Valencia College East Campus

Academic Success Center

Standard Operating Procedures
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Welcome to the Academic Success Center

Dear Colleague,

Welcome to Valencia College! We’re excited to have you as part of the Learning Support team.

At Valencia, we are committed to helping our students reach their full potential by providing them with the right opportunities, the right tools, and the right support. That begins with recruiting the right talent, leaders, inspirers, and motivators. Individuals who not only believe in our students but will help our students believe in themselves; people like you.

In order to effectively support our students and faculty, it is necessary to understand the vision, values, and goals of the College and department. Therefore, the first responsibility in your new position is to review the Academic Success Center Standard Operating Procedures in its entirety. The handbook serves as a reference for Academic Success Center staff and tutors in the following ways:

- to clarify expectations and standards
- to outline policies, procedures, and commonly asked questions
- to encourage and guide professional interactions with students, faculty, and other staff members

Again, we’re excited to have you as a part of our team and look forward to working with you!

Kind regards,

Tara Rains
Manager, Academic Success Center
Emergency Systems

An emergency is defined as the illness or injury of an individual while on campus or any disturbance on campus that if immediate action were not taken could result in a serious injury or possible death. In case of an emergency, the campus Security Office should be contacted immediately. (See phone numbers under Emergency Communications.) Telephones are located in each building and in the parking lots for emergency use. If 911 has been called directly, security still needs to be contacted in order to direct emergency services to the scene.

Emergency Communications

There are yellow emergency call boxes attached to various light poles in the parking lots. The locations have large blue signs with white lettering. Opening the door will activate the call box and will transmit the location of the alarm over the Security Department radio system.

911

Emergency situations involving a crime in progress, a medical emergency or a fire should be immediately reported to Security and to 911.

Emergency Numbers

In the event of a threatening situation, individuals should call 911 or campus security immediately:

- East Campus (5-220) and SPS (formerly CJI) Security
  - Business hours: 407.582.2000
  - After business hours: 407.277.0332 or 321.689.3541
- Orange County Sheriff’s Office 407.254.7000
- Non-Emergency 407.836.4357
- Crime Prevention 407.249.4508
Response to an Active Threat

Situations may arise that will require immediate action. Each one of us can take actions that reduce potential injury or totally eliminate a risk or threat. Actions taken should focus on providing a safe environment for students and employees alike, reducing the potential for injury, and providing the most positive outcome possible. Below you will find examples of concerning behaviors and the best practices for handling them effectively.
# Classroom Behavioral Intervention and Support (CBIS)

## Behaviors of Concern & Best Practice

<table>
<thead>
<tr>
<th>Behaviors of Concern</th>
<th>Best Practices</th>
</tr>
</thead>
</table>
| **Distressed Student** | • Speak w/student privately  
• Document all conversations  
• Encourage student to meet w/ counselor  
• Do not promise absolute confidentiality  
• Contact your Dean and/or Dean of Students |
| Exhibits behavior that causes concern for the personal well-being of that student rather than creating a worry for his/her impact on you or on the classroom. Ex: marked changes in student’s performance and/or appearance; repeat requests for special considerations; appearing overly nervous |
| **Disturbed Student** | • If there’s no immediate threat, speak with student privately  
• Express concern for behavior & set limits  
• Do not reinforce delusions  
• Acknowledge feelings w/o supporting misperceptions |
| Exhibits irrational behavior that makes others feel vaguely uncomfortable. Ex: disjointed thoughts; incongruent and/or inappropriate emotional responses; frequent or high levels of irritability; suspicious or paranoid thoughts; written assignments with concerning themes |
| **Disruptive Student** | • Speak with student privately  
• Avoid escalating the situation  
• If student continues to disrupt, ask student to leave the classroom  
• If student is uncooperative in leaving the classroom, contact security |
| Exhibits behavior that makes it difficult for routine work or teaching to take place due to the negative impact it has on those around. Ex: failure to comply with directives, unruly or abrasive actions, bizarre behavior (talking to someone who isn’t there); monopolizing of classroom discussion |
| **Dangerous Student** | • Contact security immediately  
• If student poses a danger to others, dismiss the class  
• Do not attempt to keep the dangerous student from leaving the room |
| Exhibits behavior that threatens the safety or well-being others. Ex: harassment or stalking, brandishing a weapon; specific threats of physical harm; expresses suicidal thoughts; intimidating behavior |
Valencia Alert

Valencia Alert is a service provided by Valencia to immediately notify you of a crisis on campus or weather emergency. In the event of an emergency, Valencia Alert will notify you instantly via e-mail and/or text message depending on your selected preferences. It will also provide you with real-time updates, instructions on where to go, what to do, whom to contact, and other important information. Valencia assumes no liability for messages that are not received. To sign up for Valencia Alert, visit alert.valenciacollege.edu.

Important Links

<table>
<thead>
<tr>
<th>Valencia College Security</th>
<th><a href="http://valenciacollege.edu/security/">http://valenciacollege.edu/security/</a></th>
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<tbody>
<tr>
<td>Campus Escort System</td>
<td><a href="http://valenciacollege.edu/security/escort.cfm">http://valenciacollege.edu/security/escort.cfm</a></td>
</tr>
<tr>
<td>Reporting Crime &amp; Emergencies</td>
<td><a href="http://valenciacollege.edu/security/reporting.cfm">http://valenciacollege.edu/security/reporting.cfm</a></td>
</tr>
<tr>
<td>Silent Witness Reporting Form</td>
<td><a href="http://valenciacollege.edu/security/silentWitness.cfm">http://valenciacollege.edu/security/silentWitness.cfm</a></td>
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</tbody>
</table>
EAST Building 4  
CRISIS RESPONSE LEADERS  
(As of February 2013)  

