



First-Year Foundations for Student Success

GE Academy

Richard Gill, June 2, 2023



3-minute reflection: Write a short note of advice to a [child/niece/neighbor's daughter] about what they need to know as a first-year BYU student.



**Introduce yourself and
summarize the key theme of your
advice in groups of three or four**

Today

GE Academy

1. Thank-you and Why-you
2. Program and Course Structure
3. Learning Outcomes
4. Support Structure & Examples
5. Questions

Thank-You and Why-You?

- Weighty course requiring thoughtful faculty
- Course under construction—need masters teachers who can be flexible and help design
- Want to seed each college with experienced mentors before the major roll-out in Fall 2024

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A BUSY YEAR

HISTORICAL CONTEXT FOR FYF

7

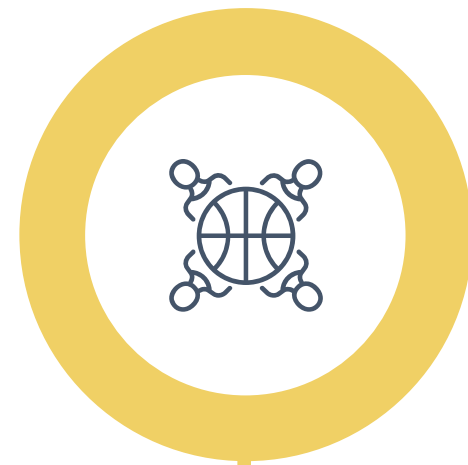
January 2023



February '23



April '23



June '23



Fall '23



Jan '24



Pilot First Year Seminar for
Provisionally Admitted
Students

Positive Feedback. With
Support of AVP Council,
Presentation made to Deans
Council About Campus-wide
FYF Course

Proposal to University
Curriculum Council Passes;
FYF Approved With Change
To General Education

