



**UNIVERSITY SYSTEM OF GEORGIA**

# Momentum Through Onboarding New Faculty and Staff

Jeffery Galle, USG

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Jeffery Knighton, Gordon State College

Kenn Barron, Motivate Lab

# New Faculty and Staff

NFO and NSO: traditional programs

How can Momentum Year and Momentum Approach be central to NFO, NSO, and other programs that include new faculty and staff?



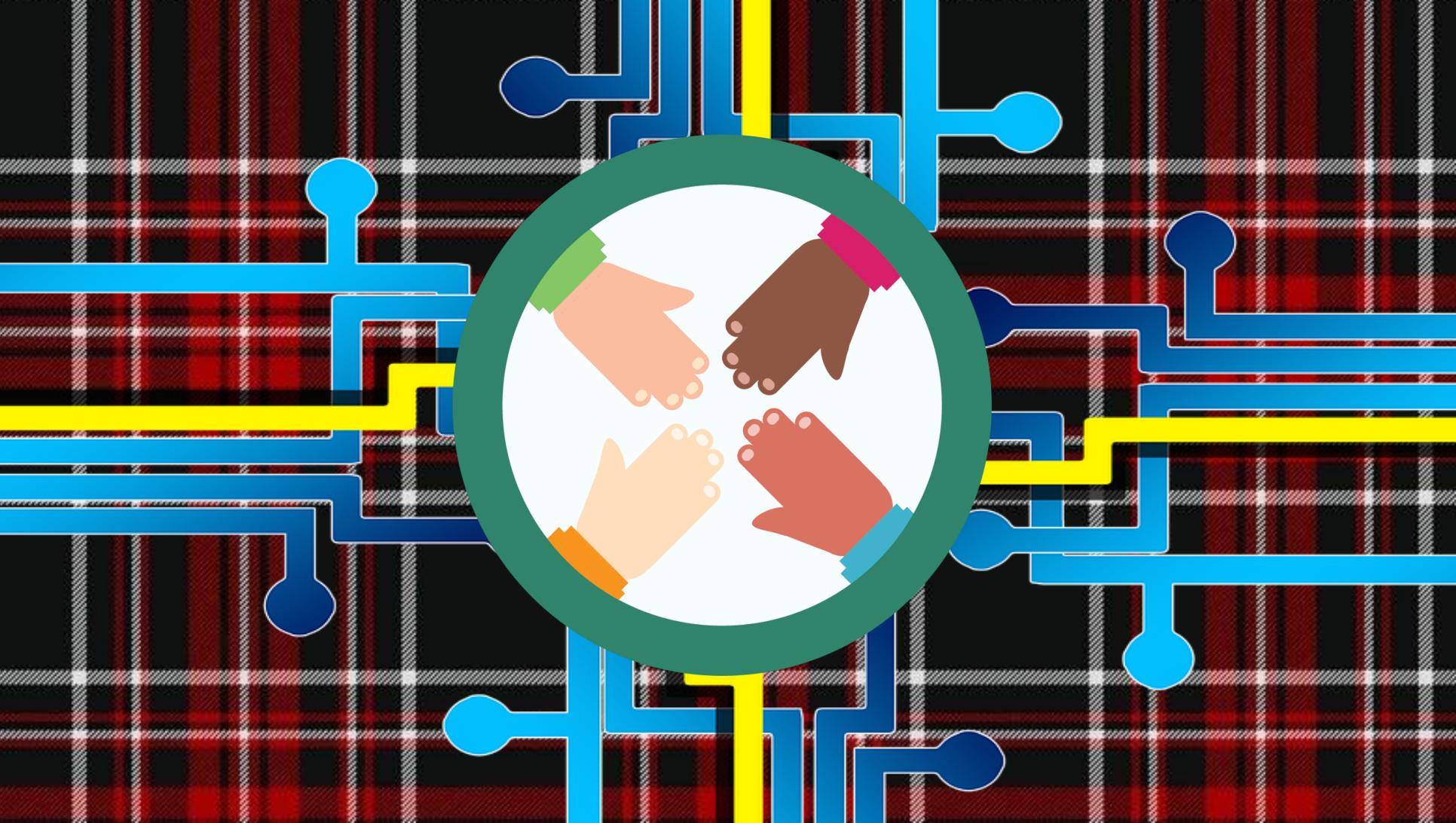
# Momentum At Gordon State



**Same  
old  
thinking**

**Same  
old  
results**





Momentum Approach



Highlander EDGE

# It's part of the plan

## STRATEGIC IMPERATIVES

To accomplish this vision, Gordon State College must:



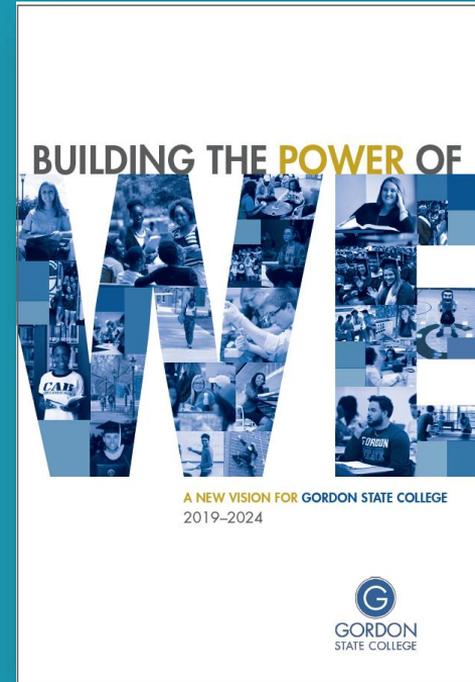
Establish a distinctive identity built on a collaborative campus culture supported by our institutional values



Promote student excellence throughout the academic journey



Strengthen community engagement and partnerships



Momentum



Application

Graduation

# THE HIGHLANDER EDGE



The Highlander Edge is the advantage that students will have for career success, enlightened living, and community leadership. Students with "the Edge" are:

Engaged Innovators

Dedicated Scholars

Gifted Communicators

Ethical Leaders

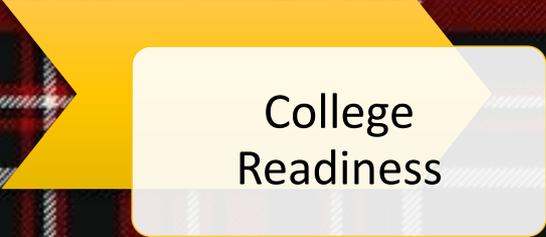
As engaged innovators, Highlanders have the ability to think critically and creatively, enabling them to tackle complex problems with confidence. As dedicated scholars, Highlanders have acquired not only the necessary knowledge and skills to be successful in their chosen careers, but also a commitment to life-long learning that transverses all aspects of their lives. As gifted communicators, Highlanders have a strong foundation in spoken and written communication as well as quantitative reasoning skills that enable them to share ideas with others effectively. And as ethical leaders, having gained a deep appreciation for local community service as well as global issues, Highlanders approach leadership with a respect for everyone involved in the process.

The Highlander Edge is also the ethos that drives all initiatives at Gordon State College. This philosophy undergirds all individual faculty and staff actions, program implementation, and strategic initiatives, permeating the entire college community.

**GORDON  
STATE COLLEGE**

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

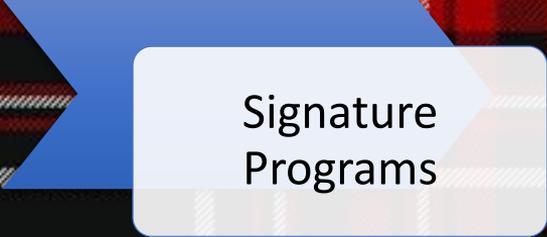
# E D G E



College  
Readiness



Momentum  
(Freshman) Year



Signature  
Programs



Campus Wide Initiatives

# Foundations for Student Success

## College Readiness

- Gordon Access Institute
- Fort Valley-Gordon Access Program
- Co-requisite remediation
- New Student Orientation
- Welcome Week & Convocation

## Campus Wide Initiatives

- Center for Excellence in Teaching and Learning
- Highlander Leadership Academy
- Faculty Fellows

## Momentum Year

- FIRE Course
- Always Alert
- Gordon First
- Supplemental Instruction
- Student Success Center-Walk In Tutoring
- Predictive Analytics
- Athletic Study Hall
- AiM (“A” in Math, in residence hall)

