Adjunct Faculty Welcome

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AGENDA

- Welcome and Introductions
- Start of the semester information (Karen Olmstead)
- Adjunct Caucus (Tim Robinson)
- Recommended strategies for supporting student success
- Break
- New Adjunct Faculty Orientation

Fall 2022 Launch

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Start of the semester information

Provost Karen Olmstead

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Adjunct Faculty Caucus

Adjunct Faculty Caucus

Adjunct FAQs

Contact Information

President / Provost Suite
Holloway Hall, Room 238

P 410-543-6020
E provost@salisbury.edu

Adjunct Faculty Caucus

Welcome to the Adjunct Faculty page. On this site, you will find valuable information that will provide answers to some of the questions that you may have as an adjunct.

Adjunct Faculty Welcome

The Office of the Provost will host its 11th Annual Adjunct Faculty Welcome Meeting on Monday, August 22, 2022, from 6:00 p.m. – 8:00 p.m., in the Worcester Room of the Dining Commons (CB 211). Please plan to take advantage of this opportunity to meet your Provost, Deans and other faculty members, ask questions, share concerns, and enjoy an evening of informative and casual conversation. We have organized the format of this meeting to include the most pertinent information for all adjunct faculty in the first hour and will devote the second hour to providing helpful information for new adjun[...] event. Please check your SU ema[...]

Information for Adjunct Faculty

- **Faculty Handbook**
  Please navigate to Chapter 2, and then look for: EMPLOYMENT OF ADJUNCT FACULTY AT SALISBURY UNIVERSITY (BOR II - 1.0 7).

The Adjunct Caucus members are as follows:

- **Douglas Tribull** - Perdue School of Business
- **Timothy Robinson** - Fulton School of Liberal Arts
- **Sherryl Olson** - Henson School of Science & Technology
- **Julia Howard** - Seidel School of Education
- **Jami Truitt** - College of Health and Human Services

Please feel free to contact a Caucus member for your school for additional information as may be necessary.

Tim Robinson

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https://www.salisbury.edu/administration/campus-governance/adjunct-faculty-caucus/
Chapter 10: Adjunct and Consulting Faculty

1. Acknowledge the difficult times we live in and connect students with support networks.

2. Help students build "relationship webs" with peers, faculty, and staff.

3. Recognize the power that the classroom holds to provide stability, safety and hope for our students.

4. Be intentional in your own personal wellness and professional development

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Recommended strategies for supporting student success

Acknowledge the difficult times we live in and connect students with support networks.

- Recognize that students need to "Maslow" before they can "Bloom."

- Recognize that students have priorities and challenges beyond the classroom and consider the different demands placed on ALL populations of students.

- Use multiple channels to communicate resources and opportunities (email, MyClasses, Navigate).

- Recognize the value of a trauma-informed approach in supporting students.

- Be vigilant of signs of mental health issues in your students (online training is available through Kognito).

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Recommended strategies for supporting student success

Help students build "relationship webs" with peers, faculty, and staff.

- Loneliness and isolation are well established deterrents to student success and persistence, and both have been magnified in the current climate.

- Incoming students are introduced to the "Big 6" which describes key college experiences that are strongly related to long-term life and career outcomes.

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Recommended strategies for supporting student success

Recognize the power that the classroom holds to provide stability, safety and hope for our students.

Establish a culture of transparency and communication

On the first day of the semester:

- Introduce yourself both as a person and as a scholar.
- Communicate the skills that will be needed for success in your course, and how to find resources to support growth of those skills.

Throughout the semester:

- Consider incorporating transparent teaching methods such as [Transparency In Learning And Teaching (TiLT)](#)
- Balance high expectations with frequent delivery of meaningful feedback
  - To learn more: [Using MyClasses to Provide Meaningful Feedback](#) (September 23rd, 2:00-3:00pm, AC221).
- When possible, conduct early assessments of skills needed for success in the course, and direct students to strategies and resources available to support them.
- Sick or heading to a conference? Don't cancel class, bring the resources to the students! Schedule an in-class presentation on a number of student resources.
- Report mid-term grades to initiate intervention support.

