**Capstone Project: Cover letter to Communicate EIP concepts**

* On Canvas & below, there is a job description for a position that requires evidence-informed programming.
* **Craft a 1-2 page cover letter that aligns with this position & showcases your EIP knowledge, attitudes & skills.**
	+ **Cover letter due (Date)**
	+ **Upload to Canvas**
	+ **30 of the 100 points in this section of the course**
* Engage in a 10-minute interview for the position that showcases your EIP knowledge, attitudes & skills.
	+ 30 of the 100 points in this section of the course
	+ Interviews will be conducted via Zoom & recorded interview will be shared with the class
	+ Interviews will conducted on (date)
	+ Schedule an interview time by (date)

Job Description

Bucknell University seeks a dynamic and creative thought leader who is deeply invested in the first-year experience to serve as **Assistant Director of the First-year Experience and Orientation**.

The Assistant and Associate Directors report to the Director of the First-Year Experience and Orientation.

The Assistant Director of the First-year Experience and Orientation develops, evaluates, and facilitates transition programming grounded in a deep understanding of relevant research and student development theory.

Serving as a bridge between academic and student affairs, the Assistant Director works with partners across the University and draws upon evidence-informed best practices and emerging trends in student transition, retention, and engagement.

The Assistant Director will create, oversee, and assess evidence-based orientation programs, including the fall/spring transfer orientation, five-day first-year orientation program, and the First-year Reading Program. The Assistant Director will also create ongoing evidence-based experiences that assist in the academic and social transition and integration of first-year students to the Bucknell community.

The department of Living, Learning & Leadership at Bucknell University provides intentional evidence-informed educational experiences for students that support the academic mission of the University. We are a team of 12 full-time professionals who lead the areas of the First-year Experience and Orientation, Fraternity & Sorority Affairs, Residential Education, Student Leadership Programs, and Housing Services. By centering student learning, we thoughtfully cultivate experiences to advance individual growth and development. We are committed to diversity and inclusiveness, wellness and personal development. As a team, we challenge ourselves to strive for excellence.

**Job Duties:**

Involvement in all aspects of the Orientation program and First-Year Experience programming, including but not limited to:

* Create & oversee evidence-informed Fall & Spring Transfer Student Orientation Programming, including collaborating with International Student Services to incorporate international exchange students
* Assess First-Year & Transfer Orientation programs in order to innovate beyond best practices and ensure that the current programmatic model & offerings assist students in the transition to academic & co-curricular life at Bucknell
* Facilitate the integration of first-year students to the University community by coordinating major campus events intentionally designed to introduce first-year students to university traditions & create a foundation for developing community
* Develop, create, & lead research-informed first-year initiatives that connect students to the University
* Work closely with campus partners (including Academic Affairs, Residential Education, Residential Colleges and pre-orientation programs) to create an intentional, evidence-informed programming for first-year students
* Coordinate the recruitment, selection & training of 100+ Orientation Leaders (OLs) & Orientation Assistants (OAs)
* Design & implement an intensive, intentional, effective training program to equip student staff for their leadership roles during & after the Orientation program centered in both the program & University missions
* Supervise a graduate assistant

**Departmental and Divisional Responsibilities**

* Represent the Division of Student Affairs by serving on University committees
* Attend & actively participate in office, departmental & divisional staff meetings, retreats & trainings
* Maintain a high degree of visibility & availability to students and faculty & staff members

**Minimum Qualifications**:

- Master's degree in college student personnel, higher education administration, education or a related field

- Knowledge & a working understanding of student development theory

- Ability to create effective programming grounded in research

- Ability to assess program effectiveness and use results to improve program

- Ability to effectively interface with a wide variety of constituents including students, faculty, staff, family, & community members

- Demonstrated commitment to diversity & inclusiveness

- Effective written & spoken communication skills

- Strong commitment to student growth & development

Work Type: full-time

*About Bucknell*: Founded in 1846 and located along the banks of the Susquehanna River in historic Lewisburg, Pa., Bucknell University is an undergraduate-focused institution that stands uniquely at the intersection of top-ranked liberal arts, engineering and management programs. Our students choose from more than 50 majors and 60 minors in the arts, engineering, humanities, management, and natural and social sciences, as well as extensive global study, service-learning and research opportunities. Bucknell's 3,600 undergraduate and 100 graduate students enjoy a low 9:1 student-faculty ratio and exceptional opportunities to collaborate with faculty mentors. Bucknell's beautiful 450-acre campus includes first-rate facilities and is home to more than 90 percent of its students. Residential life is vibrant with about 150 student-run organizations, 27 NCAA Division I athletic teams, a robust arts culture, and a strong student commitment to community and global service work. Bucknell is committed to fostering an environment that embraces diversity, equity and inclusion, and we seek candidates who will contribute to a climate that supports the growth and development of a diverse campus community. The University provides equal opportunity without regard to race, color, gender, gender identity, gender expression, sexual orientation, age, religion, national or ethnic origin, marital status, veteran status or disability in admissions, employment and in all of its educational programs and activities.

