



Office of the Senior Vice President for Academic Affairs and Provost

May 28, 2014

Regents' Teaching Excellence Awards Committee
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Regents' Teaching Excellence Awards Committee,

I am pleased to nominate the University of Georgia's First-Year Odyssey Seminar Program (FYO) for the FY2015 Regents' Teaching Excellence Department/Program Award. In its first three years, the FYO program has enrolled more than 17,000 first-year students in small-group academic seminars with UGA faculty.

The FYO program was launched in 2011 as the University's Quality Enhancement Plan (QEP) created as part of our application for SACS accreditation that same year. The First-Year Odyssey Seminar Program has been highly successful as a grassroots, campus-wide effort to expose all first-year students to an academically challenging seminar during their first year of residence at the University of Georgia. As a result, a University culture has emerged around teaching first-year students and preparing them for academic life at UGA.

As stated in our QEP, the FYO program has three overarching goals:

- Introduce first-year students to the importance of learning and academics to engage them in the academic culture of the University;
- Provide first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions; and
- Introduce first-year students to the instruction, research, public service, and international missions of the University and how they relate to teaching and learning in and outside the classroom to increase student understanding of and participation in the full mission of the University.

The FYO program provides first-year students hundreds of options to explore, engage, and experience the breadth and depth of the academic experience at a large, land-grant university. Students build relationships with professors, actively participate in the mission of the University, and begin their academic odysseys. The FYO topics are aligned with faculty scholarship.

This required seminar serves about 5,000 first-year students per year. The seminar size of 15-18 students enhances student and faculty engagement and encourages meaningful dialogue. Factors contributing to the success of the FYO program include faculty, student, and administrative engagement in implementation and evaluation.

The FYO strategy is unique in that it impacts all UGA first-year students and engages hundreds of faculty across all schools and colleges. This broad engagement has given rise to a range of faculty development needs. The FYO program has partnered with our Center for Teaching and Learning to support faculty and foster excellence in seminar instruction, including foci on active learning, implementing written assignments, and fostering discussion and engagement.

After three years of implementation, we have collected data that measure the effectiveness of the FYO seminar program. Current data that are detailed in the enclosed materials reveal that we are making exceptional progress toward meeting the FYO goals, and the FYO seminars do engage students with the academic culture of the University.

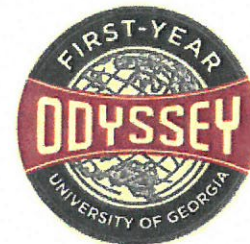
The FYO program signaled a change in how UGA introduced its first-year students to academic life at the University of Georgia, and the program is quickly achieving its desired effect. Thank you for considering UGA's FYO program for the FY2015 Regents' Teaching Excellence Department/Program Award.

Sincerely,



Pamela Whitten

Senior Vice President for Academic Affairs and Provost



First-Year Odyssey Seminar Program The University of Georgia

Philosophy and Goals

The First-Year Odyssey (FYO) Seminar Program at the University of Georgia (UGA) provides all first-year students an opportunity to explore, engage, and experience the breadth and depth of the academic culture at a major land-grant university. The First-Year Odyssey program is a significant new program for the University of Georgia. It was developed as the focus of the Quality Enhancement Plan (QEP) as part of the reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) in 2011. The FYO signaled a change in how UGA introduced its first-year students to the academic life and culture of the University.

Designing a QEP to transform student learning at a large research university presented a myriad of challenges. To meet these challenges, the University's QEP Team of almost three dozen faculty, administrators, staff, students, and alumni took advantage of campus interest and engagement in proposing possible topics for our QEP. Through an inclusive, grass-roots process spanning three years, the QEP Team examined the history of student learning at the University, reviewed the literature and best practices, listened carefully to input from students, faculty, staff, and alumni, and debated the resulting ideas. Emerging from this collective effort to improve teaching and learning were three overarching goals:

- 1) Introduce first-year students to the importance of learning and academics to engage them in the academic culture of the University;
- 2) Give first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions; and,
- 3) Introduce first-year students to the instruction, research, public service and international missions of the University and how they relate to teaching and learning in and outside the classroom to increase student understanding of and participation in the full mission of the University.

Defining the FYO Seminar Program

Emerging from these goals and working through the faculty governance process, the University faculty developed and approved the First-Year Odyssey seminar requirement. The FYO Seminar Program provides first-year students with opportunities to explore, engage, and experience the breadth and depth of the academic experience at the University of Georgia. FYO seminars are academic classes taught by tenured and tenure-track faculty, tied to faculty scholarship, graded A-F, and counted as credit toward degrees. Typically, FYO seminars meet one hour a week for a semester. In addition, the FYO Seminar Program requires students to participate in campus events. Also, the FYO plan encourages mentoring relationships and provides students with a gateway to critical intellectual programs and resources at the University, including undergraduate research, service-learning, study abroad, and the libraries.

Since its launch in fall 2011, the FYO Seminar Program has enrolled over 17,000 first-year students. FYO seminar faculty represent every discipline across the University—from law and ecology to art and engineering. There are more than 300 seminar topics available. Students “explore” amazing topics on everything imaginable, from Sherlock Holmes and Victorian Culture to Ethical Hacking and Information Security, as they interact with faculty in a small seminar setting. Students learn how the University engages in research, public service, and varied forms of instruction on campus, in the local community, and globally. Students have a unique opportunity to interact with professors who are excellent teachers and researchers. The seminar topics relate to faculty research in ways that might not be obvious. For example, The Zombie Plague is taught by a professor whose research interests primarily focus on infectious diseases.

