

Adjunct Faculty Academic Calendar

September:

1 Last Day to Withdraw with a 100% Refund

4-5 Labor Day Recess, No Classes

6-12 Late Course Adds (only if already registered)

26 Last Day to Withdraw with a 25% Refund, 'W' Grade

Workshops:

5 Canvas – An Introduction
2:00 PM Z 115

7 Canvas – Gradebook,
Assignments and Rubrics
10:00 AM Z 115

19 Document Protection
1:30 PM Z 115

22 No Nonsense Guide to Using
e-Books
11:00 AM Z 111

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

The First Few Weeks of Classes

The first day of class is the most important as it sets the tone for the rest of the semester but the first four weeks of class can determine whether your students will be successful and retained for the entire semester. To help with this, here are a few techniques you can employ during these important weeks:

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. 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.
5. Contact any student who misses class.
6. Let students know what they need to do to be successful in YOUR course.
7. 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.
8. 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.
9. Engage the class in an academic vocabulary discussion. What constitutes missing class? When is a home assignment late?
10. Perform at least one CAT (Classroom Assessment Technique) – like a minute paper, muddiest point.
11. Engage students in at least one active learning strategy (like think-pair share, QR Code creation, clickers, jigsaws, magic moment, or service learning).

These are tried and true techniques which not only engage students but also helps them feel as though they are valued. To learn more student engagement techniques register for the workshop, Teach Like a Pirate, held on September 5th at 12:30 in Z223A. to register go to www.svsu.edu/workshops

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.surveymoz.com/s3/3736599/Adjunct-Faculty-Business-Cards>

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.

Our new handbook has been published. If you would like, you can stop by our office for a hard copy, or you can read it on our webpage at svsu.edu/adjunctfaculty

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 your 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

Formative vs Summative Assessment- An Important Distinction

Two forms of assessment are used in the classroom setting. The one that most faculty are familiar with is summative assessment which is an assessment *of* student learning and/or the acquisition of skills at the end of a chapter, lesson or semester. Summative assessments are typically high stake assessments which have high point value. Summative assessments usually consist of exams, papers or capstone projects.

Formative assessment, on the other hand, is assessment *for* student learning. For faculty, formative assessment helps them learn which ideas, theories, or concepts students are struggling to understand. Such assessments can also be used to assess whether particular skills have been mastered or whether the course learning objectives have been met. For students, formative assessments help them understand where their strengths and weaknesses lie allowing them to target areas where more work is needed. Formative assessments are low stake assessments having little to no points associated with them. Such assessments can include the submission of one or two sentences identifying the main point of a lecture or the muddiest point where students anonymously share one or two ideas they didn't understand during the lecture/class.

Formative Assessments <i>for Learning</i>	Summative Assessments <i>of Learning</i>
Muddiest Point	Quizzes
Minute Paper	Mid-term/Final Exam
Diagnostic tests	National tests
Lab reports	Entrance exams (SAT and ACT)

An article, titled *Inside the Black Box: Raising Standards through Classroom Assessment* (Black and Wiliam, 2010), further discusses the role of assessment. In their review of the literature, the authors found that formative assessment is an essential component of student classroom success because it helps to raise student achievement and mastery. They also contend that students need to be trained in self-assessment so that they can better understand the purpose of their learning allowing each student the ability to grasp what they need to do/understand in order to be successful. Student self-assessment can be done by utilizing techniques which allow students time to respond to questions, have them think in pairs or small groups, or ask them to compose an answer to a question and then select and read a few answers aloud to the class for further discussion. Having students participate in thoughtful reflection allows for that formative self-reflection process to begin.

To help you understand what technological tools are available for formative assessment, the ITD lab is sponsoring a workshop on Thursday, September 25th from 10:30 to 11:30 in Curtiss 150. To register for this valuable workshop go to www.svsu.edu/workshops and log-in.

Reference:

Black, P. and Wiliam, D. (2010, September). Inside the Black Box: Raising Standards through Classroom Assessment. *The Phi Delta Kappan* 92 (1) 81-90.

Emergency Notification System

Worried about school cancellations or how inclement weather might affect your class? Then enroll in SVSU's Emergency Notification System by going to www.getrave.com/login/svsu. There you can log in with your SVSU user name and password. New users should click the "Add" box to enter a mobile phone number. If you have registered for notifications in the past, just click the "Edit" link in the box for a mobile number already entered.