

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

Adjunct Faculty Academic Calendar

March 5 – 11 Spring Break

March 12 Classes Resume

March 30 Last day to withdraw
 with a “W” grade

Workshops

March 1 Gather Course Analytics
 and View Student
 Engagement/Echo 360
 Learning Tools
 3:00 PM Z115

March 15 Canvas: Modules
 9:00 AM Z 115

Save the date!

April 20 Adjunct Faculty
 Awards Banquet
 Look for the invite in
 your mail!

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

Adjunct Faculty Needs Assessment

If you haven't already completed
 the 2017-18 assessment, please do
 so! You can access it at this
 address:

<http://www.surveygizmo.com/s3/4206091/Adjunct-Faculty-Needs-Assessment-2017-18>

In Response

We were going over some of the open-ended responses to our Needs Assessment and thought that some clarification in a few areas was necessary.

Copying:

One concern voiced was related to copying. The University has entered into an agreement with Bradley Business Systems to place and service all printers on campus. This new agreement uses a process called PaperCut. This means that our office's budget is no longer affected by having to service our copier should too many copies cause it to jam or breakdown. Bradley is now responsible for any issues. So, faculty are free to come into SE201 to use the printer when necessary. Your copies are charged directly to your department so please be aware that your department chair will know how many copies you are making. This is the first change in printing procedures in this office since 2006. If you are having any difficulty you should call IT at 989.964.4225 and they will assist. Also, check the online Adjunct Faculty Handbook for instructions for using PaperCut. You can access the Handbook at svsu.edu/adjunctfaculty

Pay Increase:

Another faculty member asked us to advocate for higher pay. We thought you might want to know that each academic year, our office initiates requests from neighboring colleges and universities to determine how they pay their adjunct faculty and we benchmark our pay to theirs. In every yearly report initiated from this office, we advocate to raise adjunct faculty pay.

Provide in-depth and specific training:

Technology training can be had either through workshops or individual sessions. Workshops might be more general but by making an appointment with one of our technology experts you can get more in-depth help. To find information on which technology workshops are being offered, go to svsu.edu/workshops. All technology workshops and others are listed there. If you want individual sessions call 989.964.4225 and select option 4. The operator should be able to hook you up with one of the technology experts. Our office offers monthly workshops grounded in evidence based teaching practices. Our office also sponsors a Master Teachers Program (online) and a New Adjunct Faculty Seminar in the fall. You can learn about these by going to the online handbook found on our webpage (svsu.edu/adjunctfaculty).

We will continue to monitor the questions on the Needs Assessment to better determine how we can assist you. Since the Assessment is anonymous we can't address your issues individually. So, keep posted.

Teaching First Generation Students

"A postsecondary degree is increasingly necessary for social and financial stability and success. The benefits of a college degree are particularly relevant for historically underserved students, such as first-generation, low-income, and racial/ethnic minority students, given America's commitment to economic and social mobility" (IHEP, 2012).

According to a report by the Institute for Higher Education Policy (IHEP) about a third of the undergraduate population tends to be first generation students. First generation students are characterized as being from low-income families, are more likely to be female, have lower college entrance examination scores, are less prepared academically for college, and perceive that they lack support from their family and friends. Such factors put first generation students at a disadvantage before they ever enter the classroom. Once in college, these students tend to have lower first-semester and first-year GPAs, are more likely to drop out after their first year, tend to encounter lower faculty expectations, have lower self-esteem, and are less likely to persist to graduation. They also come from families that have no experience with higher education so they lack some of the knowledge necessary to successfully navigate college life.

Not surprising, faculty tend to be key in helping these students find academic success and persist to graduation because faculty are the primary point of contact in the classroom.

According to Lohman (2015), there are five strategies that faculty can employ to help facilitate academic success for first generation students,

- 1) *Clarify your expectations* by using explicit language. Faculty can do this by providing examples of good work, using rubrics, communicating high expectations, and offering constructive criticism on students' strengths and weaknesses.
- 2) *Foster social integration* through the use of collaborative learning, and engaging them both inside and outside of the classroom.
- 3) *Promote student engagement and responsibility* through active learning, formative assessment, having students set personal goals, and demonstrating how the course material relates to their lives and goals.
- 4) *Encourage students to seek appropriate help* by putting support services in the syllabus, inviting support services to the classroom, and rewarding help seeking.
- 5) *Recognize and be mindful of the common challenges for these students* as outlined above.

Should you want to look into further supporting this cohort, visit our office library. We have wonderful books that are grounded on evidence based teaching practices.

References:

Institute for Higher Education Policy (2012, September). *Supporting First-Generation College Students through Classroom-Based Practices*. Accessed from: www.ihep.org/.../issue_brief_walmart_msi_supporting_fgs_september_2012

Lohman, L. (2015, August 9). *22 Tips for Teaching First-Generation College Students at CSUF*. Accessed from: www.csun.edu/afye/documents/Academic-Experiences-of-First-Gen-23-Apr-2009-Handout.pdf

Emergency Procedures

Rightfully, some faculty are expressing concern regarding evacuation procedures should there be an emergency on campus. Our office will try to address these concerns with some training, probably at our Orientation. However, there are some flyers available in our office should you want to know what to do should something happen. We have also discovered there is an app that the University has subscribed to in order to alert campus members. To access this app go to the AppStore or Google Play and search for *SchoolDude CrisisManager*. Download and install. Open app without logging in. Tap on *+ClientPlans* and search for *SVSU*. Tap on it. Tap on *Emergency Guide*. The plan will then download and appear on your Crisis Manager home page. Tap on the plan to view it. Hopefully this will help to keep you and your students safe should an emergency arise.