The FYO seminars “engage” students by promoting dialog between students and faculty on a topic of mutual interest. The small seminar size of 15-18 students provides a foundation for developing relationships between faculty and students. Students pick topics they are interested in, which allows them to interact with other students who have similar interests and gives them a chance to create a bond that perhaps will carry forward throughout their time at UGA. Many seminars have hands-on activities to encourage interaction. One such seminar is taught by Melissa Harshman, Professor of Art. Harshman’s “The Art of Printmaking” attracts a diverse group of first-year students and engages them in discussion as well as production of prints alongside a review of the history of printmaking. In many seminars, the professors spend time with students outside of class. For example, in a seminar focusing on ancient Egyptian culture, students were treated to an Egyptian dinner. The program also provides funding for other social activities, including coffee, concerts, and trips to museums.

The program encourages students to “experience” all that a major land-grant university has to offer. In addition to the seminar meetings, students are required to attend three events that highlight the mission of the University and increase their engagement with the campus culture. These activities introduce students to a variety of cultural, research, and educational experiences that the University has to offer, including lectures from notable figures such as the late Dr. Maya Angelou, performances by premier musicians like cellist Yo-Yo Ma, and museum exhibits and tours.

FYO Strategies

Following the approval of the FYO course and requirement by the University Council, an implementation team was appointed to ensure broad-based involvement in the development and proposed implementation of the FYO Seminar Program. The implementation team included the Office of the Vice President for Instruction, faculty, students, and representatives from several offices on campus that would interface with and support the seminars.

University policies. The implementation team focused on advising and advisor support, integration of the FYO into new student orientation sessions, assessment and administration of institution-wide surveys, registration, course scheduling, communication with stakeholders, faculty development, etc. For example, the team developed a plan to modify the registration system to accommodate the new first-year odyssey seminars. Student information system programming requirements were developed to ensure 100 percent enrollment of first-year students. In addition, the implementation team reviewed the student learning outcomes and provided input on how to implement a plan that would make it

possible to achieve the learning outcomes. The team focused on ways to operationalize the various elements of the seminar, including the focus on learning, student-faculty interaction, and student involvement in the mission of the University.

Campus engagement. The FYO leadership developed a range of strategies to engage faculty to build excitement about the program, visiting department and college faculty meetings and working closely with the deans to encourage participation. The process had the strong support of the University's senior leadership. Communication with students included focused meetings with current first-year students via the Student Government Association and its Freshman Forum. Students provided input on the FYO logo, the design of the student website, and ways to help first-year students select from over 300 seminars.

New student orientation. The FYO program is an integral part of new student orientation. Students receive an FYO worksheet prior to orientation that walks them through the website and helps them select seminars. We ask them to pre-select 10 possible FYO seminars. As a result, students come to orientation already excited about taking an FYO seminar. In addition, we partner with the orientation leaders to communicate with incoming students about the goals of the program. FYO staff participate in each orientation session to present an overview of the FYO program and answer questions.

Faculty support and rewards. Faculty Support is critical to the success of the FYO program. The Center for Teaching and Learning (CTL) collaborated with the FYO team to provide faculty instructional support. CTL and units across campus, such as the University Libraries and the Writing Center, developed workshops and instructional resources for faculty teaching FYO seminars. Workshops are designed to assist new and continuing faculty as they develop their FYO courses. These resources are posted at fyo.uga.edu/faculty/resources.html. The page includes podcasts from workshops, such as "Engaging First-Year Students" and "Designing Writing Assignments," allowing faculty who were not able to attend the workshops to access the information. Additional resources include essays on teaching and learning from members of the UGA Teaching Academy.

The FYO program includes funding incentives for faculty participation. The Office of the Vice President for Instruction developed procedures for faculty compensation and reimbursement. The compensation is now \$3,000 per seminar. Faculty can choose to take the compensation as scholarly support or as salary. In addition, the FYO Seminar Program established the FYO Teaching Awards. These awards recognize outstanding FYO instructors. Award recipients receive \$2,500, funded by the University of Georgia Foundation (UGAF), and a certificate presented at an FYO celebration event. Awards are made based on the innovativeness of instruction, how the seminar content relates to the research of the faculty member, and how the faculty member incorporated the goals of the FYO program in teaching a seminar.

Funding from the UGAF provides support for faculty to interact with students outside of class. The program provides up to \$300 per seminar for this purpose. Activities range from cultural performances to dinners at faculty homes, to field trips across the state.

Faculty collaboration. Collaboration among faculty teaching FYO seminars is encouraged through luncheons each semester that bring faculty together for discussion and collegial support. In addition, faculty from across campus sometimes team teach FYO seminars; for example, a chemistry and art professor co-taught a seminar on Chemistry in the Arts. A

Faculty Learning Community is offered each semester to encourage reflection and community building related to teaching an FYO seminar. Also, faculty serve as peer-reviewers for the FYO Teaching Awards.

Web-based resources for students and faculty. Another exciting development was the FYO website (fyo.uga.edu). The site is designed for students and faculty, and it contains resources tailored for each group. Using input from students, the site designers included features such as keyword search functionality that helps students select seminars, as well as the ability to search by day and time offered and by instructor name. Once students select a seminar, they can click on a seminar title to see the description and the faculty bio. The fyo.uga.edu events page allows staff, faculty, and administrators to submit events using an online system so that students and faculty can view all events and select ones of interest.

Faculty can also submit proposals and communicate with the FYO team through the site. The site provides access to forms and procedures for compensation and funding for out-of-class activities. The goal was to provide a “one-stop” site for faculty teaching FYO seminars (room scheduling, FAQs).

Assessment and Ongoing Improvement

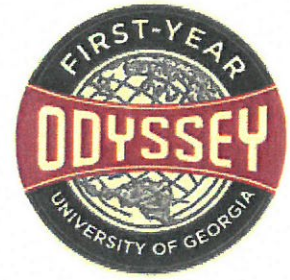
The FYO program uses data collected through the tracking of institutional indicators, end-of-term student course evaluations, end-of-term faculty course evaluations, focus groups, and retrospective interviews. Yearly audit measures reveal that 100 percent of first-year students in each academic year enroll in FYO seminars.

Data gathered from student end-of-term FYO course evaluations yield the richest data to date. This questionnaire, distributed to the participants in the fall and spring semesters, includes multiple choice and open-ended questions. The student response rate has been high, with an overall average of 70 percent of students responding.

