Minutes of the Faculty Senate Meeting  
November 7, 2003  
3:00 p.m., Atchafalaya Room, LSU Union


Proxies: Robert Ward for Don Kraft, Sigrid Kelsey for Linda Griffin, Laura Hensley for Dennis Landin, Sarah Pierce for Maren Hegsted, Brian Hales for Bill Daly, Jon Cogburn for Jill Suitor, Bill Metcalf for Mike Cherry, Kathy O’Reilly for Glenn Pettifer, James Catano for Irvin Peckham, John Pizer for Yvonne Fuentes and Frank Anselmo, Aimee Welch for Terrie Poehl, Chip Delzell for Bill Adkins, VT Valsaraj for Danny Reible, and Jeff Moore for Dek Terrel

Alternate Representatives: Laurie Anderson for Judith Schiebout and Larry Crumbley for Ji-Chai Lin

Guests: F. Neil Mathews (Student Life & Academic Services), Karen Denby (Academic Affairs), Robert Doolos (University Registrar), Bill Demastes (English/A&S), Malcolm Richardson (English), Joanne McMullen (Staff Senate & Evening School), Manjit S. Kang (Agronomy Department), Gestur Olafsson (Mathematics), Guillermo Ferreyra (Mathematics), M. Jane Collins (College of Arts & Sciences), Richard L. Bengtson (Biological Engineering)

I. Call to Order by President Carruth McGehee
   A. Reading of proxies and alternative representatives

II. Minutes of the October 7, 2003 Faculty Senate Meeting
   A. Correction of typo (john to John) Chandler – Minutes approved

III. Remarks from President Carruth McGehee
    *Commented on agenda for the Fall meetings; this month Provost Palm will speak, next month (December) Chancellor Emmert will speak
*At these two meetings we will give priority and ample time to our guests’ remarks and to questions and discussion. We’ll catch up later on business if we get behind.

IV. Remarks from Provost Risa Palm
*Handout of data which Provost Palm provided was discussed (data included “Number of Undergraduate Students to One Tenure-Track Faculty Member, 1993-1994 to 2002-2003”; “Number of Full-Time Faculty at LSU by Rank, 1993-2002”; “Number of Faculty, Fall 2002”; “LSU faculty deficit”; “Intellectual Climate and the First Year Initiative”; and “Carolina Summer Reading Program” (all handouts are available in Addendum at the end of the Minutes)

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November 7, 2003
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*According to first chart listed, Provost Palm pointed out how over the last ten years there has been a huge change in the proportion of students to faculty (number of students to tenured-track faculty has increased dramatically)

*According to the second chart, there has been a huge increase in the number of Instructors with the number of Associate Professors going down, Assistant Professors slightly rising, and number of Professors remaining about the same

*The third chart shows the huge number of instructors at LSU in comparing various ranks (Professor, Associate Professor, Assistant Professor, and Instructor) with our National and Regional peers

*The fourth chart indicates 944 current faculty at LSU (assistant professor, associate professor, and full professor) with an undergraduate student body size of 26,162; LSU needs 365 additional faculty members in order to achieve the goal of a ratio of 20:1 (students to faculty); this goal would be comparable with Tennessee and Virginia

*Several programs in place recruiting more tenure track faculty members: LSU Capital and the Biotech Initiative; $1.8 million continuing dollars about to be distributed in the Academic Excellence Fee (Program Review Committee reviewing proposals next week and will be making allocations at the end of November); Board of Regents Flagship Funds ($500,000) continuing – money allocated to the departments of Mathematics and English in order to help them with the conversion of some Instructor lines to tenure-track faculty lines. Money will also be allocated to support budget, training of graduate students, and the modification of courses.

Questions Asked:
1. How were the National peers established?
   Provost Palm explained she did not know how the National peers were selected; however, if one would look at the Flagship Agenda page, they’ve identified and given a map of national peers; but all universities listed as national peers are funded better than we are, individual rankings of departments at the schools would have a higher profile than we do, and they are all AAU? I don’t think that’s the case, although there’s a set of peers which are AAU.

