

Rutgers University Graduate School of Education Ed.M. in College Student Affairs Field Experience Placement Site Application

This application must be submitted electronically. Completed applications should be emailed to Dr. Paul A. Herman (paherman@rci.rutgers.edu) with a copy sent to your supervisor.

SBB By inserting my initials here and copying my supervisor on the email that I send to submit this application, I certify that my supervisor has approved this application.

Name of Field Experience Site: Academic Engagement and Programming – New Student Programs

Name of Site Supervisor: Sarah Beth Bailey

Job Title: Assistant Director Academic Engagement and Programming

Phone: 732-932-7442 **Email:** Sbbailey@echo.rutgers.edu

Address: 115 College Ave, 209A Bishop House, New Brunswick, NJ 08901

Please list degree, field of study and conferring institution for each degree you hold:

1. Bachelor of Arts, History – Saint Mary's College, Notre Dame, IN
2. Master of Arts, Higher Education Administration – Rowan University, Glassboro, NJ

Do you currently supervise full time professional staff? No

If not, have you supervised full time professional staff in the past? No, only graduate students

Number of students sought: 1-2

- 1. Please indicate the time frames when you might expect a student to be present at your site. Would you want the student to begin before the semester begins or to extend beyond the end of the semester? Would you expect evening hours? Do you have a preference for days of the week when the student would be present?**

Note: Depending on when the student was available and what projects they were most interested in we would work out a schedule that meets their needs and the needs of the office.

If a student was interested in a **fall experience** most hours would be logged during office hours M-F.

If a student was interested in a **spring experience** we have more weekend and evening commitments (i.e. FIGS Peer Instructor section process – group and individual interviews, info sessions, Academic Excellence Awards being held on a Sunday in April, and recruitment days throughout the spring semester, etc.). Although, these are after hour programs/processes most hours would be logged during office hours M-F and would depend on the projects the student is most interested in.

If a student was interested in a **summer experience** we have two training sessions for FIGS Peer Instructors (the day after spring semester finals extending for 3 days and the week before classes begin in August for three days). Although, a small portion of the training occurs after hours and over the weekend most hours would be logged during office hours M-F and would depend on the projects the student is most interested in.

- 2. Please list a statement of the Goals for your Site.**

A majority of the experience a student participating in the New Student Programs Field Experience would involve projects associated with the First-year Interest Group Seminar (FIGS) program.

A First-year Interest Group Seminar (FIGS) is a one-credit course graded Pass/No-Credit. FIGS are offered to first-year students in the School of Arts and Sciences, School of Environmental and Biological Sciences, and Rutgers Business School. The course meets for 10 weeks in the fall semester to provide opportunities to explore an interest area, topic or field of study.

Students in each FIGS gain insight into the pursuit of academic/career interests and learn how to tap into the resources of the University. Each FIGS section is limited to 25 students in order to facilitate an intimate educational experience, lively participation in class, trips/tours around campus, and group projects.

The success of FIGS relies heavily on the talented upper-class students who serve as Peer Instructors (PIs). These dedicated student leaders come from all majors, involvement levels and career interests.

Peer Instructors are full-time Rutgers students who participate in many hours of training in addition to taking a 3-credit course while teaching their FIGS. PIs serve as informed mentors who aid students in adjusting to their first-semester at Rutgers while introducing them to many of the opportunities for research and exploration in their area of interest. See figs.rutgers.edu for more information about the FIGS program.

According to Upcraft and Gardner (1989), the goal of courses like FIGS is to introduce students to the value of a liberal arts and sciences education in an informal setting. FIGS combines' academic and co-curricular enhancement rooted in an emphasis on the exploration of a discipline.

The goals of FIGS are:

- To encourage active learning and reflections on experiences during the first semester.
- To provide opportunities for students to learn from each other and to collaborate on problem solving issues related to the first-year experience.
- To help students learn about the resources of Rutgers University and how to best utilize them.
- To help students learn about research in a field and the benefits of attending a research university.
- To help students learn about options within the academic discipline of their choosing.
- To provide opportunities for students to immerse themselves in a specific educational topic valuable to their career, intellectual growth and development as educated citizens of the world.
- To build community among those with shared interests.
- To help students feel more connected to Rutgers University and each other.