After three full years of implementation, we have collected significant quantitative and qualitative data that measure the effectiveness of the FYO Seminar program. This data enable us to assess whether students are adequately engaging with the academic culture of the University through the FYO seminars. Data drawn from end-of-course evaluations was triangulated with written reflections submitted by students and focus groups conducted with FYO faculty. Overwhelmingly, the data indicate that both the seminar-level objectives and the program goals are being met. In other words, the FYO seminars do engage students with the academic culture of the university.

Summary

Since fall 2011, UGA’s First-Year Odyssey Seminar Program has developed a series of first-year seminars that collectively introduce first-year students to the importance of learning and academics; gives first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions; and introduces first-year students to the instruction, research, public service, and international missions of the University. The FYO program will continue to refine and improve this university-wide initiative to enhance student learning. As the program continues to evolve, FYO seminars will serve as the place the newest generations of UGA students first assign meaning to the University’s two-hundred-year-old motto: “to teach, to serve, and to inquire into the nature of things.”



Fact Sheet

The University of Georgia is a comprehensive land and sea grant institution composed of 17 schools and colleges. In terms of undergraduate enrollment, UGA enrolled 26,278 undergraduates in fall 2013 and 8,258 graduate/professional students, for a total enrollment of 34,536 students. At the undergraduate level, we offer 22 Baccalaureate degrees in more than 140 fields.

First-Year Students at UGA

UGA's entering freshman class for fall 2013 set records for academic criteria, attaining an average 3.86 GPA. Additionally, this class had the highest SAT average in UGA history, with combined mean critical reading and math scores of 1280, plus an average writing score of 617, for an 1897 on the 2400 scale. The mid-50 percentile of the class scored between 1780 and 2020. This year's mean score for students who took the ACT was 29, with a mid-50 percentile range of 27-31. Most of them came to UGA with significant AP and IB credit. Six percent of this entering cohort was composed of first-generation students. Since 2006, UGA has maintained a 94 percent first-year retention rate. The most recent six-year graduation rate is 83.1 percent.

First-Year Odyssey Seminar Program Description

The First-Year Odyssey Seminar Program is a significant new program for the University of Georgia. It was developed as the focus of the Quality Enhancement Plan (QEP) as part of the reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) in 2011. The FYO signaled a change in how UGA introduced its first-year students to the academic life and culture of the University. The FYO has three overarching goals. Goal 1: Introduce first-year students to the importance of learning and academics to engage them in the academic culture of the University; Goal 2: Give first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions; and, Goal 3: Introduce first-year students to the instruction, research, public service and international missions of the University and how they relate to teaching and learning in and outside the classroom to increase student understanding of and participation in the full mission of the University. The Office of the Vice President for Instruction has responsibility for implementing the FYO program in collaboration with faculty, staff, students, and other campus partners.

First-Year Odyssey Faculty and Students

The FYO program enjoys strong faculty participation. Faculty from 17 schools and colleges in over 80 departments have participated. Each year, over 360 faculty teach seminars. During the inaugural year (fall 2012-Spring 2013), 5,780 students completed an FYO seminar. As of spring 2014, the First-Year Odyssey Seminar Program has enrolled over 17,000 students.

Evidence of First-Year Odyssey Seminar Program Impact and Success

The First-Year Odyssey Seminar Program (FYO) is designed to transform student learning by providing all first-year students an academically challenging seminar during their first year of residence at the University of Georgia, and the program has instituted rigorous qualitative and quantitative evaluation methodologies to measure its progress toward those goals. As previously mentioned, the FYO program has three goals; however, from an evaluation standpoint, FYO seeks to understand the short-term and long-term impacts of the program. Four questions guide the evaluation and the table that follows provides specifics regarding the types of data collected and the timelines for data collection.

1. Did first-year students participate in the FYO program?
2. Do the FYO courses include the desired elements (timing, faculty rank, class size, content tied to faculty scholarship, introduction to University mission, dialogue and writing)?
3. What is the short-term impact (first year) of the FYO on student engagement as defined by the three program goals?
4. What is the long-term (senior year) impact of the FYO on student engagement?

Q#	Data Collection	Data Analysis	Timeline
1	Student information system (SIS) student enrollment counts for each seminar	Percent of total enrollments divided by eligible students	Every semester
2	<u>Timing</u> : SIS counts of "student year" when taking FYO <u>Faculty rank</u> : Seminar proposal database <u>Class size</u> : SIS <u>Content tied to faculty scholarship</u> : Seminar proposal database <u>Introduction to University mission</u> : Student survey items 16, 17, 18; faculty survey item 5 <u>Dialogue & writing</u> : Sample of faculty syllabi (N=50)	Percent of students taking FYO in first year Percent of faculty teaching FYO who are tenure-track Mean class size; percent of courses with fewer than 16 Percent of topics related to faculty scholarship Means for each student and faculty item Percent of courses with engaging writing assignments	Every semester
3	FYO Goal 1: Student survey items 1-10; faculty survey items 1, 2, 6	Mean, SD and N for each item by semester ANOVA for cross-cohort comparisons	Every semester Every spring
3	FYO Goal 2: Student survey items 11-15; faculty survey items 3-4	Mean, SD, and N for each item by semester ANOVA for cross-cohort comparisons	Every semester Every spring
3	FYO Goal 3: Student survey items 16-18; faculty survey item 5	Mean, SD, and N for each item by semester ANOVA for cross-cohort comparisons	Every semester Every spring
3	FYO Goal 3: Student survey questions, 3 open-ended questions on required event activities	Thematic analysis using NVIVO	Every semester
3	FYO Goals 1-3: Student survey, 3 open-ended questions on overall FYO experience	Thematic analysis using NVIVO	Every semester
3	FYO Goals 1-3: Faculty survey, 8 open-ended questions on FYO experience	Thematic analysis using NVIVO	Every semester
4	Retrospective student interviews: What did they gain from FYO; influence on their decisions and pathways to majors, new interests, relationships with faculty and peers,		

internships, etc. Retrospective student interviews in senior year (Pilot study): N=15 Retrospective student interviews in senior year: N=75	Thematic analysis using NVIVO Thematic analysis using NVIVO	spring 2014 Every year
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Selected quantitative descriptive statistics, based on a five-point scale, regarding student perceptions of their FYO experience in terms of the three programmatic goals are as follows:

