages (http://daytonastate.edu/onlinestudies).
1. Falcon Online (LMS) Training

Faculty teaching either hybrid or fully online classes must receive adequate training to use Falcon Online, including both technical and pedagogical skills. All training is provided in-house through the Division of Online Studies and Instructional Resources.

(a) D2L101: Introduction to Falcon Online

D2L101 is designed to be a 2 hour workshop consisting of a 30 minute face-to-face component with the remaining portion to be completed online in 90-120 minutes (depending on your time management and existing computer skills). All online assignments and assessments for this workshop must be verified as successful before a certificate of completion will be issued.

New faculty are automatically enrolled in D2L101 and the workshop will be presented during the New Faculty Orientation.

(b) D2L102: Advanced Falcon Online and Online Pedagogy

D2L102 can be taken upon successful completion of D2L101. It consists of two workshops (approximately 2 hours each, or 4 hours total) that build on the skills learned in D2L101. D2L102 provides instruction on the advanced topics and tools in Falcon Online as well as pedagogical considerations in teaching online. D2L102 is only offered online. Other workshops and trainings are available throughout the year. Go to http://www.daytonastate.edu/fic/upcoming-events.html to search for current offerings of all trainings.

2. Faculty Innovation Center

The Faculty Innovation Center, originally developed as the Faculty Technology Resource Center, by a US Department of Education Title III grant, is located in room 206F of Nunamann Hall, building 200.

The Faculty Innovation Center provides a work area where faculty may meet with support staff to work on developing course content. This area offers a media lab equipped with the latest instructional technology, a 3,000 square foot studio, a quiet media room and a variety of instructional applications. Macs, mobile tablet devices and PCs are available. New and innovative devices are also available for faculty to experiment with.

Faculty may receive technical assistance by calling the distance learning helpdesk at 386-506-3950 or for instructional assistance they may call the Faculty Innovation Center at 386-506-3485 or stop by to meet with a knowledgeable and helpful member of the support staff. Other faculty members who have extensive experience teaching online, as well as the distance learning staff are available to assist within many academic departments. eMentors are also available on each campus, to find the nearest eMentor visit https://www.daytonastate.edu/onlinestudies/ementors.html.

Video and multimedia production services are also available through the Center for Interactive Media. To submit a production request visit the Service Desk portal (http://service.daytonastate.edu/EndUserPortal.jsp), requires a login, and select the Submit a Request button. Then select the Video Production category.
consultation will be scheduled with the production team to discuss the work to be completed and the best method of achieving the desired outcome.

3. Standards

The Division of Online Studies is committed to developing an internal peer review process based on best practices in higher education. All online faculty agree to implement the best educational practices outlined in the Rubric for Online Class Delivery.

(a) Review Process
Eighteen Peer Reviewers representing twelve Schools/Colleges have been selected and trained to apply the rubric to assist the Chair of Online Studies in conducting peer reviews of online classes. Each major semester (Fall and Spring), 36 faculty who teach at least one online class are identified by the Chair of Online Studies to be reviewed. Notifications are sent to these chosen faculty by email during the major semester before they are to be reviewed.

Each class is observed during a three week time period by two Peer Reviewers. Peer Reviewers are never a faculty member within the same School/College of the faculty member being reviewed. At the end of the review period, each reviewed faculty member and/or direct supervisor (if necessary) will meet with the Chair of Online Studies to go over the score report of the review and make any necessary changes to their class.

(b) Rubric for Online Class Delivery
To prepare for the review, faculty members are encouraged to examine the rubric and make any necessary changes to ensure that the class being reviewed meets the standards in the rubric. The Faculty Innovation Center, Help Desk, and eMentors can assist in making any necessary changes.

The rubric can be downloaded at https://www.daytonastate.edu/onlinestudies/bestpractices.html.

(c) Rubric Scoring Guidelines
Each class will be categorized as either Exemplary, Competent, or Developing.

(1) Exemplary Class
A class that scores at 48 or above with no “0’s” or “1’s” in any category will be identified as Exemplary. Exemplary classes will be recognized for having exceeded the best practice standards and the faculty member will receive a certificate of recognition. The faculty member, department chair, AVP, and Vice President of Academic Affairs will be notified of this recognition.

(2) Competent Class
A class that scores at 37 or above with no “0’s” in any category and no more than three “1’s” will be identified as Competent. Competent classes will be recognized for having met the best practice standards. The faculty member, department chair, AVP, and Vice President of Academic Affairs will be notified of this recognition.

(3) Developing Class
Using the Rubric for Online Class Delivery, a class that scores at 36 or below will be identified as Developing. Developing classes will be recognized as a class that does not meet best practice standards. The faculty member, department chair, AVP, and Vice President of Academic Affairs will be provided feedback as to the necessary changes that must be made.
Class revisions must meet or exceed the Competent standard and be confirmed by the Chair of Online Studies before the start of the next semester the class is taught. A class that does not meet Competent standards may not be able to be offered.

4. Exam Proctoring

For professors who wish to require a face-to-face proctored exam in a distance education course, a statement should be placed in the syllabus indicating this requirement. For example: “This class requires a face-to-face proctored exam to be taken at Daytona State College. Students outside of the Daytona Beach area (i.e., outside Volusia and Flagler counties) are responsible for finding a suitable outside proctor and will incur any fees associated with this service. Upon arrival to your exam, you should be prepared to provide your Daytona State ID or other approved government issued identification.”

A statement should also be added to the comments section of the class before the schedule is rolled out. The professor is solely responsible for developing their own testing scenarios, i.e., for arranging the use of a classroom and acting as the proctor for the exam. The specific campus classroom location, as well as the date and time period in which the exam will be given should be conveyed clearly too all students well before the exam date, preferably no later than the first day of the class. The Academic Support Center and Assessment Services should not be used as either the location or as the proctor.

Daytona State College is a member of the National College Testing Association (NCTA). The NCTA has a consortium of colleges it recommends for proctoring services. To find a recommended site, students can go to: http://www.ncta-testing.org/cctc/find.php. As an alternative, students can also contact other local postsecondary institutions near their location as potential testing sites.

For more information see Assessment Services: www.daytonastate.edu/assessment

K. FERPA

The Family Education Rights and Privacy Act (FERPA) protects the privacy of student educational records. This means that with very limited exceptions faculty should not discuss “educational records” with anyone but the student, even if the student is a minor. Educational records are defined as any record maintained by the college that can be used to personally identify a student. This includes files and documents in all mediums, including attendance records, tests, assignments, and grades. Records in sole possession of the maker (e.g., private advising notes) are not considered educational records.

Students may elect to allow another person, usually a parent or guardian, to view their educational records. To do this they must sign a Release of Academic/Financial Information form, available from www.daytonastate.edu/recreg/forms. Completed forms are scanned and stored with Records and noted in the Education Plan found in Kaleidoscope. On the form the student identifies the name(s) of those to whom he/she grants access, and indicates which student records may be shared. The options are grade reports/transcripts, student account information, class schedule and financial aid information.
For Faculty who are contacted about a student record:

1. Inform the person asking that you may not discuss the student’s record without 1) the signed release and 2) confirmed identity of the person identified in the release. You should confirm identity with a picture ID.
2. There is no need to do this if the student identifies the person themselves – such as accompanying the parent to a meeting, calling the parent from the professor’s office, or supplying the parent’s email address to the professor for this purpose.
3. However, even if a student brings in a parent for a conference and says that it is acceptable to discuss his/her records, the student should still sign a Release of Academic/Financial Information form prior to the discussion. The form can be signed in the professor’s office; the original should be sent to Records.
4. Every effort should be made to arrange the meetings so the student is also present. However, if the student signed a release then they have given permission for the record to be discussed without their presence.
5. The discussion should remain on the topic of recorded grades, NOT on observations of the student’s behavior, motivations, or speculation as to reasons for the student’s performance. It is fine to discuss the syllabus, expectations and support services available to students.
6. Faculty should not suggest that a student may have a disability or suggest they be tested, but it is OK to refer the parent or student to the SDS office if they inquire about it.
7. Faculty may not refuse to share information on the student record with a properly identified person named on the Release of Academic/Financial Information form, but if they are uncomfortable or unsure about it, they should ask the department chair to join them.

In conclusion, discussions about the student record with anyone other than the student should occur only with written permission and proper identification of the person, and with the student present whenever possible. The discussion should be limited to educational records only.

L. Academic Integrity

Reproduced in full from the 2015/16 Student Handbook:

Daytona State College is committed to providing students with quality instruction, guidance and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing.

In order to preserve academic excellence and integrity, the college prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be accurate and true reflections of the coursework actually produced and submitted by you. Suspected violations of the student academic dishonesty code will be handled by individual instructors as outlined in their course syllabus. In some cases, students may be reported to the academic department chair for review and academic consequences. In addition, some students may be referred to the student disciplinary process for appropriate disciplinary resolution.
VII. PROFESSIONAL DEVELOPMENT

A. Office of Professional Development

Daytona State College is committed to supporting the pursuit of scholarship through faculty participation in professional development activities. The College provides a number of in-house professional development activities designed to assist faculty update skills, learn and implement new practices, and enhance professional achievements. The Professional Development webpage provide information on many of these activities. These activities are coordinated by the Office of Professional Development whose mission is to enhance the teaching and learning environment of the college by coordinating and promoting internal and external opportunities/resources that support the college’s mission. The Office aids the professional development and growth of the individual and the institution by:

- communicating opportunities for professional development and collaboration
- providing opportunities for all employees to learn to be change agents and leaders within their area of expertise
- providing opportunities for skills development at all levels of the institution

Please contact John Brady for more information on any of the programs listed below at BradyJ@DaytonaState.edu

Adjunct faculty are welcome to participate in:

- Fall & Spring Planning
- Lunch & Learns/Guest Lectures
- Community of Practice in Teaching & Learning
- Academic Excellence Symposium
- Center for Interdisciplinary Writing and Research (CIWR)
- Cross Trainings

1. LEAD Academy (Leadership Exploration and Development)

The goal of leadership development at Daytona State College is to develop a college workforce comprised of people with the skills and knowledge to function effectively as leaders and positively impact the college and its students. The purpose of the LEAD Academy (Leadership Exploration and Development) is to develop employee competence in effective leadership through a program that emphasizes practical application of skills and knowledge and maximizes the participant’s ability to support the mission of Daytona State College. The LEAD Academy is grounded in current literature and best practices. Program content is focused on how Daytona State College functions, how it fits into a larger system, and how decisions are made at the college. The LEAD curriculum is organized into six learning modules:

- Organizational Strategy
- Resource Management
- Communication
- Professionalism
- Collaboration
- Decision Making
(a) Program schedule and structure

The LEAD Academy will meet one half-day a month from September through May. Meeting locations will vary to give participants an opportunity to visit and tour each campus. Each session agenda will include time for reports and presentations by the participants, speakers or panels of experts who present on the learning topic(s) being addressed that day, interactive exercises or group projects, and discussions. In addition to the 10 scheduled sessions, participants will select and participate in six college immersion activities during the year (e.g., attend an HR training or Lunch N Learn presentation, attend a board meeting, volunteer to work at an event sponsored by another department, or make a presentation on a leadership topic). Assigned readings will reinforce competencies and support discussions.

(b) Completion requirements and recognition

To receive recognition for program completion, each participant must
- Attend at least 8 of the 10 sessions
- Complete at least 6 college immersion assignments outlined in an Individual Development Plan
- Participate in at least one group project to be presented to the cohort
- Develop a portfolio, final project or presentation for the final session

Program completers will receive a LEAD Academy certificate at a graduation ceremony in May and will be recognized by the President at Fall Planning.

(c) Participant selection process

The LEAD Academy will accept up to 40 participants for the 2015-16 round.