2. How does the curve on the handout change with releases of current Instructor levels?
   Provost Palm explained LSU would still have more instructors than our peers but what we will improve upon is the number of tenure track faculty members thus resulting in a better re-balancing. As Provost read publications in academe one of the guidelines stated that no
department should be more than 25% non-tenure track faculty (English currently has 2/3 of the
faculty that are non-tenure track; Mathematics is at 50%).

3. Will is be possible to bring in some of the current instructors for the tenure track
positions?

Provost Palm stated that national searches will be held and all instructors (who are
qualified) are welcome to apply for the tenure-track position. They will be competing on the
same kind of basis as anyone else applying for the positions.

4. If LSU is discussing hiring 365 new faculty members, what’s the possibility of LSU
actually getting the money needed to support the added professorial positions?

Provost Palm commented on how Chancellor Emmert has been extremely active with the
candidates for governor stressing the need for additional funding for LSU. Provost remains
optimistic about the possibility of receiving funding.

5. Will other projects be funded (other than just professorial positions) through the
Academic Excellence Fee?

Provost Palm stated that other things will definitely be funded – mentioning the library.

6. How many administrators are there at LSU?

After some discussion of various ways to interpret the question, Provost Palm said she
would report back with that information.

7. Who were the Instructors LSU hired during the past five years – where did they come
from? Were they previously students at LSU who received their Masters degree at LSU?

Provost Palm called on Malcolm Richardson to comment – stated during the past five
years, about half of the Instructors were LSU graduates, others from elsewhere. In English:
Approximately 14 Instructors have been at LSU 1-2 years; 27 Instructors have been at LSU over
six years. In Mathematics: Approximately 18 have more than seven years experience at LSU;
the rest less; some in their second year or less.

8. Will those who have been at LSU a very long time be retained?

Dean Jane Collins answered that she, along with the Chairs, will evaluate all files with
great care, indicating that there will be an effort to do so.

9. Do we know how many Instructors voluntarily leave each year? Why couldn’t the
reduction be across the campus and not just English and Math?

Provost Palm commented that no doubt there will be some attrition and those will be
examined first. How many years does LSU “owe” an Instructor who has signed a one-year
contract? Looking at hiring 16 new professors in English and 14 in Math.

10. Is there a particular plan formulated for release of Instructors each year?

Bill Demastes, Associate Dean of Arts & Sciences, answered by saying there are 85
Instructors in English Department and the plan is to eliminate 60 Instructor positions total; of
those 60, the number of salaried lines will be reduced by 45 over a period of three years; 15 will
be retained as unique positions; the first year, 15 Instructors will be released; the plan will be
readjusted as time goes on. Provost Palm commented that with the ability to go to the job market
at this time with 14 or 16 new tenure track lines is a great opportunity. LSU is doing this at a
time when most other public institutions have no openings. She hopes this increase in tenure-
track lines will extend to other departments as time goes on.

11. What does the decrease of Instructors in English do to class size?
Provost Palm commented that the English Composition classes will stay at 19; there will
be a reshuffling of literature and also a change in what is going to be offered and to whom in the
English Composition classes – they will not be going up in size; there are two or three classes in
Mathematics which will be going up in size, but Math has a detailed, elaborate plan for how they
will deal with a variety of instruction and instructional resources that will actually improve the
experience for the Mathematics students. There will be an increase in the quality of education
given to undergraduates.

12. Do you have any idea on what the prospects are of LSU attracting 30 new faculty
lines (14 in Math, 16 in English) at one time especially in light of the “post-tenure review”
plan/question?
Provost Palm commented that all of the schools in which she has been involved has post-
tenure review policies. She does not believe that it will affect the ability to attract excellent,
new faculty to fill the positions open. She is not expecting all of these positions to come on board
by next Fall but will be in place over the next three years.
Guillermo Ferreyra (Mathematics) commented that Math is setting up a 4-tier process
where an experienced professor will lecture to a large group, instructors and graduate assistants
will provide lab sessions, and some senior undergraduates will tutor. Will keep approximately
20% of the Instructors at this time to help.

13. What is the mechanism for applying for one of these positions?
Provost Palm said that if it all works well and then the long term future would be to add
positions in all colleges. Yes, apply through the normal process.