Item	Fall 2011 (n=3,511)		Spring 2012 (n=404)		Fall 2012 (n=2956)		Spring 2013 (n=605)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
FYO Goal 1- engage in academic culture								
1. I participated in class discussions.	4.09	0.84	4.05	0.81	4.13	0.81	4.05	0.87
2. Class discussion increased my understanding of the seminar topic.	4.21	0.85	4.09	0.92	4.24	0.81	4.17	0.87
3. Assignments increased my understanding of the seminar topic.	4.06	0.90	3.99	0.90	4.10	0.84	4.03	0.92
4. I reflected on the topic of the seminar through class discussions.	4.11	0.86	4.03	0.85	4.13	0.81	4.07	0.84
5. I reflected on the topic of the seminar through written communication.	4.00	0.92	3.86	0.93	3.98	0.90	3.98	0.91
6. Discussions encouraged reflection on the topic of the seminar.	4.19	0.84	4.14	0.84	4.22	0.77	4.15	0.83
7. Assignments encouraged reflection on the topic of the seminar.	4.17	0.83	4.09	0.85	4.20	0.78	4.13	0.83
8. My experience in this seminar helped me understand the importance of taking responsibility for my learning.	3.71	1.06	3.65	1.07	3.77	0.99	3.69	1.05
9. My experience in this seminar helped me make plans for future learning.	3.58	1.13	3.49	1.15	3.64	1.06	3.47	1.14
10. My experience in this seminar helped me understand my personal goals for learning.	3.54	1.11	3.48	1.12	3.61	1.06	3.48	1.12
FYO Goal 2- student-faculty interaction								
1. I had interaction with the instructor in class.	4.27	0.76	3.31	1.10	3.16	1.15	3.20	1.13
2. I had interactions with the instructor outside of class.	3.21	1.16	3.30	1.10	3.16	1.16	3.21	1.12
3. I interacted with the faculty through written communication.	3.71	0.99	3.67	0.93	3.68	0.95	3.60	0.98
4. I was introduced to the faculty member's role at the University (instruction, research, service).	4.11	0.88	3.94	0.89	4.07	0.86	3.99	0.88
5. The faculty member described the experiences that led them to their work at the University.	3.98	1.00	3.91	0.99	3.93	0.97	3.94	0.95
FYO Goal 3- engage in mission of Univ.								
1. I learned about opportunities to participate in research at UGA (e.g., Center for Undergraduate Research Opportunities, summer research programs).	3.53	1.13	3.51	1.10	3.52	1.13	3.54	1.11
2. I learned about opportunities to participate in learning <i>outside of the classroom</i> (e.g., study abroad, internship, practicum, service learning).	3.67	1.11	3.62	1.04	3.69	1.08	3.69	1.05

The qualitative data echoes the trends and perceptions offered in the descriptive statistics above. What follows are representative student comments provided via various qualitative data collection means regarding the first two FYO Goals.

Representative student quotes regarding FYO Goal #1:

I loved the way [my class] was set up. Due to the small class size, discussions were really great and we all got to know each other and our instructors very well. We got to go deep in discussion as opposed to just being talked to about something we weren't able to respond to.

I really enjoyed this class. It was stimulating and allowed me to think and synthesize information from previous knowledge or newly learned textual information into new inferences and discoveries.

It's not everyday that you're able to participate in a class that combines your favorite literature, enthralling movies, and interesting television shows with a complex governmental concept; in the end, these outside sources (along with engaging class discussions) reinforced my learning and allowed me to obtain a vast amount of knowledge rather than simply regurgitating material.

I really enjoyed the events and the internship proposal. The trips and events were fun and interesting and I always looked forward to them. They broadened my view of the University and exposed me to lots of opportunities I didn't know were available. I also enjoyed the internship proposal we had to write. It made me really sit down and plan out what I want to do with my time here and how to make the most out of it.

The projects we worked on in class were very relevant to the topic and allowed me to think differently and more critically than I normally do. I learned more than I expected to ... and this FYO has turned my interest into more of a passion.

Representative student quotes regarding FYO Goal #2:

I love the teacher and how he paid attention to all the students. It was the smallest class I had and it really allowed students to ask questions and not be afraid. The idea that the professor would take us out for dinner itself was great.

My favorite part of the semester was being able to speak with my FYO teacher one-on-one. I was given valuable advice that I can use for the remainder of my years at UGA.

I liked the fact that I got to have personal interactions with my professor. I also enjoyed the sense of camaraderie within the group. The extra events that our class did together such as going to a Hindu temple were also fun.

[The professor] was a great part of the overall FYO experience. Each week he told us about his own life experiences and that in turn helped and aided our self-discoveries week to week.

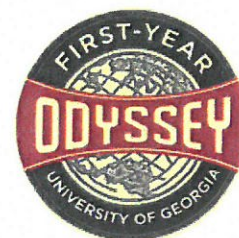
[The professor] made herself available to us to talk about business, the seminar, and anything related to our personal college journey ... I'm sad the FYO class is over, but luckily I'll have [the professor] to go to with any questions or struggles I have in the future!

