

FOUNDATIONS:

A FORUM DISCUSSION

Oversight committee members: Robyn Bergstrom, Van Christman, Rob Eaton, Rick Hirschi; working committee members: Bryce Mecham, Joelle Moen, Alan Holyoak; and moderator Anne Papworth

On 28 February 2007, members of the Foundations oversight committee and working committees met with Anne Papworth to discuss the beginnings of Foundations. Alan Holyoak, who couldn't attend the discussion, added his insights later.

COMMITTEE STRUCTURES

- Anne: *Perspective's* goal is to publish a conversation that reflects the history and background regarding Foundations' development, a look at the process behind its initial proposal. What pedagogical foundations influenced you as you designed the courses in Foundations? To begin, could you please explain how you were assigned to a committee and how these committees functioned?
- Van: The oversight committee for Foundations was not a choice; it was an assignment. The members of the oversight committee were asked to serve on the committee.
- Rob: The letter assigning me to the oversight committee came from President Clark. As it was explained to us, nominations for the oversight committee came from deans, who nominated people outside their colleges. People have asked me "Why wasn't my department represented?" as if I appointed the oversight committee or even asked to be on it. My answer is "No department was represented." No one on the oversight committee was territorial. Everyone was willing to ask hard questions and tried to see the whole picture.
- Anne: What about the working committee?
- Joelle: All members of the working committee volunteered to be on this committee.
- Bryce: Initially, everyone on the working committee worked together, one gigantic group, 30 to 40 people. Later, we divided into three subcommittees.
- Joelle: The first subcommittee was liberal arts, including humanities, social science, history, literature, arts, and music. David Peck

was the chair for this subcommittee. The second, sciences, represented chemistry, physical science, biology, and other fields. Alan Holyoak chaired that committee. And then I chaired what we called the “wild card” committee, which reflected other categories of knowledge that didn’t fit into the other two committees. Eventually we realized this group seemed to represent skills, rather than subject matter. This committee focused on writing, communication, critical thinking, etc. We also incorporated a family course because we didn’t know where else to put it.

- Robyn: It was an incredible process to get that many people on board and that many people looking at [the Foundations proposal]. When we started we had no idea what we would end up with.
- Joelle: And how many revisions it would take and discussions—and how many departments would meet about this issue. There were whole department meetings about what they could contribute.
- Robyn: Our committees started the process by putting together the Foundations proposal, and now we’ve been relieved of our duties. These two committees are finished, which is kind of nice to say.
- Anne: What did you “end” with—the proposal presented to the university?
- Van: The working committee, in its subgroups, came up with proposals that were given to the oversight committee. The oversight committee then worked through these proposals. Finally, the oversight committee met with Academic Council, and it was Academic Council and the oversight committee, meeting two or three different times, that hammered out a proposal.
- Bryce: From the standpoint of someone on the working committee, the final product doesn’t reflect the means that we came to in our committee, but it certainly reflects the ends. I think we would all agree on the goals of Foundations—what we are trying to accomplish. The particular ways we might accomplish that are different, but I am really happy with the final proposal.

FOUNDATIONS OBJECTIVES

Anne: Could you explain the underlying goals or objectives of Foundations, perhaps those given to you or generated by the various committees?

Robyn: I think it's important to recognize what we received from the president, because the president basically owns general education...Foundations. The very first thing we addressed was "what are we going to call it?" The oversight committee came up with several ideas, which had to go through Academic Council.

Van: The president actually gave us four charges. The first was to think of a new name for the program because of the connotation that general education has for students: that GE is very generic, something that needs to be gotten out of the way. We needed to come up with something that didn't carry the connotation.

The second charge was to consider various aspects of what Foundations, now, should do. It should be a defining feature of a student's educational experience. Foundations should serve the mission of BYU-Idaho and develop disciple leaders. Foundations should help students achieve a well-rounded, broad-based education, and inspire students to love learning. Third, you have to work within certain policies. Majors and minors will no longer be allowed to require specific classes in Foundations, or general education. Rather the Foundations program would allow students to prepare well for their majors and minors. Finally, we had to deal with structure and content, specifically how many credits [Foundations should contain], specific requirements, required courses.

Rick: Along those lines we were given a sense that "We are not tweaking but given a chance to revolutionize. Beginning at square one, what would we ideally like to have?"

Rob: Collectively, I think we took the president's counsel to mean we hope ten years after graduation one of our alumni will look back and say, "Foundations was one of the best parts of my education at BYU-Idaho. I learned some great things that really helped me learn to think and got me excited about learning—things that I still use in my job and my family and calling today." They would gain relevant information rather

than something they just had to get out of the way before they could get to the really exciting content.