Building 4 First Floor

<table>
<thead>
<tr>
<th>ZONE</th>
<th>DAYTIME</th>
<th>EVENING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hall</td>
<td>Assistant/Alternate</td>
</tr>
</tbody>
</table>
| 1    | Tara Rains  
     | Richard Weinsier | Milagros Guerra |
| 2    | Allison Langevin | Tara Rains |
| 3    | Celine Kavalec  
     | Miller | Migdalia Ortero-Olan |
| 4    | Stacy Ramos  
     | Steve Suarez | Joshua Chapkin |

Building 4 Second Floor

<table>
<thead>
<tr>
<th>ZONE</th>
<th>DAYTIME</th>
<th>EVENING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hall</td>
<td>Assistant/Alternate</td>
</tr>
<tr>
<td>1</td>
<td>Julie Abbarno</td>
<td>Erich Heintzelman</td>
</tr>
<tr>
<td>2</td>
<td>Chris Wettstein</td>
<td>Courtney Moore</td>
</tr>
<tr>
<td>3</td>
<td>Jennifer Diaz</td>
<td>Danny Haribran</td>
</tr>
</tbody>
</table>

Evacuation Point – Proceed to C (Charlie) Parking Lot, 300 feet from building until all clear is given.
Valencia Vision & Mission, Values, and Strategic Goals

**Vision & Mission**

**Vision**: Valencia is a premier learning college that transforms lives, strengthens community, and inspires individuals to excellence.

**Mission**: Valencia provides opportunities for academic, technical, and lifelong learning in a collaborative culture dedicated to inquiry, results, and excellence.

**Values**

**Learning** by committing to Valencia’s core competencies – Think, Value, Act, and Communicate – and the potential of each person to learn at the highest levels of achievement for personal and professional success.

**People** by creating a caring, inclusive, and safe environment that inspires all people to achieve their goals, share their success, and encourage others.

**Diversity** by fostering the understanding it builds in learning relations and appreciating the dimensions it adds to our quality of life.

**Access** by reaching out to our communities and inviting and supporting all learners and partners to achieve their goals.

**Integrity** by respecting the ideas of freedom, civic responsibility, academic honesty, personal ethics, and the courage to act.

**Strategic Goals**

**Build Pathways**
- Remove barriers to college
- Create connections that raise personal aspirations of students and enable them to achieve their aspirations
- Develop and renew programs

**Learning Assured**
- Create optimal conditions for student learning
- Partner with students to improve their contribution to achieving their potential
- Close achievement gaps

**Invest in Each Other**
- Strengthen our collaborative institutional culture to foster deep stewardship of our work
- Support the professional development, career growth, and healthy lives of Valencia’s employees

**Partner with the Community**
- Cooperate with community partners in meeting students’ needs and college goals
- Involve the College in meeting the community’s needs and goals
**Valencia’s Student Core Competencies**

Four core competencies – *Think, Value, Act, and Communicate* – have been established and described as learning outcomes for all Valencia graduates. These general competencies can be applied in many contexts and must be developed over a lifetime. They specify how learning can be expressed and assessed in practice and enable students, faculty, and staff to set learning goals and assess learning within and across the disciplines:

**Think** — think clearly and critically and creatively analyze, synthesize, integrate, and evaluate in many domains of human inquiry.

*Situations will arise that will call upon your ability to "THINK" as described below. Challenge all of the students you interact with to enhance their "THINKing" skills as it will assist them to being successful throughout their academic careers.*

To think, what must you do?

- analyze data, ideas, patterns, principles, perspectives
- employ the facts, formulas, procedures of the discipline
- integrate ideas and values from different disciplines
- draw well-supported conclusions
- revise conclusions consistent with new observations, interpretations, or reasons

How and where must you think?

- with curiosity and consistency
- individually and in groups

Samples of my work which demonstrate I can:

- identify data, ideas, patterns, principles, perspectives
- use facts, formulas, procedures
- draw well-supported conclusions
- integrate ideas and values from different disciplines
- revise my conclusions in light of new observations, interpretations, or reasons

**Value** — make reasoned judgments and responsible commitments.

*Situations will arise that will call upon your ability to "Value" as described below. Always "Value" the information you share with students. "Value" your position as a Valencia employee and help students "Value" by relating coursework to their overall educational and career goals.*

To value, what must you do?

- recognize values as expressed in attitudes, choices, and commitments
- distinguish among personal, ethical, aesthetic, cultural, and scientific values
- employ values and standards of judgment from different disciplines
- evaluate your own and others' values from individual, cultural, and global perspectives
- articulate a considered and self-determined set of values
How and where must you value?

- with empathy and fair-mindedness
- individually and in groups

Samples of my work which demonstrate I can:

- identify values expressed in feelings, attitudes, beliefs, choices, and commitments
- recognize my own and others' values
- distinguish among personal, ethical, aesthetic, cultural, and scientific values
- employ values and standards of judgment from different disciplines
- evaluate my own and others' values from global or universal perspectives
- commit to actions consistent with a considered and self-determined set of values

Act – act purposefully, effectively, and responsibly.

Situations will arise that will call upon your ability to "Act" as described below. Remember, to have the ultimate goal in mind before you "Act." Assisting the development of independent learners and helping others learn how to learn is the long-term goal. Help students to responsibly evaluate their desired long-term goals and to see the implications of their actions.

To act, what must you do?

- apply disciplinary knowledge, skills, and values to educational and career goals
- implement effective problem-solving, decision-making, and goal-setting strategies
- act effectively and appropriately in various personal and professional settings
- assess the effectiveness of personal behavior and choices
- respond appropriately to changing circumstances

How and where must you act?

