

Appendix ii: Data from 10 institutions studied in depth

Program Details

PROGRAM HISTORY

<i>Bryn Mawr</i>	6 years old; replaced a year-long writing requirement staffed by English. Began with clusters of faculty teaching one syllabus, but will allow individual courses starting this year
<i>Colorado</i>	4 years old; institutionalized by faculty vote after a three-year trial period
<i>Gettysburg</i>	7 years old; replaced a common texts “colloquy”; under review this year—may become required
<i>Grinnell</i>	a good 30 years—it’s part of institutional identity
<i>Hobart & Wm Smith</i>	10 years old; replaced Western Civ requirement; in “reinvigoration” period
<i>Lawrence</i>	50 years; evolves each year because of 20-30% mandatory text change
<i>Sewanee</i>	beginning year 3 of a 4-year trial period; created after a review calling for first-semester inculcation of students into discussion-based learning and co-curricular student development
<i>Skidmore</i>	since 1985; originally a four-course model (including sciences); since mid-90s a two-course humanities-based program; likely changes—make writing intensive, include advising, decrease section size to 12
<i>Trinity</i>	since 1986; has developed from a skills course to more academic course; some faculty teach in clusters
<i>Wooster</i>	8 years; FYS since 70’s; dissatisfaction with common texts seminar in 80’s led to a series of attempts to cycle new common texts ever more frequently (& this didn’t work!); moved to topical with a “fall forum” series of readings, sessions, films, trips—didn’t work and has been abandoned

FYS GOALS

<i>Bryn Mawr</i>	principally writing, opportunity for many depts to teach small seminars first-year
<i>Colorado C.</i>	writing and speaking; critical, creative, analytical thinking
<i>Gettysburg</i>	writing, speaking, critical thinking
<i>Grinnell</i>	advising, writing, discussion, critical thinking, participation, library component
<i>Hobart & Wm Smith</i>	critical reading and writing, participation; some interdisciplinary component
<i>Lawrence</i>	reading, writing: intro to the skills of the liberal arts
<i>Sewanee</i>	writing, discussion, collaboration
<i>Skidmore</i>	writing, critical thinking, interdisciplinary perspectives
<i>Trinity</i>	writing, critical thinking, speaking, research
<i>Wooster</i>	reading, writing, critical thinking, discussion

ADVISING COMPONENT

<i>Bryn Mawr</i>	No advising connection
<i>Colorado</i>	7 advisees from First Course; others go to a dep't colleague or indicated major
<i>Gettysburg</i>	All Gettysburg faculty divide up first-year advising
<i>Grinnell</i>	“tutorial” instructor advises all
<i>Hobart & Wm Smith</i>	Instructor advises all; may review relationship after one semester
<i>Lawrence</i>	
<i>Sewanee</i>	Instructor advises all; may seek help from dep't colleagues
<i>Skidmore</i>	No advising connection (could be part of changes under consideration)
<i>Trinity</i>	Instructor advises all; encourage faculty not to teach more than 2 years in a row
<i>Wooster</i>	Instructor advises all

	SEMINAR SIZE	FY CLASS/# SEMS	SIZE OF TT FACULTY
<i>Bryn Mawr</i>	18 (trying for 15)		
<i>Colorado</i>	16 (team taught are 25)		
<i>Gettysburg</i>	16	/30-35	180
<i>Grinnell</i>	12	c.400 /33	c. 150
<i>Hobart & Wm Smith</i>	12	510-530/43	150
<i>Lawrence</i>		/26	
<i>Sewanee</i>	14	280 (of c. 400) /20	
<i>Skidmore</i>	18 (moving to 12?)	c. 600 /36	180-190
<i>Trinity</i>	12		
<i>Wooster</i>		/35	

INTERESTING FEATURES

<i>Bryn Mawr</i>	students must write 500 words/wk; must meet one-on-one with prof for 20 mins 6 times a semester; clusters have ranged from 2 or 3 to 6 or 7 seminars, some with common syllabus, some only sharing the texts
<i>Colorado</i>	FYS may be approved to meet Gen Ed requirement or gateway to major; has a library requirement; has a common summer reading discussed in Opening Convo & first meeting
<i>Gettysburg</i>	FYS may be approved to meet Gen Ed, major, or writing intensive req.
<i>Grinnell</i>	includes a common “academic honesty” exercise; advertises a small-group research component of several weeks for each tutorial (but apparently in practice this varies quite widely!)
<i>Hobart & Wm Smith</i>	(see residential component, below)
<i>Lawrence</i>	democratic process: every 5 years entire course is up for debate (but faculty always retain it). Each year, each division nominates 15-25 texts for inclusion the next year and at least one of these must end up on syllabus; faculty committee creates two possible syllabi based on the text nominations—must change 20 – 30% of previous year’s texts; faculty teaching the next year vote on which syllabus to adopt
<i>Sewanee</i>	almost all FYS are approved to meet a Gen Ed req and “99%” are writing intensive
<i>Skidmore</i>	FYS (called Liberal Studies 1) features a 55 minute lecture and two 80-minute discussion sessions each week
<i>Trinity</i>	sometimes extended by a .5 credit colloquium
<i>Wooster</i>	summer reading taken up in the orientation (90 mins); required library component