Robyn: We were given the charge to look at Foundations, or general education, in connection with four areas: family, church, community, and the student's occupation. We were looking at how it was going to influence each one of those areas.

Alan: My understanding of Foundations is two-fold: 1) to help students develop an excitement and an enthusiasm for learning, and to learn to rely on the Holy Ghost as a learning partner; and 2) to help faculty to be actively engaged in teaching each other and learning from each other, and that they will be co-learners and teachers with their students in their Foundations classes.

Bryce: I think the main feature coming out of this approach, at least as we discussed it in our subcommittee, is that we are moving away from the idea of knowledge transmission, learning facts, and gaining general knowledge about some things to really working on higher-order cognitive skills, critical thinking, problem solving, collaboration, analysis and really helping students to become life-long learners. In the context of our current global, knowledge-based society this becomes extremely important to our students. By the time students graduate much of what they learn is obsolete, especially with our students going on missions for two years or a year and a half. So Foundations are things that will prepare them to be successful human beings. To be able to interact with other people, understand other people. And to be able to adapt to changing requirements that are placed on them by their employer, by the Church, by society. So I see it as a complete paradigm shift in our general education.

Rob: I think this is what Foundations brings. Trying to shift from having students, perhaps, memorize a bunch of facts or master everything they need to know about a particular discipline, realizing that's impossible. Instead, hoping that they would learn how to think more like a scientist about some key scientific areas, or more like someone who understands international affairs in some key areas, so they would have the skills that they could apply even more broadly when they're finished.

Bryce: But notice that it's a list of skills and competencies, not a list of knowledge.

- Van: And that's true. We said we have to go that direction. It can't be about knowledge. But there are still a whole lot of skills: Your list could go on and on. But the fact was we had to cut it down; we had to say general education can't be everything...although we read one book that said general education ought to be 80% of a student's credits.
- Rob: Which was, by the way, the greatest challenge. We knew we had to leave room for the majors and minors. So pretty early on, we settled on, with some inspiration from the administration, the number of 40 credits for Foundations. It would have been much easier for us, and impossible for the majors, if we'd had 60 credits to play with. That was the single most difficult thing.
- Alan: What we did as a working committee was to develop our best ideas pertaining to overall structure of a Science Foundations program. Our work produced three specific curricular structures, all of which were presented to the oversight committee. There were consistencies among all three plans—those included the importance of a hands-on experience for students and the desire to develop a common experience for students (not necessarily topical consistency, but experiential consistency). We also worked under the direction that Foundations science courses will not be introduction to traditional scientific disciplines as the vast majority of our GE courses are currently configured.

SKILLS AND COMPETENCIES

- Anne: Please identify the specific skills, or competencies that Foundations will help students develop. And would you talk a little bit about the underlying pedagogy that influenced this list?
- Alan: The pedagogies and skills will vary somewhat from course to course, and since the courses have yet to be developed, this is a difficult question to address. I personally hope that all science Foundations classes will be designed so that they address and present information so that it is directly applicable to the lives of our students. I also hope that the topics selected for Issues in Science courses will be limited in range to the extent that students can get into the science underlying the topics presented in those classes, even if they do not have a

strong background in science. By so doing, students can have exciting and memorable experiences in their science classes.

I anticipate that some of the skills students will need to learn and practice in their science Foundations classes will include the ability to search out and assess the quality of scientific information, the ability to present their conclusions on a given topic in written and oral formats, the ability to debate the quality of information and of conclusions based on the analysis of scientific data, and the ability to see how advancements in science are the result of an accumulation of information and understanding produced by countless numbers of individuals from history and from people currently engaged in efforts to increase our understanding of the world (and beyond) around us.

Joelle: The three main skills that the “wild card” committee looked at were reading, writing, and critical thinking. Those were the underlying skills that belonged to every other aspect, as far as we were concerned. There are subsets to those. In other words, how do you use a text, how do you interpret a text, how do you use and interpret sources, how do you interpret data, why do you go to certain sources. All of those things have to do with reading, communicating, and writing about these ideas.

From this point, there’s the critical thinking, the application, the real-world context. And this list has to do with the shift that it’s not about knowledge but about how we use those skills and how we require those skills of students in every single class. Memorizing information is not enough for a test. Students have to figure out how they apply this information they have learned to a different situation than they have ever been given before. We have to re-write the kind of tests that we give. And that’s the same sort of thing with all disciplines. It’s not that they just learn to do algebra, but that they are given the problem and then they have to either create the specifics or interpret them or figure out how to set up the problem to be able to understand it.