Based on the cumulative findings of the student end-of-term FYO course evaluations since the first FYO implementation in fall 2011 and the confirming student comments, the objectives outlined as the three principal goals of the FYO program are being met across the seminars each semester:

- Data taken from the FYO course evaluations indicate a high level of agreement that the seminar assignments and discussions encourage students to reflect on the topic of the seminar and to reflect on their own behaviors and goals as learners in the University setting ($M=3.95$, $SD=0.92$).
- The data further support the development of positive, sustained interactions between faculty and students. These relationships are cultivated through the FYO faculty sharing their own personal academic journeys with their FYO students and encouraging them as they begin their own academic pursuits ($M=3.69$, $SD=0.99$).
- In addition, the data from the FYO course evaluations reveal that a majority of the students enrolled in the seminars attended at least three campus events during their semester in FYO and were made aware of the instructional, public service, research, and international missions of the University ($M=3.51$, $SD=1.11$).

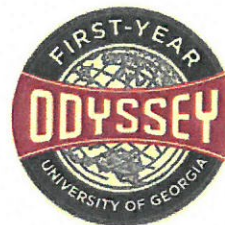
It should be noted that in addition to student data, perceptions were also collected from faculty. What follows are selected quantitative descriptive statistics, based on a five-point scale, regarding faculty perceptions of their FYO experience in terms of the three programmatic goals:

Item	Fall 2011 (n=183)		Spring 2012 (n=36)		Fall 2012 (n=107)		Spring 2013 (n=32)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
FYO Goal 1- engage in academic culture								
1. I had frequent discussions with students in my seminar.	4.38	0.82	4.08	1.20	4.30	0.88	4.22	0.87
2. A majority of students participated in seminar discussions.	3.74	1.10	3.53	0.97	3.68	1.14	3.86	0.79
6. Students took responsibility for their own learning.	3.65	0.94	3.70	1.00	3.71	0.96	3.69	0.66
FYO Goal 2- student-faculty interaction								
3. I had interactions with my students outside of the seminar.	3.42	1.10	3.31	1.17	3.29	1.10	3.38	1.05
4. Students understood my role as a faculty member at the University.	4.10	0.80	4.03	1.06	4.23	0.75	4.24	0.51
FYO Goal 3- engage in mission of Univ.								
5. Students learned about campus culture and academic opportunities (e.g., Center for Undergraduate Research Opportunities, Service Learning, Study Abroad).	3.79	1.01	3.40	1.00	4.03	0.83	3.79	0.90



Collection of Evidence

- **First-Year Odyssey Faculty Development Initiatives.** This document includes a range of faculty development initiatives supporting faculty teaching First-Year Odyssey seminars. These initiatives, offered by the Center for Teaching and Learning (ctl.uga.edu) in cooperation with the Office of the Vice President for Instruction, assist first-time and “veteran” FYO faculty as they prepare their FYO seminars and as they work to achieve the FYO goals. Faculty development workshops are scheduled during each academic semester and have examined a variety of topics for faculty to consider when constructing their FYO seminar. Additional descriptions of other faculty development initiatives including reading groups and faculty learning communities are also included.
- **Examples of Activities and Assignments Keyed to FYO Goals.** This sample of activities and assignments is used in the First-Year Learners workshop. The strategies, techniques and activities are specifically designed to link to the FYO goals.
- **FYO Website.** The FYO website, fyo.uga.edu, demonstrates the dynamic utility of the website for all users. Students Explore Amazing Topics by browsing the seminars and can seamlessly move to review university-wide events. This site is the entry point to the students’ FYO experience. The site is designed to be smooth, clear, and user-friendly. Equally important, FYO faculty use the site to Explore the topics offered by their peers and access Resources such as example syllabi, assignment handouts, CTL workshops and materials, podcasts, and request funding for out-of-class activities.
- **Example of FYO Event Promotional Materials.** A movie night in fall 2013 was held as a collaboration between the CTL and OVPI. The night included a viewing of *First Generation* and a panel discussion among students on significant issues facing first-year and first-generation students. This is just one example of an FYO event. Also shown is an example of the events webpage allowing students to search and browse a broad array of campus events to meet the events requirement for the FYO.
- **FYO Teaching Awards -Call for Nominations.** These faculty awards are made based on the innovativeness of instruction, how the seminar content relates to the research of the faculty member, and how the faculty member incorporated the goals of the FYO program in teaching a seminar. A news story is included here as reflective of FYO’s commitment to recognize individual faculty efforts.
- **Beyond ‘Generation Me’.** This news article describes an Academic Affairs Symposium preceding the launch of the FYO seminars that focused on understanding students. The symposium and campus event allowed interaction with key faculty, administrators, and student groups across the University. The FYO heightened campus interest in this topic.



First-Year Odyssey

Faculty Development Initiatives

This table outlines faculty development workshops, offered by the Center for Teaching and Learning (ctl.uga.edu) in cooperation with the Office of the Vice President for Instruction, designed to assist first-time and "veteran" FYO faculty as they prepare their FYO seminars and as they work to achieve the FYO goals. These workshops are scheduled during each academic semester and have examined a variety of topics for faculty to consider when constructing their FYO seminars.

FYO Workshops offered from Spring 2011 through Spring 2014
First-Year Learners This workshop will explore what we know about the epistemological beliefs and study habits of first-year students in order to help faculty plan for meaningful discussions, activities, and interactions in FYO seminars. In addition, attendees will discuss the transitions students make between high school and college and the characteristics of millennial learners.
Course Design 1: Planning your FYO Using the principles of backward course design, this workshop emphasizes the integration of learning objectives, assessment and evaluation, and learning activities. CTL can offer this workshop in individual departments when requested.
Course Design 2: Syllabus Creation A syllabus represents a culmination of course planning. Besides being a contract between you and your students, it explains your expectations, policies, and procedures. It also provides students with a vision of who you are and what you value about the course material. Come view other FYO syllabi and discuss your own with fellow faculty.
Intellectual Dialogue: Writing in FYO Looking at the writing objective for FYO, this workshop will (re)introduce the writing process as a way for faculty to provide assignments that include writing, feedback, and response. With a particular emphasis on low-stakes writing, this workshop will focus on how to improve student-faculty interaction.
Intellectual Dialogue: Multimedia for FYO How can students demonstrate knowledge and thinking outside of the traditional academic paper format? In this session, participants will learn about multimedia assignments using widely available technology. Topics will include assignments such as digital storytelling, audio/video journals, and 20X20 presentations (http://www.pecha-kucha.org/)
Facilitating Discussion in your FYO Promoting meaningful dialogue and discussion are important FYO goals. Participants in this workshop will share the discussion techniques they have found successful and will learn about some other techniques that help improve classroom interaction. Both face-to-face and online discussion formats as well as low-stakes writing assignments (e.g. journals, blogs, and minute papers) will be discussed.
How to motivate students FYO objectives include making students more self-reflective and self-directed learners. Learn how the 4 C's of motivation can play a role in improving student self-regulation.
7 Principles of Good Practice: Guidelines for your FYO Developed by Chickering and Gamson (1986), these seven principles and their corresponding inventories have had an enduring impact on what is considered good teaching in higher education. After an introduction of the principles, participants will discuss how to incorporate aspects of the inventories into their FYO.