- Significant Service Opportunities
- Student Success Summit
- Teaching Matters Conference
- Career Services

## Significant Engagement

- Undergraduate Research
- International Learning Experiences
- Work-based Learning
- Service Learning

- Gateway to Completion
- Minority Advising Program
- Affordable Learning Georgia
- Academic Town Hall Meetings

## Gordon State College



### 4<sup>th</sup> Annual Student Success Summit "Keeping the Momentum Going"

August 13, 2019  
Barnesville, Georgia



## Keynote Speaker – Jonathan Watts Hull

**Jonathan Watts Hull** is Director for Student Success in the Office of Academic Affairs and Policy at the Board of Regents University System of Georgia (USG). In this role he has primary responsibility for the implementation, evaluation, and monitoring of student success and completion activities across the 26 institutions of the University System. During his tenure at the USG, he has overseen the annual reporting of campus activities related to Complete College Georgia, developed the framework for campus implementation of the Momentum Year and Transition Improvement Plans, and worked closely with faculty, staff and administrators in the implementation of corequisite learning support, 15-to-Finish, math pathways, program maps, and focus areas. In addition to his duties at the System Office, he is an instructor in the Andrew Young School of Policy Studies at Georgia State University.

Prior to joining the USG, Jonathan spent 16 years at the Southern Legislative Conference, a non-partisan, non-profit research group serving state government, where he was Senior Policy Manager with responsibility for policy analysis and development in the areas of education, agriculture and rural development. He has served two tours with the U.S. Peace Corps in East Africa (Tanzania 89-91; Uganda 95-97) and has also worked at National Public Radio in Washington, D.C. and at the University Musical Society, a performing arts presenter, in Ann Arbor, Michigan. Jonathan holds bachelor's degrees from the University of Virginia in English and Religious Studies, and a Master's of Public Policy from Georgia State University.

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# New Faculty Orientation



# CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

## Fall 2019 Face-to-Face Professional Development Opportunities

### August

8<sup>th</sup>-9<sup>th</sup>, all day

New Faculty Orientation

14<sup>th</sup>, 5:00-8:00

Part Time Faculty Welcome

28<sup>th</sup>, 3:30-4:20,  
IC 112

Perspectives on Plagiarism  
encore Panel

### September

4<sup>th</sup> 3:30-4:20,

IC 112

Chancellor's Learning Scholars Community Kickoff

23<sup>rd</sup>, 3:30-4:20,

IC 112

One Step at a Time: Using the Inverted Triangle Model to Build

Technology-Enhanced Courses—

### October

2<sup>nd</sup>, 3:30-4:20,

IC 112

**TiLTed!**

A Special CETL Workshop on Transparency in Learning and Teaching led by visiting speaker Denise Domizi

30<sup>th</sup>, 3:30-4:20,  
IC 112

Highlander Training:  
Petitions and Advising FAQs Answered!

### November

11<sup>th</sup>, 3:30-4:20,

IC 112

Highlander Training:  
Highlander Registration Tips & Tricks!

20<sup>th</sup>, 3:30-4:20,  
CETL House

CETL House Stroll & Learn

### December

9<sup>th</sup>, 4:30-5:30,  
CETL House

A CETL Holiday House Celebration



# CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

## Spring 2020 Face-to-Face Professional Development Opportunities

**February**

**January**

6<sup>th</sup>, 12:00-1:00,  
IC 112

Relational  
Pedagogy

5<sup>th</sup>, 3:30-4:20, IC  
112

Preparing  
Students to Lose  
Their Jobs—and  
Faculty to Keep  
Theirs”  
Academic  
Mindset Beyond  
the Classroom

19<sup>th</sup>, 3:30-4:20,  
IC 112

Impact Bias and  
Championing  
Diversity

**March**

12<sup>th</sup>-13<sup>th</sup>, all  
day

**18<sup>th</sup> Annual  
Teaching  
Matters  
Conference**

The Inclusive  
Academic:  
Strategies for  
Maintaining  
Balance in a  
Changing  
Academic World

25<sup>th</sup>, 3:30-4:20,  
IC 112

Analogy-  
Enhanced  
Pedagogy: Class  
Activities to

**April**

8<sup>th</sup>, 3:30-4:20,  
IC 112

Relational  
Pedagogy Revisit

17<sup>th</sup>, 3:30-4:20,  
CETL House

Undergraduate  
Research  
Symposium

22<sup>nd</sup>, 3:30-4:20,  
IC 112

URS: The ReVisit

**May**

4<sup>th</sup>, 4:30-5:30, FA  
Aud.