To be eligible for the program, employees must
- Have been at the college for at least two years as a full-time employee
- Submit a LEAD Academy Application by the due date
- Attach a resume
- Obtain their supervisor’s signed authorization to participate

Applications are due to John Brady each June. Application materials can be scanned and emailed to bradyj@daytonastate.edu or sent via inter-office mail to Daytona campus, building 100, room 212.

Click here for the LEAD Academy Application (to be completed by the employee). Click here for the LEAD Academy Authorization (to be completed by the employee’s supervisor).

Please direct any questions to John Brady at (386) 506-3837.

2. QuESST Academy (Query, Exploration, Service, Scholarship, and Teaching)

The goal of the QuESST (Query, Exploration, Service, Scholarship and Teaching) Academy is for Daytona State College to have a highly skilled and knowledgeable faculty that continually develops its pedagogy, service, scholarship, and leadership practices. The purpose of the QuESST Academy is to provide a forum to support
and empower faculty members as they explore and experiment with pedagogy, service, scholarship and leadership practices and ideas in collaboration with their peers.

This program is project-driven and is based on four core competencies: Pedagogy, Scholarship, Service, and Leadership. The Leadership competency is accomplished by serving as a facilitator for the Academy or another comparable leadership position. Applied projects can be executed individually or in a small group of up to three participants.

There are many ways to complete the program:

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QuESST Scholar Designation</strong></td>
<td><strong>QuESST Specialist Designation</strong></td>
<td><strong>QuESST Certificate</strong></td>
</tr>
<tr>
<td>Participants must complete a year in each of the following competencies:</td>
<td>Participants must complete at least two years on one of the first three competencies listed below plus one year of the Leadership competency:</td>
<td>Participants must complete one year on any of the following competencies:</td>
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<tr>
<td>- Pedagogy</td>
<td>- Pedagogy</td>
<td>- Pedagogy</td>
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<tr>
<td>- Service</td>
<td>- Service</td>
<td>- Service</td>
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<tr>
<td>- Scholarship</td>
<td>- Scholarship</td>
<td>- Scholarship</td>
</tr>
<tr>
<td>- Leadership</td>
<td>- Leadership</td>
<td>- Leadership</td>
</tr>
</tbody>
</table>

The first three competencies can be done in any order. Leadership can be accomplished only after one of the other three is completed.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Examples of Topics</th>
<th>Format/Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>- Instructional techniques such as flipping a classroom, service learning, active learning, cooperative learning, critical thinking</td>
<td>1. What are the current practices? (Literature/Data Review)</td>
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<tr>
<td></td>
<td>- Course material development such as open source textbooks, audio/video presentations, simulations/games</td>
<td>2. What is the participant trying to solve/experiment with? (Research Question)</td>
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<td></td>
<td>- Classroom management such as preventing or handling disruptive/disrespectful behavior, cheating and plagiarism</td>
<td>3. How is the participant going to do it? (Methodology)</td>
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<td></td>
<td>- Technology in the classroom such as use of smart boards, clickers, mobile devices, social media, blogging</td>
<td>4. What are the participant results telling us? (Analysis/Impact)</td>
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<td></td>
<td>- Engaging with student diversity such as creating inclusive college classrooms, studying the impact of gender, race, and culturally responsive teaching</td>
<td>5. What is the participant conclusion?</td>
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<tr>
<td></td>
<td>- Assessing student learning such as course assessment plans, self-assessment, feedback</td>
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<tr>
<td>Service</td>
<td>1. Developing an innovative project while serving on college committees/college governance</td>
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<td></td>
<td>2. Developing a new student activity</td>
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<td></td>
<td>3. Developing interdisciplinary programs</td>
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<td></td>
<td>4. Developing mentoring programs (colleagues/tutoring)</td>
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<td></td>
<td>5. Developing /expanding regional partnerships with business, industry, and other college/universities</td>
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<td></td>
<td>6. Developing /increasing collaboration with secondary schools to recruit and help prepare students for college</td>
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<td></td>
<td>7. Developing a new training program</td>
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<tr>
<td>Scholarship</td>
<td>1. Preparing/publishing creative and/or academic work in journal or books</td>
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<td></td>
<td>2. Preparing and delivering public performance/presentation</td>
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<td></td>
<td>3. Preparing and delivering presentation of papers at professional meetings</td>
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<td></td>
<td>4. Working on a received grant or fellowship from which scholarly writing is expected</td>
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<td></td>
<td>5. Developing and submitting a state or federal grant proposal</td>
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<tr>
<td>Leadership</td>
<td>1. Facilitating or leading one of the QuESST competencies</td>
<td></td>
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<tr>
<td></td>
<td>2. Serving as a leader for one of the other programs like WAC/WID, Critical Thinking Academy, etc.</td>
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</tbody>
</table>

(a) **Program schedule and structure:**

The QuESST Academy will meet five times during the academic year (September, November, January, March, and April). Additionally, participants will actively engage with their respective competency cohort every month.

(b) **Completion requirements and recognition:**

To receive recognition for program completion, each participant must

1. Have a minimum of 75% attendance with the Academy cohort throughout each program year.
2. Successfully complete the assigned applied project as required to graduate from the program.
3. Actively engage with the competency cohort every month.

Program completers will receive a QuESST Academy certificate, based on the option selected, at a graduation ceremony in April and will be recognized by the President at Fall Planning.

(c) **Participant selection process:**

Application to the QuESST Academy is open to all full-time faculty who have completed at least one year at the college. Each year, the QuESST Academy will accept a limited number of participants based on the number of participants and projects submitted for each competency. Participants not selected will be encouraged to apply the following year.
Academy facilitators will review applied project proposals and select the participants according to a selection rubric. Interested faculty must submit the applied project proposal and the participant agreement/acknowledgement form.

Applications are due to John Brady (bradyj@daytonastate.edu) by January each year. Incomplete or late applications will not be considered.

Click here for the QuESST Academy Application Agreement and Acknowledgement Form (to be completed by the faculty member and signed by Dept. Chair).

Click here for the QuESST Academy Applied Project Proposal Form (to be completed by the faculty member(s) involved with the project).

Please direct any questions to John Brady (386) 506-3837.

### 3. Fall & Spring Planning Weeks

Planning weeks are offered prior to the start of classes during the fall and spring semesters. Traditionally, the President and members of the senior administration address the college community to launch planning weeks. Departmental and constituency meetings are organized during the remainder of the week, and special topic workshops are offered to inform the college community on a wide array of subjects.

The Planning Weeks Committee organizes the planning weeks and solicits presenters interested in leading workshops. The committee also facilitates the evaluation of planning week activities.

### 4. Academic Excellence Symposium

The Academic Excellence Symposium provides a forum for intellectual discussion and presentation that demonstrates innovation in teaching and/or research, as well as expertise and creativity in faculty disciplines. The intent of the Symposium is to open up discussions on topics of interest in higher education, provide a day of faculty development and showcase talented members within the community of higher education in Central Florida.

Each year a theme for the Symposium is developed in response to current trends and issues in higher education. A call for proposals is developed and distributed to all Daytona State College faculty and staff in addition to other institutions of higher education in the area. The Academic Excellence Symposium takes place late in the spring semester each year.

The Academic Excellence Symposium Committee is organized by a committee which develops each year’s theme, distributes the call for proposals, reviews proposals, identifies keynote speakers, and supports the facilitation of the Symposium on the day of the event.
5. **Writing Across the Curriculum / Writing in the Disciplines (WAC/WID)**

The Writing Across the Curriculum (WAC) and Writing-in-the-Disciplines (WID) Program at Daytona State College emphasizes the link between literacy education and disciplinary study. The WAC/WID Program is a partnership among UCF and DSC faculty, administrators, and the DSC-UCF Writing Center whose ultimate goal is to equip students with the literacy aptitude necessary for a world that demands strong communication skills in a range of disciplines, in myriad genres, and for varied audiences.

The WAC/WID Program prepares and supports faculty to teach writing in their disciplines within a framework of best practices in writing studies theory and pedagogy, to expand the writing expectations in their courses. The WAC/WID Professional Development Program is a requisite step for faculty interested in procuring a Writing Fellow to support writing instruction in the classroom.

Participation in WAC/WID is competitive and requires interested faculty to complete an application. Once selected, WAC/WID participants attend an orientation session, read and discuss John Bean’s book, *Engaging Ideas*, contribute to online discussions, and participate in a week-long WAC/WID workshop. Faculty participants apply the strategies they learn through WAC/WID by redesigning an existing course to reflect the WAC/WID pedagogy and present their redesigned courses at the conclusion of the program.

6. **Community of Practice in Teaching and Learning (Faculty Senate)**

Organized through Faculty Senate, the Community of Practice in Teaching and Learning ([https://www.daytonastate.edu/faculty_senate/communityofpractice.html](https://www.daytonastate.edu/faculty_senate/communityofpractice.html)) provides a forum for faculty to collaborate informally in an environment that encourages synergistic idea generation, trust, and knowledge sharing to enhance teaching and learning, faculty development, and a stronger sense of community among faculty.

(a) **Structure**

Through a Community of Practice, faculty members share ideas, best practices, and concerns; discuss topics of common interest; and promote a sense of community. The Community of Practice uses an informal approach of mutual engagement to discuss important issues in an unstructured way. Discussions evolve naturally, encourage exploration and investigation, and do not have rigid structures or timelines. Consequently, faculty work collaboratively to share tacit knowledge, learn from each other, and draw on their diverse experiences and expertise. The methods used by the group include storytelling, observation, and open dialogue, sharing personal experiences and research, and experiential learning exercises. The Community of Practice promotes authentic communication; enables dialog, self-reflection, and mentoring; and helps members improve their skills and expertise in a shared area of interest.

(b) **Selected Topics**

- Interdisciplinary teaching & learning
- Online best practices
- Teaching & technology
- Experiential learning
- Student behavioral and mental health issues
- Student diversity
7. **Professional Development Opportunity Awards**

Launched in fall of 2013 and administered by the Office of Professional Development, the Professional Development Opportunity Awards provide funding of up to $1,000 in support of significant professional development activities that directly support the employee’s contribution at Daytona State College. These awards are intended to support non-compulsory professional development activities that are not funded through other sources.

(a) **Eligibility**

To be eligible to receive a Professional Development Opportunity Award, employees must be regular, full-time, and not currently under a probationary period. Applicants describe the professional development activity for which funding is requested and clearly articulate how participation in this activity will support the college’s mission and the outcomes of the applicant’s respective department. In addition, applicants provide a dissemination plan that clearly describes the strategy for sharing with the larger college community the knowledge gained from participation in the proposed activity. Employees are limited to one PDOA allocation per fiscal year.

(b) **Application Review**

Professional Development Opportunity Awards applications are available online. Once received, applications are reviewed by the Professional Development Committee and scored using the rubric below. Once scored, proposals are ranked and allocated funding as available.

Additional funding might be available within your department. Please check with your chairperson.

8. **New Faculty Orientation**

Newly hired, full-time faculty members are required to attend an orientation that meets periodically throughout the fall semester. The New Faculty Orientation provides a series of informational sessions covering a wide range of topics and introduces new faculty to key faculty members, constituency heads, and administrators to assist with their transition to Daytona State.

9. **Cross Trainings**

Cross Training sessions are provided each Friday morning on a wide variety of topics relevant to the college community. Originally designed to facilitate the exchange of information within the Enrollment Division, these trainings have grown in popularity and are currently offered to all college employees. Cross Training sessions are provided in a face-to-face format and are accessible via Adobe Connect. Previous Cross Training Sessions are archived and available on demand via the Employee Portal.
10. Lunch & Learns/Guest Lectures

Launched in September 2013 and coordinated by the Office of Professional Development, the Lunch & Learn and Guest Lecture series aim to provide the college community with talks on interesting and relevant topics while highlighting the experience and expertise of faculty and staff. Topics change each academic year. Faculty members are encouraged to contribute by hosting a lecture or assisting in designing a series.

