Gardner Institute

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University System of Georgia Momentum Year Gateways To Completion, G2C, ADVANTAGES FOR THE ACADEMIC DEPARTMENTS AND THEIR FACULTY**

****As presented at the semi-annual USG G2C Meeting in Macon, October 17, 2018, by John Gardner, Chair and CEO of the John N. Gardner Institute for Excellence in Undergraduate Education, the USG partner in this work.*

*G2C is primarily an academic process designed to improve student learning, success, and persistence and hence can rightfully be described as a student-centered body of work, all part of the Momentum Year new paradigm. However, G2C can also be accurately described as an investment by the USG System and its campuses in the academic departments and especially the faculty.

*G2C is designed to intentionally bring significant advantages to academic departments and faculty.

*G2C is a comprehensive faculty development, faculty-centered, faculty-driven, process.

*G2C is based on the recognition that any university's most important resource is its faculty and that the faculty's on-going development and welfare must be continuously supported through intentional investment.

G2C thus demonstrates to the faculty that the USG System and campus leadership is paying more attention, significance, and resource contribution to the basic business of academic departments: the delivery of the Core instructional foundation.

G2C is intentionally designed to promote and sustain collegiality between: faculty members within and across disciplines; academic departments; faculty and their academic administrative colleagues; faculty and student affairs/student success staff and other key staff, all of whom support the academic mission of the institution. This collegiality arises out of the extensive interactions necessary to accomplish intensive self-studies of high failure rate courses and then their redesign.

G2C is intentionally designed to promote interdisciplinary dialogue and curricular innovation and improvements. The G2C process includes a specific synthesis process which helps foster more interdisciplinary collaboration. It is already clear that there is a powerful emphasis in funded research and external support through interdisciplinary boundary spanning partnerships.

G2C brings together newer, untenured faculty with more senior and tenured faculty, which facilitates sharing/information exchange and mentoring around new pedagogies and ways of working with today's students.

G2C's resulting redesigned courses can be even more successful in helping departments recruit more students to take more courses in those departments after an engaging and successful gateway course experience.

G2C's redesigned courses may also be even more able to influence students' selections of majors in fields which some of them may not have previously considered because of a transformative experience in a purposefully redesigned gateway course.

G2C is a process which provides for the academic department an experimental context and laboratory to test out in a relatively risk free or reduced context new approaches to course design and pedagogies. If successful, the G2C experiment can be spun off, applied to other departmental courses, and institutionalized, all under faculty control and guidance.

G2C's processes lead to the discovery and demand for new forms of faculty development support from both campus CETL Centers and also from the University System.

G2C's examination of all the factors that contribute to successful course outcomes can contribute to ongoing examination of the procedures and policies relating to the faculty rewards system, including merit compensation, promotion and tenure.

G2C provides a process for academic departments to increase interaction between its full-time faculty and adjunct faculty. G2C can embrace the contributions of adjuncts and incorporate their input; and provide more structure for adjuncts to teach gateway courses in ways that are more consistent with the full-time tenure track and tenured faculty.

G2C's processes and intensive interactions with faculty and staff invite the academic department to be even more student-centered. In addition to the more common focus on student deficiencies, now the departments are also paying more intention to their roles and responsibilities for student learning. It's not just what the students do or don't do, it is what WE do! This is the direct opposite of what could be described as blaming the students for underperforming outcomes.

G2C's rigorous self-studies of key performance indicators within gateway courses are catalysts for increasing the engagement of academic departments and their faculty with other key components of the university student experience: orientation and onboarding activities at both the campus and the department levels; academic advising; academic support; academic and administrative policies and requirements.

G2C's high failure rate course redesign processes are ideal candidates for inclusion as components of SAC's QEP proposals. This can be a huge incentive for campuses to invest more/pay more attention to academic departments which can play such a vital role in meeting accreditation standards.

G2C's synthesis and cross course reporting components provide the opportunity for academic departments to come together to seek senior campus administrative actions that will improve institution wide processes that impact all departments, such as: orientation, academic advising, academic support, registration, financial aid and scholarships, placement testing, counseling, student success coaching, and more.

G2C's extensive range of activities across the entire University System produce a cadre of faculty testing out innovative strategies to improve student performance and who can serve as national exemplars for these challenges being faced across the country.

G2C provides a tangible vehicle for academic departments to be highly engaged in and important to the overall success of the University System's Momentum Year new paradigm for undergraduate education.

G2C provides an important opportunity to close the attainment gaps in student learning and success as a function of the ethnic, racial, gender and socio-economic differences in our students' characteristics. Hence, G2C seeks to advance the cause of social justice for all students.