



**Board of Trustees
Academic Affairs Committee
September 22, 2022, 1:45pm**

Discussion Item

AAC – 1 **Provost's Update**

Background Information

Provost Debbie Storrs will share an academic affairs update highlighting success, challenges, initiatives, and personnel updates.

Attachments:

- 1.1 Academic Affairs Update Presentation
- 1.2 Association of College and University Educators Information

A handwritten signature in dark ink that reads "Debbie Storrs".

Debbie Storrs
Provost & Executive Vice Chancellor

Academic Affairs Update

BOT Academic Affairs Committee
September 27, 2022

2021-22 Academic Affairs Success

- Professor Wade Maki, Chair of UNC Faculty Assembly
- Dr. Jeremy Rinker, Fulbright Award, 2022-23
- Dr. Edna Tan, 2022 American Educational Research Association Division K Book Award for “Innovations in Research on Equity and Social Justice in Teacher Education”
- Dr. Cerise L. Glenn, 2021 Outstanding Book Award from the Organization for the Study of Communication, Language, and Gender, “Womanist Ethical Rhetoric: A Call for Liberation and Social Justice in Turbulent Times.”
- Nursing faculty inducted into the American Academy of Nursing: Professors Laurie Kennedy-Malone, Kay Cowe, Kenneth Rempher
- 53 faculty promoted and/or tenured
- \$51 million in research expenditures
 - \$3.4 million NSF grant [Schug, Hamilton et al.] to better recruit and support underrepresented minorities in the fields of science, technology, engineering and math
- Midterm grade policy
- New policy on professional track faculty
- Enhanced use of early alerts (Starfish)
- Faculty Summer Reboot

The Shrinking of Higher Education

- National pattern
- System wide enrollment decline: -5,964 (compared to last year during first week of classes)
- UNCG enrollment brief: 17,978
- Retention brief: 77.5%

(Full enrollment presentation on UNCG with national presentation by EAB on 9/29)

THE CHRONICLE OF HIGHER EDUCATION



DISAPPEARING STUDENTS

By *Karin Fischer*

AUGUST 12, 2022

Nearly 1.3 million students have disappeared from American colleges during the Covid-19 pandemic, raising alarms that the enrollment emergency projected to arrive a few years from now is already here.

High-school seniors uninterested in studying online chose to defer. Working parents strained by the demands of full-time pandemic child care put their studies on hold. International students couldn't get visas. Those in majors with hands-on practicums or lab work found they couldn't register for courses required for their degrees.

2022-23 Initiatives

- Retention, retention, retention
- Supporting and investing in faculty pedagogy (ACUE)
- Academic advising collaborations
- ROI study (UNC Evaluation of University Programs)
- Open Space Technology Pilot - SOE
- Reaffirmation of accreditation processes underway
- Equity, diversity and inclusion
- KPIs and retention
- Teaching productivity dashboards
- Hiring pause & budget realities
- ITS service efficiencies

Talent Updates

Active searches:

- Dean of Libraries
- Dean of Graduate School
- Assistant Director of Diversity and Engagement

Transitions:

- Associate Vice Provost for Academic Affairs, Andrew Hamilton
- Associate Vice Provost for Student Success & Retention, Regina McCoy

Provost fellow:

- Connie Jones, Faculty & Staff Wellbeing
- Tracy Nichols, Faculty Development

New Faculty Hires:

- 51 new faculty colleagues



ACUE



**Discussion with
University of North Carolina Greensboro**
8/3/22



Our Mission

Student success and equity
through quality instruction

What Connects Student Success?



National Teaching Credential

Effective Teaching Practices Full Course



Endorsed by
ACE[®] American
Council on
Education[®]

Microcredential ACUE Certified Upon Completion of All Four



ACUE full and microcredential courses are available in two formats - featuring teaching best-practices in **classroom** or **online** modalities.