 **The Edge  
AWARDS**



G  
GORDON

## USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic Mindset

Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus

Complete initial *English* and *MaTh*

## USG Momentum Approach

Deepening *purposeful* choices

Cultivating *productive* Academic Mindsets

Maintaining *full* momentum along a *Clear Pathway*

Heightening academic engagement

Completing critical milestones



**Motivate Lab**

Creating Productive  
**Faculty** Mindsets and  
Motivation in USG

*Dr. Kenn Barron*

*USG Momentum Summit III*

1)

What have been the top 1 or 2 challenges you've faced motivating faculty on your campus to engage in momentum work?

2)

What are 1 or 2 motivational strategies you've tried to motivate faculty?

3)

Do you currently use a theory of mindsets (or motivation) to help understand faculty challenges and plan better strategies? If yes, can you provide the name for it?

**Can we share  
some of your  
major challenges  
motivating  
faculty?**



**Examples:**

**a) -**

1)

What have been the top 1 or 2 challenges you've faced motivating faculty on your campus to engage in momentum work?

2)

What are 1 or 2 strategies you've tried to motivate faculty?

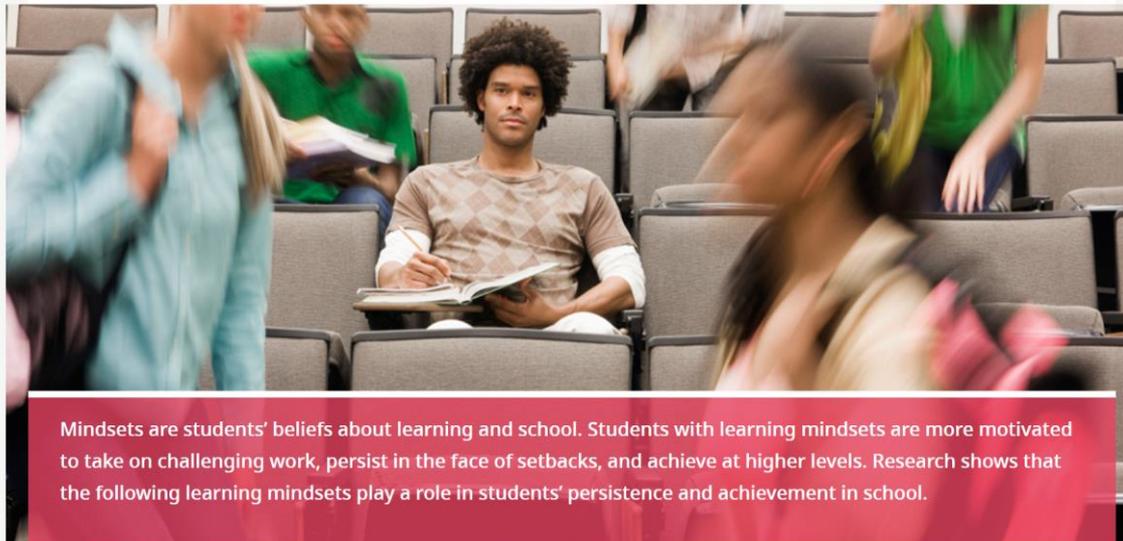
3)

Do you currently use a theory of mindsets (or motivation) to help understand faculty challenges and plan better strategies? If yes, can you provide the name for it?

**Can we share  
some of your  
theories of  
mindsets (and  
motivation)?**



## LEARNING MINDSETS



Mindsets are students' beliefs about learning and school. Students with learning mindsets are more motivated to take on challenging work, persist in the face of setbacks, and achieve at higher levels. Research shows that the following learning mindsets play a role in students' persistence and achievement in school.

