

Adjunct Faculty Academic Calendar

June:

29 Spring Session Ends

July:

1 Summer Session Begins

4 Independence Day
(Campus Closed)

August:

17 Summer Session Ends

26 Fall 2013 Semester Begins

Important Dates, Events & Deadlines

Monday, June 3, 2013

Groundbreaking Ceremony: Ryder Center Expansion
 11:00 am – 1:00 pm

Tuesday, June 11, 2013

Explore Michigan Electronic Library
 Zahnow Library, Room 111
 3:30 pm – 5:00 pm

Saturday, July 27, 2013

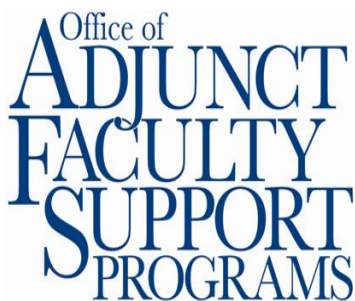
Summer Technology Institute
 VSpace and Podium Training, Classroom Tech. and MapWorks
 10:00 am – 3:00 pm, SE-206

Tuesday, August 12, 2013

Adjunct Faculty Fall Orientation
 Curtiss Hall Banquet Rooms
 5:00 pm - 9:00 pm

Office of Adjunct Faculty Support Programs

**Spring/Summer Hours
 Monday-Friday
 8:00 am to 4:30 pm**



Strategic Enrollment Management: Adjunct Faculty and Student Success

Adjunct Faculty instructors teach a large number of the first-year students at SVSU, placing them in a position to play a vital role in the academic success of first-year students, according to Jim Dwyer, Vice President of Enrollment Management at SVSU. Student success very clearly translates to student retention, Dwyer says, adding that more than 83 percent of the students who achieve a GPA above 2.0 return to SVSU and continue their education.

“That number is huge,” Dwyer says. “It puts us at the top, right along with some of the elite institutions. But when we look at what happens to students whose GPA is 2.0 or lower, very few of those return to SVSU the next semester.”

Strategic enrollment management (SEM) is a comprehensive and institution-wide effort to help students succeed, thereby increasing the likelihood they will remain at SVSU and complete their degrees, Mr. Dwyer says (see interview on back page of this newsletter).

In their report, *A Practical Guide to Strategic Enrollment Management Planning*, the Educational Policy Institute identifies ten basic principles of effective Strategic Enrollment Management plans. For the most part, the principles reflect an institution-wide philosophy that takes into account an institution’s mission, strategic plan, and partnerships. However, several of the principles speak directly to the role that full-time and part-time faculty play in and out of the classroom. For instance, a successful SEM is one that fosters an institutional culture of student success by maintaining appropriate academic programs that prepare students for future careers.

The principles also stress the importance of creative thinking and looking outside the world of higher education for best practices. One of the SEM principles encourages institutions to focus on the “appropriate utilization of technology to enhance service to students.”

According to Mr. Dwyer, it is especially important that adjunct faculty realize that they, too, are a part of SVSU’s Strategic Enrollment Management plan.

“Strategic Enrollment Management is all about learning. So, we’re looking at every facet of the learning experience at SVSU,” Dwyer says. “Strategic Enrollment Management is not a ‘quick fix’ solution that you apply once and then walk away from while you pat yourself on the back. For instance, to succeed here at SVSU, students need to learn how to learn. They need to build self-efficacy. We need our adjunct faculty instructors to engage students ‘where they are’ and to utilize best practices in the classroom.”

For more information about Strategic Enrollment Management at SVSU, visit the Enrollment Management webpage at: www.svsu.edu/enrollmentmanagement.