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Recommended strategies for supporting student success

Recognize the power that the classroom holds to provide stability, safety and hope for our students.

Establish a culture of engagement

- Aim to incorporate at least one active learning practice in every lesson plan

- Consider using a student response system to find the "roses and thorns"

- Provide a space for students to talk to one-helps them create those relationship webs

Support a culture of equity, hope, and agency

- Focus on equitable practices to increase success amongst your students.

  - Equitable, Accessible, and Inclusive Teaching Practices (NCFDD webinar)

  - Inclusive Pedagogical Practices

- Consider different ways to incorporate student voices

- Underscore the importance of students checking their own progress

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Recommended strategies for supporting student success

https://webapps.salisbury.edu/calendars/Program/calendar.asp?ID=42

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Be intentional in your own personal wellness and professional development

- Practice what you preach by prioritizing sleep, exercise, eating healthy, and participating in social activities.

- The National Center for Faculty Development & Diversity has great resources/webinars on work-life balance, creating healthy collaborations/relationships, networking, career planning, etc.

  - Recommended webinar: Rising Above Burnout

- The Employee Assistance Program has an exhaustive list of resources for all needs including how to find a behavioral health provider, attorney, or financial advisor.

- Join us at **Faculty Development Day** on August 24th from 8:30am-12:00pm. This theme of the event is "Keeping the Balance: Engagement and Self-Care".