- with courage and perseverance
- individually and in groups
- in your personal, professional, and community life

Samples of my work which demonstrate I can:

- act effectively and appropriately in different contexts and settings
- implement problem-solving and decision-making strategies
- manage my time and activities in daily life
- apply disciplinary knowledge, skills, and values to my goals
- plan for and implement desirable change in response to circumstances
Communicate – communicate with different audiences using varied means.

Situations will arise that will call upon your ability to "Communicate" as described below. Remember, to "Communicate" is not based on how well you speak, behave, or present yourself, but rather on how others receive your message. To "Communicate" is to know your audience. Always help the students you interact with enhance their "Communication" skills by helping them to effectively convey their thoughts.

To communicate, what must you do?

- identify your own strengths and needs for improvement as a communicator
- employ methods of communication appropriate to your audience and purpose
- evaluate the effectiveness of your own and others’ communication

How and where must you communicate?

- by speaking, listening, reading and writing
- verbally, non-verbally, and visually
- with honesty and civility
- in different disciplines and settings

Samples of my work which demonstrate I can:

- identify my own strengths and weaknesses as a communicator
- analyze audience to improve communication in various settings
- communicate in different contexts, settings, and disciplines
- evaluate effectiveness of my own and others’ communication
Learning Support Division

Mission Statement

The Division of Learning Support serves to promote the college’s mission by fostering a positive learning environment that enhances, extends, and offers instructional activities and empowers students to fully engage in the learning process.

Structure

Learning Support intentionally connects faculty and students to academic support resources to ensure learning. A wide variety of academic courses and services support student development and classroom initiatives.

Learning Support Organizational Chart
Academic Success Center

Welcome to the Academic Success Center

Mission Statement

The East Campus Academic Success Center strives to provide a safe, inclusive learning environment that motivates students to maximize learning opportunities, grow toward independence, and discover the lifelong learner within by:

- Engaging students at their current level of achievement regardless of past successes or challenges
- Including and encouraging student engagement in the learning process
- Helping students become independent learners
- Promoting a culture of honesty and respect
- Collaborating with faculty, staff, and academic divisions and programs to support students’ success

What is an independent learner?

As a Valencia College tutor, your focus is to help students become independent learners. An independent learner is one who manages learning by organizing and preparing for classes, practicing effective study habits and skills, and utilizing services and resources that supplement learning. It doesn't mean they can't ask for help or that they are expected to always know what to do. It does mean that they can draw on criteria for their decision-making, like how much reading they should do for a topic; what questions to ask; whether to spend another hour studying before bed; and so on.

As you tutor students, look for ways to help them grow into independent learners. Pay attention to the study skills or life skills that students have yet to master and incorporate suggestions and strategies that will help them develop these necessary skills.

Structure

The Academic Success Center (i.e. A.S.C.) is the learning hub of the campus, serving many of the learning support needs of students. The A.S.C. of Valencia’s East Campus is home to various tutoring centers and a testing center: the Communication Center, the English for Academic Purposes (EAP) Lab, the Foreign Language Lab, the Math Center, the General Tutoring Center, and the Testing Center.

Tutoring and testing services are available on a walk-in basis for currently enrolled Valencia students. A current Valencia ID must be provided to access the services and resources.
The following is a brief description and explanation of each of the centers within the A.S.C.

**Math Center, Room 4-102**
The Math Center offers tutoring in Developmental Math and up to Differential Equations. The Center is broken into two areas – the Specialized Preparatory Area (SPA) and Math Support Center (MSC). The SPA provides tutoring in developmental math, intermediate algebra, college algebra, and college mathematics while the MSC offers tutoring in college algebra and up to differential equations.

For more information about the Math Center services and resources contact:

**Richard Weinsier**
Instructional Assistant, Senior
407-582-2775
Room 4-102B
rweinsier@valenciacollege.edu

**Communications Center, Room 4-120**
The Communications Center offers reading and writing support across the disciplines. Tutoring sessions, commonly referred to as “consultations,” are 30 minutes in length and focus on challenging topics and skills for each individual student.

For more information about the Communications Center services and resources contact:

**Jodi Brock**
Instructional Assistant, Senior
407-582-2631
Room 4-120A
jbrock8@valenciacollege.edu

**Foreign Language, Lab Room 4-104**
The Foreign Language Lab assists students enrolled in Spanish, French, German, and Latin courses. Tutoring, workshops, and resources are available to help students grasp core concepts in order to become successful in their foreign language courses.

For more information about the Foreign Language Lab services and resources contact:

**Aysha Aslam**
Instructional Assistant, Senior
407-582-2841
Room 4-104
aaslam2@valenciacollege.edu
**EAP Lab, Room 4-104**

English for Academic Purposes is an English program for speakers of other languages. The program is designed to bring English skills to a level that will help students be successful in college courses. EAP is designed for students who have some background in English. The EAP Lab supports EAP students and faculty, thus having a dual purpose: 1) it provides a bookable classroom space for EAP faculty who wish to incorporate technology in their lessons and 2) it is a learning space for students attending workshops and/or completing lab work.

For more information about the EAP Lab services and resources contact:

**Aysha Aslam**
Instructional Assistant, Senior
407-582-2841
Room 4-104
aaslam2@valenciacollege.edu

**Testing Center, Room 4-124**

The Testing Center is an integral part of the Academic Success Center. The Testing Center is committed to providing quality proctoring to faculty, staff, and students and our local community. Testing Specialists are fully trained in administrative and security maintenance procedures for all types of testing. Center staff specialize in academic testing via paper-based and computer and web-based examinations and administer approximately 70,000 exams annually.