Goals of New Student Programs Field Experience would be to experience and participate in the training, development and selection of FIGS Peer Instructors as well as daily operations of administering a first-year seminar program for over 1,500 new students. The New Student Programs Field Experience would encourage a student to make recommendations and participate in a program utilizing a peer learning model.

3. Please present a list of selected readings that you might assign to a student as part of their learning contract.

Adams, Maureen; Bell, Lee Ann; Griffin, Pat. (1997.) *Teaching for Diversity and Social Justice*. Routledge, New York, NY. (pp. 299-310)

Colvin, J. W, & Ashman, M., (2010) Roles, Risks, and Benefits of Peer Mentoring in Higher Education. *Mentoring & Tutoring: Partnership in Learning*, 18 (2), 121-134.

Davis, Barbara Gross. (1993). *Tools for Teaching*. Jossey Bass: San Francisco. (p. 193-202, 355-361, 362-366)

Lang, James M. (2008). *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Harvard University Press: Cambridge, MA.

Skipper, T. L. (2005). *Student Development in the first college year: A primer for college educators*. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition. (p. 13-37, 39-66, 67-70)

- 4. The student will be expected to complete a project during their placement at your site. Projects should 1) enhance the student's knowledge or skills of the practice of student affairs in the Site; 2) the project should be consistent with and demonstrate completion of Field Experience goals, and 3) the project should be useful to the Site Supervisor and his/her agency. The project will be used by the student as an artifact in their Culminating Project that is a requirement of the program. Professional staff in the agency, other than the site supervisor, may supervise the student in the project. Please list two or three possible projects so that the student can have some idea of what they might be working on while completing their Field Experience in your agency. It is understood that actual projects may differ from those noted here. In listing the projects, please specify who would be supervising the project.**

Projects areas will be determined based on the interests of the student and needs of the office at the particular time period the field experience was occurring. Projects areas might include, but are not limited to the following.

Summer:

- Support the planning and facilitation of August Training for Peer Instructors
- Review and provide feedback for peer instructor syllabi and curriculum plans
- Coordinate administrative projects that support work involved with the FIGS program (i.e. coordinating observations and videotaping of Peer Instructors in their FIGS course; FIGS visits by Academic Deans and Career Services, assessment and evaluation initiatives of FIGS)

Fall

- Support Peer Instructor Education, the 3 credit course Peer Instructors are required to take while teaching their FIGS
- Work with Senior Peer Instructors to create and execute a workshop series for FIGS PIs to continue their training and development on relevant topics
- Work with Senior Peer Instructors to create and execute social programming to foster relationships between FIGS PIs
- Review assignments for Peer Instructor Education and FIGS
- Support new student programming initiatives with other university departments and Campus Deans (i.e. faculty panel program)
- Coordinate administrative projects that support work involved with the FIGS program and other new student program initiatives (i.e. coordinating observations and videotaping of Peer Instructors in their FIGS course; FIGS visits by Academic Deans and Career Services, end of semester recognition program, assessment and evaluation initiatives of FIGS)

Spring:

- Support the recruitment and selection of peer instructors for the FIGS program (i.e. participation in individual and group interviews)
- Support the recruitment and selection of senior peer instructors for the FIGS program (i.e. coordinate interviews)
- Take an active role in the planning and execution of the Academic Excellence Awards
- Support the planning and facilitation of Learning Community and May training for Peer Instructors and Learning Community Peer Mentors.
- Gain experience and participate in the recruitment aspects of the FIGS program at various university sponsored events (i.e. Scholars' Days, SAS Majors Fair, Open House activities, SAS Academic Planning and Advising Days, etc.)

Note: Based on the interests of the student an area of interest will be selected and together we will develop a project that the student can work on during the time period of the field experience that fulfills an area of experience they were hoping to gain and be able to see a project through from start to finish.