

August, 2017

The Office of
**Adjunct Faculty &
 Academic Support
 Programs**

Adjunct Faculty Academic Calendar

August:

- 12 Classes, Final Exams End
- 16 Grades due to Registrar's Office by Noon
- 17 Adjunct Faculty Orientation
- 28 Classes Begin

Workshops:

August, 1 Canvas – An Introduction
 2:00 PM Z 115

August, 7 Canvas – Gradebook,
 Assignments and Rubrics
 2:00 PM Z 115

August, 14 Canvas – Quizzes and
 Surveys
 2:00 PM Z 115

August, 22 Classroom Clickers: Increase
 Participation and Confirm Understanding
 10:30 AM Z 115

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

2017-2018 Policy and Procedure Changes

The following two changes have been made to the 2017-2018 Adjunct Faculty Policies and Procedures.

1. Adjunct faculty, who are in good standing with the University and who have taught here for a minimum of two semesters, are eligible for a 50% discount off the regular tuition rate for SVSU classes. This agreement pertains to the semester in which they teach and the following three semesters. The Adjunct Faculty Tuition Waiver forms are available at <http://www.svsu.edu/hr/part-timeemployeebenefits/>
2. Adjunct faculty whose mileage from their home address to campus is between 50 and 75 miles will be compensated \$375.00 per course. Adjunct faculty whose mileage from their home address to campus is 76 or more miles will be compensated \$500.00 per course. However, if an adjunct faculty member travels to campus to teach two or more courses on the same day, they will not be compensated for the additional course(s). This additional compensation will be paid on or around mid-term in a lump sum.

We are getting ready to publish our new handbook. If you would like, you can stop by our office for a hard copy, or, very soon, you can read it on our webpage at svsu.edu/adjunctfaculty

Adjunct Faculty Business Cards

This fall, the Office of Adjunct Faculty and Academic Support Programs will be ordering 100 cards for the first 100 adjunct faculty who complete a questionnaire on Survey Gizmo. It is our hope that you, a member of SVSU's adjunct faculty, will be able to use this business card should want to connect with a student or should you decide to encourage someone to consider applying to SVSU for admission. We also hope that this card will serve to validate your importance to SVSU. To complete the survey, go to:

<https://www.surveygizmo.com/s3/3736599/Adjunct-Faculty-Business-Cards>

Save the date: **Fall Adjunct Faculty Orientation**
Thursday, August 17th at 4:00 p.m.
Curtiss Hall Banquet Rooms



Jump In 2017 Adjunct Faculty Orientation

If you haven't received the message yet, the Fall Adjunct Faculty Orientation scheduled for Thursday, August 17th. There are many events planned for that day. Canvas training will be offered at 1:30 in Science East 206. All five of the colleges, have set aside time for their adjunct faculty to meet and talk, followed by dinner in the Banquet Rooms with the Deans and Chairs and later, three breakout sessions. Last year our session titled, Great Ideas for Teaching (G.I.F.T.), was so popular, we have added another similar session called Great Ideas for Technology (G.I.F.T. also!). If you haven't already registered, please do so by going to <https://www.surveygizmo.com/s3/2887789/JumpIn2016>
 We look forward to seeing you then!

Changes to the Ways We Copy, Print and Scan

As a reminder, our office, in Science East 201, has been fitted with a Kyocera copier/printer which is activated by a program called PaperCut. The intent for employing PaperCut in offices across campus is to help eliminate paper waste, provide job accounting, and enable secure print release (the printer actually holds onto your print job until you log in). PaperCut printing/copying can be accessed in four different ways:

<i>If you choose to log in using your:</i>	<i>You will also need your:</i>
SVSU Username	SVSU Password
SVSU Employee ID Number	PaperCut PIN Number
SVSU ID Card	PaperCut PIN Number
PaperCut ID Number	PaperCut PIN Number

Should you choose to use one of the Kyocera copier/printer anywhere on campus you will need to get access to PaperCut.

- To establish your PIN number or to see you PaperCut ID number, you must first go to *vprint1.svsu.edu* and submit your SVSU username and password.
- To find your PaperCut ID number look under *Summary* there you will see: *Card/ID number*. Click that and it shows your PaperCut ID number.
- If you choose the last three options above, you will need also need to create a PIN number. To do so, look on the left column on the page (*vprint1.svsu.edu*) and select *Change Detail*. There you will be asked to insert a pin number.
- Finally, should you choose to use an SVSU ID card to login to PaperCut, you will need to have a newer one (your ID number shouldn't not begin with zeros ("0")).
- If you want our office to do any kind of copy work for you it is suggested that will need to forward your PaperCut PIN Number to us.

For more information on this please go to the portal at *my.svsu.edu* and look under *Menu-Technology-Print Management*. There you will find links to both a print document and a video on PaperCut. Should you need a new ID card visit Financial Services in Wickes 131A. Should you encounter any problems call IT Support Center at x4225 option 4.

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>