Microcredential For Faculty & Non-Instructional Staff





Strengthening Teaching Nationally

450+

Colleges, universities, and systems

26K

Engaged Faculty

2M

Students reached annually



● ACUE institutional and system partners



Stronger—more equitable—student outcomes



Economic Equity Achieved



Six-point completion gap eliminated between Pell-eligible and other students; annual 25% increases in completion, in research by CSU LA



TEXAS WOMAN'S
UNIVERSITY

Racial Equity Advanced



Course completion gap eliminated between Black/African American students and their peers, among 1,800 students across 113 courses

DELTA STATE
UNIVERSITY



Success Rates Improved



Success rates were higher and DFW rates lower across 314 classes, improving odds of graduation for 3% of student body



RUTGERS
UNIVERSITY | NEWARK

Diverse Achievement



Students earned more A, B, or C grades at nation's most diverse campus, in study of 4,554 students

NORTHERN
ARIZONA
UNIVERSITY



A "Gateway" Opened



Improved instruction and course re-design cut DFW rates by 50% in gateway biology, in research by NAU

Miami Dade
College



Grades & Engagement Up



GPA's improved 0.19 points to above 3.0 across 100 classes enrolling 6,100 students; Johns Hopkins research found stronger engagement

**When taught by ACUE instructors ...
Stronger outcomes in First-Year Gateway courses**

- ↑ 6.4% pt increase in passing rates
- ↓ 5.3% pt decrease in DFW rates
- ↓ 6% pt **greater impact** on DFW rates for Black students

Sustained improvement

- ↓ 3% pt decrease in DFW rates
- Higher GPAs by .06 points (on 4.0 Scale)

**Higher GPAs across all their courses if
taught by at least one ACUE instructor**

- ↑ Greater impact for passing and success among Black students

Higher Retention



First-Year student retention was **3.7 percentage points higher** among students taught by ACUE faculty.

80 additional students remained enrolled.

Case Study

A comparative analysis of 98,000+ course outcomes, among students taught by ACUE Certified faculty found:

Equity achieved by income

Gap in passing rates eliminated and larger effect seen on course completion rates for Pell-eligible students

Equity achieved by race

Gap in course completion closed and gap in passing rates nearly cut nearly in half for Black students

Passing and completion rates improved

Stronger student outcomes in semesters after faculty earned ACUE credential and while earning credential



**BROWARD
COLLEGE**

282

Additional students completed courses when taught by ACUE-credentialed faculty than would have otherwise.

435

Additional students passed when taught by ACUE-credentialed faculty than would have otherwise.

Delivering Value: Calculating ROI

2017/2018 (2 cohorts)

207

More Students
Completed

= **\$292,905***

Retained Tuition

2018/2019 (3 cohorts)

282

More Students
Completed

= **\$399,031***

Retained Tuition

*Based on \$2,830 in-state tuition rate
and the assumption that 50% of these students are more likely to be retained

Particular Benefit for Historically Underserved Subgroups of Students

- **Hispanic male students**
 - Stronger outcomes for course passing compared to Hispanic male students taught by non-ACUE faculty
- **Black female students**
 - Stronger outcomes for course completion and passing compared to Black female students taught by non-ACUE faculty

48

Additional Hispanic male students passed courses when taught by ACUE-credentialed faculty than would have otherwise.

67

Additional Black female students completed courses when taught by ACUE-credentialed faculty than would have otherwise.

