Utah State University Connections Instructor Description

Purpose and Background of Connections Course

Philosophy

The Association of American Colleges and Universities has identified first-year experience (FYE) courses—such as USU 1010 Connections—as a high-impact educational practice. Connections instructors often provide the first interaction incoming students have with a college professor. Students in this FYE course come from various academic and cultural backgrounds. The advice and guidance of their first USU instructor can go a long way in easing the transition for these students. Furthermore, students who make academic and social connections during the first three weeks of their university experience are more likely to persist and succeed in earning a four-year degree.

Administration

The Connections course is a joint effort between the Provost’s Office and the Division of Student Affairs at USU. Course content and structure are planned by the Connections Faculty Advisory Committee which is a sub-committee of the General Education sub-committee, which reports to the Educational Policies Committee. The Connections Faculty Advisory Committee consists of lecturers and professors who have taught the course, as well as representatives from the Provost’s Office and Student Affairs (see http://www.usu.edu/connections/committee for a list of committee members).

Instructor Qualifications and Characteristics

It is expected that Connections instructors:

- Have the support of their supervisor(s).
- Be an enthusiastic proponent of Utah State University.
- Embrace the Connections course objectives as formulated by the Connections Faculty Advisory Committee and the General Education Committee.
- Articulate Utah State University’s General Education Mission and the development of citizen scholars.
- Assist students in becoming “intentional learners” through teaching the objectives.
- Model intentional learning and course objectives in their own teaching and learning processes.
- Have a student-centered educational philosophy.
- Use engaging pedagogy that involves students in the learning process.
- Develop classroom rapport with students.
- Provide additional mentoring of students as appropriate.
- Commit to attend all training and professional development for Connections instructors.
- Be detail-oriented in meeting deadlines and tracking expenditures.

Benefits of Being a Connections Instructor

- Fun, engaging instruction for even the most seasoned faculty or staff member.
- Opportunity to teach and mentor new students as they transition to college life.
- Connection with other instructors and the opportunity to engage within a community of educators who are committed to intentional learning.
- Extra service compensation ($1,700) via payroll deposit.
Connections Training & Preparation

Training
Training sessions are led by the Connections Faculty Advisory Committee. These trainings are mandatory. Discussions, collegiality, and content of the trainings cannot be duplicated in a non-group setting, so exceptions to the mandatory training dates will not be made.

- **Mandatory** Spring Training for returning instructors: (choose one):
  - April 23, 3:00-4:30 (LIB421)
  - April 24, 1:00-2:30 (HH380)
- **Mandatory** Spring Training for first-time instructors: (choose one):
  - April 25, 3:00-5:00 (LIB421)
  - April 26, 12:30-2:30 (HH380)
- **Mandatory** New Instructor/Mentor Meetings
  - Each new instructor will be assigned a mentor instructor. It is expected that new and mentor instructors will arrange at least one meeting during late spring or early summer to be followed by interaction via email throughout the summer.
- **Optional** brown-bag discussions for new and returning instructors:
  - Wednesday, May 16 12-1:30 – Canvas Basics (TBD)
  - Wednesday, May 23 12-1:30 – Canvas/SALSA (TBD)
  - Wednesday, May 30 12-1:30 – Optimizing the Schedule (TBD)
  - Wednesday, July 11 12-1:30 – Teaching Techniques 1 (TBD)
  - Wednesday, July 18 12-1:30 – Teaching Techniques 2 (TBD)
  - Wednesday, July 25 12-1:30 – Teaching/Integrating the Common Lit (TBD)
- **Mandatory** Fall Training for all (new and returning) instructors:
  - Tuesday, August 14, 12:30-2:00 p.m. – lunch provided (TSC Ballroom)

Class and Syllabus Preparation
The Connections course is unique in that most of the curriculum is set by the Connections Faculty Advisory Committee. Instructors are given course objectives and common assignments to assure continuity of instruction across the Connections curriculum. This includes 14 curriculum items making up approximately 70% of class time. This is referred to as “required material.” Additionally, the instructor has the flexibility to customize the remaining course material (approximately 5 hours of class time). This is referred to as “supplemental material.” It is important to note that all course material (required and supplemental) must meet the course objectives. A basic schedule and syllabus is provided, and instructors customize their course using software within Canvas. A sample schedule and syllabus can be seen at [http://www.usu.edu/connections/instructors](http://www.usu.edu/connections/instructors).

Course preparation includes the following:
- Reading *Boys in the Boat* (Daniel James Brown) and incorporating its themes into class experiences, discussions, and course objectives.
- Reading *Becoming a Learner* (Matthew Sanders) and incorporating its themes into class experiences, discussions, and course objectives.
- Developing teaching strategies that will resonate with new students and meet the objectives of the course (suggestions, resources, and lesson plans are provided). Experienced instructor mentors are a good resource to help new instructors develop and clarify solid teaching strategies for the Connections course.
o Completing the course syllabus and schedule templates for the section and outlining how activities meet the course objectives.

o Customizing Canvas section with due dates, instructor information, and any other features that are specific to the section (additional Canvas training is available through CIDI).

o Collaborating with assigned student peer mentor to determine ways they can effectively contribute to the course. Please see the section below for more about the student peer mentor.

o Communicating with students prior to Wednesday, August 15. This communication should provide students with an introduction of their instructor. It should also provide reminders and information about the course. Instructors should give students the opportunity to ask questions prior to the beginning of the course. Responses should be accurate and timely.

Instructor Resources

Peer Mentor
Each Connections class is assigned a student mentor. The purpose of the peer mentor is to provide additional support to new students as they transition into the College experience. Instructors can rely on peer mentors as a valuable source of student input. While they can help the instructor plan and even lead portions of the course, they are not responsible to teach or grade the course. The instructor is paid extra service compensation and it is not appropriate to expect the peer mentor to do the job of the instructor.

Training Manual
Each instructor will receive a training manual. The purpose of the manual is to: outline course objectives; describe course assignments; and provide resources and curriculum teaching ideas. Several online resources can also be found at www.usu.edu/connections under the instructor link.

Student Bluebook
Each student receives a student bluebook at orientation. This book outlines the traditions and history of being an Aggie. It also familiarizes students with the many services available to them while they are Aggies. Instructors are given a copy of this during the mandatory spring training.

Paper or Copy Assistance
If needed, instructors can make copies in the Connections office. The Connections office can also provide paper if the instructor wants to use a photocopier in his or her home department.

Budget
Instructors are given $8 plus an Aggie Ice Cream Coupon for each student to provide lunch and activities for their class. Some businesses in Cache Valley have created a Connections account, allowing instructors to charge food purchases to the university. Specific information about university spending guidelines will be given in training.

During Connections
Connections instructors stay with their students for the entirety of the course, accompany them to workshops, walk with them from point to point, and spend time getting to know the students. The schedule is designed so instructors can check in with their office in the morning, at lunch, and in the afternoon with the exception of one lunch that is spent together as a class.