

**INTENSIVE FIRST-YEAR SEMINARS**  
**(Formerly: Intensive Freshman Seminars)**  
**2024 CALL FOR PROPOSALS**

We invite Indiana University Bloomington tenure-track and nontenure-track, including emeriti, professors of teaching, senior clinical and senior lecturer, and full-time nontenure-track teaching faculty on a long-term appointment, who are interested in teaching, to submit proposals for the 2024 Intensive First-year Seminars (IFS). We have changed the name of the program from Intensive Freshman Seminars (IFS) to Intensive First-year Seminars (IFS) to better represent our students. Our program is known nationally for its unique structure and the excellent preparation for college success that it provides its participants. To maintain this standard of excellence, it is important that we continue to offer innovative and unique courses that are taught by dedicated and diverse faculty and represent a broad range of topics and disciplines.

As you may know the IFS seminar structure is unique, consisting of an intensive session over two and a half weeks (August 4 - August 21, 2024). In 2020, IFS was restructured to incorporate both virtual and in-person instruction. The model reduced program cost significantly, allowing enrollment of students from a broad range of socioeconomic backgrounds. Continuing campus efforts to provide equal opportunity for students and aligning with RPS's move-in schedule, IFS will continue the hybrid model of instruction for the 2024 session. This approach will allow IFS and participating faculty to prepare for the 2024 session, maximizing a blend of virtual and in-person instruction.

**Instructional Modes by Date**

8/4 – 8/10 100% Virtual Instruction (no students will be living on campus this week)

8/11 – 8/21 In-person instruction, students move to campus August 11<sup>th</sup>.

Significant time will be devoted during the IFS faculty workshops toward pedagogical and programmatic approaches to such a schedule. Additionally, students develop a course cohort and receive an introduction to university academic work and campus prior to arriving to IU Bloomington. In-person instruction allows IFS to create a vibrant and accessible academic environment which offers faculty and students unique opportunities to expand discourse beyond the conventional course boundaries. Effective courses will take advantage of the unique schedule and include additional lectures, film screenings, afternoon and evening discussion sessions, and other instructional approaches. Successful proposals will represent the ways in which conditions and approaches will be integrated into the course.

Over the years, IFS professors have identified a number of features which make teaching in this program particularly rewarding. Among these are:

- the opportunity to make a significant and direct difference in the students' success;
- shaping a course which most fully expresses the instructor's interests;
- the high level of motivation seen from these new students;
- the potential for developing new pedagogical strategies;
- the opportunity to form close and lasting ties with a small group of students;
- the opportunity to teach freshmen in a small and dynamic setting;
- the collegial sharing of ideas on teaching and pedagogy which develops through faculty workshops.

In addition to our traditional curriculum offerings, courses designed to support the academic enhancement of Hudson and Holland Scholarship Program (HHSP) scholars and 21<sup>st</sup> Century Scholars Program scholars are sought. Academic emphasis would be placed on the following points:

#### Hudson and Holland Scholarship Program (HHSP)

- Race and ethnicity in the US
- Community building and togetherness
- Legacy of anti-racist initiatives
- Race and ethnicity-related Identity Development, Skill Development, Intellectualism, Criticality, and Joy

#### 21<sup>st</sup> Century Scholars Program

- Understanding learning as a skill set and a resource to be used inside/outside of the classroom.
- Cultivate a problem-solving attitude that promotes self-advocacy and help-seeking behaviors.
- Development of critical reading and reasoning skills that are evidenced through papers/project development.
- Increase knowledge on self-directed process of securing information and resources to address needs.
- Cultivate academic confidence and resiliency.
- Projects designed to enhance their understanding of their chosen major or area of interest that could lead to a major.

We hope to offer forty-five+ seminars in 2024 and in addition to your consideration and potential development of an IFS course proposal, we would also appreciate your distributing this information to other engaged and creative tenure-track, senior clinical and senior lecturer, and full-time appointed faculty and encouraging them to begin developing possible courses.

#### PROPOSAL DEADLINE

We request that course proposals be endorsed by the department chair, who should submit the approved proposal [ifs@indiana.edu](mailto:ifs@indiana.edu) no later than **November 27, 2023**.