11. Critical Thinking Program

This Professional Development program, launched in Spring 2014, offers faculty members the opportunity to work with an interdisciplinary group of colleagues to study critical thinking in more depth, to work with a widely accepted model, and to develop effective teaching strategies and activities that will foster the development of critical and creative thinking skills in their classes. A cohort of ten faculty will be selected to participate in the inaugural class. The Critical Thinking Program aims to help faculty to integrate critical thinking practices more effectively and explicitly in their disciplines.

12. Online Training

The Center for Interactive Media/WDSC-TV15 provides educational technology support to all faculty at no cost. Faculty and staff will be assisted in their pursuit of the latest equipment and applications available for instructional use including computers, web cameras, microphones, cameras, iPods, scanners, interactive white boards and electronic boards, and video editing, etc. A list of workshops available is available at http://online.daytonastate.edu/faculty/.

B. Staff and Program Development (SPD) Funding

The College recognizes the need for faculty members to update job related professional skills through participation in relevant conferences, workshops, seminars, professional meetings and other similar activities. Total SPD funding available is dependent upon funding allocated during the budget cycle each year. Faculty members may request funding to cover related costs including registration fees, transportation costs, per diem expenses and materials. Funding requests should be made to the Department Chair using the Professional Development Opportunity Award Application. Faculty members should demonstrate that funding requested to support such an activity addresses needed job-related skills, and/or will be of benefit to the department, program, division or College in general.

Additionally, the Office of Professional Development routinely administers the Professional Development Opportunity Awards which provide funding of up to $1,000.00 in support of significant professional development activities that directly support the employee’s contribution at Daytona State College and are not funded through other sources.

The Professional Development Opportunity Award Application, scoring rubric, and details can be found on the Professional Development Opportunity Awards can be found on the PDOA webpage: www.daytonastate.edu/professionaldevelopment/awards.html.
VIII. SUPPLEMENTAL INFORMATION

A. Academic Support Services

Numerous academic support services are available to all students. Websites for these services can be accessed at http://www.daytonastate.edu/academics.html under “Student Resources.”

1. Academic Support Center

The primary objective of the Academic Support Center (ASC) is to provide individualized and small-group instructional support to improve the academic performance and retention of students enrolled in Daytona State College courses. In addition to the assistant director, the ASC department includes full-time learning specialists, career employees, and peer tutors who are assisted by College faculty engaged in ASC programs and services. Go to the Academic Support Center website for more information on ASC staff, hours of operation, and workshops and tutoring/supplemental instruction schedules.

Located on all campuses, each Academic Support Center is a computer-based facility designed to supplement classroom teaching and learning. The Centers offer computer-assisted instruction, tutoring, academic coaching, Supplemental Instruction (SI), and other specialized assistance. Instruction and learning assistance are provided to students in an environment where the students, faculty, and ASC staff collaborate for academic success.

(a) Computer-Assisted Instruction

Computer-based instructional programs are available to assist students in English, mathematics, and Spanish. Various online resources, provide immediate feedback, privacy, and self-paced learning. Faculty may schedule classes or refer individual students for assistance with these programs.

(b) Tutoring

Peer tutors provide individual or small group instruction to explain and clarify course information. Faculty members recommend peer tutors; ASC learning specialists and staff train these student employees. Online tutoring and writing services are available in a variety of subjects through both face-to-face and online.

(c) Supplemental Instruction (SI)

Supplemental instruction provides academic support for students enrolled in difficult required courses. Qualified students are trained to deliver SI and work with faculty through a learner-centered approach of peer study and faculty mentoring. An experienced student leads the SI study sessions and uses course material to model positive study and organizational skills to peers.
(d) **Additional ASC Resources and Services**

- Access to Technology such as computers both Mac and Windows, printer, scanner, and specialized software such as Adobe CS6, Raptor, C++, Mini-Tab, and SkillsTutor
- Adaptive technology such as JAWS, ZoomText, Humanware Clearview Mono
- Test Preparation and remediation programs and resources such as ACCESS, PERT preparation, GKT preparation
- Handouts, Textbooks, models, illustrated guides and other online and printed resources
- Equipment such as calculators, headset, projector that are available for checkout
- Meeting rooms and quite study area, some equipped with audio/visual device

(e) **Workshops**

In collaboration with faculty the ASC provides preparatory workshops such Gear-Up prepare students for their upcoming courses, introducing a combination of time management, organization, study, and life skills along with course concepts. Tech-up are Digital Literacy Workshops including training on commonly used college software. All throughout the semester, faculty and staff provides a variety of Life and Study Skills workshops.

(f) **Locations**

**Daytona Beach Campus**
Bldg. 500, Room 124
Bldg. 210, Room 102
(386) 506-3673

**Deland Campus**
Bldg. 6B, Room 217
(386) 785-2087

**Deltona Campus**
Bldg. 1, Rooms 104 & 105
(386) 789-7306

**Flagler/Palm Coast Campus**
Bldg. 2, Room 104
(386) 246-4814

**New Smyrna Beach-Edgewater Campus**
Bldg. 2, Room 104
(386) 423-6329

Maps and building guides are available online at [http://www.daytonastate.edu/maps/index.html](http://www.daytonastate.edu/maps/index.html).

2. **Library Services**

Library Services offers a full range of resources and services designed to meet the information needs of our students, faculty, and staff. The following is an overview of the major resources and services provided. We encourage anyone interested in more detailed information to call us at the numbers listed below, visit our website [http://www.daytonastate.edu/library/](http://www.daytonastate.edu/library/), or stop by the library at either Daytona or Deland campus locations.
(a) Faculty and Staff Services

The Daytona State libraries offer a number of services specifically for faculty and staff including: Information Literacy Instruction for students and Web Research Training for staff, media booking, course reserves, and professional research services. We also encourage input from faculty and staff in areas such as collection development and continuous quality improvement for library services. Below are listed some of the more popular services as well as contact information. For general questions about library resources and services you can always call the Research Assistance Desk at 386-506-3518 or visit Library.

(b) Library and Web Research Classes

Daytona State librarians offer a full range of library and web research classes from developmental level to upper division Bachelor's studies. Classes can be tailored to specific projects or themes. We also provide web research training to staff and can prepare presentations to meet specific departmental needs. Most research classes take approximately 50 minutes. Please book research classes, at least one week in advance by calling the Research Assistance Desk at (386) 506-3518 or e-mailing weeksd@daytonastate.edu. For Deland/Deltona workshops, please call (386) 785-2017.

(c) Circulation Services

For lower division students the circulation period for books is two weeks with one renewal. For upper division students the circulation period is 4 weeks with one renewal. For faculty the loan period is eight weeks with no renewals or they may request a semester loan for certain materials. To borrow materials students must present their current Daytona State student I.D. card. Faculty and staff should present their Daytona State employee card. The fine for overdue materials for students is 25 cents per item per day. Faculty are not charged fines, but they should adhere to the circulation periods outlined above. Outstanding fines can prevent students from registering, getting transcripts, or graduating. Our Interlibrary Loan Service allows students, faculty, and staff to borrow materials from libraries throughout the state and around the country. For more information on circulation or interlibrary loan, please call (386) 506-3521 or visit http://www.daytonastate.edu/library/interlibraryloan.html.

(d) Media Reservations

Faculty and staff may request videos or DVDs to be used in their classrooms or they may put these materials on reserve in the library for use by their students. Videos and DVD holdings can be searched by using the online catalog. Click on Find a Book or E-book on the left hand menu. The catalog also indexes other media and you can limit your search to AV materials. You may use the Media Request Form link located above to reserve materials or call 386-506-3055 for assistance. (For Deland Campus Library call 386-785-2017).
(e) **Course Reserves and Textbooks**

Faculty can place materials on reserve at the Daytona and Deland Campus Libraries. Course reserves and reserve textbooks may be checked out from the Circulation Desk. Reserves may be used in the library and photocopied. **The library does not carry circulating copies of current textbooks. Faculty are encouraged to place HIGH DEMAND text books on reserve for their courses, especially if they are in short supply.** For complete details on placing items on reserve, please call 386.506.3055. (For Deland Campus Library call 386-785-2017). Reserve Form.

(f) **Research Services**

The Librarians at Daytona State are happy to assist you with your research needs in areas such as course and curriculum development, classroom support materials, program accreditation preparation, and grant support research. Please call the Research Assistance Desk at 386-506-3518 or email owensr@daytonastate.edu and let us see what we can do to help you.

(g) **Collection Development**

The library relies heavily upon the subject expertise of our faculty to keep our collections as up-to-date and relevant to your students as possible. We welcome any recommendations for materials, both book and media, to add to our collections. It is also just as important to remove old and outdated materials from our collection and we strongly encourage faculty to "weed" those areas of the collection pertinent to their disciplines. The above link can be used to make recommendations for the collections or you can e-mail recommendations to weeksd@daytonastate.edu or call 386-506-3593 to find out more about how you can keep our resources working for you.

(h) **Continuous Quality Improvement**

The Daytona State Library Services Department believes very strongly in continuous quality improvement and welcomes any suggestions, recommendations, or concerns that will help us improve our services and resources. The Library Advisory Committee is a committee made up of faculty representatives from each department that helps us, do just that. If you would like to become involved with this committee or meet individually with your ideas, we would like to talk to you. Please call Mercedes Clement, Chair of Library at 386-506-3440 or e-mail clemenm@daytonastate.edu.

(i) **Locations**

<table>
<thead>
<tr>
<th>Daytona Beach Campus</th>
<th>DeLand Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bldg. 210</td>
<td>Bldg. 1</td>
</tr>
<tr>
<td>(386) 506-3055</td>
<td>(386) 785-2017</td>
</tr>
</tbody>
</table>

Maps and building guides are available online at [http://www.daytonastate.edu/maps/index.html](http://www.daytonastate.edu/maps/index.html).
3. Writing Center

At the Writing Center, our goal is to help the students, staff, and faculty of Daytona State College and UCF become better writers. The Writing Center’s staff work with all writers at any stage of the writing process for any type of writing. We provide face-to-face or virtual consultations, workshops, collaborative learning spaces, and professional development opportunities. Please call (386) 506-3297 or visit the website www.daytonastate.edu/cwc for more information.

B. Planning Council

1. Purpose and Charge

The Planning Council is an integral part of the institutional effectiveness process at Daytona State College. It provides oversight, guidance and resources for planning, assessment and evaluation activities for both academic and non-academic programs. The Planning Council supports the College’s commitment to establish institutional effectiveness as ongoing and integrated, it reinforces the College’s emphasis on quality programs and services, and it builds a culture of continuous improvement and informed decision-making. It serves as the point of consensus in a participatory process that identifies and analyzes issues of significance to the college community and develops recommended solutions or actions.

2. Membership

The 33 member Planning Council is comprised of the following:

- 16 faculty
- 5 constituent heads (Faculty Senate, Administrative, Professional, Career, SGA)
- 4 administrators
- 4 professional employees
- 4 career service employees

Planning Council members are appointed by the President to serve a two-year term. Faculty members comprise at least half of the Council and provide a diverse representation of schools and campuses. The head of each employee constituent group serves on the Council and the president of the Student Government Association participates as the student representative. Administrators, professional and career employees each have four representatives in addition to their constituent heads. Members may self-nominate or be recommended by the Faculty Senate, another employee constituent group, or the Senior Executive Staff. Members may be re-appointed, but it is expected that there will be opportunities for new appointees each year.

3. Committees

The Planning Council is supported by the work of seven standing committees. Standing committees provide proposals for new initiatives, recommendations for budget allocations, evaluation and assessment reports, and other information that might be useful to the Planning Council for informed decision-making. Co-chairs and members for each committee are appointed annually by the President. Co-chairs and committee members are not members of the Planning Council itself.
Ad hoc committees may be convened to accomplish a specific task or study a specific issue to see what opportunities the College may have to enhance student learning or improve operational effectiveness.