14. Does the Flagship Agenda comment on the ratio of students to professor?
Provost Palm stated they will to decrease the number of undergraduate students, increase
the number of graduate students, but maintain the increased level of funding.

15. How do additional graduate students fit into the picture?
Bill Demastes (Assoc. Dean of A&S), commented that additional graduate teaching
assistants will be added in Math and English as well as new post-doctoral positions. Determined
to get the graduate student population up.

16. Can a current Graduate student apply for the Instructor positions available?
Bill Demastes commented, that he thought not; candidate would need to be someone
from Regional area.

17. Are the Instructors from the Lab School or Clinical faculty included on the list of
Instructors who will be released?
Provost Palm said no, they are not included. People defined on handout as
Instructional Faculty.
Additional Comments by Provost Palm

*Pointed out page 4 of the handout – Current statistics on our incoming freshmen and our incoming graduate students; chart shows that 88% of new undergraduate freshmen come from Louisiana. Provost commented that we need to diversify our U.S. students as well as increase the number of international students. Some universities are fighting for permission to enroll 25% of their population from out of state. Commented that LSU would like the best high school graduates to attend LSU. Many choose to go to out of state universities because they perceive it as a better opportunity than LSU.

*Provost Palm continued with commenting on the Intellectual Climate and the First Year Initiative (described on handout). This is where the university sponsors a tour of the state for the new faculty. This serves a couple of purposes: 1) introduces the diversity in the state from where our students come; 2) gets new faculty “out” to see the state in which they will be teaching; 3) would produce a more informed faculty; and 4) has a positive impact on the communities that are visited. She mentioned the successful bus tour at North Carolina and when this idea was introduced to new faculty at LSU, calling it the “Tiger Bus Tour”, they were very enthusiastic.

*Opening Convocation at LSU for first year students – Provost Palm would like to see it as a serious event to possibly discuss a summer reading assignment or similar idea. The purpose of the convocation would be to introduce the students to the academic climate of the university. Consider a different way to introduce students to the university, that is, to suggest reading something in common and then discuss in small discussion groups. The convocation could be a serious event, perhaps getting the author or a faculty member to speak on the selected reading. The next day the students would gather (in groups of about 20) with faculty members for the purpose of discussion.

*Senator Catallo commented that the Honors College at LSU is already doing something like this. He and Senator John Chandler were enthusiastic regarding the idea. Provost Palm would like volunteers to help organize program. Senators were encouraged to e-mail the Provost to offer volunteer help.

*Senators asked whether TOPS extended to out-of-state students; the answer is No. There is some kind of tuition discounting for out of state students right now and Karen Denby is working on this matter now.

*Senator Milton Rush commented that out of state schools vigorously pursue our top Louisiana graduates. Seems like not much of an effort is made by LSU to pursue these top graduates.

*Provost Palm stated we have some honors scholarships/awards for the best students. There are five different kinds of scholarships. There are only 20 Chancellor awards but 95% of all incoming freshmen are on the TOPS scholarship. Must seek out other financial incentives to offer scholarships.
*Senator Kathy O’Reilly commented that her son is a semi-finalist for the National Merit Scholarship and he has not received one letter from LSU but has already heard from about five out of state universities.

*Another Senator questioned what the plan might be to improve the quality of graduate students coming to LSU.

*Provost Palm commented that with increased faculty and faculty ranking in Mathematics that we’ll be able to attract more students with a higher GRE.

*Another Senator questioned the idea of prison labor on campus and was that money taken from the student work study budget therefore depleting that resource.

*Provost Palm commented that she heard we have work study money that goes unused. Neil Mathews stated absolutely that we have work study in excess available.