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- **Growth Mindset:** The belief that intelligence can be developed
- **Belonging:** The belief that one is respected and valued by teachers and peers, and fits in culturally in one's learning environment
- **Purpose & Relevance:** The belief that one's schoolwork is valuable because it is personally relevant and/or connected to a larger purpose

# Examples of Learning Mindsets



# Mindset GPS

## Growth Mindset



## Purpose &



## Social Belonging



# Mindset GPS

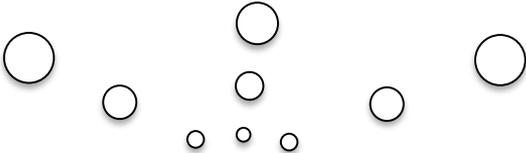
## Growth Mindset



## Purpose &



## Social Belonging



# Mindset GPS

## Growth Mindset



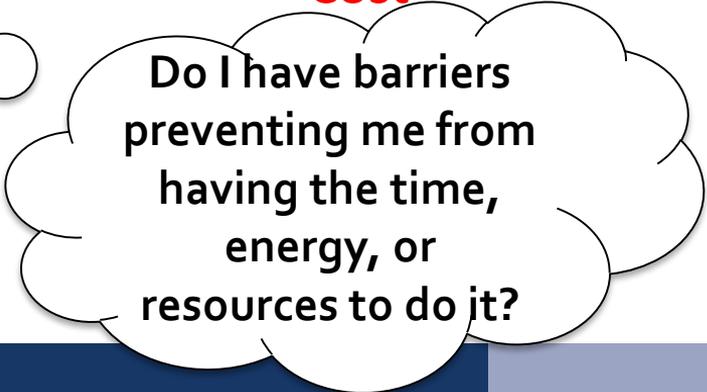
## Purpose &



## Social Belonging



## Cost



# In Short, Faculty Mindsets Matter!

**1) Faculty mindsets matter for faculty's own motivation and success**

**\*\*But wait there's more\*\***

**2) Faculty mindsets matter for students' motivation and success in our coursework**

**3) Student perceptions of faculty mindsets matter for their motivation and success**

# Faculty Mindsets

SCIENCE ADVANCES | RESEARCH ARTICLE

## SCIENTIFIC COMMUNITY

### STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes

Elizabeth A. Canning\*, Katherine Muenks<sup>†</sup>, Doralinne J. Green, **Mary C. Murphy\***

An important goal of the scientific community is broadening the achievement and participation of racial minorities in STEM fields. Yet, professors' beliefs about the fixedness of ability may be an unwitting and overlooked barrier for stigmatized students. Results from a longitudinal university-wide sample (150 STEM professors and more than 15,000 students) revealed that the racial achievement gaps in courses taught by more fixed mindset faculty were twice as large as the achievement gaps in courses taught by more growth mindset faculty. Course evaluations revealed that students were demotivated and had more negative experiences in classes taught by fixed (versus growth) mindset faculty. Faculty mindset beliefs predicted student achievement and motivation above and beyond any other faculty characteristic, including their gender, race/ethnicity, age, teaching experience, or tenure status. These findings suggest that faculty mindset beliefs have important implications for the classroom experiences and achievement of underrepresented minority students in STEM.