### PLANNING COUNCIL COMMITTEES: PURPOSE AND DESCRIPTION

<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Success</strong></td>
<td>The Academic Success Committee assesses the planning efficacy of academic programs by reviewing their mission, learning outcomes, performance targets and results, and makes recommendations for improvement. Analysis is conducted by faculty teams representing vocational, associate of arts, and baccalaureate programs and is based on planning and assessment reports.</td>
</tr>
<tr>
<td><strong>Administrative Unit Review</strong></td>
<td>The Administrative Unit Review Committee evaluates non-academic planning units by reviewing their strengths and challenges, identifying opportunities and providing recommendations for improvements. Analysis is based on data and information spanning a three-year period.</td>
</tr>
<tr>
<td><strong>Instructional Program Review</strong></td>
<td>The Instructional Program Review Committee evaluates academic programs by reviewing their strengths and challenges, identifying opportunities and providing recommendations for improvements. Analysis is based on data and information spanning a three-year period.</td>
</tr>
<tr>
<td><strong>Operational Effectiveness</strong></td>
<td>The Operational Effectiveness Committee assesses the planning efficacy of non-academic units that provide operational and infrastructure support. The committee reviews the mission, outcomes, strategies and performance targets of each unit and makes recommendations for improvement. Analysis is based on reports submitted as part of the unit planning process.</td>
</tr>
<tr>
<td><strong>Student Success</strong></td>
<td>The Student Success Committee assesses the planning efficacy of non-academic units that provide student development and enrollment support. The committee reviews the mission, outcomes, strategies and performance targets of each unit and makes recommendations for improvement. Analysis is based on reports submitted as part of the unit planning process.</td>
</tr>
<tr>
<td><strong>Strategic Planning</strong></td>
<td>The Strategic Planning Committee facilitates the development, implementation and assessment of the College strategic plan. The committee assists in the identification of strategic initiatives and priorities and reviews outcomes of non-academic units to ensure good strategic alignment. The committee makes recommendations when gaps are identified.</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>The Teaching and Learning Committee reviews and makes recommendations for new programs, program changes or termination of programs. The committee identifies best practices and innovations to enhance the teaching and learning process and makes recommendations regarding policies and procedures that impact students, faculty and academic programs.</td>
</tr>
</tbody>
</table>
4. Outcomes

The Planning Council Committees provide a framework of accountability for the College’s planning, assessment and evaluation processes.

Provide support and guidance for developing and implementing the strategic plan, institutional outcomes (both academic and non-academic), and program/unit assessments and reviews.

Ensure that program and unit activities link to the college mission and strategic plan.

Provide a forum for institution-wide discussion of assessment findings.

Make recommendations for resource allocations to support improvement initiatives.

Provide assessment and evaluation reports to the Planning Council and Senior Executive Staff.

Ensure that achievements, results and use of results are documented and communicated.

Provide a mechanism for assessing the effectiveness of the institutional effectiveness process.

Serve as an opportunity for employee leadership, participation and involvement.

5. Procedure

The Planning Council prepares a master list of recommendations, ranking those with estimated budget impact.

The recommendations are forwarded to the Senior Executive Staff for appropriate action. The Senior Executive Staff may accept (and fund) the recommendations in whole or in part, modify the recommendations or send an issue back to the Planning Council for further work. If funding for approved recommendations is not available, the recommendations can be brought forward the next year for consideration. The Planning Council will report to its members on the status of the previous year’s recommendations.
At the conclusion of each year, the Council evaluates the planning process. Any suggestions for improvements or modifications to the structure or the process are reviewed by the Chair and the Senior Executive Staff for implementation in the coming year.

C. Student Disability Services

The Student Disability Services Office (SDS) provides a variety of academic support services, auxiliary aids, and accommodations for students with disabilities. Auxiliary aids include readers, note takers, scribes and interpreters. In addition, SDS provides an adaptive computer lab, with adaptive software and hardware. In order to receive services, students must voluntarily self-identify with SDS, provide written verification of disability from a qualified medical doctor licensed to make a disability diagnosis and meet with an SDS Advisor to discuss appropriate and reasonable accommodations. Please note that Daytona State College does not test for, or diagnosis, any type of disabilities (including learning disabilities). SDS services may include the following accommodations:

- Assistive Technology Computer Software
- Adaptive Equipment
- Alternative Classroom Testing
- Academic & Career Advising
- Readers, Note Takers & Scribes
- Sign Language Interpreters
- Reduced Distraction Testing Rooms in SDS
- Tape Recorders
- Large Print Material

Students are not required to self-identify with SDS or College staff if they do not request academic support services or accommodations based on a disability. The right to decide whether and when to request accommodations is strictly up to the student. Disability information is confidential and is not subject to the FERPA or the Buckley Amendment, because the federal and state governments consider medical information, not open to the general public and not subject to free access. Daytona State College will not release information such as the services or accommodations provided to students with disabilities unless written authorization are obtained from the student in compliance with federal and state privacy laws. For more information, you may check out the Daytona State College website, and click on Student Disability Services.

Please note that the SDS Office does not provide personal services, such as transportation to and from campus, personal items, personal devices, and/or personal care attendants. The SDS Office is authorized to provide academic support and not social work services. The SDS Office staff may provide information about other available resources within the community.

1. Emergency Procedures

Guidelines for emergency evacuation exist with the Daytona State College Campus Safety office. Faculty are encouraged to assist students with disabilities during emergency situations. However, it is advisable for those students with disabilities to be aware of the college’s emergency procedures and to be aware of emergency evacuation routes. A publication, “Adapting Emergency Procedures on Campus for Individuals with Disabilities” is available in the Campus Safety Office at all campus locations.
2. **SDS Adaptive Computer Lab**

The SDS computer lab offers students an opportunity to use adaptive equipment or computer technology to complete exams or assignments. Additionally, some equipment is also located in the Academic Support Center, Library, and other computer labs throughout the college at all campus locations. The following equipment is available:

- **Open Book” software**: scans printed documents into a computer which can be provided by voice output (JAWS) or enlarged (MAGIC)
- **JAWS Software**: software that when used with a speech synthesizer and screen reader, reads the screen
- **MAGIC**: magnifies type on a computer screen
- **CCTV**: closed circuit television allows those with visual impairments to read newspapers, hand-written documents and books.
- **Electronic Speaking Dictionaries and Portable Tape Players**
- **Assistive Listening Device**: a small device that consists of a transmitter and receiver. This device allows a student who is hard of hearing to wear a receiver, which is connected to a FM transmitter that the instructor wears. This allows for the instructor’s voice to go directly to the student’s hearing aid/device.
- **Dragon Dictate software**: speech input for those students with physical disabilities.
- **Live Scribe Pen**: takes notes and records lectures
- **Handheld Electronic Magnifier Computer Mouse**

3. **Who are Individuals with Disabilities?**

**Legal Reference**: Section 504 of the Rehabilitation Act of 1973, as amended Americans with Disabilities Act (ADA) of 1990, as it relates to Higher Education.

According to Section 504 and the ADA, a person with a disability is anyone with a physical or mental impairment, or who has a documented history of such impairment. The disability must **substantially impair** one or more of a person’s major life activities, for example, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The term "physical or mental impairment" includes, but is not limited to, speech, hearing, visual and mobility impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, AIDS, intellectual disability, psychological and psychiatric disabilities, learning disabilities and Attention Deficit Disorder (ADD/HD). Temporary conditions and impairments are not covered under Section 504 or ADA.

Some individuals may present documentation of a disability or a history of a disability and therefore are entitled to protection from discrimination, yet they may not have any current substantial limitation that requires academic accommodation. For this reason, Student Disability Services will not provide accommodations to all students with a disabling condition or impairment.
4. **Does the ADA Cover Students at Postsecondary Institutions?**

Yes. Postsecondary institutions that receive federal funds already comply with a similar non-discrimination law: Section 504 of the Rehabilitation Act of 1973. The ADA upholds and extends the standards for compliance set forth in Section 504. Colleges are primarily concerned with Title I and Title II. The ADA extended coverage to the employers, public/private institutions and service providers who were not covered under Section 504, because they did not receive Federal revenue sharing or federal financial assistance funds.

5. **What are Reasonable Accommodations and Equal Access to Education?**

According to Section 504 of the Rehabilitation Act, as it relates to higher education, reasonable accommodations are guaranteed for “otherwise qualified” students with documented disabilities that have a **substantial limitation to a major life function**. The purpose of accommodations is to provide equal access to educational opportunities. Daytona State College does not guarantee equal results or success. To be “otherwise qualified”, students must be able to meet the academic and technical standards of the institution, either with, or without an accommodation.

Examples of reasonable accommodations for college students are readers, test accommodations, use of adaptive technology, note takers, tape recorded lectures, copies of class notes or power point presentations, sign language interpreters, scribes, extended testing times, use of adaptive equipment, reduced distraction testing room.

6. **Policy and Procedures for Requesting Accommodations**

1. Students with disabilities who request accommodations or services must provide written verification of their disability from a qualified licensed medical professional.
2. Students who requests accommodations or services are required to meet with a Student Disability Services Advisor each semester to discuss requested accommodations.
3. The SDS Advisor will meet with the student and determine the appropriate reasonable accommodations on a case-by-case basis each semester.
4. The SDS Advisor will also request that Faculty respond to confidential progress reports and meeting requests to help monitor students’ academic progress and offer appropriate intervention if necessary.

(a) **Presenting the Accommodation Letter to Faculty**

Each semester, the SDS Advisor prepares a confidential accommodation letter for each student receiving services from SDS. Students are responsible for initiating a request for services each semester by contacting the SDS Office. After meeting with the SDS Advisor, the student is responsible for presenting the letter to each instructor for his/her classes for their review and signature. This review should be conducted during a private meeting or appropriate private setting. Once signed by the instructor, the student is required to return the letter to their SDS Advisor. The confidential letter may be e-mailed if the student is taking online courses. A copy of the letter is maintained and filed in the SDS office. Some academic departments require that a copy of
the accommodation letter is sent to the Program Chair. Please check with your department for specific instructions. Please note that Faculty should discuss any questions or concerns regarding specific accommodations with the SDS Advisor or SDS Director.

Faculty are strongly advised not to provide accommodations until a student presents an accommodations letter from the SDS Office. Faculty members should be aware that if they provide accommodations to students who do not have a letter or written verification from the SDS office, the student would have neither official history nor legal protection as a person with a disability. Furthermore, there is a possible institutional and individual faculty liability when providing non-authorized accommodations, or for failing to provide authorized accommodations. Faculty may contact the Office of Diversity & Inclusion for more information regarding the legal requirements and college compliance.

(b) Tips to Understanding Accommodations

(1) Note Takers

The Note Taker’s job is to attend class and take legible notes for assigned students. Note-takers are employed by and assigned to students by the SDS Office. In some cases, the note taker may also serve as a scribe for in-class quizzes. Due to possible conflicts of interest, note takers may not proctor or administer tests. The SDS Office may also select student employees who are also enrolled in the same class as the student. If a note taker cannot be located, SDS Advisor will ask the instructor to announce the need or recommend a student in the class who may agree to serve as a note taker.

Because of confidentiality mandates regarding student disability status, Faculty should not openly identify the disabled student needing a note taker. The SDS office may provide carbon less paper and/or a portable laptop computer for note takers. Both the student and note taker should attend class on a regular basis.

Note takers and readers are not advocates for students; they serve only as auxiliary assistants. Unless a note taker is approved by the SDS Office to take notes during a meeting, they should not accompany students to individual meetings with faculty.