V. President Carruth McGehee

A. Comments

*Called Senators’ attention to the President’s website regarding several matters
*Reminded Senators about Faculty Council meeting in December 1st and remarked that some Senators are holding informational meetings in their departments. Said Senators may get in touch with him or others on the Executive Committee if they need information or assistance.
*McGehee reconfirmed that the notice to the faculty of the upcoming meeting was distributed via a broadcast e-mail

B. Senate Resolutions

SR04-03 Faculty Senate Constitutional Amendment on Faculty Governance (John Chandler, Author) – Senator Chandler read the resolution

*Senator Tom Lynch seconded the Resolution
*Senator Chandler read the “Possible amendments to Resolution 04-03” given to the Senators at the meeting. Chandler noted he considered this a friendly amendment which would do the following:

1. Insert a fourth *whereas*, to read as follows:

   Whereas PS-50 confirms that the faculty at LSU have “proper concern” in a wide variety of aspects of University life, and since in fact the Senate historically has expressed itself in those areas;

   – senators suggested three changes to the above statement. They are: 1) remove “since”, replace with “as”; 2) add the word “and” at the end of the statement; and 3) remove semi-colon after the word “areas”, replace with a comma. Therefore, the final version suggested would read as follows:
Whereas PS-50 confirms that the faculty at LSU have “proper concern” in a wide variety of aspects of University life, and as in fact the Senate historically has expressed itself in those areas, and

– a voice vote was taken; amendment to Resolution 04-03 passed

2. Senator Chandler called upon again to introduce another amendment to Resolution 04-03 (calling Senators’ attention to the same handout). Chandler noted he considered this a friendly amendment which would replace the paragraph following the “Be it resolved” clause (in the Constitution of the Faculty Senate). This amendment would insert as the new Section 3 of Article I the following (while re-numbering the present Sections 3-6 as 4-7):

In particular, the Faculty Senate may prescribe action as well as make inquiries and recommendations to the Provost, or if appropriate through the Provost to the LSU Chancellor and/or the LSU System President, on any aspect of University life, such as, but not limited to, the following:

- Conditions affecting academic freedom.
- Criteria, policies, and procedures regarding faculty appointment, conditions of work, dismissal, evaluations, grievances, promotions, tenure, retirement, and salaries.
- Buildings, equipment, and facilities.
- The rights and responsibilities of students, and student affairs generally.
- Criteria and procedures for the selection of the Chancellor and the academic officers of the University.
- In communication with Faculty Senates or corresponding bodies of other campuses: Criteria and procedures for the selection of the President of the LSU System.
- The University’s role, scope, mission, organization, budget development, and planning.

*Amendment to resolution seconded by Senator Tom Lynch

3. President Carruth McGehee stated amendment was out of order

*President McGehee ruled that the amendment was out of order because of the word “prescribe.” If the amendment (to the proposal of an amendment to the Constitution) were to be adopted, the Faculty Council would be assigning authority to the Faculty Senate which the Council does not have under the Bylaws and Regulations of the Board of Supervisors. Senator Chandler appealed the ruling. After some discussion, there was a vote by show of hands: 39 to uphold the ruling of the chair, 14 to overturn it.

4. Senator Chandler then moved the same amendment but with “prescribe” replaced by “suggest.” The amendment was adopted on a voice vote and reads as follows:

In particular, the Faculty Senate may suggest action as well as make inquiries and recommendations to the Provost, or if appropriate through the Provost to the LSU Chancellor and/or the LSU System President, on any aspect of University life, such as, but not limited to, the following:
Past President Laurie Anderson questioned why the Resolution is being placed as Section 3 and questioned why it was moved. President Carruth McGehee answered that it fit better after Section 2.

Vote (by hands) on Resolution 04-03 as amended:  
For: 49; Against: 0  
Resolution 04-03 passed.

*Prior to discussing SR 04-01 President Carruth McGehee took a count of those remaining in attendance and established there was still a quorum present.

SR 04-01 Adding an Undergraduate Student to the Faculty Senate General Education Committee – Nick Apostolou, Author read the resolution

*Resolution seconded by Senator Tom Lynch.  
*No discussion.

Voice vote on Resolution 04-01:  Resolution Passed.