For more information about the Testing Center services and resources contact:

**Alison Langevin**
Instructional Assistant, Senior
407-582-2484
Room 4-124
alangevin@valenciacollege.edu

**General Tutoring Center, Room 4-101**

The General Tutoring Center offers tutoring for students enrolled in science, business, IT, social sciences, humanities and music courses. In an effort to provide efficient service, ASC General Tutoring is provided on a walk-in basis. Students can meet with tutors any time a tutor is scheduled to work - no appointment is necessary.

For more information about the General Tutoring Center services and resources contact:

**Anthony Robinson, Jr.**
Instructional Assistant, Senior
407-582-2690
Room 4-108
arobinson100@valenciacollege.edu
Academic Success Center Welcome Desk, Room 4-101
The ASC Welcome Desk provides learning support resources for students, staff, and faculty. Student resources currently available include graphing calculators, headphones, study rooms (no reservations are needed; the study room is offered on a first come, first served basis), laptops (for eligible math students), and Galaxy tablets.

For more information about the ASC Welcome Desk services and resources contact:

Anthony Robinson, Jr.
Instructional Assistant, Senior
407-582-2690
Room 4-108
arobinson100@valenciacollege.edu

Instructional Technology & Marketing
The Instructional Technology Specialist provides support that supplements East Campus students' learning through the use of technology in addition to marketing ASC services and resources across the campus to students and faculty.

Kevin Thomas
Instructional Assistant, Senior
407-582-2018
Room 4-119
kthomas44@valenciacollege.edu

Academic Success Center Positions
Many positions are available within the Academic Success Center. All perform important duties that help provide a welcoming environment to students and faculty where learning is the focus and success is the outcome. Listed below are general summaries of positions available within the Academic Success Center. Full job descriptions can be found in Atlas under the Recruitment & Hiring link found under the Employees tab.

Office Aide I
Performs general clerical and reception duties within a specific department. Works under general supervision within the department.

Office Aide II
General clerical and computer duties supporting departmental staff. This position involves answering telephone calls, providing information, data entry, document scanning, and referral services.

Staff Assistant I
Responsible for general clerical and secretarial duties within a college department. Functions as office receptionist and answers questions pertinent to the department. Maintains office and supervisor’s calendar. Works under general supervision within a college department.

Laboratory Aide II
Assists in maintenance and supervision of computer labs and facilities.
Testing Center Specialist
Provides testing services to students and community members, including maintenance of inventory, test administration, test scoring, and record keeping.

Learning Assistant II
Provides academic assistance, mentoring, and learning centered tutoring to any currently enrolled student based upon appropriate assessment of student needs.

Curriculum Assistant, Senior
Provides academic assistance and mentoring for students in a particular discipline. Provides individualized and small group tutoring as well as workshops covering specific content and disciplines. Responsibilities include planning and designing tutoring programs and activities while working collaboratively with faculty and staff. Focused on student learning and the achievement of students’ careers and educational goals.

Instructional Assistant
Assists in the implementation of a specified instructional program under the supervisor within a college department. Assists supervisors and instructors with the instructional services and laboratory management. Works with others to develop corrective action plans for students. Provides instructional services for students and assists them in mastering skills required for success within a course of study.

Instructional Assistant, Senior
Coordinates and manages a specified laboratory in direct support of the instructional program. Exercises considerable discretion and independent judgment. Duties involve considerable student or instructor contact. Instructs and supervises students and staff.
Valencia Core Competencies & Performance Expectations

Core competencies and expectations have been created so as to help all employees achieve the mission of Valencia College and the Academic Success Center. A commitment to these will aid employees in helping students achieve success while fostering their own professional growth and development.

Valencia Core Competencies
Competencies are critical success factors needed to perform in any role at the college. They provide a set of knowledge, attitudes, behaviors and skills that correlate with successful job performance.

Communication
Communication is our primary work engine and includes: effectively conveying ideas, listening carefully and understanding differing points of view, and choosing an appropriate medium for a message.

Observable Behaviors
- Shares ideas and information as appropriate
- Practices attentive and active listening
- Ensures that regular, consistent communication take place
- Expresses ideas clearly and concisely in writing
- Expresses oneself clearly in conversation and interaction with others

Adaptability
Adaptability for our purposes is the ability to be flexible and responsive to new requirements as they emerge. Remaining open-minded and changing course on the basis of new information is an integral part of effective performance on the job.

Observable Behaviors
- Performs a wide variety of tasks and changes focus quickly as demands change
- Manages transitions from task to task effectively
- Adapts to varying organizational needs
- Approaches change positively and adjusts behavior accordingly

Self-management and Awareness
Self-Management and Awareness competencies include: making effective judgments, taking responsibility for one's performance, demonstrating the ability to self-direct toward the accomplishment of goals and specific work assignments, and demonstrating the ability to effectively plan and organize work to achieve required results.

Observable Behaviors
- Clarifies expectations with supervisor about what will be done and how
- Enlists supervisor's support in obtaining the information, resources and training needed to accomplish work effectively
- Seeks performance feedback from manager and from others as appropriate
- Promptly notifies supervisor about any problems that affect the accomplishment of planned goals
- Takes significant action to develop skills needed for effectiveness in current or future job
Alignment
Alignment personifies our "one story, one voice" perspective at Valencia, where we effectively balance the interests and needs of each department with those of the strategic plan.

Observable Behaviors

- Demonstrates awareness of Valencia goals and makes requests or decisions to support this awareness
- Knows how to use the college's formal and informal systems to get things done
- Works to build a sense of common purpose across all work groups, avoiding a "we versus them" attitude

Academic Success Center Performance Expectations
Following is a description of three additional general expectations – professionalism, professional development, and teamwork – applicable to all Academic Success Center staff members. Included with each expectation are basic actions and approaches expected from all employees. The points listed are general guidelines and examples but should not be considered a complete list. It is expected that employees will use good judgment to meet the spirit and work toward the overall success of these goals.

