

Kick Start 2015

The Kick Start 2015 Orientation is just around the corner. The Orientation will be held on Thursday, August 13th from 4:30 to 9:00 P.M. As in years past, the evening will begin with dinner. Deans and Department Chairs will be in attendance. After dinner, faculty will be able to attend three of the different breakout sessions. New adjunct faculty should select the required breakout session titled, Adjunct Faculty Basics 101, which is in the 6:00 time slot. This breakout session will acquaint new faculty with the University's support services and other basic information necessary to negotiate SVSU.

It is important that every adjunct faculty member attend this important event. Invitations for this event were sent in July to your SVSU email account. So if you haven't already done so, please use the following link to R.S.V.P.:

<https://www.surveygizmo.com/s3/1980349/Kickstart-2015>

Adjunct faculty are compensated \$50 for attending this valuable event.



Adjunct Faculty Academic Calendar

August:

- 13 KickStart 2015
Curtiss Hall Banquet Rooms
4:30 p.m.
- 15 Summer Classes End
- 19 Summer grades due by
Noon
- 27 Welcome Back Picnic
Owsley Grove
5:00 p.m.
- 31 Fall 2015 Semester Begins

September:

- 7-8 Labor Day Recess, No Classes

Workshops

(Register at: svsu.edu/workshops)

August:

- 5 Google Power Searching
Z 111
2:30 p.m.
- 17 Canvas- Gradebook,
Assignments and Rubrics
C 141
1:00 p.m.

For more workshops available in May, please visit: svsu.edu/workshops

The Bookstore and Faculty Enlight

SVSU's bookstore provides all faculty with a tool called Faculty Enlight. This tool helps faculty with text selection. We are fortunate that the Bookstore will have a kiosk in place during orientation to help faculty log-in to Faculty Enlight and explore all it has to offer. Please take advantage of this opportunity to check out this cool web tool either before dinner or in between the breakout sessions.

A Change to our Policies and Procedures

Starting this Academic Year, there has been a change to SVSU's Adjunct Faculty Policies and Procedures which will affect many of our faculty. Last year we initiated a new policy offering all adjunct faculty the opportunity to be compensated for up to four workshops during the fall and winter semesters. That policy is still in place, however, the new policy is that repeated or related workshops will not be compensated. Meaning, if a faculty member has already taken one Canvas workshop, for example, she will not be compensated for any other Canvas workshop. The same for Course Design. You are only allowed to be compensated once for a workshop. That doesn't mean that we don't want our faculty to get training! It just means that we will no longer be able to compensate for repeated or related workshops.

Welcome Back Picnic

Don't forget that you and your family are invited to attend the University's annual Welcome Back Picnic. It will be held on Thursday, August 27th in Owsley Grove from 5:00 until 8:00. This is a wonderful annual event which offers opportunities to become familiar with our SVSU family. Please join us! To RSVP go to this link:

<http://www.surveygizmo.com/s3/2256346/4bf3f1787e6d>

First 4 Weeks

Retention of students is a huge issue for colleges and universities nationwide, including SVSU. Data indicate that many students starting college are inadequately prepared for college level scholarship. Additionally, the literature indicates that many incoming freshmen are so often dealing with survival issues, like roommate conflicts or home sickness, that classroom success is often not on their minds (Upcraft, et al., 2005). As a result, it becomes a particularly important job for the teachers of college students, particularly freshmen, to engage their students and encourage attendance and participation. That is why the Office of Adjunct Faculty Support Programs will again be sponsoring a challenge called First 4 Weeks.

This challenge asks faculty members to consider intentionally employing **4 of 26** different strategies in their classroom(s) during the First 4 Weeks of the semester (see page 4 of this edition). These strategies include ideas for building and encouraging relationships, promoting active and engaging learning activities, integrating student support into learning experiences, ensuring students understand where they stand, raising expectations, and professional challenges. Such strategies have been shown to help create increased student success in the classroom. Should you choose to participate, you will be registered as a participant and your name will be added to the Canvas site where you will be able to access information regarding these 26 strategies. During the **4** weeks, you will be asked to assess the success or strength of the strategies each week in the Discussion Forum on the Canvas page. At the end of the four weeks, four participating faculty will be randomly selected to receive a \$26 gift card. Consider it!