*The chair noted the absence of a quorum and the meeting adjourned.
ADDENDUM
(Note: SR 04-01 PASSED at November 7, 2003 FS Meeting)
See Minutes of Faculty Senate Meeting from October 7, 2003 for original version of resolution at http://senate01.lib.lsu.edu/Facsen

SR 04-01
Adding an Undergraduate Student to the Faculty Senate General Education Committee
(Nick Apostolou, Author)

Whereas, the general education curriculum impacts all undergraduate students at LSU;

Whereas, the Faculty Senate General Education Committee is charged with approving the courses available for general education credit, renewing or removing course from the general education listing, considering general education philosophy and goals, and assessing general education learning outcomes;

Whereas, the existing membership of the Faculty Senate General Education Committee consists of nine experienced faculty, one from each college or school not within a college granting undergraduate degree, and thus no student representation;

Whereas, on January 16, 2001, the General Education Learning Outcomes and Assessment Committee (GELOAC) presented its Final Report to Provost Fogel, the Faculty Senate Executive Committee, the Faculty Senate General Education Committee, and the Assessment Advisory Council, and included a recommendation to include student representation on the Faculty Senate Committee on General Education;

Whereas, during 2002-2003 an undergraduate student attended meetings of the Faculty Senate General Education Committee, which provided significant and valuable insight to the processes of the Committee;

Therefore, be it resolved that the Faculty Senate Bylaws, Article IX – Committees, Item 12, General Education Committee, be amended as follows (adding the words in boldface):

Nine experienced faculty, one from each college or school not within a college granting undergraduate degrees: Agriculture, Art & Design, Arts and Sciences, Basic Sciences, Business Administration, Education, Engineering, Mass Communication, and Music & Dramatic Arts; one upper-division undergraduate student; the Vice-Chancellor for Academic Affairs (or designee), ex officio; chair of the Courses and Curricula Committee, ex officio. (Experience is defined as having had one or more years of active participation on a department, school, or college curriculum committee).

(Note: SR04-03 was voted on and passed at the November 7, 2003 FS Meeting)
See Minutes of Faculty Senate Meeting from October 7, 2003 for original version of resolution at http://senate01.lib.lsu.edu/Facsen
SR 04.03
Faculty Senate Constitutional Amendment on Faculty Governance
(John Chandler, Author)

Whereas Chancellor Emmert has listed University of Alabama, Auburn, Clemson, Florida, Kentucky, Mississippi State, North Carolina State, Texas A&M, University of Tennessee, Virginia Tech as being among a group of schools designated as regional peers to LSU, and

Whereas either the constitutions or by-laws of the faculty senates of these school contain definitive responsibilities of these senates dealing with faculty governance functions, and

Whereas the LSU administration has on occasion sought the opinion of the Faculty Senate on matters of faculty governance, and

Whereas PS-50 confirms that the faculty at LSU have “proper concern” in a wide variety of aspects of University life, and as in fact the Senate historically has expressed itself in those areas, and

Whereas the constitution of the LSU Faculty Senate lacks any explicit statement concerning faculty governance,

Be it resolved that the Faculty Senate propose that Article I of the Constitution of the LSU Faculty Senate be amended by addition of a section to reflect an officially recognized responsibility of faculty governance similar to that indicated in the constitutions or by-laws of the faculty senates of our peer institutions.

(Insert following amendment to constitution as new Section 3 of Article I and renumber the present Sections 3-6 as 4-7):

In particular, the Faculty Senate may suggest action as well as make inquiries and recommendations to the Provost, or if appropriate through the Provost to the LSU Chancellor and/or the LSU System President, on any aspect of University life, such as, but not limited to, the following:

- Conditions affecting academic freedom.
- Criteria, policies, and procedures regarding faculty appointment, conditions of work, dismissal, evaluations, grievances, promotions, tenure, retirement, and salaries.
- Buildings, equipment, and facilities.
- The rights and responsibilities of students, and student affairs generally.
- Criteria and procedures for the selection of the Chancellor and the academic officers of the University.
- In communication with Faculty Senates or corresponding bodies of other campuses: Criteria and procedures for the selection of the President of the LSU System.
- The University’s role, scope, mission, organization, budget development, and planning.
LSU faculty deficit

- Current faculty (assist professor, assoc. prof and full prof): 944

- Undergraduate student body size: 26,162

Tennessee (25,933/1241 = 20.89:1)
Virginia (18,824/975 = 19.3:1)

Goal if we select a 20:1 ratio is 365 additional faculty
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*Degree-seeking only

