

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 (UNVH 205).
 - You can fill in the form, save the form with **YOUR NAME** in the file name, and email it to firstyearprograms@missouristate.edu

Instructor Selection Criteria for GEP 101

(Revision approved by First-Year Council Spring 2015)

Dear Faculty and Staff interested in teaching GEP 101 for Fall 2015:

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 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. As a reminder, staff must make arrangements with their supervisor for an equivalent adjustment in daily work schedule.
- 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.
- Willingness to require four hour public affairs service activity.
- **Completion of mandatory Instructor Development Workshop—Saturday, April 18, 9:00 a.m.-2:00 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 2014 and wishes to return for 2015 will be able to do so. Furthermore, some of those teaching multiple sections last year may see a reduction in sections available.

Deadline to apply for first consideration: Friday, March 6, 2015.

For application information: <http://www.missouristate.edu/FirstYearPrograms>

GEP 101 Compensation Schedule <i>approved by Provost and President, December 2011</i>	
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 6, 2015

Name: Bearpass/M#:

Address:
Street
City
State
Zip

Phone Number: College:

Department: Campus phone:

Building/Room #:

Stipend Choice:

	Supplemental Pay
	Part of Job
	Transfer Funds to Dept

Highest Degree:

	Masters
	Doctorate

Staff Classification Status:

	Exempt
	Non-exempt, hourly

Faculty Rank:

(e.g. Assoc Prof, Sr. Instructor, Per-Course)

Number of Sections you'd like to teach*:

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

What days/hours are you available?

(Please list as many options as possible to assist in scheduling. Any adjustment to course schedule must be finalized prior to SOAR registration.)

Are you interested in teaching one of the following initiatives?

(See Pg. 5 for descriptions)

	First Generation, College Dedicated
	College Dedicated
	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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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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Descriptions

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.

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).

College Dedicated:

This is a pilot project in which students from a particular college are scheduled in the same GEP 101 section. All GEP 101 course goals and objectives must still be achieved but an additional emphasis on opportunities within the college may be integrated within the course.

First Generation College Dedicated:

The definition used by Missouri State of first-generation students is students for whom neither parent has graduated from college. According to national research, as well as data provided by Missouri State, these students graduate at a lower rate than students who are not first-generation. These sections will also be part of a college dedicated section. E.g., we might have two college dedicated sections—one first-generation only, one non-first-generation.

Reference:

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. Zlotkowi (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.