



Winter 2009 Workshops

In the Needs Assessment adjunct faculty completed the previous two years, assessment needs ranked high as an area of need. As a result our office has scheduled a workshop titled **Designing Effective Assessment Materials** on **Wednesday, February 4, 2009** from **6-7 P.M.** in the **Executive Board Room (Curtiss 157)**. Answers to the following questions will be addressed: What is assessment? Why do assessment? When should I assess? How should I assess? If you are interested in attending this workshop you can register at www.svsu.edu/workshops.

New Books Added

Five new books have been added to our Adjunct Learning Library. Two of the books, *To Know as We are Known: Education as a Spiritual Journey* by Parker Palmer and *Radical Presence: Teaching as a Contemplative Practice* by Mary Rose O'Reilley, deal with the spiritual journey many experience in their teaching. Three other books, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (McKeachie, 2005), *The Joy of Teaching: A Practical Guide for New College Instructors* (Filene, 2005), and *Introduction to Rubrics: An Assessment Tool To Save Grading Time, Convey Effective Feedback and Promote Student Learning* (Stevens and Levi, 2004) are "how-to" books intended to offer advice on best practices. These books can be found on top of the file cabinet in our office in Science East 201.

All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.

-MLK

Make-up Exams Offered

The Office of Adjunct Faculty Support Programs is offering make-up testing for the students of adjunct faculty on **Thursdays 3-6 P.M. and Fridays 1-4 P.M in Science East 123**. Instructors intending to take advantage of this service should bring the exam to our office in Science East 201 and attach a yellow form to the exam. The exam will be filed and then taken to the testing room during the testing period. Students do not have to call ahead to set up a time; they simply show up at the regularly scheduled time. Once the exam is completed, it will be placed back in the file where it will remain until the instructor returns to pick it up. If necessary, the instructor may email the exam to us. However, we will not under any circumstances give results by email or return exams by mail. The testing room does not have computers so if a computer is needed alternative arrangements must be made between the instructor and student.

Valentine's Day Contest

Due to popular demand, The Office of Adjunct Faculty Support Programs is again sponsoring a contest where you are invited to guess the number of candy hearts in our glass head. Beginning Monday, January 26, you can find the head on top of the filing cabinets in Science East 201. Prizes will be awarded to the three people with the closest guesses. Join in the Valentine fun!

Meeting Photocopy Needs

The Office of Adjunct Faculty Support Programs would like to take a moment to remind adjunct faculty of our policies and procedures regarding photocopies. It is extremely important that you submit copy requests to us at least 3 days before you need them. This allows us to send the copies to the Copy Center instead of making them in our office. The reason this is important is because our office is responsible for over 300 adjunct instructors, and, while not all of these instructors use our office copier, our copier is not always capable of handling the volume of copies needed by those instructors who use the copier.

We understand that during the first week of classes there will always be an higher volume of copies, which is why it is important that if you know in advance that you will be teaching a class to submit this request either in person or by emailing our office at adjunct@svsu.edu prior to the first week of class. If you are not able to submit requests early, please make your requests reasonable. Get them to our office earlier in the day (not an hour before class) and give us some time so we can make sure they are copied during slow times.

If you provide your PowerPoint slides to your class for note-taking, you should format the presentation so there are AT LEAST three slides per page. Other requests, such as syllabi and exams, will have priority over PowerPoint slides, and we cannot guarantee that PowerPoint slides will be done on time. One possible alternative to avoid the hassle for our office and for yourself is to post your slides on VSpace so your students can access them if and when they need the slides. This will save paper, which helps us because we spend a lot of money ordering paper. It is also better for the environment.

Recently our copier has been jamming a lot and has needed to be repaired twice within the past week. Jamming is most problematic for large, two-sided copy requests. This is particularly troublesome in the evenings when several instructors have forgotten or waited until the last minute to request copies and we have a line waiting to make copies for 7pm classes. This takes a toll not only on the copier, but on our staff that works in the evenings. If the copier ever breaks, it will be difficult to fulfill everyone's copy needs on such short notice.

Our office strives to offer the best support services possible and to meet the needs of adjunct faculty to the best of our ability. We simply ask for your cooperation in dealing with copy requests so that we are able to continue providing photocopies without complications.

METACOGNITION can be a useful tool for that student who is struggling in your class. Metacognition involves learning how to learn and learning which strategies for learning work best. It is actually an awareness into the process of learning. Basically, metacognition involves the use of two processes which occur simultaneously. These processes are 1) monitoring ones progress while learning and 2) making changes and developing new strategies if you feel you are not learning well (Winn, W. & Snyder, D., 1998). If you have students who struggling you can suggest that they should reflect on their academic successes and then break these successes down into pieces that illustrate the process they experienced in having success. If these pieces don't work then suggest your student rethink the process.