SVSU SAGINAW VALLEY STATE UNIVERSITY

In the Loop

August, 2018

The Office of
ADJUNCT FACULTY SUPPORT
PROGRAMS

Adjunct Faculty
Academic Calendar

8/16	Adjunct Faculty Orientation
8/18	Classes, Final Exams End
8/22	Summer Grades to Registrar's by Noon
8/27	Fall Classes Begin
8/24-8/31	Late Registration

Workshops

8/10	Increase Student Engagement with Lecture Capture 10:00 AM Z115
8/20	Canvas Quizzes and Surveys 3:00 PM Z115

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

JumpIn 2018-The Adjunct Faculty Orientation

JumpIn 2018, the Adjunct Faculty Orientation, is scheduled for Thursday, August 16th. During the day, Canvas Overview Training and Active Shooter Training are planned and every College is hosting an event. The Orientation dinner will be held from 4:30 to 9:00 P.M. As in years past, the evening will begin with dinner. Deans and Department Chairs will be in attendance. After dinner, faculty will be able to attend three different breakout sessions. New adjunct faculty should select the required breakout session titled, Adjunct Faculty Basics 101, which is in the 6:00 time slot. This breakout session will acquaint new faculty with the University's support services and other basic information necessary to negotiate SVSU.

It is important that every adjunct faculty member attend this important event. Invitations were sent in July to your SVSU email account. So, if you haven't already done so, please use the following link to R.S.V.P.:
https://www.surveygizmo.com/s3/3703801/JumpIn-2018-Survey

Adjunct Faculty Business Cards

This fall, the Office of Adjunct Faculty and Academic Support Programs will again 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 you 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 help to validate your importance to SVSU.
To complete the survey, go to:
https://www.surveygizmo.com/s3/4497237/Adjunct-Faculty-Business-Cards

We are excited to announce that*, THIS YEAR*, SVSU's adjunct faculty are eligible to fully participate in the University's new **Health and Wellness** program!
There will be a flyer in your Orientation material that will have the information you need in order to participate! We will also post a flyer in the offices we support throughout campus…so look for it!

HOW 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 holds onto your print job until you log in). PaperCut printing/copying can be accessed in four different ways:

If you choose to log in using your:	*You will also need your:*
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.

New Adjunct Faculty Seminar

Faculty who have taught at SVSU for three or less semesters are eligible to register for the Adjunct Faculty Seminar. Seminar participants will meet every two weeks for a total of five sessions to explore and reflect upon learning and teaching practices. These sessions will begin on September 7th. A book will be provided to each participant and participants will be compensated a total of $250.00 if they attend all five sessions. To register go to svsu.edu/workshops

Welcome Back Picnic

As we look forward to a new academic year, please consider joining your colleagues and President and Mrs. Bachand for the annual Welcome Back Picnic on **Thursday, August 23, at 5:00 p.m.** The picnic will be preceded by an introduction to new faculty and staff with remarks by President Bachand at 4:00 p.m. in Malcolm Field Theatre. To R.S.V.P., please follow this link:
https://www.surveygizmo.com/s3/4434715/2018-Welcome-Back-Picnic

Common Active Learning Mistakes

By now, you are probably aware that active learning is a best practice in undergraduate education and it also qualifies as a high impact practice. However, if your students are accustomed to traditional lecture classes, they might mistake your use of an active learning exercise as a game and not necessarily one that is geared to learning. Felder and Brent, in their book, *Teaching and Learning STEM: A Practical Guide*, describe six common active learning mistakes and offer methods to avoid these mistakes.

Mistakes	Methods to Avoid Mistakes
Plunge into active learning with no explanation	*Set the stage*: first explain what you're going to do and why the active learning exercise is in the students' best interests
Expect all student to eagerly get into groups the first time you ask them to	*Be proactive*: consult with reluctant students in the first few group activities
Make activities trivial	*Create challenging activities*: Make active learning challenging enough to justify the time it takes to do them
Make activities too long, such as assigning an entire problem in a single activity	*Keep activities short*: Activities need to be short and focused (five seconds to three minutes) and break large problems into smaller chunks
Call for volunteers after every activity	*Give every student a chance to debrief:* After some activities, call randomly on individuals or groups to report their results
Fall into a predictable routine	*Don't be predicable*: Vary the formats and lengths of activities and the intervals between them

Set the stage: If you plan to use active learning exercises throughout the semester, begin by doing so on the first day. This prepares the students for what to expect as the semester progresses. There typically are some students who resist active learning, so discuss the exercises with your students and let them know the rationale behind engaging in active learning.

Be proactive: Those students who are used to active learning will jump right into the activity, however, those who are not used to such experiences may opt to work alone. Don't be discouraged by this behavior. If some students do opt to work alone, ask them to please work with their group, and they probably will. By the time you have employed active learning exercises three or four times, all students typically are willingly to participate.

Create challenging activities: Make the activity something that is challenging and one which will not make your students feel as though such learning activities are trivial. Students who feel that their time is being wasted might come to resent you and your class.

Keep activities short: It is important to remember that some students struggle more than others. Those who don't struggle might complete an activity in just a few minutes; where those who do struggle, might take up to ten minutes or more and still not be able to solve the problem. To help the latter student, shorter activities (five seconds to three minutes) allow the struggling students to get feedback early so they don't get frustrated.

Give every student a chance to debrief: After completing an activity, it is important to debrief and go over what the students' learned. By throwing out a question during the debriefing and getting volunteer responses, you are only hearing from those students who are more assertive. This then, leaves out the more introverted students who might have a lot to offer but who will just leave it up to others to answer. So, call on students randomly allowing all of the students in your class a voice.

Don't be predictable: The key to active learning is to mix things up! You need to vary the kind of work you do in the classroom so that it doesn't become predictable. You can accomplish this by varying the activities, their duration, and the size of the groups.

Active learning is a great tool which helps students succeed. But if it doesn't always work the way you want, take some time to reflect on these suggestions.

Reference:
Felder, R.M., & R. Bret. (2016). *Teaching and Learning STEM: A Practical Guide.* San Francisco: Jossey-Bass (pp. 111-130).