

Get to know MeL

MeL, or the Michigan Electronic Library was created in 1992 with federal grant funds to provide Michigan residents access to the full-text of books, journal articles, digital images, and other valuable research information. The two best know features of MeL include the MeL databases and MeLCat. The MeL databases provide access to a variety of full-text journal and newspaper articles. Some databases are multi-subject while others focus on discipline specific subjects such as business, health and education. MeLCat is a state-wide collection of Michigan library holdings. MeLCat includes books and videos/dvds from the collections of Michigan's academic, public and special libraries. With the "Get this for me" option, users can request items to be delivered to Zahnow Library for pick up and items will be returned by Zahnow Library when due. The MeL databases and MeLCat can be access directly at <http://mel.org> or through the library home page (<http://www.svsu.edu/library>). For more information contact a librarian at the Reference desk at (989) 964-4242.

Winter 2011 Section Assignments

Adjunct faculty will begin receiving emails on November 22 directing them to go to Cardinal Direct to accept Winter 2011 Section Assignments. Please keep in mind that not all Section Assignments may be ready at this time so if you do not receive an email immediately please do not worry. If you are unsure whether you are teaching during the Winter 2011 semester, please talk to your Department Chair. If you have further questions or concerns, feel free to contact us at (989) 964-4050 or adjunctfaculty@svsu.edu.

Count the candy corn

The Office of Adjunct Faculty Support Programs would like to congratulate Maureen Engel for guessing the correct number of candy corns in the glass head for the 4th Annual Count the Candy Corn in the Head Contest. The winning number was 932 candy corns. Second and third place go to Nicole Weber, one of our student employees, and Gina Miller, adjunct faculty member for the Department of Communication, respectively. Each of them won a small gift as their prize. Thanks to everyone for participating, once again. We look forward to next year's contest!

Workshops

VSpace Gradebook 2

Thursday, November 11, 10-11, Z302

Learn about the new Gradebook 2

VSpace Test Center

Tuesday, November 16, 10-11, Z302

Use the VSpace Test Center tool

Café Conversations

Thursday, November 18, 4-5, 3rd floor library

VSpace Advance Course Development

Friday, November 19, 2-3:30, Z302

For experienced users: groups, gradebook, Q&A session

Course Design:

From Course Description to Assessment

Saturday, November 20, 9-3, Emeriti Room

Learn best practices for designing and assessing your course to enhance student success.

A light breakfast and lunch will be provided.

**To register for workshops offered by the University
visit www.svsu.edu/workshops**

Thanksgiving Week Office Hours

November 22-23: 8:00 A.M. to 8:30 P.M.

November 24: 8:00 A.M. to 4:30 P.M.

November 25-26: Closed

Infusing Sustainability into Your Course

Sustainability, as defined by the United Nation's Brundtland Report, is practice that meets the needs of the present without compromising the ability of future generations to meet their own needs" within the carrying capacity of supporting ecosystems (WCED 1987). Ecosystems are the context for everything we do as a species and, as a species, we tend not to practice mindfulness of these ecosystems... they are a part of our taken for granted world.

Schwalbe (2003) discusses the importance of mindfulness in becoming a responsible global citizen. He asserts that in being mindful we can see how the lives of all beings are intertwined and how our inattention to "the present" can cause harm to these other beings. Those that lack mindfulness in a society that socializes its members into beliefs of privilege can be particularly hazardous in that members of these societies tend to be oblivious to the influence their privilege has on ecosystems. These privileges are the result of consuming and possessing goods and services and these are enjoyed at multiple costs.

To teach mindfulness in sustainability, faculty must develop a learning environment that will foster the student's ability, "to comprehend the big picture, make the necessary connections among what are often framed as isolated problems, and take effective action to protect the life support system upon which humanity's future depends" (Bardaglio, 2007). In other words we must engender to create critical thinkers who are engaged learners who want to deal with real-world sustainability issues. So the question becomes, how do we faculty accomplish this?

One way is to build your course around some curricular concept. In doing so consider how sustainability oriented topics can be plugged into your curriculum. A few examples:

- History: a piece of an American History course could concentrate on the sustainable practices of the Earliest Americans and how these practices might still be in place today among their descendants
- Art: A course on design could look at green design practices locally and globally.
- Gender Studies: A study of how women are disproportionately affected by issues that are related to sustainability like access to clean and safe water, the loss of natural resources due to deforestation, and hunger/starvation. These are just a few topics that could be covered.
- Health: Incorporation of material with special reference to nutrition and herbal products' impact on daily living.

- Psychology: A study of ecological consciousness and the relationship between sustainable behavior and psychological well-being.
- Poetry: Student production of poetry that explores sustainability and addresses ways in which social justice and economic behavior affect the environment.

The following list offers numerous concepts that, with a little creativity and thought, could be plugged into your courses to produce topics and assignments related to sustainability:

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| • Animal Care | • Healthcare |
| • Climate Change | • Human Ecology |
| • Diversity and Social Justice | • Interior/Green Design |
| • Economics | • Nature Photography |
| • Food Production and Systems | • Organic Farming |
| • Globalization | • Pesticide Reduction |
| • Global Warming | • Pollution |
| • Green Building and Architecture | • Privilege |
| • Groundwater Issues | • Procurement |
| | • Recycling and Repurposing |
| | • Social Responsibility |

With a little imagination and thinking out of the box you can engage your students in sustainability.

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WCED (World Commission on Environment and Development). 1987. Our Common Future. Oxford: Oxford Univ. Press.

Technology Widget: SPAM

Most of us know what it is, but how do we get rid of it? If you are receiving SPAM on your VMail account, you should make sure to mark it as junk mail instead of simply deleting it.

Designating it as junk mail will ensure that mail from such addresses are flagged as SPAM in the future; however, keep in mind that doing so will not yield immediate results. Continue to flag such emails as SPAM and be patient. Also note that emails from SVSU are not considered SPAM so you cannot designate it as junk mail. For more information on SPAM filtering and policies, visit <http://www.svsu.edu/its/pages/policies/spam-blocking.html>.