GE Academy and First
Meeting of Fall Pilot and
Winter Roll-Out Teachers

First Widespread Teaching of
FYF Course

FYF Required For All
Incoming First-Year
Students

New Course Required of *All Newly Admitted Students*

Goals

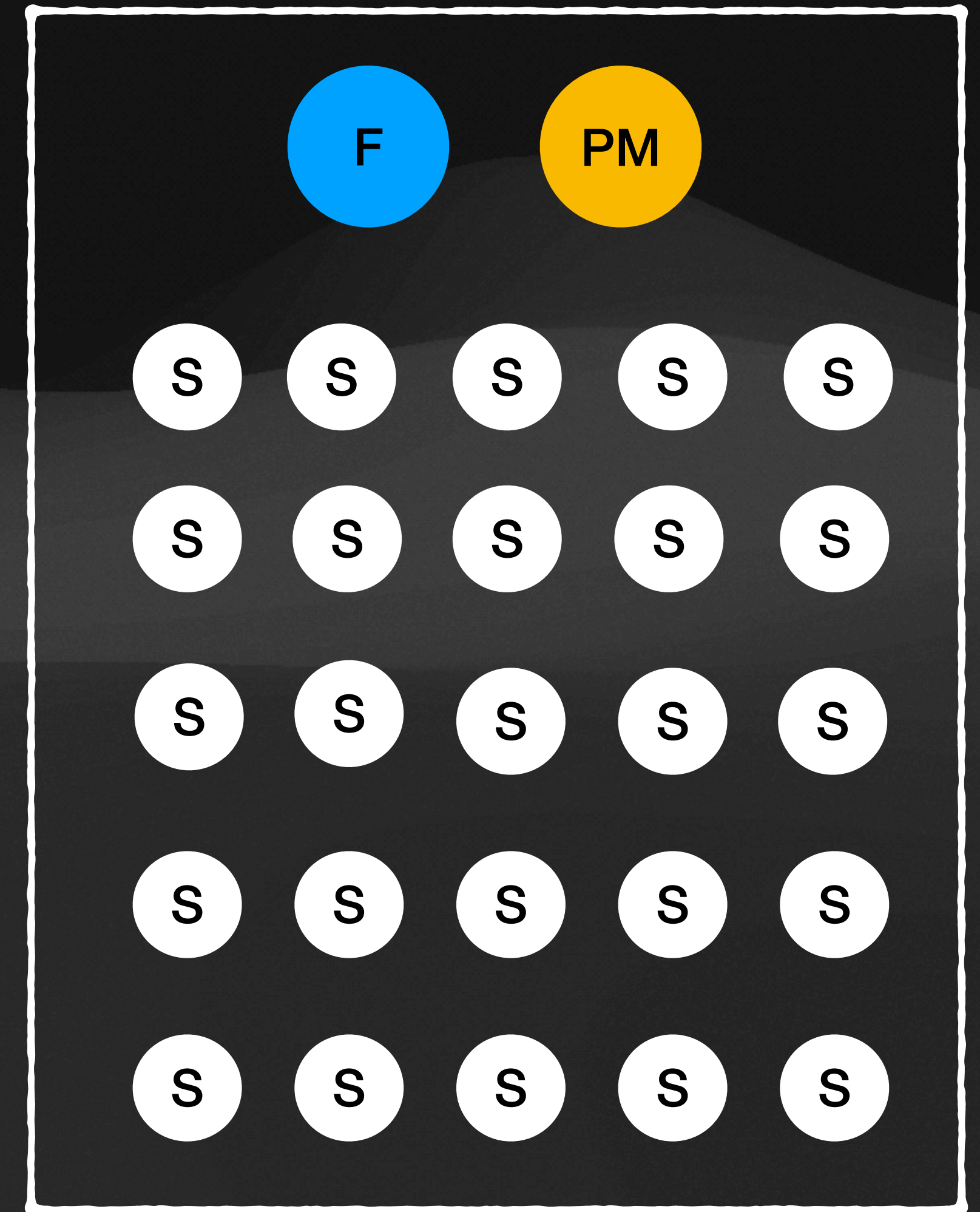
Faculty-led course for all first-year students that:

- (a) opens a vision and “sheds revelatory light on the divine role” of BYU
- (b) introduces students to meaningful approaches to learning and accessing diverse university resources
- (c) helps students to demonstrate integrity in living the Honor Code
- (d) through principles taught in the doctrine of belonging, become members of the BYU community.



Course Characteristics

- 2-credits: Two contact hours/week
- Taught by CFS track faculty—The best models of a BYU education
 - Supported by first-year mentors—one per section
- P/F Grading
 - Assessment on reflective writing, class contributions, competencies, and resource portfolio
- Blend of uniform activities and readings and faculty-specific content
- Compact Society—Sections of 25 students or fewer
- Text—Envisioning BYU (v. 1-3), BYU Speeches, General Conference, Supplied Readings. No textbook.



Let's Preempt Some Questions

Why CFS faculty and not adjuncts/student services?

Why not align sections by discipline?

Why 25 students? Why not 50 or 100 with more TAs?

Why 2 credits instead of 1?

Why Credit/No Credit instead of A/B/C/D/E?

Assessment

Philosophical Orientation

- Credit/No Credit rather than Pass/Fail
- Have high standards and expectations
 - When they are met, they receive credit
- Can repeat assessments until mastered
- Reflective or Action Oriented
- Synthetic



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The aims of this class are four-fold: (1) you will **recognize and value** the unique community, purpose, and Mission and Aims of BYU and connect the BYU experience to your own educational and spiritual goals; (2) you will recognize and **feel confident in accessing** campus resources that provide support for **academic success and personal resiliency** in addition to physical, social, and financial well-being; (3) you will develop the character essential to lifelong disciple-scholarship using gospel-centered learning, intellectual humility, and respectful engagement with others; and (4) you will discover the value of both **contributing and belonging to the BYU community** by embracing the Statement on Belonging, the Honor Code and other prophetic guidance, participating in activities and events, and serving others.