Workshops (continued)

Rubric design

Rubrics help faculty determine goals and objectives for assignments, help students understand what an assignment requires, provide feedback on ongoing projects and help simplify grading. This workshop covers the basic components of rubrics, compares different types, provides various examples, and introduces the process of developing rubrics for your FYO.

Strategies for Written Assignments for FYO Students

This workshop, designed for those who teach a seminar as part of the FYO program, will focus on creating successful and appropriate writing assignments for one-hour FYO seminars. Examples of successful writing assignments used in previous FYO seminars will be shared and discussions will center on the development of writing assignments to be used in participants' courses. Faculty will leave this session with a better understanding of the appropriate amount of writing for a FYO seminar, ideas for assignments they can integrate into their own FYO courses, and resources they can reference throughout the delivery of their seminar.

Engaging FYO Students in Class Discussions

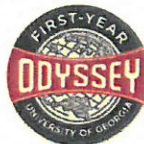
This workshop, designed for those who teach a seminar as part of the FYO program, will focus on strategies to engage first year students in meaningful classroom discussions. Key challenges associated with engaging new college students will be discussed and successful strategies and approaches for fostering and facilitating discussion will be detailed. Additionally, available technologies that support discussion, as well as assignments and activities that have been fruitful in past FYO seminars in regards to discussion will be shared. Faculty will leave this session with new tools, strategies, and assignments to facilitate discussion in FYO seminars.

Faculty book groups provide additional opportunities for faculty interaction on issues facing FYO seminar design and teaching. These groups have explored Robert Leamson's *Thinking About Teaching and Learning* (1999) and

Jean M. Twenge's *Generation Me* (2006). The CTL's Faculty Learning Communities (FLC) program (ctl.uga.edu/flc) hosted an FLC for FYO Faculty facilitated by Director, Melissa Harshman. The FLC provided an environment where members worked collaboratively to generate helpful ideas and strategies around teaching an FYO seminar with the explicit purpose of sharing

this information with the University and FYO teaching communities. Common readings included: Rebekah Nathan's *My Freshman Year* (2006) and Laurie Schreiner, et. al., *Thriving in Transitions* (2012) among others. This FLC has been renewed for the 2014/15 AY. Above is one slide from the FLC's presentation at the CTL's FLC Celebration, where FLCs shared their findings and experiences from the year-long interaction.

FLC for 2013-2014



Discussions Included the Following Topics:

- Freshmen- Pedagogical Approaches
- Ideas on How to Enhance Student Engagement
- Standardization of Seminar Workload
- Clarification of Events Requirement
- Strategies for Effective Use of Class Time
- Common Book
- Ice Breaker/First Day of Class Ideas

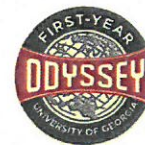
Ideas for Possible FYOS Workshops:

- Ice Breaker/First Day Introduction Strategies to Foster Student Engagement





Examples of Activities and Assignments Keyed to FYO Goals



FYO Goal 1: Introduce first-year students to the importance of learning and academics so that we engage them in the academic culture of the University

Sub-Goal: Student reflection on the topic

Strategies/Techniques/Activities

- ☐ Pre/post responses—student knowledge/attitude before and after a topic or module
- ☐ Minute papers—short, informal writing exercises that can be done over readings, in-class or out-of-class questions, or in-class activities (e.g. a speaker, a video)
- ☐ Discussion using Think/Pair/Share
- ☐ Reflective writing assignment (stand alone or part of a portfolio)
- ☐ Audio or video reflections

Possible Assignment

Portfolios can either be paper-based or electronic. The idea behind them is to have students look back upon the work they have done throughout the semester and to assess for themselves what that work constitutes or represents. What does it say about their understanding of the topic? How have their conceptions of the topic changed over the course of the semester? How have their conceptions of what the University is and what it does changed? Students choose work from the semester (usually prescribed types of writing) to include in their portfolio, then, write a critical reflective paper on these “artifacts.”

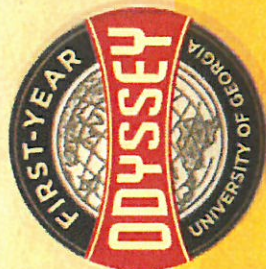
Sub-Goal: Student self-reflection and self-directed learning (self regulation)

Strategies/Techniques/Activities

- ☐ Journal entries
Blogs on study techniques
- ☐ Daily logs on time management (perhaps a sample week)
- ☐ Student brainstorm with faculty as recorder of responses

Possible Assignments

1. Have student read Robert Leamson's “Learning (Your First Job)” (available via the University of Delaware at <http://bit.ly/1lPiviv>. Discuss or write a response to specific sections.
2. Have student review the chart “How is college different from high school?” found at SMU’s Learning Enhancement Center at <http://bit.ly/1lPiQ4P> or have them brainstorm in class how they think it will be different.
3. Poll students and discuss why they are attending college. Why UGA?



