

## MEMORANDUM

**TO:** All Regular Full-time Faculty

**FROM:** Dr. Vilas A. Prabhu  
Provost and Vice President  
for Academic Affairs

**DATE:** November 14, 2017

**RE:** **Call for Applications: Faculty Coordinator for High-Impact Practices**

The Office of the Provost is pleased to invite full-time tenured or full-time tenure-track faculty members to apply for the position of Faculty Coordinator for High-Impact Practices. The appointment begins Fall 2018 and is renewable annually. Compensation for this alternative workload assignment is one course release in the fall and spring semesters.

Attached is a description of the duties for the position. To apply, please send a letter of up to three pages describing your qualifications for the position and curriculum vitae to Ms. Marie Zufelt, Administrative Assistant, Office of the Associate Provost for Academic Administration ([marie.zufelt@millersville.edu](mailto:marie.zufelt@millersville.edu)). Electronic submission is preferred. Priority consideration will be given to complete applications **received by December 1, 2017**.

Dr. Adams wishes to thank Dr. Lynn Marquez for her service to Millersville in carrying out many of the duties of this position as part of her role as General Education Coordinator.

Questions should be directed to: Dr. Jeff Adams, Associate Provost for Academic Administration ([jeffrey.adams@millersville.edu](mailto:jeffrey.adams@millersville.edu)).

**Millersville University**  
**Position Description**

**Title: Faculty Coordinator for High-Impact Practices**

One course release/reassignment for fall and spring semesters  
Summer appointment depending on need

**Term:** Regular appointment beginning fall 2018; period of three years renewable annually

**Description:** High-impact practices are those defined by AACU as helping a diverse group of students attain academic success as evidenced by higher retention rates and greater engagement in the university (Kuh, 2008). High-impact practices include first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning or community-based learning, internships, and capstone courses and projects. A hallmark of high-impact practices is the collaboration among faculty and/or between multiple units on campus. For example, living-learning communities require not only faculty/department coordination for the courses, but also coordination with housing and residential programs to facilitate the learning outcomes within the living space. The Coordinator for High-Impact Practices, reporting to the Associate Provost for Academic Administration, will facilitate coordination between the traditionally separate units to create, develop, and grow high-impact practices at MU.

**Duties Include:**

- Coordinate with appropriate members of Academic Affairs and Student Affairs & Enrollment Management to promote, design, and cultivate high-impact practices. Relevant entities include but are not limited to Center for Academic Excellence, General Education, Global Education and Partnerships, Housing and Residential Programs, Office of Experiential Learning and Career Management, the Office of Sponsored Programs and Research Administration, and the Library.
- Stay current with new initiatives and research.
- As necessary, coordinate with the Director of the Center for Academic Excellence to share information, promote new initiatives, and provide appropriate faculty development.
- Advocate for high-impact practices by reporting periodically to the Faculty Senate, Deans' Council, and other groups as appropriate.
- As necessary, attend Faculty Senate meetings to listen to and participate in discussions related to High-Impact Practices.
- Serve as an ex-officio member of the General Education Review Committee (GERC) and member of the FYI Subcommittee of UCPRC.

### *First-Year Experience*

- Provide program and policy direction for UNIV103 and associated first-year programming.
- As necessary, recruit faculty and new first-year seminar sections.
- Work with faculty to develop new and revise old UNIV103 courses.
- Initiate and design faculty development to promote effective pedagogies for first-year students.
- Identify topic experts and maintain contact lists.
- Identify appropriate transition resources and make those available to all faculty.
- Share effective pedagogical strategies via workshops and web-based media.
- Survey exploratory students as well as any other necessary paid admits for placement in appropriate UNIV103 sections.
- Provide necessary information to the Registrar's office.
- Provide necessary information to Office of Housing and Residential Programs.
- Assess the first-year seminar from student and faculty perspectives. This may include surveys of students, surveys of faculty, focus groups of students, focus groups of faculty, retention statistics, and selected data from national surveys such as NSSE.
- Use assessment information to inform change to the program and design appropriate faculty development.
- Coordinate with Peer-Mentor Coordinator to select peer-mentors and design training.