



Adjunct Faculty Academic Calendar

July:

- 7/4 Independence Day – No Classes
- 7/8 Last Day to Withdraw with 50% Refund and “W” Grade
- 7/29 Last Day to Withdraw with “W” Grade

Workshops:

- 7/6 Canvas Open Session
2:00 PM, C150
- 7/19 Lecture Capture: Echo360
2:00 PM, C 150
- 7/28 Canvas – an Introduction
2:00 PM, C 150

For a complete list of workshops offered for the Spring/Summer Semesters please visit svsu.edu/workshops

Register for these workshops and more at: svsu.edu/workshops

New Adjunct Faculty Compensation Rates

Each year, the Office of Adjunct Faculty Support benchmarks adjunct faculty compensation with other institutions and advocates for adjustments in pay. This year, in collaboration with Academic and Student Affairs and the Office of Business and Management, we were able to make a few adjustments in how SVSU's adjunct faculty are compensated. The following are those adjustments:

- Faculty who have taught at SVSU ten or more semesters or who have advanced degrees like a Ph.D. or Ed.D. will receive a \$25 compensation increase which will place their per credit hour earnings at a rate at \$750.
- Faculty who teach Category 10 and Communication Intensive (C.I.) General Education courses will be compensated at a rate of \$850/credit hour, regardless of the number of semesters teaching at the University or degree status. This compensation increase puts the faculty teaching these General Education classes in line with the faculty who teach English 080 and 111 classes since the amount of work is equivalent.

Jump In, 2016:

The Fall Adjunct Faculty Orientation

Our office is working to solidify plans for our Fall Adjunct Faculty Orientation which is scheduled for Wednesday, August 17th. In a few weeks, you will receive a Save the Date postcard in the mail offering instructions for registering for the event so watch your mailbox!

Professional Development and You

Conversations with many faculty developers across the nation has lead our office to decide to align our professional development opportunities with the Center for Academic Innovation (CAI). The belief is that the professional development of all faculty should fall under one umbrella. At SVSU, that umbrella is CAI. In collaboration with the Director of CAI, Poonam Kumar, we have created a great schedule of topics for workshops, Learning over Lunch brown bags, and Teaching Tables. Topics this year will concentrate on Student Motivation following March's CAI Symposium topic. Workshops range from designing a motivating syllabus to student perspectives on motivation. The Learn over Lunch sessions will focus on SoTL articles on motivation and these will be posted in advance. The Teaching Table topics include Research and the Undergraduate Student and Community Engagement. These professional development opportunities will be published on the workshop schedule at svsu.edu/workshops. As always, adjunct faculty are compensated for attending these events.



Summer Technology Institute

In collaboration with Instructional Technology Lab and I.T., our office is hosting the annual Summer Technology Institute. With the adoption of Office 365, there are increased opportunities for faculty to explore novel uses for this software. Additionally, if you haven't yet had the opportunity to be trained on Canvas, this is your chance!

The Summer Technology Institute is being held on Saturday, August 13 from 10:00 to 3:00. The morning will involve Office 365 training and during the afternoon we are offering training on Canvas and Podium use. Lunch will be served. If you are interested in registering for this valuable workshop go to svsu.edu/workshops.

Master Teachers Program

Our new program, the Master Teachers Program, is intended to prepare and advance the teaching practices of SVSU's adjunct faculty. The goals of this program are to help faculty create safe learning environments, become skilled in classroom management, knowledgeable about diverse learning styles, and develop research based techniques to motivate students.

Anyone interested in this program must first apply. Following acceptance into the program each participant is expected to watch ten online videos produced by Magna publications. The content of each video will then be used by the faculty member to compose an essay reflecting upon its content followed by the creation of a lesson plan for a class or a personal action that will be implemented in her teaching practices. All of these must be submitted to the Program's Canvas space. Finally, classroom observations by the program's director near the beginning of the semester and a classroom observation, by someone in the participant's department, will be required near the end of the semester. For more information on this program please go to the Master Teachers Program link at <http://www.svsu.edu/adjunctfaculty/facultydevelopment/>

Faculty will be compensated \$25.00 for watching each video and completing the assigned work. Once all of the requirements listed above are complete the adjunct faculty member will receive a \$50.00/credit hour bump in pay. Only ten faculty will be admitted into this program each year so don't forget to apply!