STUDENT SERVICES

Academic Advising Center

Center For Student Achievement

Chemistry Support Center

Counseling Center

Disability Resource Center

    Faculty and Staff Resources

    AIM Faculty Portal

Math Emporium

Student Health Services

Student Wellness Program

SU Cares

Writing Center

Communicating Student Concerns

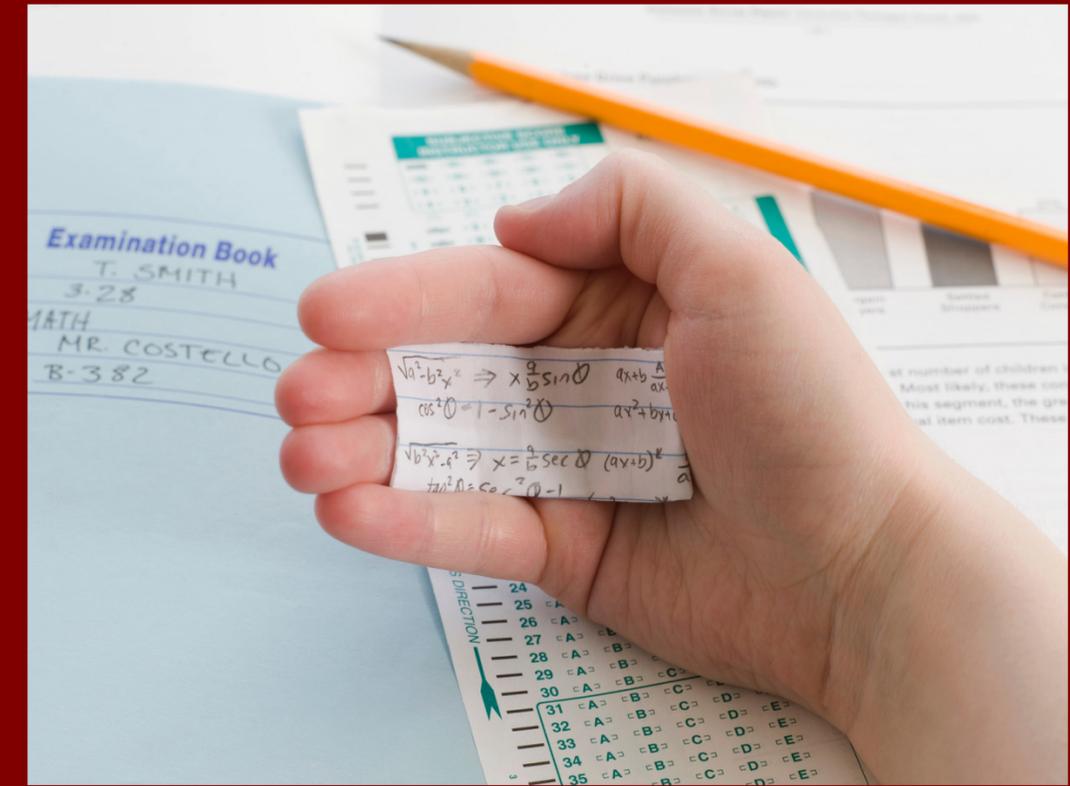Faculty are in a unique position to identify concerns about a student and put them back on a positive path.
The following are campus initiatives that provide you the means to share student concerns.
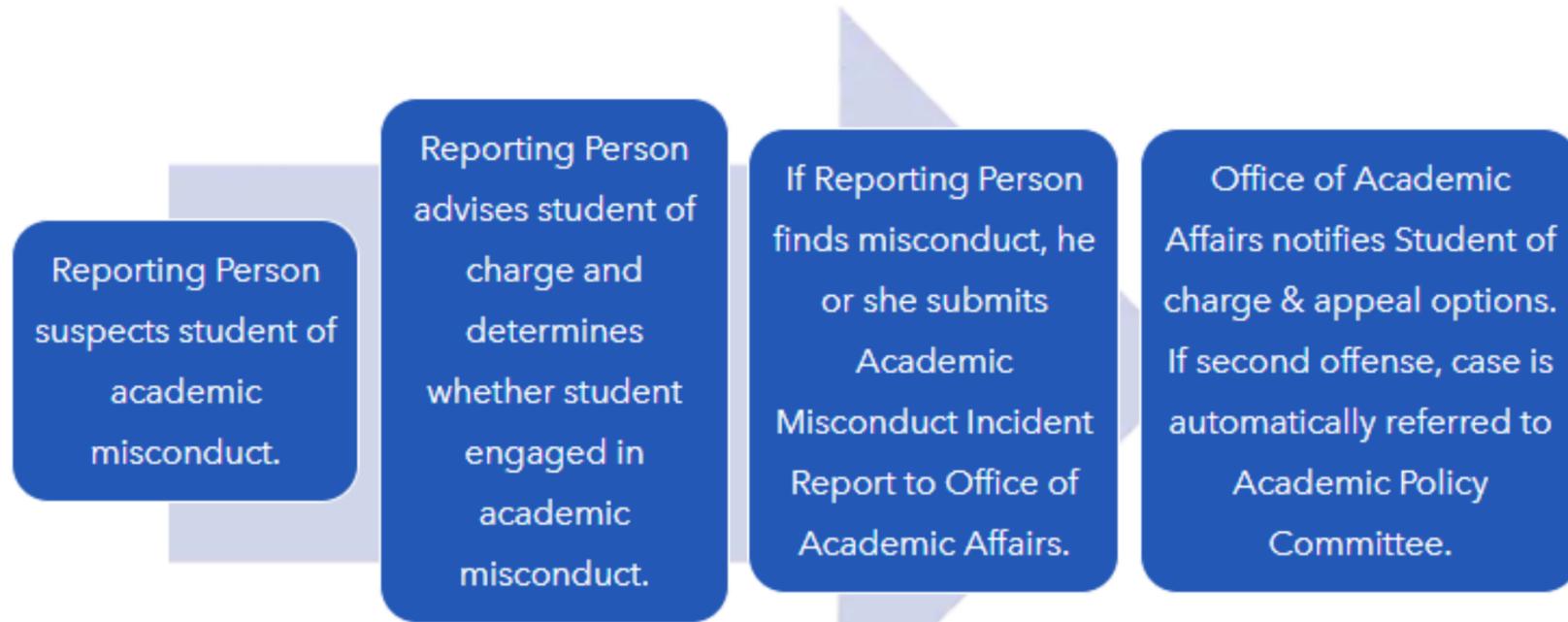
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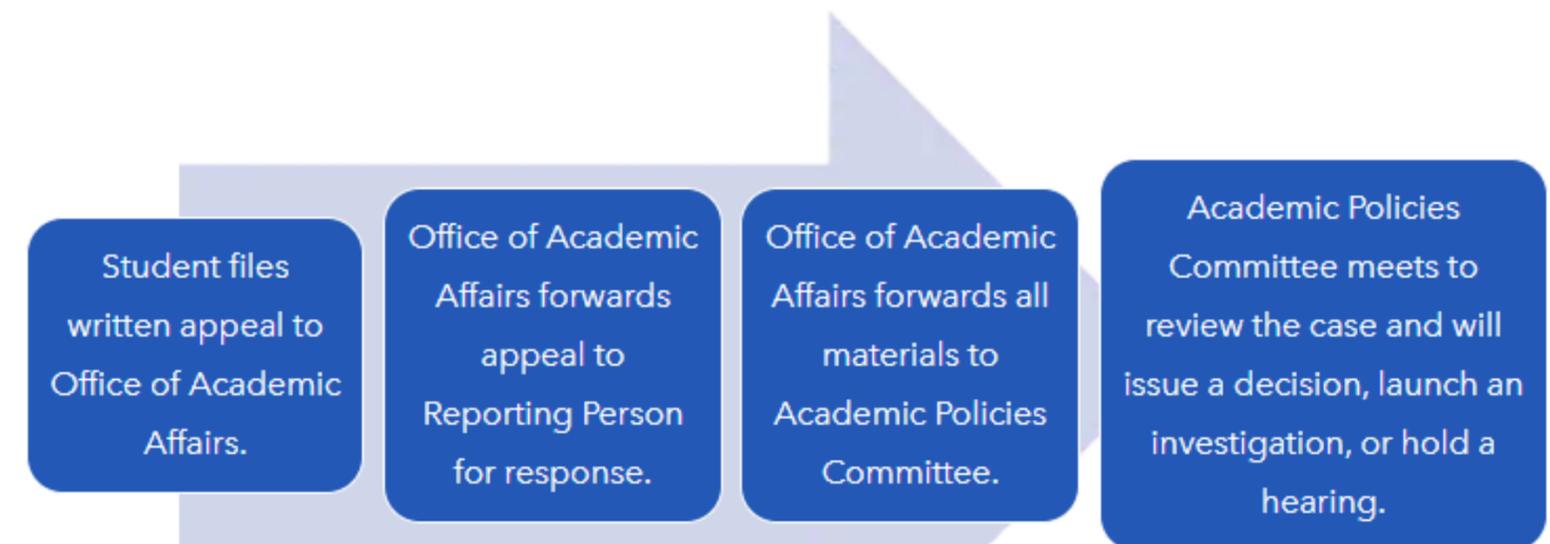| INITIATIVE	When	Who	What	Why	Considerations
Ghosting	During the Drop/Add Period (First Week of Classes)	A non-attending student enrolled in a filled class with a waiting list who has failed to communicate with the instructor	Faculty initiate the Ghost Policy by reaching out to the Registrar's Office to have a non-attending student dropped from a class to make room for a student who is waiting to get into the class.	This allows for a student on the waitlist to be added to the class if it's clear that someone else doesn't plan to attend.	The Registrar's Office will contact the student to let them know about the request and give them an opportunity to respond before dropping them. There are myriad reasons why a student may miss the first week of classes. Dropping a student without their knowledge can impact financial aid, insurance, veteran benefits, time to degree, etc. The Ghost Policy can be found in the Undergraduate and Graduate Catalog under Registration and Student Records.
Roster Verification	Day After Drop/Add Ends	All students enrolled in your classes	The Registrar's Office asks faculty to report whether a student is attending. (If a student has not attended but has been in touch – via email or through MyClasses – to say that they plan to attend, faculty can mark them as attending during Roster Verification.)	