#### INTRODUCTION

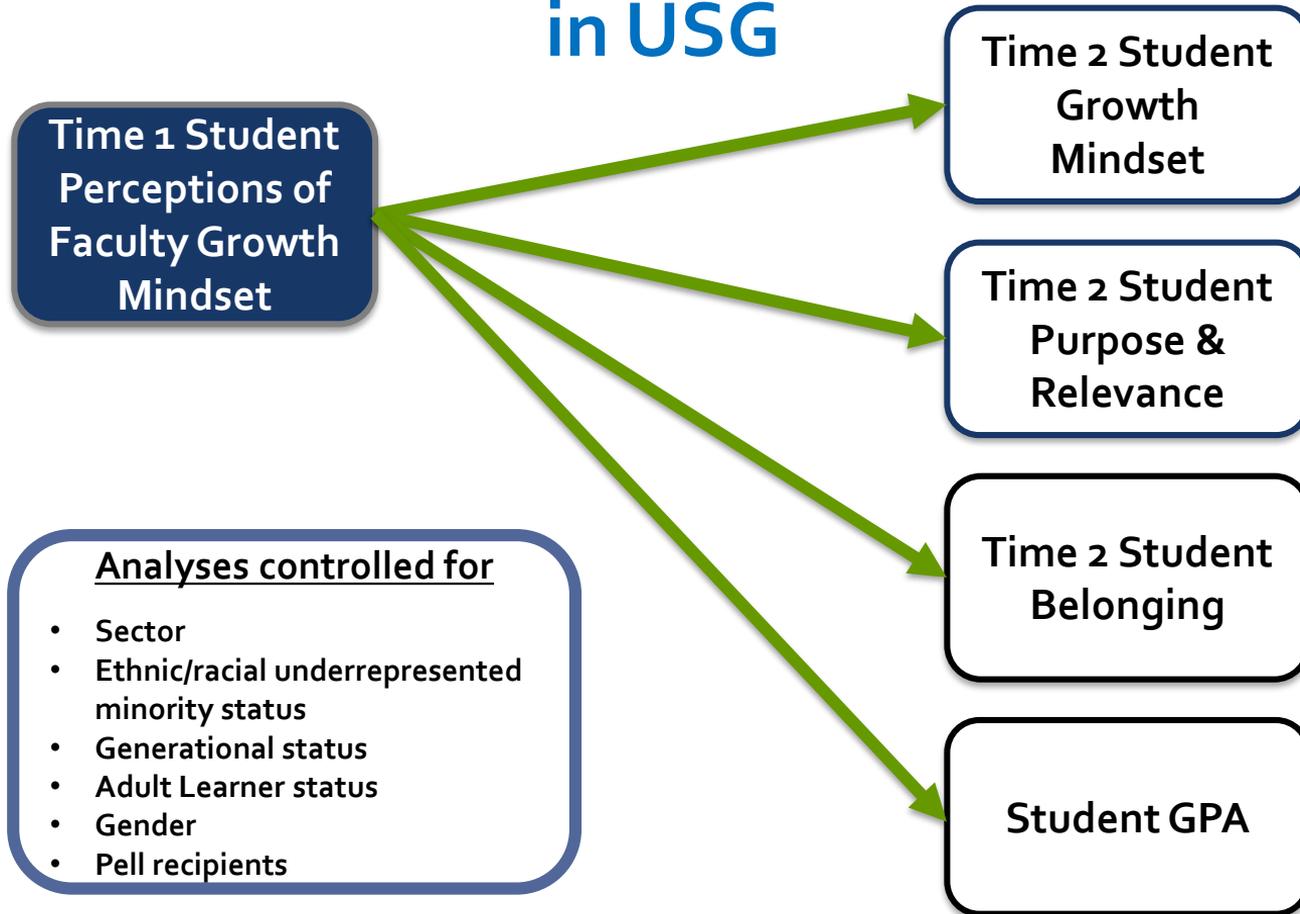
Despite decades of research and millions of dollars in federal funding aimed to understand and ameliorate the underrepresentation of diverse individuals in the STEM (science, technology, engineering, and mathematics) pipeline, Black, Latino, and Native American students [underrepresented racial/ethnic minorities (URM)] continue to underperform academically relative to their White peers (1). While these racial achievement gaps are determined by multiple (e.g., economic and structural) factors, they may be exacerbated by subtle situational cues from

Faculty who endorse fixed mindset beliefs think that some students have strong, innate intellectual abilities, while others do not. Which students might those be? Pervasive cultural stereotypes suggest that White and Asian students are more naturally gifted in STEM than Black, Latino, and Native American students. Because these American cultural stereotypes impugn the intellectual abilities of URM students, we predicted that faculty who endorse fixed mindset beliefs may be particularly demotivating to URM students, resulting in lower performance among URM students in courses taught by

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# Student Perceptions of Faculty Mindset in USG



## A Quote from Your Colleague

“I gained a wealth of knowledge regarding growth and fixed mindsets from the readings and discussion of our Faculty Learning Community this year. **I have examined myself as a faculty member, and I recognized that change must first begin with the professor.** Therefore, my plan this Fall is to promote a growth mindset by being a growth mindset professor.”

# Questions/Comments/Reactions?



# Can We Collect Your Cards?

4)

← Any final questions or comments you'd like to share?