GEP 101 INSTRUCTOR APPLICATION

Missouri State University
First-Year Programs

Directions:
- Please review the *GEP 101 Instructor Selection Criteria* & *Course Goals and Objectives* provided here.
- Complete the Instructor Application on Pages 3 & 4.
- With this fillable form, you have two options for submission:
  - You can fill in the form, print it & return it to the First-Year Programs Office (UNIV 205).
  - You can fill in the form, save the form with **YOUR NAME** in the file name, and email it to firstyearprograms@missouristate.edu

Criteria for GEP 101 Instructor Selection
(Approved by First-Year Counsel effective Spring 2013)

Dear Faculty and Staff interested in teaching GEP 101 for Fall 2013:

All faculty and staff who apply for a position and are selected by the Director must also receive approval from the appropriate director/department head/supervisor, and also from the First-Year Council. This council is comprised of representatives from the various colleges and divisions of the university, and membership includes faculty, staff, and a student.

In a continuing effort to improve the quality of instruction for students enrolling in GEP 101 and to accommodate increased interest in teaching GEP 101 with the recently approved stipend structure that was effective Fall 2012, several criteria for instructor selection have been established:

Summary of Required Criteria for GEP 101 Instructor Selection:
- Commitment to achieving the required course goals and objectives, including 1:1 meetings with students outside of class at least once during the semester
- Willingness to follow up at mid-term with students in academic difficulty
- First priority to full time faculty and staff
- Master's Degree or higher
- Willingness to use select common assignments and rubric for the purpose of General Education assessment
- Willingness to utilize plus/minus grading in all sections of GEP 101. Note: faculty may "opt out" upon request, as per faculty handbook policy.
- **Completion of mandatory Instructor Development Workshop—Saturday, April 13, 9:00 a.m.-1:00 p.m.**

Summary of Preferred Criteria for GEP 101 Instructor Selection:
- Experience teaching first year students
- Status as a returning GEP instructor (with at least average course evaluation scores)
- Scholarly research or presentations related to the first-year experience. (E.g., pedagogy, learning communities, service-learning, etc.)
- Involvement in retention, and/or student success related committee work or service
- Current Master Advisor certification. For registration information: http://www.missouristate.edu/advising/

Instructors who meet the preferred criteria will be given additional consideration.

Please note: It is unlikely that every instructor who taught in 2012 and wishes to return for 2013 will be able to do so. Furthermore, some of those teaching multiple sections last year may see a reduction in sections available. Finally, faculty and staff instructors should not expect to teach more than one section without special approval. (This does not apply to per-course instructors).

Deadline to apply for first consideration: Friday, March 1, 2013.
For application information: http://www.missouristate.edu/FirstYearPrograms

GEP 101 Compensation Schedule	
approved by Provost and President, December 2011	
Classification of Faculty/Staff	Compensation per section
Professor	3,200
Associate Professor	2,800
Assistant Professor	2,400
Instructors/non-tenure track/per course	2,400
Staff with doctorate	2,400
Staff with masters	2,400

GEP 101 Course Goals & Objectives *(Effective Spring 2013)*

Goal 1: Students will develop the necessary skills to be academically successful and will understand the role of scholarship in the University and in larger society.

Objective A1: Students will develop information literacy, critical thinking, and communication skills in an academic area by successfully completing a research project or scholarly paper and orally presenting a summary of findings.

Objective B1: Students will develop knowledge and skills related to student success. (e.g., Goal Setting, Learning Styles, Study Skills, Time Management, Personal Finance, Graduation plans, etc.)

Objective C1: Students will follow policies and practices of academic integrity and ethical behavior expected in the academic community.

Goal 2: Students will comprehend the importance of the University's Public Affairs Mission, which includes community engagement, cultural competence and ethical leadership.

Objective A2: Students will be able to articulate and apply the University's Public Affairs Mission through a critical analysis of a common reader.

Objective B2: Students will create a collaborative group project, presentation, or participate in a service activity that illustrates the connection of the Public Affairs Mission to an academic course topic.

Objective C2: Students will be exposed to divergent perspectives in order to build an understanding of how diverse ideas strengthen a community.

Goal 3: Students will establish campus connections and a supportive network of faculty, staff, and other students to facilitate a successful transition to the university.