Professionalism
Professionalism encompasses a variety of behaviors that demonstrate competency, integrity, and high ethical standards in the workplace.

Observable Behaviors

- Punctual to all shifts
- Submits timesheets and other time-sensitive reports on time
- Communicates promptly and appropriately with others
- Maintains integrity and honesty in the work environment
- Follows through on commitments to projects and committees
- Has a positive attitude
- Is helpful and respectful towards others
- Listens carefully to others and is diplomatic during disagreements
- Practices humility, admitting mistakes and finding solutions

Peace and Justice Institute
The Peace and Justice Institute at Valencia College promotes peace and justice for all. The aim is to nurture an inclusive, caring and respectful environment on campus and within our community - one where conflict leads to growth and transformation rather than violence or aggression.

The institute is guided by its mission:

All People, All Voices, All Matter: Making a difference by intentionally engaging in practices and principles that explore, advocate, and honor the dignity of self, others, and the earth.

Peace and Justice’s 13 Principles of How We Treat Each Other provides a foundation for practicing professionalism in the work environment.
Principles
HOW WE TREAT EACH OTHER
Our Practice of Respect and Nonviolence

1. Create a hospitable and accountable community. We all arrive in isolation and need the generosity of friendly welcomes. Bring all of yourself to the work in this community. Welcome others to this place and this work, and presume that you are welcomed as well. Hospitality is the essence of restoring community.

2. Listen deeply. Listen intently to what is said; listen to the feelings beneath the words. Strive to achieve a balance between listening and reflecting, speaking and acting.

3. Create an advice free zone. Replace advice with curiosity as we work together for peace and justice. Each of us is here to discover our own truths. We are not here to set someone else straight, to “fix” what we perceive as broken in another member of the group.

4. Practice asking honest and open questions. A great question is ambiguous, personal and provokes anxiety.

5. Give space for unpopular answers. Answer questions honestly even if the answer seems unpopular. Be present to listen not debate, correct or interpret.

6. Respect silence. Silence is a rare gift in our busy world. After someone has spoken, take time to reflect without immediately filling the space with words. This applies to the speaker, as well – be comfortable leaving your words to resound in the silence, without refining or elaborating on what you have said.

7. Suspend judgment. Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully.

8. Identify assumptions. Our assumptions are usually invisible to us, yet they undergird our worldview. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

9. Speak your truth. You are invited to say what is in your heart, trusting that your voice will be heard and your contribution respected. Own your truth by remembering to speak only for yourself. Using the first person “I” rather than “you” or “everyone” clearly communicates the personal nature of your expression.

10. When things get difficult, turn to wonder. If you find yourself disagreeing with another, becoming judgmental, or shutting down in defense, try turning to wonder: “I wonder what brought her to this place.” “I wonder what my reaction teaches me.” “I wonder what he’s feeling right now.”

11. Practice slowing down. Simply the speed of modern life can cause violent damage to the soul. By intentionally practicing slowing down we strengthen our ability to extend non-violence to others—and to ourselves.

12. All voices have value. Hold these moments when a person speaks as precious because these are the moments when a person is willing to stand for something, trust the group and offer something he or she sees as valuable.

13. Maintain confidentiality. Create a safe space by respecting the confidential nature and content of discussions held in the group. Allow what is said in the group to remain there.

Prepared by the Peace and Justice Initiative with considerable help from the works of Peter Block, Parker Palmer, the Dialogue Group and the Center for Renewal and Wholeness in Higher Education
For more information on the Peace & Justice Institute and to access the PJI Brochure or a printable version of the Principles for How We Treat Each Other, click here.
**Professional Development**

The Academic Success Center offers all employees ongoing professional training opportunities to further develop the necessary skills and knowledge that will help them become successful in their current and future roles at the college. Participation is required in the following training opportunities:

- Department Welcome Back meetings
- Valencia Tutor Training (must be successfully completed within one year of the employment start date)
- Minimal training requirements for each center throughout the year in one or more of the following categories: leadership skills, communication, teaching pedagogy and strategies, teamwork, adaptability, professionalism, self-management and awareness.

**Teamwork**

In the Academic Success Center, all voices have value. *Together*, we create the services, resources, and nurturing environment that help students succeed and employees reach both personal and professional goals.

**Observable Behaviors**

- Actively fosters cohesion amongst other areas and staff members.
- Seeks others’ contributions and builds on ideas
- Approaches projects and other work with a collaborative attitude rather than placing emphasis on individual values or goals
- Avoids an “I” versus “them” attitude

**Annual Professional Goals**

The purpose of professional goals is to help employees define and develop their strengths and career paths. Area coordinators will meet three times a year to develop and review professional goals and areas of improvement based on the Core Competencies and Expectations outlined above. The first meeting to develop goals will take place between October and November, the second meeting to discuss progress will take place between February and March, and the last discussion to review areas of accomplishments will take place in May and June of each academic year.
Policies

Valencia Policies

Policy 6Hx28:2-01 Discrimination, Harassment and Related Misconduct (Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal Violence, Stalking, Complicity, and Retaliation)
Valencia College is proactive in creating an environment that is free of discrimination and harassment of any kind. Please review the link below to learn more.
http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=277&volumeID_1=2&navst=0

Policy 6Hx28:3E-05.2 Ethical Conduct & Performance
We believe every person here at Valencia should adhere to ethical conduct and performance. To learn more about the expectations for all Valencia College employees, please visit the link below.
http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=128&volumeID_1=16&navst=0

Policy 6Hx28:3C-02.3 Overtime Compensation for Career Service Employees
Valencia College has established guidelines for approving overtime. Please see the link below for more information.
http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=171

