

Foreword

Replications of Student Success across the USG

The focus on the success of students through the principles of the Momentum Year and the Momentum Approach has brought about a number of innovations in how we structure and offer co-requisite learning, advise our students, and positively engage student mindset, for several examples.

Good ideas also tend to encourage applications of them in other contexts. When we began our Momentum Year work together, it was organized around specific design principles. But the student success lens that is the foundation of our Momentum program, invites similar innovation in the many settings across of the USG. The excellent work that is being done by many people across many divisions of our campuses work together to create and ensure success for each of the students at our institutions of higher education. With the success of our students as our topmost aim, we are enjoying growth in the Affordable Learning Georgia OER program, the establishment of nexus degrees, and even utilizing the connections between financial aid and student success.

National sponsors have noted the multifaceted approach that is used to achieve student success in Georgia, and our programs garner not only attention but also much-needed funding to advance our innovative thinking. I am confident that we will find new ways to strengthen our work, even through the many pressing challenges brought by the current pandemic.

The current volume, Volume 2 of *Engaged Student Learning*, contains a number of excellent articles that embody the student success approach to learning. These authors are USG faculty who have been nominated for consideration for one of our USG Regents Teaching Awards, and, accordingly, their entire portfolio of work already has been acknowledged and appreciated. By inviting these nominated faculty to submit an essay on one of their best practices, our Office of Faculty Development has created a way for faculty across the USG and beyond to appreciate some of the best of their work.

In essence, this peer-reviewed publication connects individual course innovations to the larger Momentum Approach design and offers our excellent faculty an additional forum to display their best student success pedagogies and course activities.



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