Objective A3: Students will identify avenues for participation in student organizations and co-curricular activities.

Objective B3: Students will establish effective working relationships with their instructors, academic advisor, and other campus personnel as necessary.

Catalog Description

An integrative and interdisciplinary experience that addresses public affairs issues and individual choices promoting academic success. Required of all freshmen during their first semester. Honors students must substitute UHC 110 for this class.

*Course goals and objectives revised and approved by First-Year Council, Spring 2013.

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Missouri State University
First-Year Programs

First Consideration Deadline: March 1, 2013

Name: [   ]   **Bearpass:** [   ]

Address: [   ]
Street   *City*   *State*   *Zip*

Phone Number: [   ]

Department: [   ]   **College:** [   ]

Building/Room #: [   ]   **Campus phone:** [   ]

Stipend Choice:
- ☐ Cash
- ☐ Part of Job
- ☐ Transfer Funds to Dept

Highest Degree:
- ☐ Masters:
- ☐ Doctorate:

Your Dept FOAP: [   ]
(i.e. A0000-011111-011)

Title/Rank: [   ]
(e.g. Assoc Prof, Sr. Instructor, Advisor)

(Your FOAP is needed for Financial Services processing. However, stipends are paid from the First-Year Programs Budget.)

Number of Sections you'd like to teach*: [   ]

*Per Provost Einhelig's directive, only per course faculty may teach more than one section unless you already teach one section as part of job.

What days/hours are you available? [   ]

Are you interested in teaching one of our High-Impact Practices Sections?
(See Pg. 5 for descriptions)
- ☐ Curricular Learning Community:
- ☐ Living Learning Community:
- ☐ Service Learning:

Would you like a Peer Leader, if available?
(See Pg. 5 for description)
- ☐ Yes:
- ☐ No:
- ☐ Maybe:

Describe how you would utilize a Peer Leader in your Classroom:

[   ]

Instructor's immediate supervisor:

Supervisor's email address:

Current Master Advisor certification?
- □ Yes
- □ No

Years of experience teaching First-Year students:

Please list any of your scholarly research or presentations related to the First-Year Experience:

Please list any involvement in retention or student success related committee work or service:

Any additional information you would like to share:

Submission Directions:
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High-Impact Practice Descriptions

Curricular Learning Communities:
"In higher education, curricular learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. A variety of approaches are used to build these learning communities, with all intended to restructure students' time, credit, and learning experiences to build community among students, between students and their teachers, and among faculty members and disciplines." (As cited in Laufgraben, Shapiro, & Associates, 2004, p. 5-6).

Living Learning Communities (LLCs):
Living-learning communities (LLCs) involve an intentional restructuring of the residential environment so as to build community and integrate academic work with out-of-class experiences (Smith et al., 2004).

Service Learning:
This term may be defined as "participating in a community service work in connection with an academic course. Thus, it is a form of experiential education related to other experience-based approaches such as internships, active learning, participatory action research, and problem-based learning" (Vogelgesang, Ikeda, Gilmartin, & Keup, 2002, p. 15).

Peer Leaders:
A Peer Leader is a mentor for students who has learned from experience and has developed skills to successfully guide other students as they enter college. A Peer Leader uses his or her positive attitude, exemplary academic work, interpersonal skills, and personal experience to assist first-year students in their transition to university life. Peer Leaders pair up with a GEP 101 instructor and help educate students on topics including campus involvement, time management, critical thinking, campus resources, the public affairs mission, and more.

References:
Laufgraben, J. L., Shapiro, N. S., & Associates, (2004). *Sustaining and improving learning communities.* San Francisco: Jossey Bass.
Smith, B. L., MacGregor, J., Matthews, R. S., & Gabelnick, F. (2004). *Learning communities: Reforming education.* San Francisco: Jossey Bass
Vogelgesang, L. J., Ikeda, E. K., Gilmartin, S. K., & Keup, J. R. (2002). Service-learning and the first-year experience: Outcomes related to learning and persistence. In E. Zlotkowski (Ed.), *Service-learning and the first-year experience: Preparing students for personal success and civic responsibility* (Monograph No. 34) (p. 15-27). Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.