Part-time employees may not exceed a total of 25 hours per week without the prior approval from the department Vice President or Campus President. Please see the link below for more information.
http://valenciacollege.edu/HR/payroll.cfm

Policy 6Hx28:5-04 Student, Faculty, and Staff Child Care Services
The link below outlines the policy that Valencia College has in place regarding child care for students, faculty, and staff.
http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=29

Policy 6Hx28:10-05 Smoking Regulations
Valencia College has adopted a smoke-free campus policy. Please visit the link provided to learn more about the smoking regulations at the college.
http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=52

Policy 6Hx28:8-11 Academic Dishonesty
Please be aware of Valencia’s Academic Dishonesty Policy. Students may knowingly or unwittingly ask you to participate in or facilitate a dishonest academic action. If you are involved - voluntarily or involuntarily - you may be held accountable for these actions. Please review the following policy for details.
http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=193&volumeID_1=8&navst=0

Policy 6Hx28:8-03 Student Code of Conduct
All students have a code of conduct that they are required to follow. The conduct code for Valencia students is provided below.
http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=180&volumeID_1=8&navst=0
Policy 6Hx28:7B-02 Student Records (FERPA)
The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. The link below explains requirements for handling student information.
http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=186&volumeID_1=19&pcdure=0&navst=0

Please review the website below and take the short quiz to ensure compliance with FERPA laws:
http://valenciacollege.edu/ferpa/

For more information about Valencia policies and procedures please see:
http://valenciacollege.edu/generalcounsel/policy/#

Academic Success Center Policies

In addition to the above Valencia College policies, the Academic Success Center has implemented the following additional policies and guidelines:

Dress Code
The dress code for Academic Success Center employees is business casual. Clothing should be professional in appearance. Slacks, skirts, khakis, jeans without holes, polos, blouses, et cetera are acceptable. T-shirts are also acceptable provided they are in good condition and without objectionable content. Employees should refrain from wearing gym, beach, and revealing attire when in the work environment.

Electronic Use
Headphones and earbuds should not be used while on the floor. Usage should be limited to online professional development courses and used within a closed area, away from students.

Personal Property
Personal property is the responsibility of the employee. The Academic Success Center is not responsible for the theft, damage or loss of personal property. Please refrain from leaving any personal property or valuables unattended.

Employees should not encourage or allow staff, faculty, or students to leave personal property to be stored in the department. Unattended items will be given to Security as lost and found.

All lost items should be reported to Security in Building 5-220; Ext. 2000

- Lost and found items must be logged and stored in the Lost and Found Bin at the Welcome Desk until Security picks them up at the end of the day.
- Car keys, cell phones, personal computers or electronics, wallets, and purses must be reported to East Campus Security (x2000) for immediate pickup.

Food
Small packaged snacks and covered drinks may be consumed in the Academic Success Center by staff and students.

Cooked food must be enjoyed outside the Academic Success Center by staff and students.
Attendance
Regular attendance and punctuality are important elements and an expectation of all employees in our efforts to maintain high levels of productivity and success for students. Repeated absences or tardiness may result in disciplinary action.

We recognize that staff may occasionally need to miss work or may become ill or have unavoidable emergencies. For planned absences, employees must provide a minimum of two weeks notice to their immediate supervisor. For unplanned absences, employees must immediately contact their supervisor via phone or email no less than one hour prior to the shift. For unplanned tardiness, employees must immediately contact their supervisor via phone or email no later than 10 minutes prior to the shift.
New Hire Information

Map of East Campus

http://valenciacollege.edu/AboutUs/locations/images/Valencia-College-Campus-Map-East.pdf
Next Steps
As a new employee, you will need to complete the following steps within the specified times.

First week:
- Obtain your **Faculty/Staff ID** from Security (5-220)
- Obtain your **Faculty/Staff parking permit** from Security (5-220)*
- Complete the Welcome to Valencia: Valencia WHO module accessible through Atlas under the Valencia Forward onboarding program.
- Complete the FERPA quiz located within the Valencia Policies section above
- Take a tour of the department and campus with your area mentor

* Learning Assistant I employees are not eligible for Faculty/Staff parking permits at this time

First month:
- Complete the Red Flag Training found in Valencia’s Edge via your Atlas account.
- Complete the Response to an Active Threat training.
- During your second week of employment, complete the Welcome to your second week: Valencia in Review module from the Employee Onboarding: Valencia Forward training modules found in the EDGE.
- During your third week of employment, complete the Welcome to your third week: Valencia and Me.
- Work with your area mentor to become familiar with area policies and work processes as well as handling common student behaviors and tutoring pedagogy and strategies if applicable.

First year:
- Complete the required Valencia Tutor Training course (tutors only)
- Complete New Staff Orientation

Required ongoing training:
- Attend Welcome Back Staff/Tutor Training every fall and spring semester
- Complete additional training sessions as required by your area supervisor
- Complete a minimum of two online Valencia Edge trainings covering any of the core competencies as outlined in the Core Competencies and Expectations section above per academic year

Employee ID
It is important that you obtain your Faculty/Staff ID card in order to be properly identified as a Valencia employee. You will also use your Faculty/Staff ID to borrow or check out any materials from the Library, East Campus Technology Services (ECTS), or the ASC Welcome Desk.

The Security Office, Building 5-220, issues Faculty/Staff IDs. It may be necessary for them to call your supervisor to verify your employment if your name does not yet appear in the Valencia Phone Directory.
Parking Decals
A faculty/staff parking decal is needed to park on any Valencia campus. A parking permit application must be completed, printed, and taken to the Security Office, Room 5-220, along with your vehicle registration and your Faculty/Staff ID to obtain a parking decal. Please note: Learning Assistant I employees are not eligible for Faculty/Staff parking permits at this time. For more information about parking regulations and policies, please click here.

