

INTENSIVE FRESHMAN SEMINARS 2025 CALL FOR PROPOSALS

Intensive Freshman Seminars (IFS) 2025 will be adapted and selective. Differences are articulated in this Call for Proposals.

We invite Indiana University Bloomington faculty, who have taught IFS in the past, to submit proposals for the 2025 Intensive Freshman Seminars (IFS). Eligible faculty include tenure-track and nontenure-track, professors of teaching, senior clinical and senior lecturers, and full-time nontenure-track teaching faculty on a long-term appointment. Emeriti status faculty will be considered based on the practices of the faculty member's academic unit.

Program changes are being implemented. We encourage proposals to reflect the following adjustments.

- Co-curricular activities should focus on experiences introducing students to the IUB campus and Bloomington. Campus and city transportation services should be utilized so students learn to navigate these systems.
- The peer mentor model is being reevaluated. Courses should be designed to adapt instruction effectively, whether or not an undergraduate teaching assistant is available.
- Faculty workshops will not be requisite. Instead, two-hour collaboration sessions will be offered once a month on Fridays. These sessions are intended to provide a supportive community for curriculum development and pedagogical growth.
- The IFS Faculty Stipend will be \$7500, reflecting the reduced time commitment.
- The Welcome Festival will continue to launch our in-person program experience. The Academic Forum will be the concluding event and an opportunity for students to highlight the culmination of their learning and research.

As we enter our final year, 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.

The IFS seminar hybrid model reduces 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 2025 session.

IFS occurs August 3 - August 20, 2025

Instructional Modes by Date:

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| 8/3 – 8/09 | 100% Virtual Instruction (no students will be living on campus this week) |
| 8/10 – 8/20 | In-person instruction, students move to campus August 10 th |

As in years past, students will 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 with fiscal limits in mind.

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 first year students in a small and dynamic setting;
- the collegial sharing of ideas on teaching and pedagogy which develops through faculty workshops.

We hope to offer 15+ courses in 2025. Thank you for your consideration and potential development of an IFS course proposal.

PROPOSAL DEADLINE

We request that course proposals be endorsed by the department chair, who should submit the approved proposal to ifs@iu.edu no later than January 13, 2024.

DESIGNING A PROPOSAL

Members of the faculty who are interested in teaching an Intensive Freshman Seminar in 2025 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 and 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 Criteria 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 first year students 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 OPTIONAL COLLABORATION SESSIONS

In preparation for IFS 2025, we will hold a series of meetings throughout the academic year. Attendance and participation in these events is optional. 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 meeting dates:

Friday, February 07, 2025	10:00am-12:00pm	McCalla School Building
Friday, March 07, 2025	10:00am-12:00pm	McCalla School Building
Friday, April 11, 2025	10:00am-12:00pm	McCalla School Building
Wednesday, July 30, 2025	12:00pm-1:30pm	Residential Hall Dining, TBD

WORKING WITH AN UNDERGRADUATE INTERN

If it is concluded Teaching Assistants will be included in IFS courses, as in years past 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. Internship models are being determined. Undergraduate intern selection will be initiated by faculty, and placement will be finalized between the IFS Office and faculty member.

COMPENSATION

Faculty teaching an IFS course will be paid \$7500. 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 notify faculty in July.

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)?