Course Learning Outcomes

CLASS FLOW

KEY MILESTONES

Envisioning BYU

Why BYU; Prophetic Vision;
Build Class Community;
Mission & Aims

Language of Scholarship and Spiritual Things

By study and by faith; faculty case
studies; key habits: intellectual
humility, civil discourse, information
literacy; successfully failing

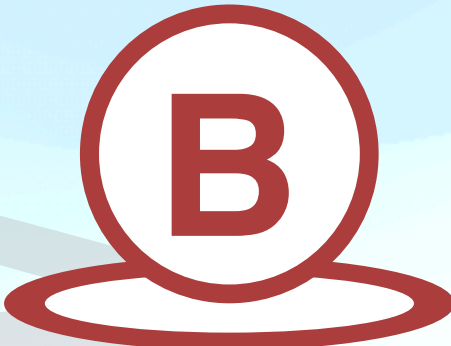
Synthesis

Student projects, final advice

Weeks
1-3



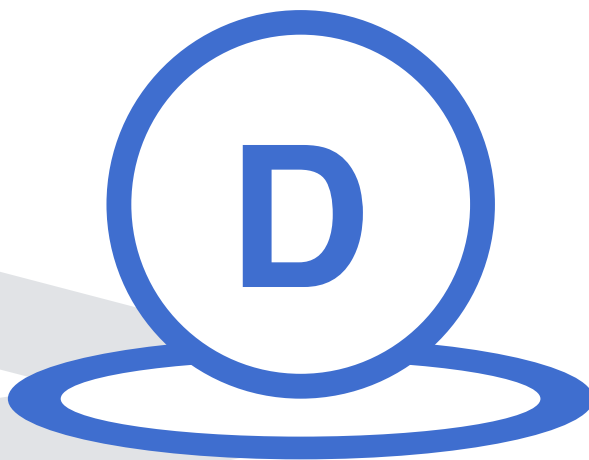
Weeks
3-5



Cornerstones of Belonging

Understanding others,
integrity and honor,
belonging and service

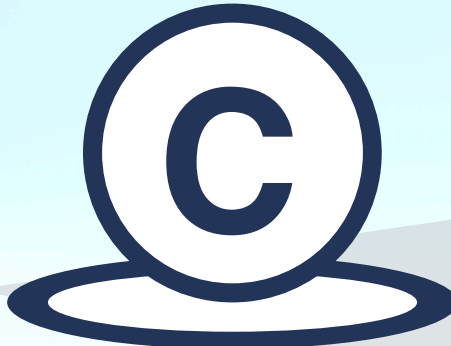
Weeks
10-12



Exercise in Thinking, Preparing, and Living

Wellness, resilience, working
and living with others

Weeks
5-9



Weeks
13-14



Example Resource List

Not exhaustive

- Faculty and TAs
- College & University Advising
- Career and Experiential Learning
- Student Services
- Honors & GE
- Multicultural Student Services
- Office of Belonging
- Women's Services & Resources
- Title IX Office
- Student Development
- Academic Support Services
- Writing Center(s)
- Open Academic Labs
- Center for Peace and Conflict Resolution
- CAPS
- Accessibility Center
- Financial Tool Box
- Athletics, Arts, Music, Dance, Clubs, Intramural Sports
- Centers (Ballard, Simmons, Kennedy, Sorenson, etc.)
- Housing
- Wellness/SWELL

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Cross-Class Fidelity

Uniformity

Outcomes

Little Effort



Independence

Autonomy

Investment

High Effort

Cross-Class Fidelity

Uniformity

Outcomes



Independence

Autonomy

Investment

Balance
Meaningful without Over-Taxing

Example(s)

University Support for You and Future Instructors

- 3-day Professional Development (Fall Faculty 6/21-23); (Winter Faculty *Fall*)
 - \$1000 Fund 20-Support
- FYF “Come Follow Me”-Style Manual
- Peer Support
- Training and Support of Peer Mentor
- *What Else?*

Questions