Van: It’s not about being able to memorize a formula and applying it to these set of numbers. It’s being given a real-world problem and then figuring out how to solve it.

Rob: Trying to decide if a hybrid car is economically effective, for example. And what would be all the evidence you have to look at to answer that question.

Joelle: The next skill set includes cultural literacy which considers art, philosophy, humanities, architecture, but also issues like social structures, economics, world civilizations, and history and their application. Next is scientific literacy, and, again, much of these are skills: how do you represent different points of view, how do you examine evidence, what is the scientific method, how do scientists go about examining things and coming to conclusions.

And the last two focus on integration. In other words, how do you connect knowledge so that students don't just complete this one class, check off the box, take the next class, and check off the box? Instead we want to teach them to integrate their skills. Then the last one is independent learning—have we taught them well enough that they will be able to do this after they leave the class.

RESPONSIBILITY FOR STUDENTS

Joelle: And in some ways that makes it almost kind of scary because you have to trust students that they are going to learn and explore and be prepared as much as possible, and not just sit there and be fed. They have to be real contributors, which means an entire shift from their education in high school, where, much of the time, as long as they showed up, they got at least a B, and if they turn in a few things they received an A. Now they will become a part of the learning process, and that is a huge leap for them.

But it will also take trust on their part that there will be something there if they do prepare. In other words, that the teaching we're doing—helping them learning how to learn—is sufficient. Even if they only learn a third of the facts within a discipline compared to what was previously taught, they will have become strong enough thinkers that, if they are presented with a problem, they will say, "Well, I don't know about that, but I can ask the right questions and find out the right information, so that doesn't scare me."

Bryce: I think this is an important point, and it's similar to my response to student concerns with our compressed semester

schedule, which is that this schedule requires me to be a better teacher. I think Foundations requires us to be better teachers. But at the same time it requires them to be better students. With the compressed schedule, they are going to have to do things differently, better, more efficiently, whatever it might be. And I think the same thing is true of Foundations.

PARADIGM SHIFT FOR FACULTY

Joelle: Based on this aspect of Foundations—that we have to think about skills and that we can't teach our students every single bit of data—not only do we want students to rethink general education and think of it as one of the cores of their education, but we as faculty members need to rethink Foundations, which is what Van was saying. Also, as departments we need to rethink it. How do we service those courses? If this is one of the most important things that they do in their career as a student, then that means that we need the best teachers teaching Foundations.

That's been one of the biggest questions I've seen as I've attended some of the Foundations meetings: How are you going to encourage departments to have their best teachers teach these courses, because there is not supposed to be a Foundations department. This issue gets into implementation of Foundations, which hasn't been determined yet; but, to me, that's going to be one of the interesting questions. How does this actually work? You want the best teachers, the best innovators, the best thinkers, the best teachers on campus teaching Foundations. Not just, "Well, we need to reserve them for our 400-level classes." It's a completely different way of thinking about how we service general education. It also requires teachers to say, "Maybe I can't spend all my time preparing for my 400-level class." It's going to take a teacher who spends a lot of time preparing a Foundations class that is going to be different from what they have ever done before, and every semester would have to be different and innovative.

Van: Well, it's a paradigm shift. You may ask how Foundations will be different, beyond the specific courses offered. On the surface it may look the same, and a lot of the discussions I've read on the discussion board indicate this. "Oh, this looks similar to what we've already been doing." "It's the same

thing in a new package.” But if you really dive into what Foundations is, which is what the working committee and oversight committee tried to do, it’s really a paradigm shift of how we go about delivering content—getting students more involved, getting students learning, so they are learning the skills to be successful in life.

Bryce: I think Rob’s one-page summary of how we teach, which was included in the proposal, really sums it up well, explaining that we have different goals than we had before. Of course it’s going to look somewhat like it did before because we are still talking about the same subject matter, but how we approach it, how we teach it, and what we are hoping to get out of Foundations is different.

Anne: So that’s the paradigm shift, the teaching method?

Rob: And I hope it’s liberating. I think, for both students and teachers, this approach, if we implement it right, will be liberating. I showed a one-page summary of the proposal to a student, and he asked, “Does this mean they are not going to cram the whole discipline down my throat in three credits?” And I said, “Yes, I hope that’s what it means. It means that you probably won’t understand as many facts and maybe not quite as much breadth, but you really get to plunge in and explore, in an exciting way, and retain much better the things that we do choose to have you study.”