**Rubric for EIP Cover Letter**

**Instructions**: Craft a 1-2 page cover letter that aligns with this position & showcases your EIP **knowledge**, **attitudes** & **skills**. 30pts

A high-quality cover will reflect a strong understanding of the *need for evidence to build effective programming*; a clear articulation of *resources to find credible evidence*; *alignment of the coverletter text with the job description*.

* Demonstrate understanding of basic concept of EIP—**9pts**
	+ Should be clear they are using research to inform programming decisions.
* Communicate the value/importance/utility of EIP--**9pts**
	+ Know what works, efficiency in programming & assessment, justification of resources, aligns with standards, avoid harmful programs, protects against biases inherent with not using data (testimonials, illusory causation, etc).
	+ Could use examples
	+ Could contrast EIP with non-EIP
* Demonstrate understanding of resources to support EIP—9**pts**
	+ Describe resources for credible evidence (e.g., Systematic Review Databases, meta-analyses, articles)
	+ May provide generic process of *finding* evidence to build EIPs
	+ May provide an example of some involvement with EIP, even if just from this course
* Align cover letter with position description—**3pts**

**Questions & Rubric for 10 min Interview**

Purpose: Assessing the ***accuracy*** & **coherence** of answers to questions or scenarios regarding the **need for** and **identification of** ***credible evidence*** when building programs.

Scoring: Total score is 30 (10 points for each question; each rubric is multiplied by 2). Just participating in the interview results in 6 points.

Name of Student Being Interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Start of interview:***

“Thank you for engaging in this short, 10 minute virtual interview for our position at Bucknell. We read over your cover letter and would like to gather a little more information. We only have 3 questions.”

“As you saw in the position description, our office values evidence-informed programming. We believe evidence-informed programming has great utility and the professionals in our office are expected to communicate this utility to others. Please state *all the various reasons* why evidence-informed programming has utility or value to student affairs programming. The more reasons provided the better, as more reasons tend to be more convincing to others.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| No utility or value mentioned | Mentions 1 reason under “5” | Mentions 2 of the reasons under “5” | Mentions 3 of the reason under “5” | 1. Protects against biases (Inattentional Blindness, Illusory Causation, Susceptibility to Testimonials)
2. Gains in Efficiency for Assessment & Learning/Not reinventing the wheel
3. Guards against implementing harmful programs
4. Aligns with Professional Standards
5. Articulates logic of program/Can answer “why” the program should work
6. Justification of resources
7. Ethical

Mentions 4 out of 7 of these |

**Notes:**

“You will be expected to build evidence-informed programs. Describe *your process* of ***finding*** evidence to inform the development of new programming.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| * no mention of finding credible empirical evidence of effectiveness
* may mention decisions based on testimonials or hunches or satisfaction or attendance
 | * notes decisions *should be* based on research (in general);
* no mention of *where to find* this evidence
 | * lists various repositories of evidence (systematic review databases or primary articles in ERIC or PsycNet) but *no mention* that there is a hierarchical order to move through
* resources mentioned but *no coherent process of finding credible evidence*
 | * states there is a hierarchy of evidence to move through AND there are repositories of evidence *but not coherent process of finding evidence*
* OR they have a coherent process but missing parts of the hierarchy (e.g., don’t mention one should look for meta-analyses before primary studies)
 | Explains the following: * there is a hierarchy of evidence
* start with systemic review databases
* mentions some systematic review databases by name (e.g., WWC)
* explains that you search for meta-analyses before primary studies
 |

**Notes:**

“Imagine a colleague in the Office of Orientation brings you an article that presents a study evaluating the effectiveness of a Transfer Orientation activity. *There are many things that you should consider when evaluating the quality of evidence presented in the study.* ***What*** *are the things you would consider?*

* + - * What would you look for in the study?
			* What questions would you ask?

***Why*** *would attrition, maturation, history, selection bias, testing, instrumentation (don’t need to mention all of these—can just mention whichever they mention) be of concern*? Explain this to me.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| * No mention of study characteristics that influence internal or external validity
* No mention of the concepts of internal or external validity
 | * states they would look for threats to “validity” (“internal validity” or “external validity”), but don’t state the threats

  | * only **list** threats to internal validity (history, maturation, attrition, selection bias, etc.); *no explanation of threat*

OR* only *lists* issues or study characteristics related to generalizability (external validity); *no explanation of threat*
 | * student states, describes, & explains *why* a study characteristic (e.g., attrition, testing, no comparison group) is a threat to **internal** validity

AND* no mention of external validity
 | * student states, describes, & explains *why* a study characteristic (e.g., attrition, testing, no comparison group) is a threat to **internal** validity;

AND* student states, describes, & explains why a study characteristic is a threat to **external** validity
 |

**Notes**: