Momentum Through Onboarding
New Faculty and Staff

Jeffery Galle, USG
Anna Higgins-Harrell, Gordon State College
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
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 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.
# Foundations for Student Success

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

**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)

**Campus Wide Initiatives**
- Center for Excellence in Teaching and Learning
- Highlander Leadership Academy
- Faculty Fellows

**Significant Service Opportunities**
- 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**
- Gateway to Completion
- Minority Advising Program
- Affordable Learning Georgia
- Academic Town Hall Meetings
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.
## 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 Engagement
- Undergraduate Research
- International Learning Experiences
- Work-based Learning
- Service Learning

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

### Gateway to Completion
- Minority Advising Program
- Affordable Learning Georgia
- Academic Town Hall Meetings
CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Fall 2019 Face-to-Face Professional Development Opportunities

August

New Faculty Orientation
14th, 5:00-8:00
Part Time Faculty Welcome
28th, 3:30-4:20
Perspectives on Plagiarism
23rd, 3:30-4:20

September

IC 112
Chancellor’s Learning Scholars Community Kickoff
4th, 3:30-4:20

IC 112
One Step at a Time: Using the Inverted Triangle Model to Build Technology-Enhanced Courses—encore Panel
28th, 3:30-4:20

October

IC 112
TiLTed!
A Special CETL Workshop on Transparency in Learning and Teaching led by visiting speaker Denise Domizi
11th, 3:30-4:20

November

IC 112
Highlander Training: Highlander Registration Tips & Tricks!
30th, 3:30-4:20

December

11th, 3:30-4:20

CETL House Stroll & Learn
9th, 4:30-5:30

A CETL Holiday House Celebration
30th, 3:30-4:20
### Spring 2020 Face-to-Face Professional Development Opportunities

**January**
- 6th, 12:00-1:00, IC 112
  - Relational Pedagogy

**February**
- 5th, 3:30-4:20, IC 112
  - Preparing Students to Lose Their Jobs—and Faculty to Keep Theirs”
  - Academic Mindset Beyond the Classroom
- 19th, 3:30-4:20, IC 112
  - Impact Bias and Championing Diversity

**March**
- 12th-13th, all day
  - 18th Annual Teaching Matters Conference
  - The Inclusive Academic: Strategies for Maintaining Balance in a Changing Academic World
- 17th, 3:30-4:20, CETL House
  - Undergraduate Research Symposium

**April**
- 8th, 3:30-4:20, IC 112
  - Relational Pedagogy Revisit
- 25th, 3:30-4:20, IC 112
  - Analogy-Enhanced Pedagogy: Class Activities to Engage Students

**May**
- 4th, 4:30-5:30, FA Aud.
  - The Edge Awards

---

**CENTER FOR EXCELLENCE IN TEACHING AND LEARNING**
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 are 1 or 2 strategies you’ve tried to motivate faculty?

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

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)?
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.

- **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

Can I do this?

Do I want to do this?

Do I belong here?
Growth Mindset

Can I do this?

Purpose & Relevance

Do I want to do this?

Social Belonging

Do I belong here?
Mindset GPS

Growth Mindset
- Can I do this?

Purpose &
- Do I want to do this?

Social Belonging
- Do I belong here?

Faculty/Staff/Admin
Growth Mindset

Can I do this?

Purpose & Relevance

Do I want to do this?

Social Belonging

Do I belong here?

Cost

Do I have barriers preventing me from having the time, energy, or resources to do it?

Faculty/Staff/Admin
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

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 predict 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 faculty who endorse fixed mindset beliefs.
Student Perceptions of Faculty Mindset in USG

Time 1 Student Perceptions of Faculty Growth Mindset

Analyses controlled for
- Sector
- Ethnic/racial underrepresented minority status
- Generational status
- Adult Learner status
- Gender
- Pell recipients

Time 2 Student Growth Mindset

Time 2 Student Purpose & Relevance

Time 2 Student Belonging

Student GPA
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?