

## Foreword

### From Momentum Year to a Momentum Approach: Innovation at the Course Level

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When we initiated the Momentum Year program in the University System of Georgia two years ago, the focus was to introduce and scale up across USG institutions a set of elements that the data show correlate with student success.

In the fall of 2017, we introduced elements of the 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 area
- Completing initial English and Math

In 2018, each USG institution developed a campus Momentum plan that enacted these elements within the institution. Significant changes in the way that advising and co-requisite instruction occur have emerged from the impetus of Momentum. Additionally, the centrality of mindset to student success is a topic now being deeply explored across multiple USG projects.

In 2019 and beyond, the reach and impact of Momentum design will be felt across the undergraduate experience, forming what we can now confidently name the Momentum Approach. Considerations of breadth across the years of the undergraduate experience is one way to extend the Momentum Year to Momentum Approach, and depth is a second way, as students can experience a new approach within every course across the undergraduate curriculum. To enhance student engagement, learning, and success, faculty teaching individual courses have already set about applying the student lens to course, unit, and assignment design.

This book, Volume 1 of *Engaged Student Learning*, emerges from our traditional Regents Awards for Excellence in Teaching. The authors are faculty nominated by their institutions for teaching innovation and excellence, and a portfolio of their work has already been considered in the annual Regents Awards process. Now, our Office of Faculty Development has created a publication whereby the nominated faculty are invited to submit a brief essay on a best practice that has led to greater student learning and success. This peer-reviewed publication connects individual course innovations to the larger Momentum Approach design and offers faculty one forum to display their best student success pedagogies and course activities.



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