

Freshman Interest Groups FIG Leader Application

Due Oct. 20th

We encourage you to fill-in the application on-line and then *print* your completed application. Please turn in your application to 3300 UCA once you have gained the required signatures from two faculty members.

A. General Information

1. Name _____
2. FSUID _____
3. Major(s) _____ Minor _____
4. Career Goals _____
5. Hours earned _____ FSU CUM GPA _____
6. Did you transfer to FSU? Yes _____ No _____
7. Permanent Address _____

street, _____ city, _____ state, _____ zip
8. E-mail address _____
9. Telephone _____ cell _____ (optional)

B. Instructional Experience

10. Have you conducted any Undergraduate Research or participated in Directed Individual Study (DIS)? Yes No
10a. if yes, please list describe _____
11. Please list college level leadership or academic experiences/awards that have enhanced your FSU experience (not required) (**you may attach a separate sheet if necessary**)

C. Meeting Time

12. Selected students will be required to enroll in HUM 4924 in the Spring term; this one-credit hour course will meet for one hour each week. Please indicate which meeting time you would **prefer**:
Monday 3:35-4:25 pm or Tuesday 3:35-4:25 pm Wednesday 3:35-4:25 pm

D. Essay Question (no more than 250 words)

Please write a brief response either the Chronicle of Higher Education article (found following the application) or The Association of American Colleges and Universities video <http://www.youtube.com/watch?v=EEcFvBPmvVU> . (**Attach a separate sheet**)

E. Faculty Nomination (**must be on the FSU Faculty***)

1. Name _____ Phone _____
- Position/Title _____
- Email _____
- Signature _____

2. Name _____ Phone _____
Position/Title _____
Email _____
Signature _____

Note to Faculty: FIGs is an effort of the Liberal Studies Steering Committee and has been approved by the FSU Faculty Senate. The student(s) you sponsor will be leading a one-hour course that is designed to provide First-time-in-college students with a set of experiences that will introduce them to the academic culture at the Florida State University.

* Faculty status may be checked at <http://directory.fsu.edu/cgi-bin/search/searchList.cgi?searchStr=Search+&searchBy=lastname&submit=Search> they will have the title/role of Assistant Professor, Associate Professor, Professor. We will also accept “Assistants in” or “Associates in” signatures.

F. Certification Statement

I certify that I will be of junior standing by next fall term and my FSU cumulative GPA is a 3.25 or higher, which would allow me to serve as an instructor for the Freshman Interest Group program.

G. Student Conduct

Have you been charged with any violations of student conduct at FSU?
Yes _____ No _____

I acknowledge that all the information contained in this application is true. Because I recognize that being a Freshman Interest Group Leader carries both privileges and responsibilities, I thereby understand that the FIG program may obtain information from the Office of Student Rights and Responsibilities regarding any disciplinary records in my name, as well the FSU Registrar to obtain information regarding my grade point average. I further acknowledge that any information obtained will be used for the sole purpose of determining my eligibility for the FIG leader selection process.

I understand there is a mandatory workshop on the Friday before classes begin and that I must attend if selected as a FIG Leader.

Applicant Signature _____

Please submit this application by October 20 to:

Freshman Interest Groups
3300 UCA University Center
MC 2640
Fax: 644-6494

Note: In the event that you are selected to participate in the program, we do not guarantee the day, time, or location that you have requested for instruction.

The Freshman Interest Group Program, within Florida State University, provides affirmative action and equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, disability, or veteran status.

Available in an alternate format upon request.

Today's News

Colleges Should Teach Broader Skills to Prepare Students for Work Force, Report Says

By [ERIK VANCE](#)

The Association of American Colleges and Universities, a leading advocate for liberal-arts education, warned on Wednesday that college graduates are increasingly less prepared to compete in the global economy. The solution, the group said in a report, is for colleges to adopt a broader curriculum, with less focus on specific technical training and more on skills like critical thinking and problem solving.

The [report](#), "College Learning for the New Global Century," which drew on a month long survey of both employers and recent college graduates, recommends a series of steps that colleges should take to prepare students for the modern work force.

"We are seeing a lot of graduates who have specific skills and interview well -- technical interviews," a corporate official who participated in a news conference about the report said. "What we rarely see is the ability to use the right-hand side of the brain -- creativity, working in a team," said the official, Wayne C. Johnson, a vice president at Hewlett-Packard.

In the survey, "How Should Colleges Prepare Students to Succeed in Today's Global Economy?", 305 executives companies that employ at least 25 people were asked what they looked for in a job candidate. The top three choices were "teamwork skills," "critical thinking and analytic reasoning skills," and "oral/written communication." Only 9 percent of those polled listed "able to work with numbers/statistics" as one of the top two skills they were seeking.

Recommendations in the report were loosely tied to the survey but were mainly a product of a project the association, Liberal Education and America's Promise, or LEAP. The recommendations included the need for colleges to integrate the study of civics and sciences into the whole curriculum as well to offer hands-on learning, such as internships.

One panelist said the report was a wake-up call to much of the educational system, which is trapped in an outdated "cold war curriculum."

"It is still surprising and news to lots of people that the kinds of skills that are discussed in this report are the skills that are the bankable skills in the 21st century," said the panelist, Anthony P. Carnevale, a senior fellow at the Education Sector, a think tank in Washington. As evidence, he said, people who test well in problem solving tend to earn as much as \$60,000 more per year than those who do not.

Representatives of the association said they planned to distribute the report to business leaders and college administrators, like career counselors. The report urges changes in colleges of all sizes, not only in the smaller ones often associated with the liberal arts.

One of the institutions praised in the report, for encouraging the development of entrepreneurship skills across academic disciplines, was the University of Rochester. Its provost, Charles E. Phelps, said the university had already incorporated the report's recommendations. In his health-economics class, for example, Mr. Phelps brings back high-performing students to act as moderators for groups working on much more difficult problems than are found in the homework. He said the groups must then find the answers on their own.

"It's deliberately a group-learning exercise," he said in an interview. The students "learn the material a lot better" than they would without the exercise. "I am morally certain of that," he said.

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