If you are interested in participating, please contact our office at 989-964-4050 and have your name added to the list. We will contact you when you have been added to our canvas site!

Reference:

M. L. Upcraft, J. Gardner, & B. Barefoot (2005). *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*; San Francisco: Jossey-Bass.

New Adjunct Faculty Seminar

Starting this fall, our office will be sponsoring a program called, the New Adjunct Faculty Seminar. This program is targeted to SVSU's adjunct faculty who have taught three semesters or less. The intent of this program is to provide a mentoring relationship for new faculty as they adapt to the University and its policies and practices. As well, this seminar will provide the participants with an understanding of SVSU's students and methods for effective teaching practices. The seminar will be meet at 4:30 p.m. every other Friday beginning September 4th and end October 30th. If you are interested in participating in the New Adjunct Faculty Seminar, please contact our office by mailing us at adjunctfaculty@svsu.edu or calling us at 989-964-4050. Participants will be compensated \$250 for attending all five sessions.

LEAD

One ongoing successful program that is available to all faculty who have taught at SVSU for two or more semesters is LEAD. LEAD is a program that has been in existence for eight years and has graduated 26 adjunct faculty. These faculty were mentored by a full-time faculty member in their department over the course of the fall and winter semesters. For each semester, the faculty members were compensated \$250 and at the end of the year, they receive a \$50/credit hour pay bump. But money isn't the only reason this is a good program. Throughout the mentoring process, the faculty develop a teaching philosophy document, learn what constitutes good teaching by sharing class time with their mentor, and develop a portfolio of material that reflects their excellent teaching experience.

If you are interested in applying to be in the LEAD program, you may complete an IDP found here: <http://svsu.edu/adjunctfaculty/facultydevelopment/> or you can call us at 989-964-4050.

Formative Assessment and Three Important Questions

The purpose of formative assessment is to monitor student learning. It is assessment *for* learning and it is a very useful practice for a few reasons. The first, is that formative assessment helps students learn what material they need to know and, in doing so, it helps them recognize their strengths and weaknesses. It also allows students to focus on what they need to do to be successful in the class. This is called student self-monitoring. The second good use of formative assessment is that it helps the faculty member learn where their students are struggling so that she can adjust or readjust the material immediately to address the problem areas. Formative assessment is usually in the form of a low-stake assessment. According to Atkin, Black and Coffey (2001), one of the primary purpose of formative assessment is often overlooked. They contend that formative assessment should help students answer three important questions.

The first question is, "*Where am I going?*" Students need to know what it is they are expected to learn in a course. Course Learning Goals should provide this information but are often not articulated in such a way that the students understand their importance. Therefore, to help students answer this question, faculty should provide their students with a list of the learning targets they are responsible for mastering. These targets can work to provide the students with a roadmap for learning.

The second question is, "*Where am I now?*" By answering this question, students can demonstrate what they know and what they don't know. It helps them learn about mastery and learn to understand what shortfalls they have in their understanding of the material. This question also helps the faculty member learn where they need to adjust their course material. Ways to answer this question include, administering a non-graded quiz half way through a lesson, or, with their learning targets in hand, asking students to check off those targets they feel they have mastered. Another good method to answer this question includes utilizing "the muddiest point." In this assessment the faculty member asks the students to anonymously answer a question like, "What was the main point of today's class material?" This is typically done a few minutes before the end of class. Later, the faculty member can read through the responses and tailor the start of the next class by addressing any deficiencies or problems found in the assessment.

The final question is, "*How can I close the gap?*" Students are aware they sometimes have gaps in their understanding of the material but they aren't always sure how to mend these. By helping students see where they are and where they need to be, they can work toward the goals of the course. To help students answer this question, a faculty member might give the students feedback on their progress and help them set goals for themselves. Students can also graph or describe their progress on specific learning goals. As well, they can reflect upon any changes they have noticed in their knowledge or discuss those ideas which are now easy and were once perceived to be difficult.