ABOUT SEMINARS EVENTS FAQ CONTACT HOME for FACULTY

ENGAGE

IN A SMALL CLASS SETTING

Classes of 18 students or less make it easy to ask questions, engage in discussion and get to know your teacher and classmates.



SEMINAR # 81611

A Century of Innovation

GUIDE: Tim Foutz

BROWSE ALL SEMINARS

ATTENTION

QUESTIONS?
Visit the FAQ section to find answers and ask your question.

HAVE YOU LOST YOUR FYO ORIENTATION WORKSHEET AND INSTRUCTIONS?

UGA FIRST-YEAR

EVENTS

SEE ALL EVENTS

ATLANTA SYMPHONY ORCHESTRA
SUN. FEBRUARY 2, 2014, 02:00 PM - 04:00 PM-
UGA PERFORMING ARTS CENTER, HUGH
HODGSON HALL

KRASNOYARSK NATIONAL DANCE
COMPANY OF SIBERIA
MON. FEBRUARY 3, 2014, 08:00 PM - 10:00 PM-
FINE ARTS THEATRE ON BALDWIN STREET

SANDRA BEASLEY PRESENTED BY THE
GEORGIA BOTANICAL GARDEN

FIRST GENERATION



THE UNIVERSITY OF GEORGIA
CENTER FOR TEACHING AND LEARNING

October 10, 2013

7:00pm

Ciné, 234 West Hancock
Avenue, Athens GA

Following the film, a panel
discussion will take
place consisting of UGA
"first generation" students.

Please register at
ctl.uga.edu/fall2013
Free admission with valid UGA ID.

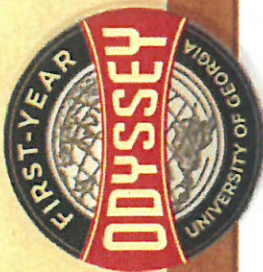
EVERY FIRST HAS A STORY.

"FIRST GENERATION" NARRATED BY BLAIR UNDERWOOD
DIRECTOR OF PHOTOGRAPHY CHRIS EKSTEIN ORIGINAL SCORE BY NATHAN MATTHEW DAVID
(IN ASSOCIATION WITH) GOAL 2025 AND MARKET STREET PRODUCTIONS
WRITTEN, PRODUCED & DIRECTED BY ADAM & JAYE FENDERSON

WWW.FIRSTGENERATIONFILM.COM



Center for Teaching and Learning | University of Georgia | ctl.uga.edu | 706.542.1355 | edwatson@uga.edu
Office of the Vice President for Instruction | Office of the Senior Vice President for Academic Affairs and Provost



EVENTS

Calendar of Upcoming Events

Calendar of All Events (Previous and Upcoming)

Etiquette for attending events

Volunteer Opportunities

Events Requirement FAQ

EXPERIENCE

Concerts, lectures, undergraduate research, service-learning, films and more give you opportunities to enhance your learning experience.

Students enrolled in First-Year Odyssey seminars are required to attend at least **three** campus events during the semester.

Calendar of Upcoming Events

Artful Conversation: Romare Bearden

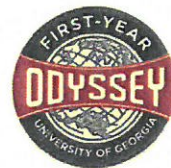
Wed. May 28, 2014, 02:00 PM - 03:00 PM - Georgia Museum of Art
Join Carissa DiCindio, curator of education, for an in-depth discussion of Romare Bearden's "Mecklenburg County, Lamp at Midnight" (ca. 1979).
Event type: Art Host: Georgia Museum of Art
More information: [Hillary Brown, 706-542-1817, \[hazbrown@uga.edu\]\(mailto:hazbrown@uga.edu\), \[georgiamuseum.org\]\(http://georgiamuseum.org\)](mailto:Hillary.Brown@uga.edu)

Tour at Two: Decorative Arts

Wed. June 4, 2014, 02:00 PM - 03:00 PM - Georgia Museum of Art
Come take a tour of the museum led by Dale Couch, curator of decorative arts.
Event type: Art Host: Georgia Museum of Art
More information: [Hillary Brown, 706-542-1817, \[hazbrown@uga.edu\]\(mailto:hazbrown@uga.edu\), \[georgiamuseum.org\]\(http://georgiamuseum.org\)](mailto:Hillary.Brown@uga.edu)

Tour at Two: Highlights from the Permanent Collection

Wed. June 11, 2014, 02:00 PM - 03:00 PM - Georgia Museum of Art
Come take a tour of the museum led by docents.
Event type: Art Host: Georgia Museum of Art
More information: [Hillary Brown, 706-542-1817, \[hazbrown@uga.edu\]\(mailto:hazbrown@uga.edu\), \[georgiamuseum.org\]\(http://georgiamuseum.org\)](mailto:Hillary.Brown@uga.edu)



Call for Nominations

First-Year Odyssey Seminar Program Teaching Awards

The Office of the Vice President for Instruction is pleased to announce the First-Year Odyssey Seminar Program Teaching Awards. These awards will recognize outstanding FYOS instructors. Award recipients will receive \$2,500 and a certificate presented at an FYO celebration event. Awards will be made based on the innovativeness of instruction, how the seminar content relates to the research of the faculty member, and how the faculty member incorporated the goals of the FYOS program in teaching a seminar.

Applicants should submit the following:

- Name, department, and contact information
- A list of FYO Seminars taught and semesters taught
- Sample syllabus for your FYO seminar
- A short statement including:
 - o How your seminar is innovative
 - o Techniques and strategies used to incorporate the goals of the FYOS Program into the teaching of the seminar. This may include sample assignments or class activities that are designed to accomplish the goals.
 - o How teaching your FYO has impacted your teaching
 - o How the content is tied to your area of research

Application Process:

The application should be limited to 5 pages total, excluding the syllabus. All the material should be included in one PDF document and submitted electronically to fyo@uga.edu no later than Wednesday, April 2. Recipients will be notified no later than the week of April 21st.