AN IDEAL

Robyn: I will also say that as we looked at the objectives of Foundations, we said, “This is all fabulous. Could we do this in 120 credits?” It was just overwhelming. We said this is great but it’s so much.

Van: One of the things we came to realize when we established Foundations as forty credits was that we cannot do all of this in a Foundations program. We can’t do all of this in a bachelor’s program. You can’t even do all of this in a PhD program. The point is, and we came to realize this: that’s not the purpose of Foundations. Its purpose is not to finish the student. It’s to get them on the road that they can follow. And to me, that’s what we are trying to do. We are introducing them to those skills. We are not finishing them in those skills. We’re introducing them to those skills so that they can continue working on them in their majors and then continue working

through their lives. And that, to me, makes it doable. If we said we have to finish this in forty credits, I would just throw up my hands.

Rick: It's interesting to compare this with the Perpetual Education Fund of the Church. The Perpetual Education Fund's goal is to take individuals in poverty and move them up the economic scale to that first level so that they can begin to be self sufficient. These individuals then have the basic means to continue to progress from there if they choose to do so. Similarly, as we build Foundations, students are taking that first step, then through their major they'll continue to progress. Learning should be a life-long process.

Joelle: And part of this concept, too, is that, in many ways, developing these essential skills demands that all majors do this too. In other words, majors need to work on developing reading, writing, and critical thinking skills. Even if classes use tests, it can't just be bubble sheet tests for the most part. Or, if these tests are used, that we're asking our students to do problem solving. There also need to be essay exams and writing, and students need to be reading within their discipline, whether they read journals or whatever. So there are some things that this demands of the degree programs, and, hopefully, the ideas behind Foundations will not just change how we teach Foundations courses but how many of us teach our major classes as well.

Anne: Which is an argument for having our best teachers teach Foundations. If they're doing this type of work in a Foundations course then they can transfer the same teaching methods to their upper-level coursework.

Rick: That's our hope.

Robyn: And that's the hard part of Foundations, which we have nothing to do with. People may ask, "So how are you going to do this?" Well, that's not our job at this stage. And we always had to remember we aren't to focus on how to implement this, but just focus on what Foundations is. That was part of our Foundations process.

Bryce: That was the part that was fun. When the president spoke to the working committee, he said not to worry about the logistics, don't worry about how load will be assigned. He basically told us just to dream. If we could do what we wanted

to do, within the limitations that they gave us, we could figure out anything. I think that fostered a lot of creativity that wouldn't have been there otherwise. If we were constantly worrying about how we were going to get the faculty to do this and how would the load hours be assigned when people are collaborating on class, it would be very restricting.

A PROPOSAL; NOT A PLAN

Anne: So, to clarify, implementation, at this point, hasn't been worked out and that wasn't your charge. However, it is difficult to talk about Foundations without wondering about implementation. Considering our earlier discussion about trusting the students to be able to do their part in this paradigm shift, what kind of support will be available to students outside of the classroom? Has that been discussed yet, or is that an implementation issue?

Rob: In the oversight committee we discussed a number of issues that we didn't get to fully address. First on the list had to be allocation of credits and courses. Essentially, then, the administration decided that once we completed this part of the task we were done, and it made more sense to have someone else oversee the rest. So we sent a memo to Max Checketts outlining some of the issues we had discussed, indicating that we thought this was an important first step. We certainly didn't want to continue past our charge, but we hoped that some of our thinking wouldn't be lost.

We identified a number of concerns both for faculty in implementing the new kinds of courses and students in learning to think a new way. Frankly, a lot of these issues will overlap with the learning model. We'll have to defer to [the learning model committee]. We have plenty of concerns and we think it will go well, but there's an awful lot of work that remains to be done. But it will be done by someone else, and I think that President Clark and Max Checketts are still figuring out exactly what structure they'll use to oversee that most effectively.

Joelle: But they've had some discussion on this issue. Some ideas have been that some of the first devotionals of the semester will talk more about personal responsibility. That freshman orientation will be significantly beefed up and not just a "hey, come to a barbeque" or whatever. Instead, it will, hopefully,

be a beginning training for them. At one point, there was even a discussion to say that freshman orientation would be required and they couldn't register if they didn't show up. I kind of like that. But then there's all sort of problems with how you really implement this and family emergencies that come up and that sort of thing. But they are considering that we might be able to beef up orientation, possibly offer an online orientation, to help students understand more of what they're getting in to and more of the expectations they'll need to meet when they come.