119

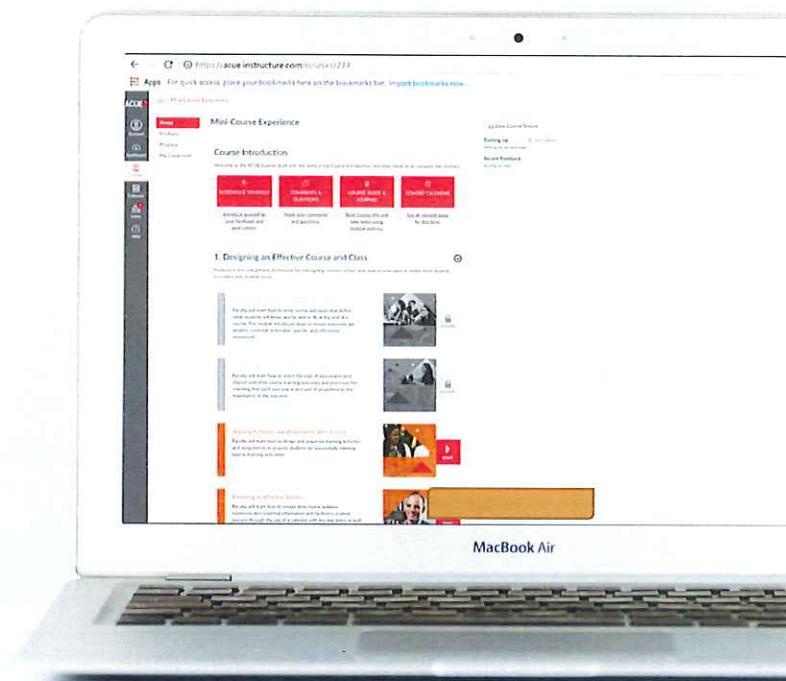
Additional Black female students passed courses when taught by ACUE-credentialed faculty than would have otherwise.



Scalable, Digital Programs & Pathways

Course design and approach:

- Full & Microcredentials
- High-quality, video-rich build
- Includes resources and instructional toolkits
- Collaborative cohort structure
- Facilitated and supported
- **Implementation, reflection, refinement**
- Evaluated by ACUE national readers



What's different about ACUE?

Our programs focus on implementation.

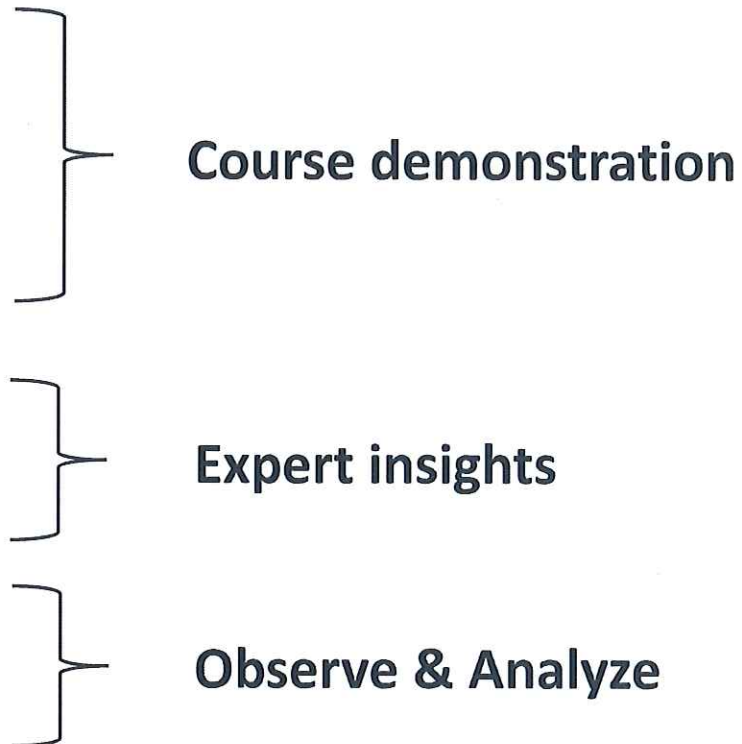


Course Learning Design

Instructors said they wanted to:

- ✓ **see the practices** being used in authentic settings
- ✓ **hear directly from instructors** using the practices and **from their students**
- ✓ **learn from the experts** who wrote about and did research on the practices
- ✓ **collaborate** with their colleagues

ACUE Module Components:



Effective Practice Framework[®]

1

Designing Learner-Centered & Equitable Courses

- Ensuring Learner-Centered Course Outcomes *
- Designing Aligned Assessments and Assignments *
- Aligning Learning Experiences with Course Outcomes *
- Preparing an Inclusive Syllabus *

2

Establishing a Productive Learning Environment

- Leading a Productive First Day *
- Promoting a Civil Learning Environment *
- Motivating Your Students *
- Ensuring Access to Equitable Learning *
- Helping Students Persist in Their Studies *
- Embracing Diversity in Your Learning Environment *

3

Using Active Learning Strategies

- Using Groups to Ensure Active Learning *
- Using the Active Learning Cycle
- Developing Effective Class Sessions and Lectures *
- Planning Effective Discussions *
- Facilitating Engaging Discussions *

4

Promoting Higher Order Thinking

- Providing Clear Directions and Explanations *
- Using Concept Maps and Other Visualization Tools
- Teaching Powerful Note-Taking Skills
- Using Advanced Questioning
- Developing Self-Directed Learners *

5

Assessing to Inform Instruction & Promote Learning

- Developing Equitable Grading Practices *
- Creating Equity with Checklists and Rubrics *
- Providing Useful Feedback
- Checking for Student Understanding
- Using Student Data and Feedback to Improve Your Teaching *

* = Inclusive Practices

Effective Practice Framework[®]

1

Designing an Effective Course

- Establishing Powerful Learning Outcomes*
- Aligning Assessments with Course Outcomes*
- Aligning Activities and Assignments with Course Outcomes*
- Preparing an Inclusive Syllabus*

2

Establishing a Productive Learning Environment

- Welcoming Students to Online Learning*
- Promoting Civil Online Learning Environments*
- Motivating Students Online*
- Ensuring Access to Equitable Online Learning*
- Helping Students Persist in Online Learning*
- Embracing Diversity in Your Online Learning Environment*

3

Using Active Learning Strategies

- Using Groups to Ensure Active Online Learning*
- Using the Active Learning Cycle in Online Courses
- Developing Effective Modules and Microlectures*
- Planning Effective Online Discussions*
- Facilitating Engaging Online Discussions*

4

Promoting Higher Order Thinking

- Providing Clear Directions and Explanations in Online Courses*
- Integrating Visualization Tools in Online Courses
- Teaching Powerful Note-Taking Online
- Using Advanced Questioning in Online Courses
- Developing Self-Directed Online Learners *

5

Assessing to Inform Instruction & Promote Learning

- Developing Equitable Grading Practices*
- Creating Equity with Rubrics and Checklists*
- Providing Useful Feedback for Online Learning
- Checking for Student Understanding in Online Learning
- Using Student Data and Feedback to Improve Your Online Teaching*

* = Inclusive Practices

Stackable Microcredentials

Effective Teaching Practices

1

Creating an Inclusive and Supportive Learning Environment

- Leading the First Day of Class
- Promoting a Civil Learning Environment
- Engaging Underprepared Students
- Helping Students Persist in Their Studies
- Embracing Diversity in Your Classroom
- Checking for Student Understanding
- Providing Useful Feedback

2

Promoting Active Learning

- Developing Effective Class Sessions and Lectures
- Teaching Powerful Note-Taking Skills
- Using Groups to Ensure Active Learning
- Using the Active Learning Cycle
- Planning Effective Class Discussions
- Facilitating Engaging Class Discussions

3

Inspiring Inquiry and Preparing Lifelong Learners

- Motivating Your Students
- Providing Clear Directions and Explanations
- Using Concept Maps and Other Visualization Tools
- Using Student Achievement and Feedback to Improve Your Teaching
- Using Advanced Questioning Techniques
- Developing Self-Directed Learners

4

Designing Learner-Centered & Equitable Courses

- Ensuring Learner-Centered Course Outcomes
- Designing Aligned Assessments and Assignments
- Aligning Learning Experiences with Course Outcomes
- Creating Equity with Checklists and Rubrics
- Developing Equitable Grading Practices
- Preparing an Inclusive Syllabus

Stackable Microcredentials

Effective Online Teaching Practices

1

Creating an Inclusive and Supportive Online Learning Environment

- Welcoming Students to Online Learning
- Promoting Civil Online Learning Environments
- Engaging Underprepared Students in Online Learning
- Helping Students Persist in Online Learning
- Embracing Diversity in Online Learning
- Checking for Student Understanding in Online Learning
- Providing Useful Feedback for Online Learning