If a student is reported as not attending, the Registrar's Office reaches out to see if the student plans to attend. If so, students are told to contact their instructor immediately. If not, the student is encouraged to withdraw from the course as soon as possible or risk earning an F at the end of the term.	Students are not withdrawn from a course just because a faculty member reports them as not attending. It is the students' responsibility to engage in the course or withdraw on their own. If they fail to do either, the faculty member should grade them accordingly. A description of Roster Verification can be found in the Undergraduate and Graduate Catalog under Registration and Student Records.
Progress Reports	Third Week of Classes	Undergraduate students who are at risk of not persisting beyond the current term (examples: probation students, students with a cumulative GPA of 2.0-2.25, students with a high support level in Navigate)	Through the Navigate platform, only the students of concern are listed for each faculty member, and faculty are asked to choose between two options for those students: On Track for Success OR Early Signs of Academic Concern.	This offers an opportunity to check on students of concern before the midpoint of the semester. Outreach is provided by the Academic Advising Center (AAC) or the Center for Student Achievement (CSA) depending on the students' year in school. If the student is on track for success, an automated message is sent encouraging them to keep up the good work.	In many cases, grades won't be recorded by the third week. Instead, concerns can be related to absences, missed assignments, lack of engagement, etc. There IS NOT an option to include specific notes regarding concerns. If faculty wish to include more detail, they can email the Associate Vice President of Academic Affairs (AVPAA) directly. If all students are doing well so far, faculty are asked to indicate that as well.
Mid-Semester Grades	Midpoint of the Semester	Students on track to earn a D or an F in the course	The AVPAA sends an all-call requesting faculty to report a midsemester grade for any students of concern.	Both the request and the timing allow for the AAC and the CSA to meet with students of concern, discuss the implications of a D/F grade in that course, and offer assistance in raising the grade or withdrawing by the deadline.	It's important for students to have a true sense of where they stand in a course before the withdraw deadline. Even if they are minor, faculty are encouraged to have more than one assessment opportunity in the first weeks of the semester.