To complete a parking permit application:

1. Log in to your ATLAS account and open the Employees tab. Click on the Parking Permits link.
2. Select “Request A Permit” to begin the application.

3. Select the FACULTY option and click Continue.
4. Enter your vehicle information in the fields provided and follow the instructions to complete and print the application.

**Available Parking Lots**

Parking Lot F between Buildings 6 and 7 is a designated faculty/staff parking lot. There are also designated faculty/staff parking spaces in all other lots with the exception of Parking Lot D. Faculty/staff spaces are identified by yellow striping and purple “F/S” signs.

**Initial New Hire Training**

All new employees must complete the FERPA quiz, Red Flags Training, Response to an Active Threat Training, and Valencia Onboarding Modules within the first month of employment. Please see the “Next Steps” section above for specific time frames of when trainings need to be completed.

**FERPA Quiz**

Valencia College has a firm commitment to protecting the privacy rights of its students. In making this commitment, the College wants to ensure that all faculty and staff are familiar with state and federal laws pertaining to student privacy, as well as College policies and procedures that have been implemented to help guarantee student privacy. Please click here to review Valencia’s website and take the short FERPA quiz.

**Red Flags Training**

All employees are required to take the Financial Information Security Red Flags Training. This training is described as follows:

In order to keep the college in compliance with In accordance with the Gramm-Leach-Bliley Act of 1999, also known as the Financial Services Modernization Act of 1999 (GLBA), together with the implementing “Safeguards Rule” issued by the Federal Trade Commission (16 CFR Part 314, Standards for Safeguarding Customer Information; Final Rule), which regulate the security and confidentiality of non-public customer personal information collected or maintained by or on behalf of financial institutions or their affiliates, Policy 6Hx28:7B-04 requires that every current employee, and new employees during employee orientation, in key areas that have access or work with sensitive data will receive proper training on the importance of confidentiality of student records, student financial information, and other types of covered data and information.
**Response to an Active Threat**  
This course is designed to offer alternatives to emergency situations when faced with an active threat.

**Valencia Onboarding Modules**  
These courses are designed to introduce new employees to Valencia’s history, mission, culture, policies, procedures, and security measures as well as the departments and resources devoted to fostering professional development.

To access Red Flags, Response to an Active Threat, and the Valencia Onboarding modules, please follow the instructions below:

Log in to your ATLAS account, click the Employees tab, and select Access Valencia Edge found in the My Development section located in the lower middle area of the webpage. Look under the Required Training section on the lower left hand side of the page. Select the appropriate training you need to complete. If the links are not available, type the name of the training in the Search box at the upper right corner of the page.
**Red Flags:** Scroll down to Financial Information Security Red Flags Training and click on Add.

**Active Threat:** Look under the Required Training section for the link to the training. If it is not present under Required Training, type “active threat” in the search box at the top right corner of the page. Select the Response to an Active Threat option. Click the Response to an Active Threat link on the next page.

**Valencia Onboarding Modules:** Look under the Required Training section for the link to the training. If it is not present under Required Training, type “Valencia onboarding” in the search box at the top right corner of the page. Complete the three modules in the order listed within the first three weeks of employment (the first module takes approximately 45 minutes, the second takes 25 minutes, and the last takes 20 minutes).
**Red Flags:** Your transcript will show that you are not registered for the course. Choose Launch if you are ready to take the 20 minute course now.

**Active Threat:** Click the Response to an Active Threat link on the next page.
Red Flags: If you are not able to complete the course now, repeat steps 1-3 and click “Launch” when you reach this screen.
Active Threat: Select the training section that will fit in with your work schedule. (This 2-hour face-to-face training is to be completed while on the clock.)

You will receive confirmation of your enrollment in your Valencia email.
**Academic Success Center Staff Training**
The Academic Success Center is committed to providing a wide variety professional development opportunities for its employees.

**New Staff Orientation**
Every fall and spring semester new tutors and staff attend New Staff Orientation covering:

- Valencia’s collaborative culture
- Peace & Justice 13 Principles of How We Treat Each Other
- Safety Protocols
- Student Code of Conduct
- Valencia policies

**Welcome Back Training**
Every fall and spring semester all tutors and staff attend Welcome Back trainings. These trainings cover a wide variety of topics that vary according to employees’ needs. Additionally, each area within the Academic Success Center provides training specific to their subject area.

**East Campus Tutor Training**
Within the first year of employment, all tutors are required to complete the Tutor Training course. The course has a twofold purpose:

- To set an accepted standard of skills and training for tutors
- To provide recognition and positive reinforcement for tutors’ successful work

The course is an eight week online training that covers tutoring pedagogy and methodologies. There are two required face-to-face meetings - a kickoff meeting that outlines the course structure and expectations, and a wrap up meeting that allows participants to synthesize materials learned throughout the training. Once training is completed, tutors will have the necessary knowledge and skills that increase student learning and success.

**Time Sheets**

**25 Hour Work Week**

It is a college-wide practice that all part-time employees, regardless of campus or department(s), are limited to a maximum of 25 hours per week. If you work in more than one department or on more than one campus, your 25 hour maximum must be divided between all departments and/or campuses. The following link will direct you to Valencia’s Human Resources and Diversity Payroll page: [http://valenciacollege.edu/HR/payroll.cfm](http://valenciacollege.edu/HR/payroll.cfm)

Your time sheet can be found in your ATLAS account. You are responsible for completing your timesheet by logging all hours worked at the end of each shift. Timesheets are submitted for approval every two weeks. The following step-by-step process shows how to access and fill out your timesheet:
1. Log in to your ATLAS account and click on the Employees tab. Select Time Sheet Processing (web time entry).