#### DESIGNING A PROPOSAL

Members of the faculty who are interested in teaching an Intensive Freshman Seminar in 2024 should consider and present the following:

- the content, general organization, and main assignments for the course (sample assignments which illustrate particular teaching strategies and/or course issues are encouraged as attachments);
- strategies to be used to help students engage and develop effective learning skills (reasoning, writing, speaking), and to make effective use of the daily intensive, interactive seminar format

- a strong proposal may include a description of a typical class session and weekly schedule and sessions occurring outside the typical class framework;
- plans to connect the course content/assignments with campus resources introduced by IFS such as the library and its databases; computing and information technology; the Art Museum and other cultural treasures unique to IUB;
- plans for interacting with students outside of class during the IFS period; and
- an introduction to university expectations related to plagiarism and academic integrity.

Special consideration should be given to other aptitudes and skills which are crucial to our students' success at IUB, in particular, introductions to research skills, ethical and cultural sensitivities, collaborative learning, or others that the proposer may wish to highlight. Each course must be infused with highly academic curricular content, serving to prepare the student for the rigors and expectations in college classes. Primarily, there has to be an academic core or body of knowledge that allows the student to exercise and further develop reading, writing and inquiry skills.

## COURSE DESCRIPTION & COURSE NUMBER

A three to four paragraph summary statement/course description is also needed and should be written to a prospective student audience to help us communicate the course in published materials.

### **Faculty outside of the College**

**Proposals from faculty with an appointment outside of the College must include a department/school course number.** Course numbers are identified by departments endorsed by the chair. Please include the course number you have identified in your proposal. Appointments are contingent upon identification of course number. **If the proposed course is currently listed in the General Education approved course list, please note this in your proposal.**

### **Faculty within the College**

IFS courses may be taught under COLL-S numbers as part of the College of Arts and Sciences Critical Approaches curriculum. Regular faculty (tenure track or appointed lecturer in the College or College schools [SOAD, HLS, or MSCH]) are allowed to teach under these course numbers. **If the proposed course is currently listed in the General Education approved course list, please note this in your proposal.**

### **Additional for faculty in The College:**

1. **Proposals from faculty within the College must articulate learning objectives and course characteristics in conjunction with one of the following designations:**
  - a. Arts and Humanities (A&H), Social and Historical Studies (S&H), or Natural and Mathematical Science (N&M). See <https://gened.indiana.edu/about/gened-learning-outcomes.html> for details.
2. **College faculty must also answer the “4 questions” in order to determine Critical Approaches designation (see Addendum: Critical Approaches).**

## IFS TEACHING EMPHASES

In the seminars, particular emphasis should be placed on providing freshmen with a positive, intellectually stimulating introduction to college learning. The seminars should explore academic content in ways that allow students to experience active learning processes. The proposal should describe strategies for ensuring a significant level of student interaction and discussion consistent with a seminar format. As part of their experience, it is expected that students will develop not only their reasoning and writing skills, but that they will have the opportunity for guided practice in using some of the tools of academic life and inquiry: archives, electronic course and communication systems, museums and cultural attractions, and the libraries.

We expect that these skills will be developed and reinforced as part of their seminar course work. To this end, our office arranges for students to be supported by experienced writing tutors and to receive introductions to the IUB Libraries. Professors are also asked to interact with students as role models not only inside but also outside of class during IFS, and to a limited extent, through contact with the students during the following year.

### IFS FACULTY WORKSHOPS

In preparation for IFS 2024, we will hold a series of required workshops throughout the academic year. Attendance and participation in these events is crucial for success, and many professors consider these to be one of the most appealing features of IFS. In the past, faculty have shared with one another their thoughts on the kinds of aptitudes and skills we may expect from new students, ways to develop writing and reasoning skills, the potential for using technology in teaching, and techniques for facilitating active learning. Below, we list the workshop dates; **it is presumed that when a faculty member accepts an appointment to teach in the IFS program that they acknowledge attendance at workshops to be part of their commitment.**