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| Geographic Distribution | * LA | 23,421 (86%) | 23,011 | 21,672 | 20,882 | 24,250 (76.8%) | 23,994 (76.8%) |
|                        | * Other State | 2,407 (9%) | 2,309 | 2,317 | 3,330 | 3,468 (11.1%) | 2,572 (10%) |
|                        | * Other Nation | 1,467 (5%) | 1,244 | 1,318 | 1,685 | 1,813 (5.8%) | 562 (2%) |

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IV. INTELLECTUAL CLIMATE AND THE FIRST YEAR INITIATIVE

OBJECTIVES

The transition from high school to college during the first year of enrollment shapes the undergraduate's relationship to the intellectual climate at UNC-Chapel Hill. Drawing both on our own experiences and on initiatives underway at other colleges and universities, we propose a three-year pilot project, the "First Year Initiative" (FYI), to model innovations that we hope will invite first-year students into a more intense and satisfying relationship with the intellectual life of the University. Our plan is based on a cohort model and envisions an initial recruitment of 500 students per year, to be housed on designated floors of Hinton James Residence Hall. To guarantee the broadest possible cross-section of participants, entry into the program 3/4 like the current allocation of residential assignments 3/4 will be based on a random selection from among all students who check the FYI option on their residency forms. Participation in FYI will be offered as a voluntary contract between the student and the University. FYI will offer a new commitment to first-year students and expect a similar commitment from students in return.

BACKGROUND

The UNC first-year experience varies greatly from student to student. After a common orientation program, including the three-day summer C-TOPS and a four-day Fall Freshman Orientation of residence area meetings and activities, first-year students filter into diverse social and academic settings. Except for a de facto bunching in South Campus residence halls (due to the seniority principle governing room assignments) and similar concentration in General College introductory courses, first-year students enter into the larger life of the University on their own. There is no special College planning for the first-year experience.

By way of contrast, other colleges and universities in recent years have focused special attention on first-year students. These programs incorporate some or all of three components: summer reading projects tied to orientation programs (e.g., Penn Reading Project; Harvard-Radcliffe Summer Readings); first-year academic seminars (e.g., Lawrence University; Macalaster College; University of California, Berkeley; University of Michigan; University of Pennsylvania); and enrichment programs, both academic and extra-academic, aimed at connecting the classroom and the college residential experience (e.g., Duke University; University of Colorado; University of South Carolina; Emory University).

BARRIERS TO INTELLECTUAL LIFE DURING THE FIRST YEAR

The typical first-year experience at UNC-CH stops short of the introduction to intellectual life that we believe the campus can provide. There are weaknesses in the three interrelated areas: Orientation, Academic Programs, and Residential Life.

1. Orientation Has Insufficient Intellectual Content. Orientation programming (C-TOPS and Fall Orientation) is strong on getting out needed information to students and making them feel comfortable in their new setting, but it is comparatively weak in inducing a taste for academic adventure and the play of ideas.

2. The First-Year Academic Program Is Unchallenging and Impersonal. Because they are often dominated by large, introductory lecture courses, the academic programs of many first-year students are unchallenging academically, particularly with regard to development of expressive and analytical skills, and provide little contact with UNC faculty members.

3. Residential Life Is Divorced from Intellectual Life. University residence halls are a key site for the juncture of the student's intellectual and social life, a place where the character of the University is forged. The residential life of most first-year students does not realize its potential to prepare them to take advantage of the University's academic resources and to build a diverse community drawing on their own strengths and varied backgrounds.

RECOMMENDATIONS

http://www.unc.edu/chan/intclim/chapIV.htm

11/6/2003
We have incorporated each of the three components discussed above — summer reading projects, first-year academic seminars, and residentially based enrichment programs — into a pilot project for the Carolina campus.

A **Program Coordinator** will bring together the orientation, academic, and residential components of FYI (recommendations 1, 2, and 3). The Coordinator will administer FYI in collaboration with other University departments. Responsibilities include: planning; marketing and recruitment; selection, training, and supervision of graduate students; and program evaluation. The Program Coordinator will be aided by an **Advisory Committee** of faculty, students and staff (chaired by a faculty member); both Coordinator and Committee will be named by the Dean of the College of Arts and Sciences in consultation with the Dean of Student Affairs.

