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

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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”
- 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)
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 few faculty colleagues
Discussion with
University of North Carolina Greensboro
8/3/22
Our Mission

Student success and equity through quality instruction
What Connects Student Success?

- Scholarship / Financial Aid
- Predictive Analytics
- Authentic Assessment
- Advising & Career Guidance
- Supplemental Instruction / Tutoring
- High Impact Practices
- Guided Pathways
- Course & Program Redesign
ACUE full and microcredential courses are available in two formats - featuring teaching best-practices in classroom or online modalities.
ACUE

Strengthening Teaching Nationally

450+
Colleges, universities, and systems

26K
Engaged Faculty

2M
Students reached annually

ACUE institutional and system partners

CSU The California State University
THE TEXAS A&M UNIVERSITY SYSTEM
Cal Poly Pomona
KANSAS STATE UNIVERSITY
University of Rochester
CUNY City University of New York
UNIVERSITY OF TORONTO
RUTGERS University
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

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

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

**A "Gateway" Opened**
Improved instruction and course re-design cut DFW rates by 50% in gateway biology, in research by NAU

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

**Grades & Engagement Up**
GPAs 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

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**Higher Retention**

3.7% pt

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

ACUE
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
ACUE

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:

- Course demonstration
- Expert insights
- Observe & Analyze
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
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   - Creating Equity with Checklists and Rubrics
   - Developing Equitable Grading Practices
   - Preparing an Inclusive Syllabus

ACUE
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
ACUE

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

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

Included with all full and microcredential courses.

Scale for measurable impact
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. With 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.
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
- Learned more about 30 practices

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

(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*
- Plan to implement 19 additional practices

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

(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
Effective Teaching Practices
Full Course

Microcredential
ACUE Certified Upon Completion of All Four

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

Endorsed by

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