(2) Tape Recording Lectures

Some students may not need an in-class note taker, yet due to their disability they may also need to tape class lectures. If so, it will be indicated on the confidential accommodation letter from SDS. Depending on the nature of the student’s disability, the SDS Office may approve students to tape lectures.

(3) Readers, Scribes & Tape Recorded Exams

The SDS Office may identify and authorize other student employees to serve as readers and scribes for students with visual, physical, or learning disabilities. Students, who are able to use technology, either low or high, will be encouraged to use it rather than a “live reader.” Students may have access to a reader for exams that cannot be made accessible, for example, math exams, or exams with graphs or charts that JAWS or Open Book software cannot accurately read.
Some students with learning or visual impairments who have a taped exam may also have a hard copy of the test. If needed, the SDS Office may provide a Scribe to mark exam answer sheets. However, other options may be available, such as taping responses, taking the exam on the computer, etc.

Alternative means of providing access may include:
- CCTV (closed circuit TV)
- JAWS software (speech output)
- MAGIC software (enlargement software)

7. Testing

(a) Alternative Testing Site/Accommodations in the SDS Office
Unless another option is authorized by the instructor, students must take the exam the same day and time that it is administered to the class. The SDS Office on the Daytona Campus has reduced distraction testing rooms available to students by appointment on a first come first serve basis. Students who need to use adaptive equipment or need extended time for exams must make testing arrangements with their instructors prior to scheduling the testing rooms.

(b) SDS Test Administration Procedure

1. In order for the SDS staff to administer exams, an instructor testing form must be attached to all exams. In an effort to maintain integrity of all exams, exams without instructor forms will not be accepted by the SDS Office staff.
2. The information required for each exam is: the student’s name, instructor name, course section, date to administer the exam, time allowed, authorized adaptive/assistive equipment and any other special instructions.
3. Exams must be delivered by Faculty or their designee to the SDS office in advance of the test day. All exams delivered to the SDS Office will be maintained in a secured file cabinet.
4. Faculty must deliver and pick up their exams or authorize their department designee or Department Chair to act on their behalf. It is important to note that the student taking the exam should not have access to the exam or should not be given the exam to deliver or pick up from the SDS Office.

(c) Other Accommodations for Exams

(1) Extended test time

Extended time allows students an opportunity to demonstrate their knowledge, and to minimize the impact of the limitations of their disability. Usually time and one-half or double time is sufficient. Please contact the SDS Advisor regarding special time extended requests.
(2) **Talking Calculators & Dictionaries**

These devices allow students with visual or reading disabilities access to calculators or to electronic dictionaries. Not everyone with a learning disability is entitled to use a speller or dictionary. The confidential accommodation letter will outline whether the student is eligible to receive this accommodation.

(3) **Moving a class to an accessible location**

All College classrooms and labs must be accessible for students with disabilities. If you are holding a class or lab in an inaccessible location, and you have a student with a physical disability enrolled in your class, then you will need to contact your Department Chair to move the class to an accessible appropriate location. Be aware that some students with visual impairments may need to use adaptive equipment or service animals. Field trips and off-campus activities should be planned with accessibility for all students in mind.

8. **Accommodations**

(a) **Students who are Deaf or Hard of Hearing**

Students who are deaf or hard of hearing may have language-based deficiencies, such as poor vocabulary and spelling, poor syntax, and difficulty understanding abstract concepts. Some students may wear a hearing aid or assistive listening devices. Hearing aids amplify all sounds, therefore, those with hearing aids may not hear sounds the same way that others do. Students who use hearing aids also usually rely on lip-reading, although even highly skilled lip-readers can at best only comprehend approximately 50% of what is said.

Deaf students may be authorized by the SDS Office to use a Sign Language Interpreter. Interpreters are employed by the SDS Office and are assigned to students to attend classes. The Interpreter should be located in the front of the class near the student and the Instructor so the deaf student can watch both the Instructor and Interpreter. Interpreters who are certified follow a strict Code of Ethics that is established by the **Registry of Interpreters for the Deaf**. Interpreters transliterate everything that is being said and are there to facilitate communication. Instructors should speak directly to the student, not to the Interpreter.

Some students who are deaf or hearing-impaired can speak, and others rely on sign language only as the primary method of communication. Writing notes is an acceptable means of communication with a deaf student if an Interpreter is not present.

Classroom Accommodation Suggestions for Deaf Students:

- Front row seating for the student and Interpreter.
- Instructor should face the class during lectures.
- Do not block the view of the sign language interpreter.
- Be mindful that there is a “lag time” between the transliterations of speech to sign language.
- Repeat specific questions that are asked by the class.
- Written or computer based assignments are very helpful when possible.
- Write technical or unfamiliar vocabulary on the board or show on an overhead.
- Video tapes used in class must be closed captioned or transcript available.
- Allow an Interpreter to be used to assist deaf students for exams when possible.
- Speak clearly and distinctly but do not shout.
- Keep your hands or other items from the view of your mouth
- Be aware of appropriate lighting and/or shadows in the classroom

(b) Students with Learning Disabilities

A Learning Disability is a disorder that affects the manner in which students who take in, express, retain, understand, or use concepts. It is a disorder of the central nervous system. Learning disabilities are often inconsistent. It may cause difficulty one day, but not the next. Students may have difficulty in elementary school, and yet excel in high school, and then have difficulty again in college. Students may only have difficulty in one area, such as language or math. Some students are only first identified as having a learning disability during college or postgraduate work.

A learning disorder may manifest in one or more of the following areas:
- Reasoning Ability
- Written Language
- Oral expression
- Reading
- Mathematics
- Calculation
- Integrating Information
- Attention
- Visual Perceptual
- Processing Information Memory
- Retention Communication
- Spelling
- Social Competence
- Emotional Maturity

A Learning Disability is NOT:
- Due to emotional reasons
- Due to lack of adequate education
- Due to mental illness
- Due to environmental conditions

Classroom Accommodation Suggestions for Students with Learning Disabilities:
- Use multi-media and power point presentations when possible.
- Provide a chapter and lecture outline to the student when possible
- Note takers and tape recording of lectures may be helpful when possible
- Extended time is usually very helpful for exams.
- Oral or tape recorded exams may be needed.
- Some students are not able to use scantrons, allow them to mark on the exam.
- A quiet private testing location is helpful for some students
- Some students may need an early critique of a class project or written assignment.
- Make your class syllabus available on the first day of class or online when possible.
(c) Students with Mobility Disabilities

Students may have a variety of conditions that impair their physical mobility. These disabilities could be the result of an accident, illness, injury, or congenital in nature. They may include conditions such as spinal cord injury, Spina Bifida, muscular dystrophy, amputation, cystic fibrosis, cardiac conditions, cerebral palsy, later stages of AIDS, stroke, polio or post-polio syndrome, and traumatic brain (head) injury. Some students may need early access to the classroom and others may need allowance for front row seating, special chairs or adjustable desks.

Classroom Accommodation Suggestions for Students with Mobility Disabilities:

- Allow some flexibility if students arrive late to class occasionally.
- It may also be helpful for students to schedule classes that are physically close together on campus.
- Some students may need a note taker, scribe or lab partner to assist them with assignments, experiments or required activities conducted in the class.
- Extra time may be needed for writing assignments, in-class assignments and exams.

If you encounter a student with mobility impairment, simply privately offer your assistance but do not insist.

If you encounter a student with a prosthetic arm, leg or hand, and you wish to give him/her something, offer it in a normal fashion and ask if you can be of assistance.

(d) Students with Psychological Disabilities

Mental illness is a widespread and debilitating disorder that affects more than 41 million people in the United States, according to the American Council on Education. Mental illness is an “invisible disease,” in which the patients themselves may be blamed for their illness and therefore ostracized from the mainstream of life. Many people can recover, and with medication, live fully functioning lives.

The term, “psychological disabilities” covers a range of conditions and may include mood disorders, such as depression, dysthymia, major depression, bi-polar disorders, and ADHD. Anxiety disorders include panic disorders, generalized anxiety disorder, obsessive-compulsive disorder and post-traumatic stress disorder. Schizophrenia and schizoaffective disorders are types of psychotic disorders.

The greatest problem may be the stigma or misconceptions about the disorder. However, most students with a psychological disorder are not disruptive. Because of the student’s perceived vulnerability, staff or faculty may have difficulty asking the student to set limits of acceptable behavior. While students are entitled to academic accommodations and support, this does not release them from the responsibility of having to meet college standards and policies for acceptable behavior.

If you experience classroom behavioral problems that are a concern when teaching or interacting with students, then consider the following questions: “How would I resolve this problem if the student did not have a disability? “Is the student exhibiting behaviors that would be a violation of the Student Code of Conduct as outlined in the most recent Student Handbook?”
You may refer students to the Student Disability Advisor if you have concerns about their psychological well-being. You may also refer students to the Campus Safety Office if you perceive them to be a threat to yourself or others.

Classroom Accommodation Suggestions for Students with Psychological Disabilities:
- A note taker or taping lectures may be needed.
- A quiet private place to take exams may be needed and very helpful.
- Students taking certain medication may need to bring a beverage and small snack to class.
- Classroom instructions may need to be in written form or verbally repeated.
- Consider allowing alternate or make-up exams when possible.
- Consider setting specific limits and describe your expectations for acceptable classroom behavior in your course syllabus.

(e) Students with Visual Disabilities

There are many types of visual impairments that individuals may have. A person is considered legally blind if his/her vision cannot be corrected to better than 20/200, or when vision is limited to a narrow field of less than 20 degrees. To have a visual impairment, one must have vision in one eye that cannot be corrected to more than 20/70, or have a progressive loss of vision, or not have any peripheral vision.

The student may appear to get around well without assistance, yet that does not mean he/she does not need classroom accommodations. It is estimated that approximately 80% of legally blind individuals may have some useful vision or light perception. Only a small percentage of blind students read Braille, as some individuals lost their vision at later ages, or due to diabetes leading to poor circulation has reduced sensation in the fingertips. Braille books are often difficult to find, create storage problems and are not very convenient for some students. Most students rely on taped books or e-text books.

Classroom Accommodation Suggestions for Students with Visual Disabilities:
- Provide reading lists and/or course information online when possible.
- Provide handouts, exams and power point presentations on disk and large print.
- Reduce classroom noise and face the class when speaking to enhance hearing and use specific terms such as turn north, south, etc.
- Students may need front row seating, a scribe and/or lab partner to assist them in classes.
- Consider offering alternative assignments that do not involve visual ability when possible.
- Use specific terms and descriptions of information and avoid using abbreviations.
- Allow the use of guide dogs and service animals that may be needed to assist the student. A guide dog is an authorized working animal specially trained to assist students in a public environment. Please avoid touching or petting the dog unless the student gives permission.

9. FAQ – Students with Disabilities

Do I have the right to know what type of disability a student has when they ask for an accommodation?

No. From a legal standpoint, you are only required to know the appropriate accommodations arranged with the SDS Office. Students may volunteer to inform you of their disability but to inquire is inappropriate. The confidential accommodation letter will outline the services that the student is eligible to receive. For example,
you should know that a student may need special classroom arrangements and/or allowed to use adaptive technology. Faculty is not privileged to know, without the student’s written consent, how the student became disabled and the exact diagnosis. Please do not ask students to share information about their disability.

Can I disagree with the academic accommodations that are requested?

Yes. There may be situations when you disagree or have questions or concerns about the appropriateness of an accommodation that is requested. Please contact the SDS Office and discuss the accommodation with the SDS Advisor. Faculty members may not ban tape recorders, interpreters, or auxiliary aids as accommodations for students with documented disabilities. Faculty may not grade a student’s assignments or exams differently as a result of an accommodation, if there is a specific problem with a note taker, reader, scribe, interpreter, or testing arrangement, please contact the SDS office for assistance.

Am I required to provide accommodations to a student who does not present a letter from the SDS Office?