PEER MENTORS

<i>Bryn Mawr</i>	none
<i>Colorado</i>	FYE mentors (upper classmen) do non-class activities with students?
<i>Gettysburg</i>	“Student Associates” help with discussion, service learning, other activities related to the course; NO grading; 2-hour training session. \$500 per semester
<i>Grinnell</i>	none
<i>Hobart & Wm Smith</i>	“Writing Colleagues” pilot project: attend class, work through two drafts of each paper in conference before prof reads it; receive 1-credit and work-study pay (unclear amount)
<i>Lawrence</i>	
<i>Sewanee</i>	peer tutors: vaguely defined, varieties of reward but neither money nor credit
<i>Skidmore</i>	peer tutors take a preparatory course and are paid
<i>Trinity</i>	Mentors: linked to dorms and classes (since 1996); works with drafts, does library gig with FYS students; gets them to class, pursues absences, etc.; bridges curricular – co-curricular education
<i>Wooster</i>	Teaching Apprentices do workshops, help with student writing, some library research for prof, meet w. prof weekly; receive credit (no pay)

RESIDENTIAL COMPONENT

<i>Bryn Mawr</i>	none
<i>Colorado</i>	none: block schedule already provides tight grouping of students!
<i>Gettysburg</i>	vice-provost tries to cluster seminar topics (e.g., science topics, American history topics) into residences; trying to get some teaching into the residence halls; at this point, mainly ensures that there are spaces amenable to group gatherings in residence halls
<i>Grinnell</i>	none
<i>Hobart & Wm Smith</i>	YES -- FY students housed together by seminars, but also mingled with soph-sr students; trying to encourage faculty participation in res life through seminars [so far mainly unsuccessfully]; will pilot some “conversation labs” on FYS topics, facilitated by RAs, this fall; Res Life tries to coordinate some programming with FYS topics
<i>Lawrence</i>	none
<i>Sewanee</i>	students clustered in an area of the dorm by FYS; peer tutor lives in same area and may initiate various co-curricular activities
<i>Skidmore</i>	none
<i>Trinity</i>	YES -- seminars housed by dorms, but not by halls; link with mentors
<i>Wooster</i>	voluntary

Administrative Details

ADMINISTRATOR

<i>Bryn Mawr</i>	part of Associate Provost's portfolio—being downgraded to faculty reassigned
<i>Colorado</i>	Dir. of First-Year and Sophomore Studies and Advising Office
<i>Gettysburg</i>	Vice-Provost's portfolio
<i>Grinnell</i>	Assoc. Dean's portfolio
<i>Hobart & Wm Smith</i>	Assoc. Provost's portfolio
<i>Lawrence</i>	full-time Freshman Studies Dir (rotates from faculty on 3-year term)
<i>Sewanee</i>	faculty member reassigned time for one course per semester
<i>Skidmore</i>	faculty member reassigned time for one course per semester
<i>Trinity</i>	full-time program administrator, teaches FYS, has own admin ass't
<i>Wooster</i>	Dean of Faculty's portfolio

COURSE APPROVALS

<i>Bryn Mawr</i>	distinct FYS steering committee; works with faculty to improve rather than reject
<i>Colorado</i>	regular curriculum committee?
<i>Gettysburg</i>	vice-provost approves proposals and works with faculty as necessary, sends as a package to curriculum committee for "acknowledgement" except in cases of Gen Ed approval
<i>Grinnell</i>	
<i>Hobart & Wm Smith</i>	curriculum committee—special attachment for FYS
<i>Lawrence</i>	common syllabus
<i>Sewanee</i>	faculty director
<i>Skidmore</i>	LS coordinator, dean, and faculty approve LS2 course
<i>Trinity</i>	program administrator and Dean
<i>Wooster</i>	

ASSESSING COMMONALITY IN ACCOMPLISHING GOALS

<i>Bryn Mawr</i>	
<i>Colorado</i>	no course evaluations; four faculty luncheons for discussion
<i>Gettysburg</i>	mainly through course proposals; program under review this fall
<i>Grinnell</i>	mainly through course proposal, extensive website resources for faculty
<i>Hobart & Wm Smith</i>	an acknowledged problem: extreme variation
<i>Lawrence</i>	
<i>Sewanee</i>	monthly meetings, end-of-semester meeting, summer workshop, student evals, focus groups including FYS and non FYS students and faculty
<i>Skidmore</i>	common syllabus and weekly faculty meetings for LS1 staff
<i>Trinity</i>	primarily through use of guidelines and response to course proposals
<i>Wooster</i>	