Bryce: There's also discussion of pre-matriculation to make sure the students have certain basic skills before they come.

Van: They could take a test or something online to help them know what level they are at.

A TRANSITION PERIOD

Rick: I suspect you will see a transition period. As we moved from a junior college to a four-year university, you saw a transition in the students and their expectations. I think as we move into Foundations, you'll see a similar change in mentality. As we switch to these different learning styles we will have a transition phase, but after a short while students will not only be expecting the different styles but also demanding them.

Joelle: So there will be some growing pains, and we'll probably have lots of complaints amongst ourselves as we try to figure out how we do this. It will take lots of discussion, because the way that I would do it is not the way that Robyn would do it, and that's okay. But one of things we are going to have to figure out is what will be the best method for me and my subject and my talents as a teacher.

Van: And that's one of the real challenges of this proposal—the challenge of not falling back in the rut because it's easier. I have that challenge every semester. I have these wonderful ideas about a class, and I get going and run into a problem. If I am not really careful, I go right back to what I have always done. It's easier for me. I don't know that it's best for the students. In fact, I know it's probably not best for the students but it's a lot easier for me. And if we're not careful with Foundations, we could easily slip back into our traditional GE models and teaching methods. And that's where discussion comes

in, and it's going to take a lot of discussion and it's going to take openness in the faculty saying, "Okay, this didn't work for me." Not being defensive or accusatory but being able to sit down and say "Joelle, what happened? This just didn't work. I tried this writing experiment, and it blew up in my face. Help me out." Being willing, then, as a faculty to have another faculty come in to my class, which is dangerous for me because I get self-conscious and I think we all do. But be willing to say, "Would you come in and help me? Would you three sit down and give me some ideas on how we could make this work better?" Be willing to change as faculty.

CONCERNS ABOUT FOUNDATIONS

Anne: Two final questions as we end our conversation. First, what would you say to the faculty to encourage them or alleviate concerns as they are thinking about these challenges? And second, what makes you most excited about the shape that Foundations is taking and the possibilities that it will offer our faculty and our students?

Alan: First of all, the faculty I know who have expressed the deepest concerns about the direction of Foundations are those who have spent either their entire careers or vast majority of their careers at Ricks/BYU-Idaho. I understand completely why they may have reservations. Ricks College was a great junior college. It was dedicated to helping students do two things (academically): 1) Help students find a major; and 2) Help students complete the GE portion of their college degree that would be easily transferable to a school that offers four-year degrees. Since that was the case, people who spent their careers doing that (and that is a good and admirable thing to do) may find it hard to see how a different (even radically different) Foundations program can accomplish what the current GE program accomplishes. To that group I would say this:

From what I know and have seen, Foundations is not designed to recruit students into majors, and it is not designed to be a GE program that is easily transferable to other institutions. What it *is* designed to do is accomplish something that goes above and beyond what the currently existing GE program has accomplished (and it has accomplished a lot!). Foundations is being designed to put students into situations where they

will be motivated and encouraged to learn how to learn with the help of the Holy Ghost, and where students and faculty will function to a large extent as co-learners and co-teachers. Students will, I believe, come out of the Foundations portion of their curricular experience with an increased testimony based on personal action and experience. They will also have developed skills they will need to teach themselves, and others, about anything in which they may have interest, throughout the rest of their lives.

Robyn: I work on the Curriculum Council, with the associate deans, where the entire curriculum is taking place. We know that there will be a huge transition. We've got kids that are going on missions right now that have already started their General Ed, and they'll have to come back and finish Foundations. There will be lots and lots of give and take, but we are aware of that. Already, we are looking at each of our colleges, and right now we are doing an oversight of what's happening and where we need to go. So that could be a concern that will need to be cleared up later.

Joelle: Everyone who worked on this proposal was, in many ways, very idealistic and wanted the best for students. Also, I know that not everything that we produced in the working committee came out in the final proposals. There've been a few times when I wondered, "did we do all this work for nothing?" But there wasn't some sort of agenda ahead of time. It really was a lot of people coming together with their best intentions. So, everything that has been presented thus far has come from the most idealistic and best intentions.

My other thought is that if it doesn't work, it isn't set in stone. There will still be revisions and changes and updates. There will be some growing pains, and hopefully we will all grow together or figure out how to better implement what it is that we want to do. If we realize that something is completely impossible, it can change. We will have help in figuring out how we can accomplish this.