No. Faculty is not required to provide certain accommodations to students who do not present a confidential letter from the SDS Office. It is not appropriate for faculty to list a statement on their course syllabus inviting students with disabilities to self-identify and to make arrangements to meet with them confidentially during their designated office hours to discuss their disability. If a student is having difficulty in class and has not self-identified a disability, then it is helpful to inform him/her of the college resources such as, Academic Support Center, Writing Center and/or Student Disability Services, etc. Faculty may suggest but may not require students to seek support services, nor can faculty ask students if they have a disability.

Do I need to make allowances for extended time on assignments and exams? How much time is appropriate?

Yes. Extended time means that a student is allowed additional time to complete an exam or assignment without being academically penalized or having points deducted. The student should request this accommodation in advance with the SDS Advisor, and faculty should discuss and agree on the amount of reasonable time needed to complete the exam or assignment. Instructors should consider that the extra time being requested is not an excuse but is to minimize the impact of the disability. Instructors may call the SDS Advisor for assistance.

Communication Suggestions

Students with disabilities are not “different” from any other student; they are just people who happen to have a disability.

- Whenever possible, it is recommended that faculty communicate by speaking directly to the student or the SDS Advisor and not to their companion or parent.
- Do not shout. Talk to the student using “Person first language”
- Remember, it is not appropriate to ask a student how he/she became disabled. In some cases, the student may choose to share that confidential information voluntarily.
<table>
<thead>
<tr>
<th>Appropriate to Say</th>
<th>Not Appropriate to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with disability</td>
<td>Handicapped or Retardation</td>
</tr>
<tr>
<td>Person who is deaf or hard of hearing</td>
<td>Deaf Mute or Dumb</td>
</tr>
<tr>
<td>Person who has a learning disability</td>
<td>Abnormal or Uneducated</td>
</tr>
<tr>
<td>Person who uses a wheelchair</td>
<td>Confined or wheelchair bound</td>
</tr>
<tr>
<td>Person who has a mobility disability</td>
<td>Lame or crippled</td>
</tr>
</tbody>
</table>

10. Rights and Responsibilities for Accommodating Students with Disabilities

(a) Student Disability Service Office & College Responsibilities

- To respond to disabled students requests for reasonable accommodations
- To provide information to interested students about the College services available
- To advised college staff of architectural and structural barriers that restrict access
- To provide equal access to college program and activities
- To maintain compliance with federal and state ADA regulations
- To publish an internal grievance procedure and college policies
- To determine on an individual case-by-case basis, appropriate and reasonable accommodations for students with documented disabilities
- To provide auxiliary learning aides for those disabled students who require them
- To serve as a liaison and advocate between faculty and students, when necessary
- To assist students to become independent and self sufficient
- To offer adaptive equipment that allows a student to participate in college programs
- To assist students with achieving their academic and career goals

(b) Faculty Responsibilities

- To provide and allow reasonable accommodations for students with disabilities
- To discuss accommodations questions, problems and concerns with the SDS Office staff
- To speak directly with the SDS Advisor about specific accommodations concerns
- To maintain student confidentiality and privacy at all times
- To respond to SDS Office student progress reports and office meeting requests in a timely manner
- To assist the SDS staff in locating potential note takers, readers or scribes by making class announcements or direct interested students to the SDS office
- To comply with the SDS Office testing procedures and deliver and pick-up exams to the SDS Office in a timely manner

(c) Faculty Rights

- Faculty have the right to identify and establish the skills, abilities and knowledge necessary for success in their course, classroom or lab.
- Faculty have the right to evaluate students based on established course objectives and expectations as outlined in their course syllabus
- Faculty have the right to maintain an academic setting that does not obstruct their ability to teach or the ability of students to learn
(d) **Student Rights**

- Students have the right to equal opportunity/access to college programs and services
- Students have the right to request or decline reasonable accommodations
- Students have the right to decline to self-identify a disability
- Students have the right to file a grievance about faculty with college officials
- Students have the right to be treated as other students without regard to their disability
- Students have the right to expect that their accommodations remain confidential

(e) **Student Responsibilities**

- To provide requested documentation of a disability to the SDS Advisor prior to receiving accommodations
- To meet with an SDS Advisor each semester to arrange accommodations prior to attending classes
- To hand deliver and present confidential accommodation letters directly to faculty in a confidential setting
- To take personal responsibility for learning the course material and communicating with faculty and the SDS Advisor about any problems regarding accommodations
- To communicate directly with faculty and the SDS Advisor about alternative testing arrangements prior to taking exams in the SDS Office

D. **Faculty Senate**

1. **Mission**

The mission of the Faculty Senate is to provide Daytona State College faculty with leadership, to monitor and champion faculty interests, to promote and guarantee an environment of open exchange of ideas and intellectual resources, and to provide a forum in which faculty have opportunities to discuss their academic profession and the community in which they work. Faculty Senate fulfills its mission by accomplishing the following goals: (A) To represent faculty related to faculty development, welfare, and morale, and (B) To study, discuss, and recommend institutional objectives, policies, and procedures.

The names of the current Faculty Senate officers can be found by visiting our Web Site at: http://www.daytonastate.edu/faculty_senate/officers.html.

2. **Bylaws**

**ARTICLE I: Name**

The name of this organization shall be the Daytona State College Faculty Senate.

**ARTICLE II: Mission and Goals**

The mission of the Faculty Senate is to provide Daytona State College Faculty with leadership to:

- Monitor and champion faculty interests
• Promote an environment of open exchange of ideas and intellectual resources
• Provide a forum in which faculty have opportunities to discuss their academic profession and the community in which they work.

Faculty Senate fulfills its mission by accomplishing the following goals:
• To represent faculty related to faculty development, welfare and morale
• To study, discuss, and recommend institutional objectives, policies, and procedures.

ARTICLE III: Membership

Section A – The Senate
The Faculty Senate shall be composed of a President and Vice President elected by popular vote of all full-time faculty members and one (1) senator and one (1) senator alternate elected from within each School (Department) or another designated group as listed below. Schools with over 30 full-time faculty members will elect an additional senator and senator alternate.

• A Senator Representing Each School
• A Senator Representing Librarians, Counselors, and other faculty not included above.
• A Senator Representing Deland Campus
• A Senator Representing Flagler Campus
• A Senator Representing New Smyrna Campus
• A Senator Representing Deltona Campus
• A Senator Representing Advanced Technology College

Section B – Qualifications for Senators
All Daytona State College full-time faculty members on continuing contract are eligible to run for President or Vice President of the Faculty Senate or for a senate seat as a representative of their School or for a senate seat for another designated group as appropriate.

Section C – Terms of Office
The President, Vice President and all senators will serve two (2) year terms. The terms for senators will be staggered so that a portion of the Faculty Senate will be elected each year. Terms will begin August 1. The President, Vice President and all senators may be elected to two (2) consecutive terms but then must wait one (1) full academic year before running for a senate position.

Section D – Duties of Senators
All senators shall:
• Attend all Faculty Senate Meetings
• Serve as an advocate for the faculty he or she is representing.
• Communicate with the faculty he or she is representing.
• Perform as liaison to Faculty Senate Committees as appointed.
• Perform other Faculty Senate duties as required.
• Notify the designated alternate when the elected senator cannot attend a meeting.

Section E – Duties of Senator Alternates
All senator alternates shall:
• Attend Faculty Senate meetings when elected senator cannot attend
• Communicate with elected senator
• Perform duties of senator as required in senator’s absence.

Section F – Faculty At Large
All full-time faculty members are considered non-voting members in the Faculty Senate except for referendum issues which may be brought forward by the Faculty Senate for faculty-wide vote. All faculty members, including adjuncts, may attend any Faculty Senate meeting and submit meeting topics, in writing, to the President of the Faculty Senate for consideration as agenda items.

Section G – Dues.
Voluntary dues of $10 per annum will be collected from each faculty member during the fall term.

ARTICLE IV: Officers

Section A – Officers
The elected officers of the Faculty Senate shall be a President and a Vice President, elected by the faculty at large. The President of the Faculty Senate shall nominate the ex-officio officers: Secretary, Treasurer, Parliamentarian and Historian subject to Senate confirmation.

Section B – Duties of Officers

The President shall:
• Preside at the Faculty Senate Meetings.
• Serve as an advocate for faculty at the direction of the Senate.
• Serve as a member of the President’s Cabinet.
• Serve as a representative to the Planning Council.
• Appoint Senators as Faculty Senate Committee liaisons.
• Appoint faculty for service on college-wide committees as requested.
• Mediate in faculty disputes when appropriate.
• Announce Faculty Senate Award recipients during the Fall Planning meeting.
• Prepare the agenda for each Faculty Senate meeting
• Submit a year-end report to the Faculty at Large.
• Prepare a list of meeting dates to be approved by the Faculty Senate and call special meetings as required.
• Assist with the transition of newly elected President and Vice President at the end of his/her term.
• Vote only in the event of a tied vote.

The Vice-President shall:
• Act in the President’s absence.
• Assist the President in all his/her duties.
• Record attendance for all meetings
• Provide attendance records to the Secretary for inclusion in the minutes.
• Assist the Faculty Senate Nominating, Elections and Awards Committee Chair
• Vote as a Senator-at-large.
The Secretary shall:
- Be present at all Faculty Senate meetings and record the minutes which shall include a record of attendance and of all votes by senators.
- Distribute within seven working days the minutes of all Faculty Senate meetings to all faculty members.
- Distribute an Agenda which will include faculty items of business to be discussed at the next Faculty Senate meeting.
- Notify faculty of times and dates of scheduled and special meetings.
- Assist the President and the Vice-President in any clerical work needed.

The Treasurer shall:
- Maintain the Faculty Senate Treasury.
- Collect and deposit dues to the Faculty Senate account.
- Safeguard and distribute Faculty Senate funds as authorized by the Faculty Senate.
- Present a financial report at each regular meeting.

The Parliamentarian shall:
- Be present at all Faculty Senate meetings and shall advise members on the application of "Robert's Rules of Order" which are not in conflict with Florida Sunshine Laws.
- Act as teller for all votes.
- Advise members on the application of the Faculty Senate Bylaws.

The Historian shall:
- Maintain the Faculty Senate historical file in a manner accessible to all faculty members.
- Maintain and update the Faculty Senate website(s) to include minutes of all Faculty Senate meetings and all supporting documentation.

Article V: Schedule for Elections

Section A – President and Vice President
1. In September, the Senate shall appoint a Nominating, Elections and Awards Committee to conduct and supervise elections. No member of the Nominating, Elections and Awards Committee shall be a candidate for election.
2. In October, the Nominating, Elections and Awards Committee shall send notices to the faculty to inform them of the upcoming election and to request nominees.
3. In January, upon receiving the nominations, the Nominating, Elections and Awards Committee shall present a slate of candidates to the Faculty Senate, and shall compile a professional profile and statement of intent from each candidate to be distributed to the faculty.
4. No later than March 1, the election ballots shall be distributed to the faculty.
5. No later than March 31, election ballots shall be returned. The ballots shall be counted by the Senate Nominating, Elections and Awards Committee and the results communicated to the faculty of Daytona State either through the minutes or by special memo.
6. The election shall be determined by simple majority (more than 50%). If no candidate receives a simple majority, a run-off will be conducted between the top two candidates and shall be completed by April 15.
Section B – Senators
1. By September, the Faculty Senate Nominating Committee will determine which schools are eligible for an additional Senator and notify each school.
2. In September, each group eligible for a Senator will form a nominating committee to conduct and supervise the election of their Senator(s). No member of the nominating committee shall be a candidate for election.
3. In October, the nominating committee shall send notices to the faculty to inform them of the upcoming election and to request nominees.
4. In January, upon receiving the nominations, the nominating committee shall present a slate of candidates to the School or group.
5. No later than March 1, the election ballots shall be distributed to the faculty.
6. No later than March 31, election ballots shall be returned. The ballots shall be counted by the School/Group nominating committee and the results communicated to the faculty of Daytona State either through the Faculty Senate minutes or by special memo.
7. The election shall be determined by simple majority (more than 50%). If no candidate receives a simple majority, a run-off will be conducted between the top two candidates and shall be completed by April 15.
8. When a group has two senators to elect, the two candidates receiving the most votes will be elected as senators.