Friday, January 12, 2024	10:00am-12:00pm	IMU Oak Room (New Faculty)
Friday, January 26, 2024	10:00am-1:00pm	IMU Federal Room
Friday, February 16, 2024	10:00am-1:00pm	IMU Oak Room
Friday, March 22, 2024	10:00am-1:00pm	IMU Dogwood Room
Friday, April 12, 2024	10:00am-1:00pm	IMU Oak Room
Wednesday, July 31, 2024	12:00pm-1:30pm	Residential Hall Dining, TBD

### WORKING WITH AN UNDERGRADUATE INTERN

The quality of our program has increased substantially with the addition of undergraduate Interns. The professor should develop a description of the specific and substantive role an intern would serve. The Intern supports instruction and / or pedagogical & co- curricular aspects of the course, and the Internship should be designed to expand the student's depth of knowledge in the discipline, and/or understanding of effective instructional and pedagogical approaches. Faculty will work with the IFS office in order to recruit and select an intern; it is crucial that this individual meet the curricular needs of the professor as well as maintain and uphold our program values. Interns choose from two internship models, which include monetary compensation and internship credit from either the faculty members' department, or the Walter Center (we will discuss this aspect in detail during the workshops). Undergraduate intern selection will be initiated by faculty, and placement will be finalized between the IFS Office and faculty member.

### SAMPLE PROPOSALS

We have a number of sample proposals available, which past selection committees have recognized as exceptionally strong, and we will be happy to share them with interested faculty. Inquire at [ifs@indiana.edu](mailto:ifs@indiana.edu).

In general, those proposals which the selection committees have considered strongest have demonstrated most concretely that they will work well in an intensive format, that they are well suited to students who have done no other college course work, and that they will provide students with strategies that enable them to take responsibility for their own learning. Courses that rely fundamentally on practical and applied skills are often less desirable. We try to have a mix of proposals from broad discipline areas, units, and new as well as previously offered seminars.

## COMPENSATION

Faculty teaching an IFS course will be paid \$8500. Stipends are typically issued August 31.

A reminder: faculty must be eligible to receive supplemental pay during the fall term. Please check with your department/school in order to verify eligibility. Only rarely have seminars not met minimum enrollment set by the IFS administration. If an accepted seminar does not meet enrollment goals, IFS will pay the faculty member a \$1000 stipend.

## PREVIOUS FACULTY EXPERIENCES

One professor summed up his feeling (shared by many colleagues) about teaching in IFS this way – “I enjoyed this teaching as I have rarely enjoyed any teaching here at IU. That pleasure comes from seeing my students make connections between the classroom and the rest of their lives at the University; it comes from talking with colleagues who are teaching other seminars; it comes from feeling the tremendous support – philosophical and emotional, as well as logistical – provided by the IFS staff; and it comes from the chance of trying out a more integrated form of teaching”.

#### ADDENDUM: CRITICAL APPROACHES

(Only necessary for faculty in the College of Arts and Sciences)

Critical Approaches will provide first- and second-year students with the opportunity to explore a burning question or problem from a range of perspectives and methodologies. Rather than focus on depth of coverage, these courses will introduce students to the different kinds of scholarship that take place in a university and to the ways that universities organize knowledge. At its best, the Critical Approaches requirement will serve as a gateway to an undergraduate education. That is, it will both help students to discover what disciplinary approaches and methodologies most appeal to them, and it will provide students with research and writing skills that they can use in the other courses they will take during their time at IU. The question or problem at the heart of Critical Approaches courses must be one that appeals to and excites first- and second-year students. This question or problem can be theoretical or abstract, or it can focus on a practical and topical issue.

Courses that currently exist in departmental curricula cannot be run as a Critical Approaches course.

Included with your IFS course proposal, please submit a syllabus and answer the following 4 questions:

1. To whom will this course appeal?
2. What will students learn in this course?
3. Why does it make more sense to offer this course as part of the Critical Approaches inventory rather than through your department?
4. Recognizing that many courses do not fit neatly into any one category, should this course carry CASE A&H, CASE S&H, or CASE N&M credit (it must fall within one of these rubrics – as noted on page 2 of IFS Call for Proposals)?