In a learner-centered classroom, it is important for students to self-assess, set goals, and monitor their own progress with the help of their faculty member. By students and faculty working together, using formative assessment strategies, students are able to own their successes.

Reference:

Atkin, J. M., Black, P., & Coffey, J. (2001). *Classroom assessment and the national science standards*. Washington, DC: National Academies Press.

Google Power Search

Google is the world's most frequently used search engine, but finding the most relevant information can be a challenge. To help you face this challenge the Library has created a workshop which will focus on the advanced searching features in Google, Google Scholar, and Google Books. Learning about these features will save you time and energy in the research process. Please consider attending this workshop for personal interest or, you might consider previewing this session because it can be customized and delivered to your students in future classes upon your request. Two sessions are being offered this summer. The next offering will be on Wednesday, August 5th from 2:30-3:30 also in Zahnnow 111. If you have any questions about this workshop please contact, Margaret Phillips at mlphill1@svsu.edu or 964-7071.

The First 4 Weeks Strategies

The following are the 26 strategies that you can select from for the First 4 Weeks Challenge!

1. Express to your students that you respect them and want all of them to succeed.
2. Learn your students' names and something else interesting about them.
3. At the beginning of each class for the first few weeks, welcome your students and include the name of the course and your name in your greeting.
4. Share something about yourself and your passion for your subject content.
5. Ask students to express why they are in college as well as why they are taking your course.
6. Ask students to write about any challenges they may have (child care, transportation, working a lot of hours, no computer at home). Do they need help with these challenges? Refer them accordingly.
7. Contact any student who misses class.
8. Explain the context or "big picture" of your course. Briefly describe the topics that will be covered. Explain how this course is relevant in students' academic, professional and personal lives.
9. Let students know what they need to do to be successful in YOUR course.
10. Demonstrate how previously successful students have taken notes in your class. Early on assign an exercise that results in students finding out the quality of their notes. Find those who take excellent notes and pair them up with those who need to learn.
11. Model what you expect from students. (Start and finish class on schedule, be prepared for class, be responsive, be truthful, respectful, fair and available, etc.) Model quality.
12. Engage the class in an academic vocabulary discussion. What constitutes missing class? When is a home assignment late?
13. Perform at least one CAT (Classroom Assessment Technique) – like a minute paper, muddiest point.
14. Engage students in at least one active learning strategy (like think-pair share, QR Code creation, clickers, jigsaws, magic moment, or service learning).
15. Get students actively involved in the content of the syllabus. Consider a syllabus quiz, small group discussion, PollEverywhere.com classroom quiz, etc.
16. Honor the prior experience of the students. Mine their previous knowledge by discussing a discipline-related topic about which students will already have opinions/knowledge.
17. Create an exercise that connects students to the campus learning labs/tutoring centers.
18. Create exercises that connect students to student resources like Campus Life, the Library, Counseling and/or Career and Employment Services.
19. Make sure each student has a student handbook. Point out and discuss important topics – like academic integrity—and highlight useful features, for instance a weekly planner, if that is part of your student handbook.
20. Create an assignment that will demonstrate students are able to log into Canvas and navigate the system.
21. Clearly communicate your course grading policy.
22. Create rubrics that clearly define grading criteria for each assignment and provide these to your students when giving the assignment.
23. In the first two weeks, have students complete a short in-class writing assignment or class quiz worth very few (or no) points. Grade and return this assignment the next class. Consider including helpful suggestions as to how to improve performance.
24. Provide students with your preferred mode(s) of communication as well as the amount of time it will take before a student can expect to hear back from you.
25. Discuss with students their progress in the first couple of weeks and what they need to do to be successful in YOUR course. Direct them to available student resources that can support their success.
26. Continue to engage in a strategy (not listed above) that has been successful for you or create a new one! Consider sharing this strategy with your colleagues.