

## Expectations and Rewards

**NEW FACULTY** are expected to be fully involved in the New Faculty Seminar. They should plan to attend campus orientation in August and all seminar sessions throughout the entire academic year.

New faculty members have two options for receiving credit for participating in the seminar.

- Up to 15 hours of FLEX credit
- One-half unit of Equivalent Unit Credit for each 10 hours of participation, up to a maximum of 3 units per year, toward salary advancement

**MENTORS** are expected to provide encouragement and support in helping the new faculty members become integrated into the college community. It is recommended that mentors schedule a specific time to meet with their new colleagues at least once per month, as well as making informal contact on a regular basis. Mentors are expected to attend the campus orientation in August and strongly encouraged to attend seminar sessions.

Mentors will receive one hour FLEX credit (up to a maximum of 15) for each hour working with the new faculty member or attending seminar sessions with their colleague.

**INTRINSIC REWARDS** are much more difficult to quantify. It is hoped, however, that participation in the program will give new faculty a sense of being full partners in the campus and district community.

## Feedback from Participants

*"I feel this the orientation was very beneficial getting me up to speed."*

*"The sharing of successful and not-so-successful techniques and synthesizing the common threads was important."*

*"The syllabus exploration was valuable."*

*"The mentor in my division was very helpful and supportive."*

When asked to identify positive seminar experiences, responses included:

- "the interaction in small groups with colleagues from other disciplines and the campus,"
- "the ability to share our own experiences and have them validated by those of our colleagues,"
- "excellent ideas on getting student feedback."
- "hearing from other new faculty that their experiences are similar to mine & that I am not alone, and being able to voice my concerns & frustrations in a safe environment."

## Program Coordination

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# New Faculty Seminar



# *New Faculty Seminar*

## History

The New Faculty Seminar Program was created in 2001 to build a campus-wide learning community of new faculty and to provide a comprehensive orientation program. In 1996 Cypress College developed its Academy of Teaching and Learning to empower faculty to evolve from a teacher-oriented to a student-oriented learning environment. The New Faculty Seminar expands on these goals.

## New Faculty Orientation

The New Faculty Seminar begins each August with two days of orientation designed to introduce faculty to both the campus and district culture and procedures. The campus orientation provides the opportunity for new faculty to meet key campus personnel, explore the layout of the campus, meet other new hires, and to work with their mentors in preparation for the opening of school. One important component of this event is the chance to examine model syllabi and other material. The district orientation brings the new faculty from both campuses together to discuss the tenure review process and explore the history, culture, and demographics of the North Orange County Community College District, its mission, and the role of the School of Continuing Education.

## The Program

The year-long New Faculty Seminar program is designed to ensure a smooth transition into the college community, to enhance teaching and learning through a multi-faceted program of professional development, and to provide a supportive campus-wide network for the creation of a positive learning environment for all students. Participants in the seminar will help determine the topics of the sessions. Objectives of the Seminar include

- To inspire the consideration of new teaching tools, such as collaborative learning, peer evaluation, and alternative assessment techniques,
- To present educational and motivational theories most applicable to our diverse and underprepared adult students, such as learning and teaching styles,
- To provide strategies for increasing student retention and success,
- To encourage the use of technologies in the classroom and online,
- To present and provide practice in effective use of classroom management strategies, and
- To stimulate the inclusion of critical thinking into each course.

## Technology Training

Technology training is a key part of the new faculty seminar. Workshops on MyGateway and Web Star—the district web-based grading and record system—will be provided. Training on Microsoft Office, grading systems, presentational software, web page development, and other specialized software will be scheduled.

## Mentoring

The Mentoring Program offers caring, helpful, one-on-one support to new faculty. “Seasoned” faculty are matched with new faculty for a one-year period. The mentor is expected to assume many roles including that of teacher, encourager, role-model, sponsor, and protector. Ideally, the relationship between the mentor and the new faculty member will result in a sense of “community” consisting of interdependency, shared concerns, and common objectives. The mentor will also be the first contact if a new faculty member has questions or concerns about department/divisional issues, campus procedures, district policies, and the campus community.



*The New Faculty Seminar Class of 2001-2002*