2

Promoting Active Learning Online

- Developing Effective Modules and Microlectures
- Teaching Powerful Note-Taking Online
- Using Groups to Ensure Active Online Learning
- Using the Active Learning Cycle in Online Courses
- Planning Effective Online Discussions
- Facilitating Engaging Online Discussions

3

Inspiring Inquiry and Preparing Lifelong Learning in Your Online Course

- Motivating Students Online
- Providing Clear Directions and Explanations in Online Courses
- Integrating Visualization Tools in Online Courses
- Using Data and Feedback to Improve Online Teaching
- Using Advanced Questioning in Online Courses
- Developing Self-Directed Online Learners

4

Designing Learner-Centered & Equitable Courses

- Ensuring Learner-Centered Course Outcomes
- Designing Aligned Assessments and Assignments
- Aligning Learning Experiences with Course Outcomes
- Creating Equity with Checklists and Rubrics
- Developing Equitable Grading Practices
- Preparing an Inclusive Syllabus

Fostering a Culture of Belonging (FCB)

- 1 **Managing the Impact of Biases**
- 2 **Reducing Microaggressions**
- 3 **Addressing Imposter Phenomenon and Stereotype Threat**
- 4 **Cultivating an Inclusive Environment**



Fostering a Culture of Belonging (FCB)



About

- Fully online and asynchronous
- 4 modules
- Course is designed to be completed in 8 weeks (2 weeks per module)



Pathways

- Path 1: Faculty
- Path 2: Non-Instructional Staff

Non-instructional staff includes Deans, Security, Admissions, Academic Advising, Residential Life, Talent Acquisition and others



Modules

1. Managing the Impact of Biases
2. Reducing Microaggressions
3. Addressing Imposter Phenomenon and Stereotype Threat
4. Cultivating an Inclusive Environment

Evaluation Framework: Partner Reporting

Included with all full
and microcredential
courses.

Level

1

Faculty Engagement

Relevance, usefulness and changes in confidence

Level

2

Faculty Learning

Learning about recommended teaching practices

Level

3

Faculty Implementation

Use of recommended teaching practices

Level

4

Student Engagement

Motivation, engagement, experiencing recommended approaches

Level

5

Student Outcomes

Course completion, grades, other learning indicators

Level

6

Institutional Outcomes

Retention and graduation

Scale for
measurable
impact



451
MICROCREDENTIALS



3,222
BADGES AWARDED



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Microcredential Course in Creating an Inclusive and Supportive Online Learning Environment

Summary Report, Impact Levels 1-3
Cohorts A - R

GENERATION DATE:
December 17, 2020

COHORT CODES:
NCCCS_LE-A_Fa20 (Cohorts A-R)

ABOUT ACUE

The Association of College and University Educators (ACUE) believes that all college students deserve an extraordinary education and that faculty members play a critical role in their success. In partnership with institutions of higher education nationwide, ACUE supports and credentials faculty members in the use of evidence-based teaching practices that drive student engagement, retention, and learning. Faculty members who complete ACUE courses earn certificates in effective college instruction endorsed by the American Council on Education. ACUE's Community of Professional Practice connects college educators from across the country through member forums, podcasts, and updates on the latest developments in the scholarship of teaching and learning. To learn more, visit acue.org.

METHODOLOGY

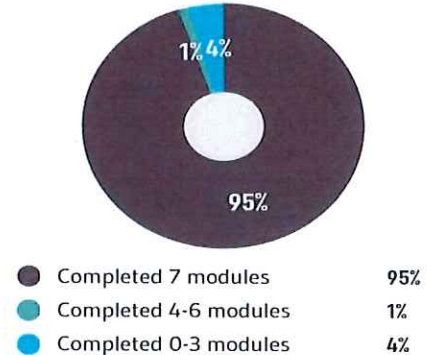
ACUE's six-level evaluation approach is grounded in the industry training model of Kirkpatrick and Kirkpatrick (2007) and informed by Guskey's (2000) and Hines's (2011) application to educational settings. The six levels are (1) faculty engagement, (2) faculty learning, (3) faculty implementation, (4) student engagement, (5) course-level student outcomes, and (6) institutional outcomes.