For me, the biggest excitement is the idea of reading, writing, and critical thinking and the integration of courses. In other words, that hopefully students won't just compartmentalize their knowledge and think that their writing class never applies to anything else they'll ever do again. Or that biology will never apply to anything that they're going to do in sociology or

education or family science. But that they see the application and interconnectedness. That's the idea of Foundations—we should be able to see the integration among the disciplines.

Bryce: I'm confident that we will be successful in this, and I guess that confidence is rooted in an understanding of the doctrine of the atonement. We do everything that we can and the Lord makes up the rest. I'm also confident because we have in the Church a perfect model of how we go about these things and that's the council system. The most exciting thing to me about Foundations is that classes are going to become more like what I experienced in the working committee. That kind of interaction of approaching a problem head on, coming at it from many different directions, many different opinions, and coming up with something that works. That's an exciting process to me, and I think a lot of students have never experienced that kind of process. I think that when they experience that in a class they'll feel the joy that I feel when I participate in that, and it will be really good for them.

Alan: An added benefit of Foundations is that it will in many ways remove faculty from the role of being the Sage on the Stage, the dispenser of information, the authority in the class, and become a learner again. As faculty work together to develop courses, many of which will be interdisciplinary in nature (especially in the sciences), faculty will need to learn from one another. And when we teach about areas that fall outside of our specific areas of expertise, as interdisciplinary courses force us to do, we will need to seek for an increased measure of the Spirit and its influence in our teaching and in our lives. So, the Foundations program is much more about personal development and mutual support and collaboration than it is about amassing huge amounts of information that is often forgotten after a final exam.

Rob: As we began this process, President Clark said something about the Spirit being able to work through councils, and he expressed confidence that the Spirit would inspire us. And as I say that, I don't mean to say that we have a testimony of the final proposal and that nobody should disagree with it. Yet, I was struck by the process—as we would reason with each other and how we would end up at the same kinds of places. It was an exhilarating process and that gives me a great deal of confidence going forth. Although there are a lot of challenges as we implement this, and undoubtedly some

tweaking and revising that will need to be done, I think this will be something great for our students.

The second thing that makes me the most excited is once in a while students will talk to me in my class about something they learned in another class. To me that's the hallmark of a great class when students are voluntarily saying, "Let me tell you about this case class that I've got. It's just great." I had a student recently invite me to come with her to the class she's so excited about it. With all due respect to my great professors at BYU where I was an undergraduate, I just don't know that I got anything out of my biology class but my wife. I have a great hope that we'll have many more classes, as part of our Foundations experience, that will excite students to talk with friends, parents, and classmates, and say "Let me tell you about this great class I had on volcanoes, tsunamis and earthquakes," or whatever else they might study.

Rick: There's true value in councils. As we debated the ideas, there were some concerns that appeared to be major problems, yet as we discussed and modified our direction, those concerns were resolved. Continued counseling together will be essential as we move forward.

Van: To alleviate concerns, I guess I would just say, and a lot of faculty will maybe say that it's not a valid point, but go forward with faith. I have tremendous faith in this institution and the Lord's hand in the institution. That as we work together and we discuss and we try to come to conclusions, my ideas may spawn other ideas. We may end up some place completely different, that isn't my idea, yet the discussion process gets us there. Having faith that this process is going to work; going forward and not being frozen by fear, but just saying, "Okay we're going to go forward." To me the exciting thing is our students are going to see faculty learning, and as students see the process take place in the faculty I think that will translate to those students, and I think it's an exciting prospect.

Joelle: As we were on the working committee, there were a couple of times when people said "How could we do all those essential skills? How can everybody do all those?" And David Peck just said, "We have a lot of good and smart people here. I have great faith in our faculty." Rather than being discouraged by what seems like a really daunting task, he was encouraged, thinking that we have great, brilliant people who wanted

to come here, who are skilled teachers, and who want to do something like this; thinking wow, won't it be exciting to see what happens, rather than thinking, this is a lot to do. I felt that was kind of inspiring—that we have faith, that we have confidence in each other and trust each other that we all want to do our best.

Alan: I hope that all BYU–Idaho faculty will come to see Foundations as one of the greatest learning and teaching opportunities that this institution offers. I also hope that we will have so many faculty interested in wanting to develop courses and teach in Foundations that we will not be able to accommodate everyone with those desires. That level of interest and enthusiasm will be picked up by the students and transform students' general education requirements from something to get out of the way into something that is memorable and living for the rest of our students' lives. ∞