1. **Improve the Orientation Program: The Summer Reading Project.**

The committee strongly recommends an intellectual uplift of the freshman orientation experience. The orientation program should begin to teach students to value an active intellectual life. To this end, the Pilot Program will initiate a Summer Reading Project connected to the fall orientation experience.

Each year, the Program will designate a book for incoming students to read and be prepared to discuss. The book will be matched to an appropriate film: either a treatment of the book itself or a closely related work. A faculty member will offer brief remarks prior to the movie. Afterward, students will gather in small groups led by graduate mentors (see Recommendation 3B in this section) to discuss the themes raised by both works. This exercise will encourage active learning among first-year students and offer a common intellectual experience as a starting point for student-to-student interactions.

2. **Improve the Academic Program During the First Year: the First-Year Seminar Program.**

In order to foster essential critical thinking and communication skills, an intensive and challenging exposure to ideas and texts that stimulate the intellectual appetite, and lasting contacts with UNC faculty members, FYI will offer each participant access to a new First-Year Seminar Program. **Limited to twenty students** and taught by regular faculty (insofar as possible), the seminars will develop students' powers of analytical thinking, written and oral communication skills, and research abilities. The seminars will emphasize inquiry-based learning; the instructor's role will be more that of facilitator of student learning than classic knowledge provider. Modeled on — and complementing — the current Honors Program Seminar courses, the FYI Seminar Program will be open to all participating first-year students and would fulfill a General College Perspective requirement. First-year students who perform well in these FYI seminars might qualify to enroll in Honors Program seminars as sophomores and upperclassmen.

Faculty members in any school (including professional schools) of the University will be invited to submit course proposals for FYI Seminars. The Pilot Program will call for **approximately thirty seminars** altogether in both the fall and spring semesters. Participating schools and departments will be offered modest compensation in order to meet their staffing and curricular obligations.

In establishing a new seminar option for first-year students, we acknowledge that there will be a drain on faculty resources currently devoted to other efforts. In particular, we express our concern that this initiative not disrupt or threaten the health of the Honors Program and its ongoing seminar offerings. Such potential side effects must be carefully monitored; consideration should be given to funding the Honors Program seminars at a compensation level similar to that suggested for FYI seminars or supplementing the Honors Program budget through private endowment funds.

3. **Improve the First-Year Residency: Graduate Mentors, Weekly Dialogue Groups, and Communal Involvement.**

FYI's residential component will enhance the intellectual climate by closely linking academic and extra-academic activities. This change will be centered in a residence hall life for first-year students providing small group communities that receive transition support, academic and co-curricular campus options, skill assessment and development, and mentoring relationships.

Recommendations:

http://www.unc.edu/chan/intclim/chapIV.htm

11/6/2003
Overview

The Carolina Summer Reading Program is designed to introduce you to the intellectual life of Carolina. Expected of all new undergraduate students (first year and transfer), it involves reading an assigned book over the summer, and participating in a two-hour discussion with select faculty and staff members. The goals of the program are to enhance students’ participation in the intellectual life of the campus through stimulating discussion and critical thinking around a current topic, to enhance a sense of community between students, faculty and staff, and to provide a common experience for incoming students. Some find they enjoy sharing the reading with members of their family during the summer.

This year’s reading is Nickel and Dimed: On (Not) Getting By in America, by Barbara Ehrenreich.

On Monday, August 25th, from 1:00 p.m. - 3:00 p.m., all students are expected to attend small group discussions led by selected faculty and staff. This is an opportunity for you to connect with members of Carolina’s learning community and to share a common experience with your new peers. Students can learn more about preparing for these discussions by referring to sections of this website to be added soon.

Anyone interested in finding out about previous book selections, may refer to the Other First Year Initiatives section of this website.

The Book

Nickel and Dimed: On (Not) Getting By in America is Barbara Ehrenreich’s account of what it is like to make a living on the salary of a low paid or “unskilled” worker. Taking jobs as a waitress, cleaning woman, nursing home assistant and Wal-Mart employee in three different cities across the nation, Ehrenreich struggled to make ends meet. Her account of these