Included in this report are metrics for the first three levels: faculty engagement, faculty learning, and faculty implementation of evidence-based practices. Within ACUE's courses, participating faculty members are surveyed, in real time, about the usefulness and relevance of course content and which of the recommended techniques they learned or learned more about. In addition, faculty taking one of ACUE's courses report the teaching practices used via survey and submit a written reflection detailing the technique that was implemented.

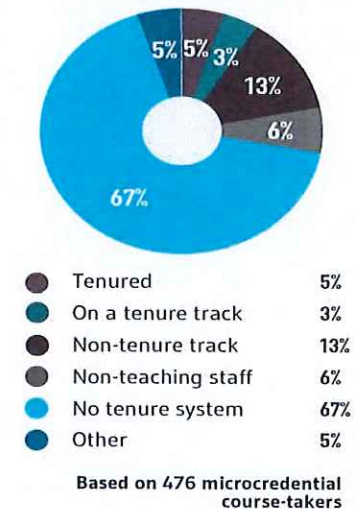
End of course survey data based on 436 respondents.

PARTICIPATION

Of 476 active microcredential course-takers:



DEMOGRAPHICS



1. ENGAGEMENT

95% of faculty would recommend this ACUE microcredential to a colleague.



98% of faculty report modules were helpful in refining their teaching practice.



98% of faculty found the content relevant to their work.



2. LEARNING

Faculty report **improved knowledge** of evidence-based teaching practices.

On average, microcredential earners:

Learned

14

new practices

(All microcredential course-takers, on average, learned 2.0 new practices per module.)

Learned more about

30

practices

(All microcredential course-takers, on average, learned more about 4.3 practices per module.)

3. IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

On average, microcredential earners:

Implemented

4

new practices

(All microcredential course-takers, on average, implemented 0.5 practices per module.)

Plan to implement

19

additional practices

(All microcredential course-takers, on average, plan to implement 2.7 additional practices per module.)

BELIEFS ABOUT TEACHING

After completing this ACUE microcredential, faculty report increases in their:

Use of research to inform practice

76% agree before

97% agree after

Discussion with colleagues about teaching

82% agree before

94% agree after

BELIEFS ABOUT STUDENTS

After completing this ACUE microcredential, faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

82% agree before

98% agree after

All students can be successful in their course

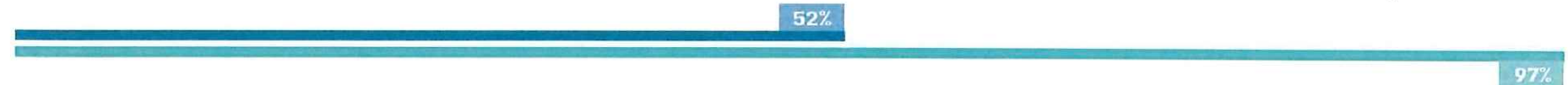
81% agree before

96% agree after

EVIDENCE BASED PRACTICES

After completing this ACUE microcredential, faculty report increases in their confidence using evidence-based practices.

Leading a successful first day (or first week for an online course) that builds community and helps students understand course expectations



Managing disruptive behavior in my class or online course environment



Impacting students' beliefs about their ability to do well on course assignments and assessments



Avoiding and effectively addressing microaggressions and stereotype threats



Ensuring students use my feedback to improve their performance



Checking for students' understanding and making appropriate adjustments to instruction



■ % of participants reporting confidence **before** taking the microcredential

■ % of participants reporting confidence **after** taking the microcredential

National Teaching Credential

Effective Teaching Practices Full Course



Endorsed by
ACE[®] American
Council on
Education[®]

Microcredential ACUE Certified Upon Completion of All Four



ACUE full and microcredential courses are available in two formats - featuring teaching best-practices in **classroom** or **online** modalities.

Microcredential (stand-alone elective) For Faculty & Non-Instructional Staff