Ad Hoc Notifications and Referrals in Navigate	Any Time Throughout the Semester	Any student who requires ACADEMIC support in addition to what the faculty member is already providing	Faculty can submit a notification or referral at any time. In a student's record in Navigate, click on "Issue a Notification/Referral." Then choose On Track for Success OR click all referrals that apply: Academic Advising Center, Center for Student Achievement, Chemistry Support, Disability Resource Center, Financial Aid, Math Emporium, Nationally Competitive Scholarships, Study Abroad, Writing Center.	This provides an opportunity for faculty to partner with others on campus in promoting student success. Once notified, outreach is provided by the appropriate office. If faculty want to encourage strong students, they can note that the student is on track for success, and an automated message will be sent encouraging them to keep up the good work.	There IS an option to include additional comments. Note that these Notifications and Referrals are displayed in the Navigate platform, so comments and details should be appropriate for other faculty and staff to view.
SU Cares Assistance	Any Time Throughout the Semester	Any student who requires STUDENT AFFAIRS support beyond what the faculty member can offer	There is a "Request SU Cares Assistance" button on the SU Cares webpage (www.salisbury.edu/sucares). It is a way to notify Student Affairs that you have information related to students of concern, medical withdrawal requests, emergency grant fund applications, or other things that speak to student concerns.	This provides an opportunity for faculty to submit a formal concern and for Student Affairs to track and respond to those concerns.	These requests go to the SU Cares Program Manager. In addition, the SU Cares webpage provides a list of resources that aid faculty/staff in helping students and students helping themselves.