New Adjunct Faculty Seminar

If you have been a member of SVSU's adjunct faculty for less than four semesters, you can register for the New Adjunct Faculty Seminar. This Seminar offers an opportunity to help strengthen SVSU's mission of being a premier teaching institution. It is hoped that involvement in this Seminar will help our adjunct faculty grow professionally as teaching scholars and allow them to develop collegial relationships with other new faculty.

The Seminar will be offered at 4:30 in the afternoon every other Friday, beginning on September 9th and ending on November 11th. Adjunct faculty, who register for this program, will be given a book which will help drive the seminar discussions and each will be compensated \$250.00 for attending all of the sessions.

If you are interested in enrolling in the New Adjunct Faculty Seminar, please register at www.svsu.edu/workshops.

Lessons in Teaching Undergraduates, Part Two

Last month we introduced you to Andrew Pegoda, a history professor, who offered his thoughts on the lessons he has learned through teaching undergraduate students (2013). We would like to share some more of these lessons with you. It is our thought that these lessons might confirm some of your own feelings and ideas about teaching or they might be instructive in helping you learn more about yourself, as a teacher, and your students.

- **Cover everything in your syllabus.** Given that our students have become "classroom lawyers," Pegoda says, it is very important that faculty clearly outline all of their expectations and rules for class. Faculty should always include any exceptions they might have. He states that, "A detailed syllabus can also save time and stress, as students can consult the syllabus for course information." (We would also like to add, that once you set a rule and publish it in your syllabus, you should stick to it. Otherwise you might be leaving yourself open to a grievance).
- **Discussions and activities are essential to learning.** Edgar Dale, who is credited with developing the *Cone of Learning*, outlined the importance of active student engagement (1946). Later, others took his Cone and tied the following quotation to it: "Students remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they see and write, and 90% of what they do." Your goal in the classroom is to engage all of your students' senses so that deep learning will occur. Music, art, role playing, group work, writing prompts, and kinesthetic activities are all excellent ways to engage your students and help them learn.
- **Don't waste time policing cell phones.** If you think about it cell phones are mainly small computers that can be used in instruction to produce a more purposeful learning environment. Have your students use them to look up/*Google* new words or ideas. Have your students use them so that you can poll what they know or don't understand (see Polleverywhere.com). Turns out that cell phones can be a valuable learning tool!
- **It is okay to sit during class.** Pegoda found that by sitting during class promoted a freer, more equitable learning environment that facilitated better discussion.
- **Students will disappoint and surprise us.** One of the things we must remember as faculty is that we love learning. We love exploring. We love what learning does to us. Problem is, a lot of students don't hold that same passion. Many of the courses we teach are general education courses which some students feel are a waste of their time! To them, making the grade is what is important. As well, some of our students are ill prepared to complete your course. Others, might have been straight "A" students in high school who fall off the edge of the cliff during their first semester. BUT then there are those who will work really hard, do the stretching, and, as a result, will make progress as the semester continues. Regardless of the kind of student we encounter in class, it is important to remember it is our role as faculty to help each be successful regardless of their motivation.

You might be able to add to this list. We didn't include all of his lessons in this newsletter so feel free to access his blog at the address below and read on!

References:

Dale, E. (1946). The cone of experience. *In audio-visual methods in teaching* (pp. 37-51). New York: Dryden Press.

Pegoda, A.J. (2013, July 19). Nineteen Lessons I Have Learned about Teaching Undergraduates (so far). *Inside Higher Education*. Accessed from: <https://andrewpegoda.com/2013/07/19/19-things-ive-learned-about-teaching-undergraduates-so-far>