

## Adjunct Faculty Academic Calendar

### October:

- 8-14 Homecoming Week
- 13 Fall University-wide  
Employment Fair
- 19 US Rep Dan Kildee Lecture
- 26 Winners of "Count the Candy  
Corn in the Head" Contest  
Announced

### Workshops:

- 3 Canvas Open Session  
10:00 AM Z 115
- 10 Syllabus Make-Over and Best  
Practices  
12:30 PM Z223-A
- 17 Realize the Value of Skype for  
Business  
1:00 PM Z 115
- 22 Canvas: Gradebook,  
Assignments and Rubrics  
2:00 PM Z 111

Register for these and other  
workshops at: [svsu.edu/workshops](http://svsu.edu/workshops)

It's the 10<sup>th</sup> Annual  
Guess the Number of  
Candy Corn in the Head  
Contest!



Have  
fun!

Win  
Prizes!

Stop into SE201 and  
enter!

## College Students and their Work Ethic

The Protestant work ethic, a dominant ideology in our society, contends that people should work hard and do their best, regardless of the rewards. Many of us are college instructors because, during our academic life, we succumbed to this work ethic. However, there is a question whether students today have this work ethic and, if not, how they might perform as future employees.

UCLA conducted a survey in 2006 which focused on the reasons students attend college. The survey found that 70 percent of women and 74 percent of men said the primary reason they attend college is to make money. In other words, many of our students do not value education for education's sake. They value education because it will allow them to reap greater rewards (\$). This attitude suggests that the ways in which they approach their schoolwork might differ significantly from how you approached yours. See if you recognize the following types:

**ENTITLED TO A DO-OVER-** this type of student feels that they should be able to redo an assignment if they don't like the grade they earned. These students also feel that if they put an effort in they are entitled to a "good" grade.

**CLOCK PUNCHING-**students who adhere to this belief feel that putting a significant amount of time into an assignment should reap a good grade. In such instances, it isn't the quality of the content in the assignment but the time spent completing it.

**LAKE EFFECT-**In Lake Wobegon, "all of the children are above average" and most college students believe this about themselves! Many students see a "C" as a failing grade and with the problems universities' have with grade inflation; many of us are propelling student self-esteems above where their abilities actually lie (Ciulla, 2007).

So, what are we as instructors to do to help these students succeed in college and prepare for the workplace? First, we need to make our students more responsible. Seldom are employees allowed a "do-over" especially if this employee has a job that involves life or death situations. A best practice in this situation is to set the bar high and have the students work to meet height. We also need to make certain that we reward quality work over quantity. Finally, we need to help the students understand that all people have a gift but this gift does not necessarily translate into "A" work and that it is okay, even average, to earn a "C."

Reference:

Ciulla, JoAnn (2007, July1). The Work Ethic, in a Modern Guise. *New York Times*. Accessed from:  
<http://www.nytimes.com/2007/07/01/business/yourmoney/01pre.html?mcubz=1>

# Rethinking Office Hours

Originally, office hours were established to provide a time and place for students to meet with their faculty members. These hours were meant to be a physical space where the faculty member and her resources would be readily available to answer student questions or assist with student learning. Today, I find faculty complaining that they spend a lot of time alone during office hours. Therefore, it might be helpful to rethink how you hold office hours. Below are some ideas for office hours that are technologically enhanced. Following these tech tool ideas, is a unique idea for office hours that requires fresh air and exercise, along with some good old fashioned conversation.

There are so many tech tools available to faculty that might offer ways to switch up how you hold your hours. Consider these:

- **Skype for Business:** With Office 365, you can create a list of contacts by adding your students email addresses allowing you to send an instant message to them and vice a versa. And, if you have a camera, Office 365 will allow you to Skype with your students either individually or in a group setting. To learn more about this and how to use these methods go to: <https://my.svsu.edu/Technology/Office365/SkypeforBusiness/Pages/default.aspx> There is also a conferencing tool in **Canvas** (<http://canvaswiki.uen.org/wiki/Conference>).
- You can offer group meetings using **Google Hang-Out** where you can connect with your students anytime using either voice or video calls. This might be highly effective if your students are preparing for an exam or assignment and need clarification or support. If you have a Google account, simply go to <https://hangouts.google.com>. There you will be able to create a group by again entering your students' email addresses. If you plan to hold a group meeting in the evening (or anytime,) you might want to do a **Doodle Scheduling Poll** to establish the best time and day to have a group meeting with your students. Doodle Scheduling Polls are available by going to this website: <https://beta.doodle.com/>
- Another method, using technology, might be "on demand" office hours. You can establish times that you will be available through Skype and students can then schedule 15-30 minute appointments with you. A website called **Calendly** (<https://calendly.com>) allows you to select times you are available. Your students can then go to this website and set up a meeting. This meeting will then be synced to your Outlook calendar! Easy, Peasy.

There is, however, a radically different alternative to these tech tools. Fiona Rawle, a faculty member from Ontario University, found that despite setting aside time for office hours, students often just didn't show up. She also noted that, for those who did show up, the visit seemed too impersonal or rushed. During these traditional hours, she could answer questions related to her course material, but she found that the environment wasn't necessarily ideal for connecting with her students. She felt that the formality of meeting in her office didn't lend itself to her students making eye contact with her and she felt that the office, itself, was rather intimidating. So, she decided to hold some of her office hours by **walking the campus trails** (weather permitting). These are the steps she takes:

- Rawle posts her walking office hours early in the semester and sends reminders to her students through email.
- She creates a route that would consider various student abilities.
- She posts a map of the walking route and places where students can join in the walk.
- She found that a 15-minute route worked best and to pass by the pick-up points multiple times, allowing students to join in. The pick-up points, she suggests should be at main instructional buildings.
- As Rawle walks, if in a large group, she works her way from the front to the back so that all students get some of her time.

As these walking office hours continued, Rawle found that the discussions she had with her students were more meaningful and there were less distractions (think emails and phones), and the experience was satisfying for everyone involved because this method for holding office hours allowed for community building.

So, as you consider how and when to hold your office hours next semester, you might want to consider rethinking the traditional method and go for something that might be better suited to you and your students.

References:

Rawle, F. (2017, May). Thinking outside the Office (Hours). *The National Teaching and Learning Forum* 26(4).

techKNOWtools (2015, March 1). *Rethinking Office Hours* [Blog post]. Retrieved from <https://techknowtools.wordpress.com/2015/03/01/rethinking-office-hours/>