2. Verify your title and department as well as the pay period dates. If you have more than one position at Valencia, be sure to click the radio button next to the appropriate position, then click the Time Sheet button.
3. Select the appropriate day you are entering hours for and click Enter Hours.

4. Next you will enter the specific times for the chosen day. Pay attention to the number format and the AM/PM selections. If a 30 minute lunch break is taken, you must make two entries for the day to reflect your break. When you have completed your entries, click the Save button. Clicking the Time Sheet button will return you to your timesheet.
5. There is a second page to your timesheet since there are two weeks in the pay period. Click the Next button to get to the second page and complete the hours for that week.

6. At the end of the two weeks, your timesheet must be submitted to your supervisor for approval. When you click the Submit for Approval button, you will be taken to a page where you will be prompted to enter your Atlas password to confirm your identity. You will also see at the bottom of the page confirmation that your timesheet was submitted by you for approval and that it is waiting for approval from your supervisor. Your supervisor may return your timesheet to you for correction and resubmission if warranted.

Your timesheet should be submitted to your supervisor no later than the Monday after the pay period ends. This will ensure your timesheet is approved with any necessary corrections and sent to Payroll in a timely manner. Should your timesheet be late for any reason, a paper timesheet will need to be filled out and submitted to your supervisor. A late timesheet will cause a delay in your being paid on the scheduled pay day.

The paper timesheet is accessed through your Atlas account under Valencia Forms on the Employee tab. From the drop down box select HR Payroll Part-Time Hourly Time Sheet (HR #505).
Employee Benefits

Full-Time Employees
There are a wide variety of benefits available to full-time Valencia employees. Click here for more information regarding employee benefits.

Part-Time Employees
Part-time employees are eligible to participate in the 403(b) retirement savings plan. You will find the link to the TSA Consulting Group website in the Benefits and Wellness dropdown menu under My Human Resources on the Employees tab in your Atlas account.

Make sure to pay attention to Valencia’s weekly electronic newsletter, The Juice sent to your Valencia e-mail every Tuesday, which will announce any additional opportunities that become available to part-time employees.

Campus Amenities
The campus has a wide variety of amenities for faculty and staff use. Please be aware that the following information is subject to change as policies are routinely updated.

Fitness Center
The Fitness Center is located in Room 6-125 and is available for faculty and staff use. Please click here for information regarding use, hours, and additional links to the rules and required forms.

Tennis Courts
The tennis courts can be used by faculty/staff anytime during the Fitness Center hours as long as there are not tennis classes scheduled during those hours. Employees must check in with the Fitness Center to get the courts unlocked and to sign-in. Contact Joe Palentino at (407) 582-2299 or jpalentino@valenciacollege.edu for more information.

Basketball Courts
Please contact Joseph Palentino at (407) 582-2299 or jpalentino@valenciacollege.edu prior to using the basketball court.
**Anita S. Wooten Art Gallery**
The Anita S. Wooten Art Gallery is located in Room 3-112. Exhibitions are free and open to the public.

**Black Box Theater and Performing Arts Center (PAC)**
Valencia College Theater produces four major productions each year as well as a series of student-directed one-act plays. Productions are held either in our 558-seat Performing Arts Center or our more intimate Black Box Theater, both located on the East Campus.

Please click [here](#) for additional information regarding productions, schedules, tickets, and a link to the Valencia Dance Series schedule.

**Nursing Mothers’ Rooms**
Valencia is committed to their employees and the needs of their families. In recognition and support of the Fair Labor Standards Act (FLSA) nursing mothers are provided a reasonable break time to express breast milk for nursing children for one year after the child’s birth in a private space. As a result, Organizational Development and Human Resources (ODHR) has established Nursing Mothers’ Rooms for employees to use upon return from maternity leave to express breast milk.

If as an employee, you choose to use a Nursing Mothers’ Room upon return from maternity leave, contact your supervisor for the necessary information to begin the process. You will find more information regarding Nursing Mothers’ Rooms [here](#).
Professional Development

**EDGE Training**

Valencia EDGE is a comprehensive, competency-based employee development program that is designed to complement and connect with the Performance Development Process (PDP). EDGE was derived from the words "employee development, growth and engagement," and allows Valencia employees to sharpen their success. In addition to classroom training, Valencia EDGE offers blended learning, and online courses that are available 24/7.

Log in to your personal ATLAS account

Choose the “Employees” tab
Find “My Development”
Select “Access Valencia EDGE”
From the Valencia EDGE landing page, you may select your required courses, or you may browse for courses that you feel will enhance your development, growth, and engagement.
**Miscellaneous Information:**

**Pooky’s Pantry**

Pooky’s Pantry was created to feed homeless and low income students while on campus. The Pantry is located in Student Development (Building 5, Room 212) and manned by the Welcome Team. The program is completely donation based and depends on the generosity of students, faculty, and staff. Students must present a current Valencia ID and a detailed class schedule to the front desk in the Student Development office, and they will be taken into the pantry where they may select up to five items. The program is completely confidential and only the amount of food taken is written down.

Additional information:
- There is a pantry on both East and West campuses and one in the making on Osceola Campus.
- Donations are accepted year round.
- In addition to canned food items, other non-perishable and hygiene items are accepted.
- Items requiring refrigeration are not accepted.

**BayCare Student Assistance Services**

Valencia College has contracted with a private and confidential counseling service to provide short-term assistance to credit-seeking students who need help resolving problems that are affecting their mental or physical health or relationships. Examples might include: stress, relationship and family issues, alcohol and drug problems, eating disorders, depression, and gender issues. Please click [here](#) for additional information.

**Important Dates**

Please click [here](#) to access Valencia’s calendars of important dates including but not limited to: the annual academic calendar, withdrawal deadlines, final exam schedules, and campus and college events.