SPECIAL FUNDING/PROGRAM EXPENSE

<i>Bryn Mawr</i>	1.5 courseload deemed too expensive
<i>Colorado</i>	4 lunches for faculty, \$5-8 per student activity costs, summer reading provided
<i>Gettysburg</i>	\$100K for replacement adjuncts (\$4500/course + up to \$1600 travel); \$18K for co-curricular activities; Student Associates at \$500/term/seminar
<i>Grinnell</i>	
<i>Hobart & Wm Smith</i>	no more than 5 course replacements/term; whatever Writing Colleagues will cost
<i>Lawrence</i>	
<i>Sewanee</i>	\$113K budget (\$1250/seminar for co-curricular activities, \$45K for 8–10 replacement adjuncts, \$750/faculty member summer workshop stipend)
<i>Skidmore</i>	
<i>Trinity</i>	\$800 for seminar and \$300 for anything PER seminar
<i>Wooster</i>	

Implications for Faculty

FACULTY PARTICIPATION

<i>Bryn Mawr</i>	nominally campus-wide (least participation from social sciences and languages); counted as 1.5 courses in teaching load until this year, so more depts opting
<i>Colorado</i>	campus-wide but no quotas; greatest participation from arts, humanities, and social sciences; some science faculty use course as intro to major [more like inducement?]
<i>Gettysburg</i>	campus-wide, including good participation from sciences; viewed as valuable teaching experience
<i>Grinnell</i>	every department participates, most faculty participate; try to avoid two years in a row; part of faculty culture and part of hiring
<i>Hobart & Wm Smith</i>	campus-wide but no quotas; very occasionally use permanent part-time faculty (i.e., non TT, but regular teachers)
<i>Lawrence</i>	campus-wide w. dept quotas; part of faculty culture and part of every contract
<i>Sewanee</i>	invited campus wide; English doesn't because of 101; has more volunteers than he can afford to hire
<i>Skidmore</i>	campus wide, sometimes requires pressure, use a few long time part-timers
<i>Trinity</i>	campus-wide, 6% FTE tax to depts.; jr faculty tend to be protected; occasionally an administrator or long-term part-timer will teach
<i>Wooster</i>	every department of 4 provides 1 per year (i.e., dept of 8 provides 2 per year, dept of 2 provides one every two years); very occasionally hire an adjunct (2 of 35 next year)

FACULTY REWARDS/INDUCEMENTS

<i>Bryn Mawr</i>	none now that they don't get 1.5 course load credit
<i>Colorado</i>	none
<i>Gettysburg</i>	none
<i>Grinnell</i>	none
<i>Hobart & Wm Smith</i>	small class, freedom to define topic
<i>Lawrence</i>	none

<i>Sewanee</i>	\$750 for 1-day summer course development workshop; opportunity to attract majors; budget for co-curricular activities
<i>Skidmore</i>	none
<i>Trinity</i>	\$800 for seminar (plus a \$300 spending acc't for "anything")
<i>Wooster</i>	none

FACULTY DEVELOPMENT

<i>Bryn Mawr</i>	workshops in May and August
<i>Colorado</i>	end-of-year retreat: re-emphasize goals, offer some "how to's"
<i>Gettysburg</i>	nothing required; some of the faculty workshops throughout year tailored to FYS
<i>Grinnell</i>	three 75-min workshops in spring: choosing a topic; teaching the skills; advising
<i>Hobart & Wm Smith</i>	required workshop on advising; others may occur in regular fac. dev. series
<i>Lawrence</i>	
<i>Sewanee</i>	1-day workshop; individual meetings with program director
<i>Skidmore</i>	
<i>Trinity</i>	May & August sessions, also 3 sessions /semester in Writing Center
<i>Wooster</i>	recruiting/orienting workshops in February, 2-3 day workshop in May, occasional get-togethers

Student Satisfaction

PLACEMENT INTO SECTIONS

<i>Bryn Mawr</i>	
<i>Colorado</i>	list 8 choices and then have 20 points to weight overall course choices
<i>Gettysburg</i>	Registrar places according to choice; students w merit awards get first choice
<i>Grinnell</i>	Dir of Academic Advising matches according to choice
<i>Hobart & Wm Smith</i>	Assoc Provost (prog. dir.) places according to 6 unranked choices
<i>Lawrence</i>	common syllabus course, not an issue
<i>Sewanee</i>	6 ranked choices: 90% get 1 st or 2 nd choice; some difficulty w. gender balance
<i>Skidmore</i>	common syllabus course, not an issue
<i>Trinity</i>	
<i>Wooster</i>	6 choices

STUDENT RESPONSE TO FYS

<i>Bryn Mawr</i>	"80% said I liked it but my friends didn't!" Some equity issues
<i>Colorado</i>	useful for recruiting; single most important retention & attrition factor
<i>Gettysburg</i>	students love the seminars: class size and residential component
<i>Grinnell</i>	very favorable (satisfaction doesn't seem to be related to getting first choice)
<i>Hobart & Wm Smith</i>	very favorable
<i>Lawrence</i>	
<i>Sewanee</i>	very favorable
<i>Skidmore</i>	"1/3 love the program, 1/3 hate it, and 1/3 more or less miss the point"
<i>Trinity</i>	very favorable
<i>Wooster</i>	good response: excited by topics