

Eligible Faculty

- General Campus and Scripps Institution of Oceanography:
Ladder Rank (Professor, Associate Professor, Assistant Professor),
Emeritus (please see note on Emeritus faculty in *Stipend* section),
In-Residence (please see note on In-Residence faculty in *Stipend* section),
Adjunct with teaching titles (please see note on Adjunct faculty in *Stipend* section),
Senior Lecturers with Security of Employment,
Lecturers with Security of Employment,
Senior Lecturers with Potential Security of Employment, and
Lecturers with Potential Security of Employment

Stipend

- All eligible faculty will receive a \$1,500 research stipend. The stipend will be transferred to a departmental research account of your choice. The stipend is available for expenses such as travel, research supplies, seminar instruction enhancement, or any other purpose allowed by that account.
- The stipend is awarded by the end of 3rd week of classes. At that time an email will be sent to faculty teaching seminars letting them know the stipend will be awarded. This email is also sent to the faculty home department's MSO letting him/her know that a stipend is being awarded and asking to have the appropriate person contact Kathy Farrelly (kfarrelly@ucsd.edu or x22565) with the index number.
- Freshman Seminars will be taught off-load and may not be used to substitute for regularly assigned teaching. The seminars do not affect your regular teaching assignments and department workload requirements.
- Adjunct faculty are not eligible for the research stipend since these seminars are taught off-load.
- Emeritus and In-Residence faculty have a limited number of Freshman Seminars per academic year that are eligible for a stipend.
- You may team teach a seminar with one colleague. However, only one stipend will be paid per seminar.
- You may teach more than one Freshman Seminar in any given quarter. If you teach more than one, you are eligible to receive multiple stipends. The total number of seminar courses taught by a faculty member during an academic year will be at the discretion of your Department Chair.

Submitting Individual Freshman Seminar Proposals

- For Freshman Seminar proposal deadlines and to submit a proposal, use the web proposal form located at: <http://academicaffairs.ucsd.edu/r/faculty/fsp.htm>
- The instructor proposing the Freshman Seminar; the Freshman Seminar staff contact in the proposed seminar's department, program, or college; and April Burcham in the Office of the

Associate Vice Chancellor – Undergraduate Education will receive an electronic copy by email of the proposed seminar once submitted via the web form.

- Your Department Chair, Program Director, or College Provost must approve a new Freshman Seminar proposal after it has been submitted via the web form. This approval is facilitated by your Freshman Seminar staff contact.
- Contact April Burcham aburcham@ucsd.edu (or x 25855) with any questions pertaining to submitting a seminar proposal.

College Freshman Seminars

- Topics that do not logically fall under a faculty member's department or program, as determined by the Department Chair/Program Director, may be offered through their College, subject to the Provost's approval. Final approval rests with the CEP Sub-committee on Undergraduate Courses.
- Faculty who are not affiliated with colleges (such as colleagues in IR/PS and SIO) may submit proposals through an appropriate campus department/program or through any undergraduate College.

Appropriate Workload for Students

- Students should typically expect two hours per week of outside class work for every one hour of in seminar work.
- The decision regarding whether or not to give students a mid-term or final exam rests with the instructor. Freshman Seminars are exempt from required final exams during the University's scheduled final examination week.

Pass/Not Pass Grading (P/NP)

- All Freshman Seminars are graded Pass/Not Pass (P/NP).
- Freshman Seminars are intended to provide a small group of students an opportunity to engage in an academic experience with faculty for eight to ten hours in an informal, seminar-style setting on a topic of mutual interest absent the pressures of a letter grade.

Enrollment

- The enrollment maximum for Freshman Seminars is 20. It is encouraged that you stay as close to the 20-student limit as possible to preserve the small group setting.
- The enrollment minimum is 10. Freshman Seminars with less than 10 students enrolled may be cancelled by the end of 2nd week of classes.
- Due to limitations of the WebReg system, graduate students can enroll in all courses (irrespective of system-imposed enrollment restrictions) including Freshman Seminars. Graduate students can be administratively dropped from your seminar; however, this decision is up to you. The Freshman Seminar website includes the following statement, "*Any student who enrolls in a Freshman Seminar who does not have undergraduate student standing will be administratively dropped.*"

Meeting Space

- Departments, Programs, and Colleges are responsible for securing a seminar meeting location using department, program, or college space.

Seminar Evaluations

- During the second week of the quarter, the office of Course and Professor Evaluations (CAPE) will send to the CAPE Liaison staff member in the department, college, or academic program of your seminar, a packet of CAPE student evaluation forms. This process, which is referred to as “self-directed CAPE,” will enable you to have your seminar evaluated by your students without a formally scheduled CAPE appointment time. Typically a staff member or a student in the class directs the evaluation process and returns the packet to the CAPE Office.
- The CAPE form includes five instructor-determined questions that you may use to ask students specific questions about their experience in your seminar.
- Alternatively, you and/or your department may already have a separate evaluation process that you may want to use in addition to or in lieu of CAPE evaluations. Participation in the CAPE process is voluntary, as usual.

Freshman Seminar Advertising

Freshman Seminars are publicized through a variety of mediums and marketed broadly to students. The Freshman Seminars offered during each quarter are listed in the Schedule of Classes, on the UCSD Student Freshman Seminar Program website at: <http://academicaffairs.ucsd.edu/r/fsp.htm>, and on TritonLink under “Academics” and “Seminars”.

A Freshman Seminar Program booklet is produced for fall quarter and distributed to all freshmen during college orientations. Each quarter, flyers that provide listings of seminars that will be offered will be distributed to all colleges for circulation to freshmen and sophomores. Finally emails will be sent to all freshmen, and then to all sophomores (once the seminars are opened to sophomores for enrollment) providing them with detailed seminar information and links to the Freshman Seminar website.

Freshman with Advance-Standing

Some freshmen and sophomores enter UCSD with a significant amount of Advanced Placement and/or community college transfer credit. WebReg recognizes some of these students (who by their admit class are truly freshmen and sophomores) as juniors and even as seniors. These students are not able to enroll in Freshman Seminars without special authorization due to system-imposed restrictions. These students may be referred to the UCSD Student Freshman Seminar Program website at: <http://academicaffairs.ucsd.edu/r/fsp.htm> for detailed instructions about how to enroll in Freshman Seminars for lower division students with advanced standing.

Faculty ideas for getting quiet students to participate in Freshman Seminar discussions

Feedback from faculty and students consistently indicated that student participation was split 50/50 in many seminars – half of students actively participated and the other half did not. Lack of participation may occur for several reasons, however, the common factors for that were indicated by

faculty and by students were: shyness, awkwardness, and the transitioning process from high school where in some instances students appeared to have been more accustomed to a lecture-style format.

You may want to consider some of the following suggestions to actively engage students in seminar discussions:

- Consider basing a percentage of grading on participation.
- Consider giving credit/points for participation.
- Consider assigning oral presentations.
- Consider having students work in small groups on a project and have each group member take turns presenting the group's findings.
- Consider letting students know that you plan to call on non-participating students for their contributions throughout the course of the seminar.

Additional Information

The Center for Teaching Development has also provided some information that may be useful to you. You may find this information on the Freshman Seminar Program website at:

<http://academicaffairs.ucsd.edu/r/faculty/fsp.htm>.