ACADEMIC GRIEVANCE PROCESS

Academic Misconduct Policy

Reporting Cases of Academic Misconduct

Reporting Person suspects student of academic misconduct.

Reporting Person advises student of charge and determines whether student engaged in academic misconduct.

If Reporting Person finds misconduct, he or she submits Academic Misconduct Incident Report to Office of Academic Affairs.

Office of Academic Affairs notifies Student of charge & appeal options. If second offense, case is automatically referred to Academic Policy Committee.

Student Appeal Process

Student files written appeal to Office of Academic Affairs.

Office of Academic Affairs forwards appeal to Reporting Person for response.

Office of Academic Affairs forwards all materials to Academic Policies Committee.

Academic Policies Committee meets to review the case and will issue a decision, launch an investigation, or hold a hearing.

STUDENT CONDUCT

Some things to consider:

- Try to de-escalate before emotions get high
- Take control of the dialog
  - "I see that you are concerned about this issue, but we won't be able to discuss this further unless you (step out of my office, stop raising your voice, etc.)"
- Do not meet students in your office/space with the door closed
- Try to choose times when other colleagues are around
- If you feel threatened, call SUPD 410-543-6222
- If after the interaction, you felt the behavior was threatening, you may report it to SUPD

SU Cares

Know How to Get Help

During a mental health emergency, including thoughts of suicide, self-harm and harm to others, it can be difficult to know what to do. By calling the correct office first, you may be able to save a life. Read the information below to learn more about when to contact each resource.

Salisbury University Police Department | **Counseling Center** | **SU Cares**

Salisbury University Police Department (SUPD) 410-543-6222

- Immediate danger to self or others.
- Bizarre thinking or other behaviors that suggest potential risk of harm.
- Concerns about ability to keep oneself or others safe after hours. If there is concern that help cannot wait, then DO NOT WAIT, call SUPD!
  - If you are unsure about someone's safety, SUPD can complete a **Welfare Check** where they will gather information provided and check on the welfare of an individual 24/7.
  - Housing and Residence Life staff can also check on their residents' welfare (main line 410-543-6040; available Monday to Friday, 8 a.m. to 4:30 p.m.).

Counseling Center 410-543-6070
Guerrieri Student Union 263 | www.salisbury.edu/counseling-center

- Thoughts of harming self or others WITHOUT immediate threat.
  - If there is a need to meet with a counselor that day, come into the Center before 3:30 p.m. and **state your need upon arrival.**
  - Students can connect with mental health support anytime, anywhere through TimelyCare by downloading the app or visiting **TimelyCare.com/Salisbury**, registering for free with their SU email and selecting **TalkNow**.
  - If unsure about how to help a student who may be having non-lethal mental health concerns, call the center and ask to consult with a counselor.
  - Learn more about how identify signs and refer those in need by completing Kognito training for free. Get started by visiting **Salisbury.Kognito.com**.
- Other mental health concerns WITHOUT immediate threat.
  - There are many clinical services available at the Counseling Center. Visit the Center's website for the most up-to-date information.
  - Students can access up to 12 virtual scheduled session through TimelyCare for free by selecting Scheduled Counseling.
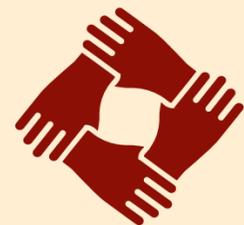
SU Cares (Case Management) 410-677-0022
Guerrieri Student Union 213
www.salisbury.edu/administration/student-affairs/su-cares

- Complete an **Online CARE Report** if there are concerns about a student's behavior WITHOUT immediate threat.
  - An Online CARE Report can be completed in addition to calling the Counseling Center and/or SUPD. Counseling Center staff and Salisbury University Police do not see CARE reports.
- Case management needs can include, but are not limited to, medical withdraws, unexpected injury/illness, and assistance accessing non-academic resources on and off campus.

POLICY COMPLIANCE

- Family Educational Rights and Privacy Act (FERPA)
  - Mandatory training

- Office of Institutional Equity
  - Equal Opportunity and Affirmative Action

- Acceptable use of technology policies at SU
  - Acceptable Use of Technology (How to)

Directory Information

The University may disclose, without consent, information that the institution has designated as "Directory information."