SPRING/SUMMER HOURS

Writing Center
3rd Floor Zahnow
 Monday/Thursday, 10 am – 5 pm
Online Writing Center
 Tuesday/Wed./Sunday 6-9 pm
(Use link on VSpace to schedule online appointments)

Zahnow Library
 Monday-Thursday, 8:00am – 10:30 pm
 Friday, 8:00 am – 4:30 pm
 Saturday/Sunday, 1:00 pm – 5:00 pm
Center for Academic Achievement
 2nd Floor Zahnow
 Monday – Thursday, 9:00 am – 6:00 pm

Administration Profile



James P. Dwyer
Vice-President
Enrollment Management

In the Loop: What is Strategic Enrollment Management (SEM)?

James P. Dwyer: SEM is a plan that provides programs and services that promote academic success and personal growth. It helps students meet their educational objectives and it helps them connect with the campus by developing relationships and a sense of belonging. It's an institution-wide process that involves all of SVSU and creates a culture of learning.

ITL: Why does SVSU need SEM?

JPD: We need SEM for two reasons. First, the enrollment numbers and graduation numbers in high schools is trending downward in Michigan, so we can't count on new students to keep enrollment at the level it has been. Secondly, the data clearly indicates that when students are not successful academically, they leave and they don't come back. We know, for instance, that 83% of SVSU students with a GPA above 2.0 return after their first year. Below 2.0, and the number drops dramatically. So, SEM sends a message that this has to change.

ITL: What role do Adjunct Faculty Instructors play?

JPD: What adjunct faculty do is critical because most first-year students will have adjunct faculty as their professors. So, if I'm an adjunct faculty member, I need to look at what I'm doing in the classroom and in my interactions with students outside the classroom. For instance, do I know the names of my students? Am I available to them outside of class? Am I trained in MAPWorks and am I using MapWorks to help those students who might be at risk of failing?

In the Classroom: Psychologists Say Charisma Doesn't Matter

According to a team of psychologists, students sitting through a riveting lecture delivered by an expert orator do not learn more than students sitting through a lecture delivered by a "hesitant speaker, slumped over her notes and stumbling over her words."

According to an online article in *Times Higher Education*, May 30, researchers asked two groups of students to sit through the same lecture delivered in "radically different styles." Students who experienced the more "accomplished lecture" believed they had learned more than the other group. However, test scores revealed there was very little difference between the two groups. This led the researchers, whose findings were published in the journal *Psychonomic Bulletin and Review*, to conclude that students' perceptions appear to be based on "lecture fluency and not on actual learning." As a result, the students who sat through the more impressive lecture were more disappointed with their test scores, while the second group felt their test scores were more closely in line with their expectations.

A better presenter does not mean more has been learned or that an "Aha! moment" has taken place, says Dr. Eric Mazur, Balkanski Professor of Physics and Applied Physics at Harvard University.

"The hard work has to be done by the learner," Mazur says in the *Times Higher Education* article. "There's not much the instructor can do to make the neuro-connections necessary for learning."

However, Mazur and the researchers quoted in the article do not discuss the effectiveness of lectures that engage students. An ample body of research reveals that when students are active learners, rather than passively slouched down in their seats, they not only learn more, but retain more knowledge.

Even classroom discussions are a form of active learning and can have a positive influence on "social integration, subsequent commitment to the institution, and intent to return to the focal university in the subsequent fall semester" according to the article "The Role of Active Learning in College Student Persistence" published in the June 2008 issue of *New Directions for Teaching and Learning*.

So, while Mazur may be technically correct when he says there isn't much an instructor can do to the "neuro-connections necessary for learning," it is also correct to say that students tend to experience more academic success and are more likely to graduate when they are engaged and active in their own learning.

July 27: Summer Technology Institute

Light Breakfast & Lunch. \$50 compensation for attending both sessions
(To register: <https://apps.svsu.edu/workshops>)

Morning Session

10:00 am – 12:00 pm

VSpace Training for Novices & Experts, Science East 206

Afternoon Sessions

1:00 – 2:00 pm

Podium Training, Science East 204

-or-

Classroom Technology Magic, Science East, 203

2:00 – 3:00 pm

MapWorks, Science East 206

(For more information: 964-4050)