UGA faculty receive First-Year Odyssey Teaching Awards

April 29, 2014

<http://news.uga.edu/releases/article/first-year-odyssey-teaching-awards-2014/>

Writer: Tracy Giese

Contact: Laura D. Jolly or Melissa Harshman



(From left) Laura Jolly, vice president for instruction, congratulates Wayde Brown, Jeb Byers, William Kisaalita, Ronald Pegg and Melissa Harshman, director of the First-Year Odyssey Program.

Athens, Ga. - Four University of Georgia faculty were honored with First-Year Odyssey Teaching Awards at a reception celebrating the success of the First-Year Odyssey Seminar program.

Award recipients and their seminar titles included:

• **Wayde Brown**, associate professor and assistant dean of research, College of Environment and Design, "Stories Behind the Bricks;" • **James "Jeb" Byers**, associate professor, Odum School of Ecology, "The Ecology of Invasive Species;" • **William Kisaalita**, professor and graduate coordinator, College of Engineering, "Things You Can (or Should Not) Do to End World Poverty;" • **Ronald Pegg**, associate professor, food science and technology, College of Agricultural and Environmental Sciences, "Coffee Technology."

The awards recognized outstanding instructors who have demonstrated innovation in instruction, connection of seminar content to the instructor's research, and how FYOS program goals are incorporated into the seminar.

By the end of spring semester, 16,425 students will have completed a First-Year Odyssey Seminar. Faculty from every school and college and more than 85 departments have participated in the program. Launched in 2011, the FYOS program provides students with an introduction to academic life at UGA by engaging them with faculty and other first year students in a small class environment. Students learn about UGA's academic culture through lectures, social events and learning opportunities outside the classroom. There are more than 300 courses in topics ranging from "Animal Forensic CSI" to "The Science of Chocolate" to the "Zombie Plague." For more information, see <http://fyo.uga.edu>.

Beyond 'Generation Me'

Academic Affairs Faculty Symposium focuses on understanding students

By Sharron Hannon | April 11, 2011

<http://columns.uga.edu/news/fulltext/beyond-generation-me/>

Contrary to popular belief, the current generation of college students does not think "it's all about me." But the percentage of those exhibiting Narcissistic Personality Disorder has risen over time—from 3 percent of those 65 and older to 10 percent of those 20-29.

Jean Twenge, associate professor of psychology at San Diego State University and author of *Generation Me*, cited such data in her keynote speech at the annual Academic Affairs Faculty Symposium, which this year focused on "Understanding Our Students: Ethos, Experience and Expectations."

"There is no subject more important than understanding our students, particularly as we prepare to launch the First-Year Odyssey Seminar program this fall," Provost Jere Morehead told the more than 50 faculty members—many of them assistant or associate professors—who attended the two-day symposium, coordinated by the UGA Teaching Academy and held in late March at Unicoi State Park.

Twenge also has co-authored *The Narcissism Epidemic: Living in the Age of Entitlement* with Keith Campbell, professor and department head of psychology at UGA.

In addition to research she has conducted with Campbell and other colleagues, Twenge referenced data from the American Freshman Survey, which has collected information on incoming college students for the past 25 years.

In 2010, three-fourths of those surveyed rated their academic abilities as "above average," while positive ratings of their emotional health plummeted, indicating record levels of stress. Twenge sees the results as related—with students lacking tools to cope when their inflated ideas of their abilities collide with reality.

Twenge's advice on what faculty should do for GenMe students, especially first-years, includes frequent feedback and grades, communicating expectations and rules clearly, and offering opportunities for interactive learning.

In addition to Twenge's presentation, symposium participants heard from Tim Foutz, director of the First-Year Odyssey Seminar program, who said that more than 200 proposals had been submitted by faculty interested in teaching the small group seminars, with more expected in the coming weeks. The proposals can be viewed on the FYO website (fyo.uga.edu).

The First-Year Odyssey program also was one of the topics discussed in five break-out sessions. Eight students attending the symposium lent their points of view to these sessions and contributed to the group reports presented at the close of the symposium.

Other topics discussed in break-out groups included small vs. large classes, lower vs. upper division courses, non-traditional classes, and student support and development. Brief reports produced by each group will be posted on the Teaching Academy website (teachingacademy.uga.edu).

The reports included a number of recommendations including the creation of a "centralized information depot"—perhaps set up as GO.UGA.EDU—to provide easy access to academic and student support resources.

"There are a wealth of resources at the university," said Brock Tessman, an assistant professor in the School of Public and International Affairs. "The challenge is access and awareness."

Other recommendations included having more graduate TAs support large classroom instruction by faculty and creating small grants for innovative teaching, both of which the provost said he supported.

"These are proposals that we can do, that make sense," Morehead said, calling on the Office of the Vice President for Instruction, the Teaching Academy and the Center for Teaching and Learning to give him specific details needed to implement the recommendations.

In other symposium sessions, participants heard a panel discussion on student support with Jean Chin, executive director of the University Health Center; Julie Segrest, administrative manager of the Division of Academic Enhancement; and Mark Compton, a Meigs Distinguished Professor in the College of Agricultural and Environmental Sciences who also has been named Outstanding University Advisor.

Another session on student learning featured presentations by Franklin College faculty members Jody Clay-Warner and Kathrin Stanger-Hall, who have conducted research on using peer groups to enhance learning in their classrooms.

President Michael F. Adams joined the group for dinner and provided a briefing on the current session of the Georgia General Assembly beforehand. After dinner, symposium participants were able to ask questions of the provost during the "fireside chat" that has become a tradition of the annual gathering.

"It was a great experience to talk to faculty about their plans for instruction," said Chris Sanders, a senior in the Terry College of Business, following the symposium. "That's a perspective students don't often get to see. I knew our faculty cared about students, but I didn't know they devoted so much time to trying to improve the student experience."



During the symposium, faculty members Jessica Mullenburg (left) and Joyce Bell give a presentation from the group discussion on improving understanding between UGA and the public. Photo by Sharron Hannon.