Salisbury University has designated the following as Directory Information:

- Name
- Permanent Address
- Date and Place of Birth
- Major field(s) of study
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates (terms) of attendance
- Degrees and awards received
- Most recent previous educational agency or institution attended
- Listing of participation is official student organizations

FACULTY SERVICES

Course-related Policies and Resources

Adjunct Faculty Caucus
COVID-19 @ SU
Faculty Handbook
Emergency Alert System
Employee Assistance Program
Instructional Design & Delivery
IT Support Center
Library
Reserve AC130 for student meetings
LinkedIn Learning
MCAPD: Maryland Consortium for Adjunct Faculty
Professional Development
Maryland Open Source Textbook (M.O.S.T.) Commons
National Center for Faculty Development and Diversity
Pedagogy and Faculty Development

INSTRUCTIONAL DESIGN & DELIVERY

Welcome to Instructional Design & Delivery

Instructional Design & Delivery

MyClasses

Instructional Software

Workshops & ID&D Calendar

Faculty Development

Online Learning

Services

Instructional Designer Liaisons

ID&D KnowledgeBase

Staff

The Office of Instructional Design & Delivery supports the instructional design and delivery needs of faculty engaged in teaching and learning of online, hybrid, and traditional courses. To this end, professional development and support is provided for effective pedagogical practices and instructional software.

Office Hours:

- **Monday - Friday**: 8 a.m. to 4:30 p.m.

Need Help?

ID&D Open Office Hours

Available Monday through Thursday 8:00 a.m. to 6:30 p.m. and Friday 8:00 a.m. to 4:30 p.m.

ID&D KnowledgeBase (SU Login Required)

Search for instructional technology and pedagogical support.

Submit Help Request to ID&D Support Center

Use the **I Need Help** to request assistance.

ID&D Support Center

Login to the ID&D Support Center to submit a support ticket.

SUPPORT CENTER ›

YouTube

Search

Instructional Design and Delivery
90 subscribers

SUBSCRIBE

HOME   VIDEOS   PLAYLISTS   CHANNELS   ABOUT

Home

Explore

Subscriptions

Library

Created playlists

SORT BY

FOR EVERYONE
VIDEO TIP 20
CREATING NAMECOACH RECORDINGS IN MYCLASSES CANVAS

FOR FACULTY
VIDEO TIP 76
STARTING YOUR FIRST COURSE IN MYCLASSES CANVAS
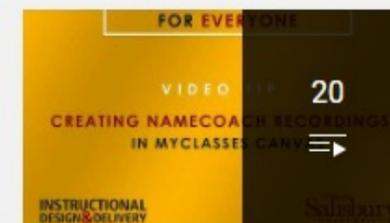
Tips for Students
VIEW FULL PLAYLIST

Tips for Faculty
VIEW FULL PLAYLIST

Fall 2022 Dates of Importance

8/24	Faculty Development Day
8/29	First day of classes – Fall Semester
8/29-9/2	Drop/Add for Fall 22 Regular Session
9/5	Labor Day
9/16-9/26	Gull Week
10/19	Grades of I convert to F (semester mid-point)
11/4	Last day to drop with a grade of W (Regular Session)
11/23-11/25	Thanksgiving Break
12/12	Last Day of Classes
12/13	Reading Day
12/14-12/20	Finals Week
12/21	Fall 2022 Commencement Ceremonies
12/22	Final grades due by noon

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IMPORTANT NUMBERS

1 [IT Support Center](#)

Commons (AC) 145
410-677-5454

2 [ID&D](#)

Commons (AC) 220
410-677-6585
suidd@salisbury.edu

3 [University Police](#)

East Campus Complex
410-543-6222

4 [Registrar's Office](#)

Holloway Hall 120
Office: 410-543-6150
Fax: 410-677-5078
registrar@salisbury.edu

New to SU: New Adjunct Orientation

- New to SU resources
- Adjunct Caucus

Questions?

☎ *Telephone*
410-677-3314

✉ *Email*
jkclark@salisbury.edu

📍 *Office*
246 Holloway Hall