Section C – Selection of Alternates
The first runner-up in any election for a single senator shall be the designated alternate for that school or group. When a group has two senators to elect, the candidates with the third and fourth highest vote totals will be the designated alternates. The alternate will have the proxy vote for that senator in the event that the elected senator cannot attend the scheduled or called meeting.

Section D – Vacancy
If the office of the President becomes vacant, the Vice President will become President for the remainder of the unexpired term. If the office of the Vice President becomes vacant, the Senate will appoint a replacement for the remainder of the unexpired term. The President will fill other officer vacancies through appointment. If a senate seat becomes vacant, the alternate will become senator until the next election cycle. In the event that there is no alternate, the school or group will hold a special election to designate a replacement senator.

ARTICLE VI: Impeachment
A Senator’s seat missing two (2) meetings during an academic year will be automatically subjected to impeachment proceedings. The Vice-President will be responsible for notifying the school/group affected and will report results to the Senate.

An absence is defined as the group represented by a senator having no senator or alternate attending the meeting.

ARTICLE VII: Appointed Committees of the Faculty Senate

Section A – Standing and Ad Hoc Committees.
All Standing Committees shall be appointed annually in September by the Faculty Senate President. They shall include a Nominating, Elections and Awards Committee, a Bylaws Committee, and a Teaching and Learning
Committee. Ad Hoc Committees may be established by the Senate as needed. Each Faculty Senate Committee will have a liaison senator appointed by the President and confirmed by the Senate.

**Section B – Role of Committees**
The role of all Faculty Senate Committees shall be to work on behalf of the Faculty and at the direction of the Faculty Senate. The committee will research issues proposed at Faculty Senate meetings and submit all proposals to the Senate for approval. Committees shall not be authorized to negotiate directly with administration and the administration is advised that any drafts originating at the committee level may not carry a faculty mandate.

1. The Nominating, Elections and Awards Committee shall:
   a. Solicit nominations for Faculty Senate elected officers, elected committee members and Faculty Senate Awards.
   b. Conduct elections for President, Vice President, elected committee members and Faculty Senate Awards.
   c. Conduct faculty-wide referendum votes.

2. The Bylaws Committee shall:
   a. Meet at least once a year to review and revise bylaws.
   b. Meet additionally as directed by the Faculty Senate to revise bylaws.

3. The Teaching and Learning Committee shall:
   a. Meet at least once each Fall and Spring term, and additionally as required, to address issues related to teaching and learning as requested by the Faculty Senate.
   b. Work with existing college-wide committees to identify and address teaching and learning issues that pertain directly to faculty.
   c. Guide and support the Teaching and Learning Community of Practice.

**Section C – Operating Procedures**

1. **Committee Chairs**
   The Faculty Senate President nominates each committee chairperson subject to confirmation by the Senate. Committees may be chaired by faculty other than senators.

2. **Duties**
   Each committee shall prepare a plan of action for the new year. The chairperson of each committee shall present a written annual report to the Faculty Senate summarizing the results of the committee’s work. Progress reports and recommendations or action shall be e-mailed to the Faculty Senate President at least four (4) working days before each Faculty Senate meeting.

**ARTICLE VIII: Elected Committees of the Faculty Senate**

**Section A – College Wide Promotion and Continuing Contract Committee**

1. **Representatives**
   Promotion and Continuing Contract Committee Faculty Representatives shall be elected by September 30 of each year. Candidates must be continuing contract faculty members. Faculty Representatives are not eligible to serve if they are applying for promotion or continuing contract during their elected term.

2. **Term of Office**
   Representatives shall serve for twenty-four months, beginning in October following their election.
3. Succession
Representatives may serve no more than two consecutive terms. In case of a vacancy the Nominating, Elections and Awards Committee shall solicit nominations from the faculty of the appropriate area. The slate will be voted on by secret ballot at the next regular meeting, by mail or electronically, and the person newly elected shall serve the remaining term.

ARTICLE IX: Awards

Section A – Award Designations
The following awards will be presented annually to a full-time faculty member:
- Dr. James R. Johnson Award for Teaching Excellence
- The Dr. John J. Guthrie, Jr. Award for Research and Professional Development
- Les Simons Award for Student Advocacy and Support
- Faculty Advocacy Award
The following award will be presented annually to an adjunct faculty member:
- Outstanding Adjunct Faculty
The following award will be presented annually to a college employee who is not a full-time faculty member:
- Instructional Support and Encouragement
The following award will be presented annually to a full-time faculty member or faculty committee that demonstrates exceptional service and outreach to the local community:
- Community Service and Outreach Award

Section B – Selection of Recipients
The Nominating, Elections and Awards Committee will seek nominations for award recipients during the Spring term. Award recipients will be selected through a faculty-wide vote that will be completed on or before the last faculty duty day of the Spring term.

ARTICLE X: Meetings

Section A – Schedule
A calendar of Faculty Senate Meetings shall be determined no later than the first meeting during the August planning session. The day and time of regular meetings of the Faculty Senate shall be decided by the Senate. Meetings will be scheduled not less than once a month during fall and spring semesters.

Section B – Called Meetings
A special meeting may be called by the Faculty Senate President or by the Vice-President, as long as all faculty members are notified in writing/email at least one week before a called meeting. Upon written request of a majority of the senators, a special meeting may be called, as long as all faculty members are notified in writing at least one week before a called meeting.

Section C – Agenda
Meeting agendas should conform to the following format:
1. Call to Order
2. Roll Call
3. Public Comments (3-minute limit per speaker)
4. Approval of Minutes
5. Guest Speakers
6. Treasurer’s Report
7. Unfinished Business Arising from Previous Meeting
8. Reports of Standing Committees
9. Reports of Ad Hoc Committees
10. Report by Faculty Senate President
11. Other reports
12. New Business
13. Updates and Announcements
14. Adjournment

The meeting agenda may be reordered by a majority vote of senators.

**ARTICLE XI: Quorum and Voting**

**Section A – Quorum**
Each senator (or the acting alternates) shall have one vote. A quorum shall be a simple majority (more than 50%) of the elected senators (or acting alternates).

**Section B – Vote**
A simple majority vote of the elected senators (or acting alternates) shall constitute a majority.

**Section C – Member's Vote**
Each senator (or the acting alternates) shall have one vote.

**Section D – Referendum Vote**
A referendum vote is a vote open to all full-time faculty members. A faculty-wide referendum vote may be requested by any senator and must be approved by at least two-thirds of the elected senators (or acting alternates). Referendum votes will be determined by a simple majority of those voting.

**ARTICLE XII: Parliamentary Authority**

**Section A - Authority**
“Robert’s Rules of Order” (current edition) shall govern the Faculty Senate in all instances in which they are applicable, except when they are inconsistent with these bylaws or with the policies and procedures of the College, the Board of Trustees, or the State of Florida. Special rules of order may be adopted by the Faculty Senate. Outside the nine month contract period, adherence to these bylaws, to “Robert’s Rules of Order”, and additionally adopted rules will be handled by cabinet.

**Section B – Cabinet**
The cabinet will consist of the president, vice-president, and two senators. The two senators must be from different schools and shall be confirmed by the senate prior to the end of the nine month contract period. This body must approve, by vote of three, any summer action which would substantively alter the rules, policies, or procedures of this body or of the College. These decisions will be placed for a vote before the Faculty Senate at the first regular faculty senate meeting in New Business for confirmation or rejection, but hold the weight of passage until that time.
ARTICLE XIII: Bylaws

Section A – Amendment
The Bylaws may be amended by a referendum vote of full-time faculty by two-thirds vote of those voting, provided that the amendment has been submitted previously to all full-time faculty members thirty days before the vote. Minor revisions may be approved by a two-thirds vote of the elected senators (or acting alternates).

Section B – Definition of Major and Minor Revisions
Any change to the bylaws that affects the operation or structure of Faculty Senate will be considered a major revision. Any other change will be considered a minor revision.

Section C – Review
The Bylaws may be reviewed annually by the Faculty Senate.

Section D – Effective Date of Revisions
These bylaws shall be effective immediately upon approval and shall supersede all prior bylaws. Future major revisions shall be effective August 1 after approval and shall supersede all prior bylaws. Minor revisions shall be effective immediately upon approval.

E. Satisfactory Academic Progress

Effective: July 1, 2015

The college graduation requirement states a student must have earned 2.0 cumulative GPA and a 2.0 GPA for Daytona State College classes. Therefore, students have this minimum GPA requirement as a goal throughout their enrollment, and the plan outlined below outlines the process for informing, advising, and counseling students who fall below this minimum threshold.

For the Satisfactory Academic Progress policy described below, the term “cumulative GPA” is defined to mean either the cumulative GPA or the Daytona State College GPA, because both must be met to meet the graduation criteria.

1. Academic Alert

The first time a student’s cumulative GPA falls below 2.0 (at least six (6) or more credits attempted) will be considered to be on Academic Alert. Each student will be contacted by email and/or phone by an academic advisor or faculty mentor to discuss issues with course work and why student was unsuccessful. After completing the Alert semester, a student’s whose term GPA is below a 2.0, will be placed on Academic Warning and notified. A student who earns a term GPA greater than 2.0 while on Academic Alert, but is still less that a 2.0 cumulative GPA, will remain on Academic Alert.

2. Academic Warning

A student is considered to be on academic warning when either the term GPA while on Academic Alert, or the
cumulative GPA is below 2.0 after completing an Academic Alert semester. A student on academic warning will have an advising hold placed on the student’s record and is required to speak to an academic advisor to develop an academic plan to ensure the student works toward good standing. A student on Academic Warning will remain on Academic Warning until the cumulative GPA reaches 2.0 when the student is returned to good standing. After completing the Academic Warning semester, if the student’s term GPA is below a 2.0, the student is placed on probation and notified at the end of the term.

3. **Probation**

A student is considered on probation when either the term GPA or cumulative GPA is below 2.0 and they had a previous academic warning classification in which they were not successful in returning to good academic standing. A student is informed of the probation classification at the end of the term. A student on academic probation will have an advising hold placed on the student’s record and is required to speak to an academic advisor to develop an intervention strategy that would assist them in meeting individualized educational goals. Required strategies will include but are not limited to:

- a. Repeating all courses where the final grade of “D” or “F” has been earned and/or
- b. Enrolling in fewer courses than past attempts in a given term

A student will be removed from academic probation and returned to good standing when his/her cumulative GPA is a 2.0 or higher. A student will return to Academic Warning status if his/her term GPA is a 2.0 or higher but the cumulative GPA is still below a 2.0. If while on probation, the student fails to earn a 2.0 term GPA, the student’s status will be changed to academic suspension.

4. **Academic Suspension**

Students placed on suspension will be required to stop enrollment for one major semester (Spring or Fall). A student will be allowed to appeal a suspension based upon extraordinary, one-time events during their probationary semester that should not affect academic success in the future.

If a suspended student wishes to return, he/she may submit an appeal to the Records Office requesting reinstatement. The appeal should explain what factors prevented the student from succeeding earlier and how those factors will no longer interfere with the student’s progress. If the appeal is granted, the student also is required to meet with the advisor who initially approved the student's probation status to review and once again develop a prescriptive program before the student is allowed to register. The returning student will still be on probation and his/her status will be reviewed again at the end of the semester. If the student does not earn a 2.0 term GPA in their return, completing all classes attempted, the suspension will be reinstated.

F. **QUANTA-Honors College**

Daytona State's Quanta-Honors College is a learning community that offers an alternative to regular college classes for highly motivated students who value academic achievement and want the competitive advantage that an Honors degree gives.

Honors College students take all their general education courses in learning community clusters. (Major-specific courses may still be taken outside the Quanta Honors College program.) Each cluster is made up of three courses that are integrated around a theme. For example, fall semester 2015 will focus on issues of race
and ethnicity in the United States, and spring semester will deal with the interaction of religion and politics in India, China and the Middle East.

The classes are challenging, but extensive support is available to ensure that students do well. Students work in small groups and will have plenty of time to discuss, explore new ideas and apply these ideas to real-world problems.

Why do students choose Quanta-Honors College for their associate degree?

Students tell us that they like the classes because they are participatory – we discuss rather than lecture. They like that we value thinking outside the box and challenging the conventional wisdom. And there are some awesome perks:

- In 2015, everyone will be using I-Pads in the classroom, so your books will cost less and we'll use real-time interactive activities in class.
- You'll make a lot of new friends because you'll work mainly in small groups.
- Students who maintain a 3.25 grade point average will receive a 10-percent tuition refund each semester.
- Quanta-Honors students are provided a dedicated classroom with a student lounge and computers for their exclusive use.
- We help you figure out where to transfer for your bachelor's degree and help you decide on a major.

Entrance Requirements

Students are eligible to join the Quanta-Honors College if they:

- Have a high school grade point average of 3.25 or better OR
- Have PERT scores of 106 in reading and 103 in writing OR
- Have SAT scores of 500 in critical reading or math OR
- Have ACT scores of 20 in reading, English and math.

Graduating with a Quanta-Honors College degree

In addition to class work in the Quanta-Honors College program, students must complete the following requirements in order to graduate with an Honors degree:

- Do 60 hours of service learning in the community prior to earning the A.A. degree.
- Complete a final research project.
- Graduate with a cumulative grade point average of 3.25.
Daytona State Local Chapter 2015
Chapter President – Heidi Brodick
Chapter President Elect – Hector Valle
Chapter Past President – Kathleen Lazarus
Chapter Secretary – Cindy Somers
Chapter Treasurer – Jennifer Campbell
Chapter Membership Chair – Charlene Latimer
Chapter Parliamentarian– Linda Sullivan

Who Are We?
A Professional Association for Florida’s 28 public community and state colleges, their Boards, employees, retirees and associates. We actively promote, democratically represent, support and serve the individual members and institutions in their endeavors to provide their students and the citizens of Florida with the best possible comprehensive community college educational system.

Why Join? Through our Chapter we provide members the opportunity to:
- Network with those who have similar interests and job responsibilities through commissions, conferences, and the annual convention.
- Attend professional development workshops and building long lasting friendships with members from other colleges.
- Learn about legislative processes, receive real time updates, be part of an ongoing legislative advocacy process for Florida’s state and community colleges, and through the strength of AFC membership, influence legislative outcomes, such as Florida Retirement benefits and faculty continuing contract.
- Build on your leadership skills, and through workshops and AFC publications, gain “Best Practices” for expanding your professional skills and knowledge.
- Be recognized and awarded by your peers for Exemplary Practices.
- Be part of Florida’s only professional association that is for ALL college employees, which provides a pathway for professional development and career progression.
- Be recognized for exceptionally effective and active participation within your local AFC Chapter as well as the Student Development Commission through special service awards.
- Exchange of ideas and learn about regional activities, legislative and advocacy updates through the AFC’s weekly newsletter, Perception.
Are there Membership Dues?

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Annual Dues</th>
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<tbody>
<tr>
<td>Under $30,000</td>
<td>$35</td>
</tr>
<tr>
<td>Between $30,000 and $75,000</td>
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<tr>
<td>Adjunct Faculty/Part-time</td>
<td>$10</td>
</tr>
<tr>
<td>Retirees</td>
<td>$10</td>
</tr>
</tbody>
</table>

Note: By selecting payroll deduction your membership is less than $2.00

How do I join?
It is easy to join, contact:

AFC Membership Team:
Charlene Latimer  506-3142
Vida Renaud      506-3141
Sharon Ielfield  506-3343
Andrea Reese     506-3337
Margie Hensler   506-3487

H. Office of Resource Development

1. Mission
The mission of the Office of Resource Development is to increase the capacity of the College to promote excellence and innovation through external resources.

2. Goal
To coordinate the College's resource development activities by providing support and assistance in the development, submission, and management of grants and contracts.

3. Services and Responsibilities

Serve as an informational resource for external funding.
Identify and research potential sources of external funds
Obtain and disseminate information on funding sources and grant opportunities
Monitor legislation and appropriations that impact grant programs
Stimulate interest among faculty and staff in the grants process
Provide assistance in the development and submission of proposal applications.
Review and make recommendations concerning proposal ideas
Assist in project planning and development
Review and edit proposal drafts
Assist with budget construction, in cooperation with Grants Accounting
Complete necessary forms
Coordinate internal review, approval, and sign-off of proposals
Assemble, copy, and submit/transmit final proposals to funding sources
Maintain quality control in the total effort
Maintain the official files on all pending and unfunded proposals and all active and completed grant projects
Provide training to faculty and staff in all phases of grants development and management
Encourage strategic partner formation
Serve as liaison with funding agencies and proposal partners

Provide grants management support to project directors
Receive official notifications of award and review/negotiate terms and condition
Monitor completion and submission of progress and final reports on funded projects
Evaluate the progress and impact of funded projects
Request and enter Time and Effort data into ITWorks
Serve as liaison with funding agencies

4. Operational Standards

Grants Development – The Office of Resource Development will identify and pursue external funding sources and opportunities that are consistent with the College’s mission and strategic priorities.

Grants Submission – All requests for funding will be consistent with the College’s priorities and will be approved in advance by the College administration. The Office of Resource Development will ensure the quality and appropriateness of all grant applications.

Grants Management – The Office of Resource Development will assist project directors in the management of externally funded projects to ensure compliance with appropriate policies and regulations.

5. Staff

The Office of Resource Development reports to the Associate Vice President for Institutional Effectiveness. The office is currently located in Building 100 on the Daytona Beach campus. The website http://www.daytonastate.edu/resourcedev/ lists the staff for this department.

The Grants Accounting Office is responsible for maintaining the official fiscal records of all funded grants and for submitting financial reports. This office will ensure that all federal, state, and college financial requirements are followed in expending and accounting for external funds and that expenditures conform to the proposal budget. Robert Simmons is the grants accountant.
6. Guidelines for Initiating Grants

External grants are a major source of funding for new programs and program enhancements at Daytona State College. The Office of Resource Development is responsible for coordinating the development and submission of all grant proposals and serves as a major resource during the grant preparation process. The office’s primary functions involve locating funding sources, developing program ideas into grant proposals, communicating and negotiating with funding agencies, monitoring projects, and retaining grant records. All grant proposals must be reviewed, approved and submitted by the Office of Resource Development.

Proposals can be initiated in two ways:

- An individual or group of individuals develops an idea for a project and contacts the Office of Resource Development for assistance.
- The Office of Resource Development identifies sources/programs whose guidelines coincide with the College mission and strategic plan, and contacts faculty or staff members to encourage their involvement in developing a proposal.

A person initiating a proposal should discuss the idea with his/her supervisor and then submit to Resource Development a project idea form or, if the idea is more fully developed, a concept paper – a written summary of the proposal project identifying the project concept, the project director, funding source, requested amount and any matching requirements. If a funding source has not been identified, Resource Development will assist in researching and acquiring information and guidelines for an appropriate grant program.

From the information presented, Resource Development will generate a Preliminary Grant Approval Form requesting approval from the President’s Cabinet to develop the proposal. The Cabinet will consider the following questions:

- Does the proposed project meet a recognized need?
- Does it address elements of the College’s Strategic Plan?
- Will it integrate with existing programs?
- What kinds of resources will be required; does it duplicate or supplement other efforts?
- Is it consistent with the College mission?

Once Cabinet approval is secured, the proposal development process continues. The Office of Resource Development will assist in the following ways:

- Participate in preliminary planning discussions
- Acquire and interpret grant guidelines
- Assist with form completion and budget construction
- Coordinate the grant writing effort
- Review and edit proposal drafts
- Obtain required signatures
- Facilitate the approval process
- Assemble and submit the finished proposal

The proposal writing team should plan to submit a draft proposal to Resource Development at least seven (7) working days before the proposal deadline to allow time for editing, internal review and approval, signatures, and appropriate transmission.
Prior to submission, the following individuals must review the proposal and sign their approval:

- A representative of the **Office of Human Resources** is responsible for reviewing requests in proposal budgets for personnel including job descriptions, salary ranges, and fringe benefits. All salaries, salary supplements, stipends, benefits, and professional/consultative Center for Interactive Media/WDSC-TV15 included in a grant proposal must be based on the current salary administration plan and be commensurate with an employee’s current employment contract. Award of a grant is not a guarantee that a specific individual or employee will get a job or salary.

- **The Grants Accountant** will review the budget prior to proposal submission to ensure sound budget construction and adherence to institutional regulations.

- The appropriate division **Dean/AVP** and **Vice President** must review and approve the proposal.

- The **Office of Resource Development** will ensure that the proposal conforms to all applicable grantor requirements and to applicable College policies and that the proposal is placed on the District Board of Trustees agenda for final approval.

- **The Senior Executive Staff** approves requests for matching funds, both cash and in-kind, to be forwarded to the President.

- **The President** is the only individual authorized and empowered by the District Board of Trustees to sign a grant application on behalf of the College. The President’s signature is typically required on all applications, and no application may be submitted without her knowledge. It is the responsibility of the Associate Vice President for Planning and Resource Development to keep the President informed about proposals. The President will not sign any grant application that does not have a completed Final Grant Approval Form.

**The District Board of Trustees**, with the President’s recommendation, is the only body authorized to formally commit the resources of the College to any institutional grant. Once a proposal has been submitted, the Associate Vice President for Planning and Resource Development will prepare an exhibit of the grant proposal for the agenda of the next scheduled meeting of the District Board of Trustees. Institutional in-kind or cash contributions may be required; the Board and the President are the sole authorities for authorizing matching support. Space and facility commitments, release time schedules, salary classifications, stipends and other similar grant requirements also fall within their authority.

All proposals featuring collaboration with other organizations must undergo the same review and approval process – even if the collaborating organization develops and submits the proposal and serves as the fiscal agent.

### 7. Grant Proposal Process

1. Resource Development (RD) reviews request for proposal.
2. RD notifies appropriate College personnel of grant opportunity.
3. RD provides copies of RFP or grant guidelines to interested individuals.
4. A Project Director and Proposal Writing Team are identified.
5. A Preliminary Grant Approval Form is completed and presented to Senior Executive Staff for approval to proceed with proposal development.
6. RD generates a Final Grant Approval Form and establishes file/folder.
7. RD and/or Project Director make agency or partner contact, if needed.
8. RD, Project Director, and Proposal Writing Team meet to review guidelines, outline proposal, develop timelines, and assign responsibility.
9. Proposal Writing Team meets to determine goals and objectives and to design project plan, management plan and evaluation.
10. Proposal Writing Team meets to develop budget, forms, appendices, timelines, job descriptions, organization charts, and other application materials.
11. Proposal Writing Team solicits and collects letters of support/commitment, if needed.
12. Team submits draft to RD for review and edit.
13. Team submits budget to Grants Accounting for review and signature.
14. Team submits personnel requests and job descriptions to HR for review and signature.
15. RD assists team in obtaining other approvals and signatures both internal and external.
16. RD assembles, copies, transmits proposal.
17. RD submits agenda exhibit for Board approval of grant submission.