NASH-ACUE
Scaling Instructional Excellence for Student Success
Scaling Instructional Excellence for Student Success

• NASH-ACUE
  – National Association of System Heads (NASH)
  – Association of College and University Educators (ACUE)

• TAMU one of four systems selected
  – California State University System, City University of New York, University of Missouri System

• Other system schools participating
  – A&M Commerce
  – A&M Corpus Christi
  – Prairie View (PVAMU)
  – West Texas A&M (WTAMU)
ACUE’s mission is to ensure student success through quality instruction.

We believe that every faculty member deserves the support and preparation needed to teach well, so that every student receives an extraordinary education.

- Launched in 2015
General Information

• The opportunity is offered at no cost to faculty, department, or college. Fees associated with course participation are supported by NASH-ACUE.

• Cohort-based faculty development program

• Facilitated by Center for Teaching Excellence Instructional Consultants

• Targets 100-200 core curriculum and gateway courses
Time Commitment

• The ACUE course will run from August 2020-April 2021 with cohorts typically completing one module per week over 25 weeks.

• Faculty will be required to commit approximately 3-4 hours per week to online, self-paced course modules and online mentor groups facilitated by the CTE.
ACUE Course Experience
Scalable Online Courses

- 25 modules (one per Framework competency)
- High-quality
- Video-rich
- Collaborative
- Facilitated
- Implementation, reflection, refinement
- Evaluated by ACUE national readers
- Aligned Inclusive and Equitable Practices
Effective Teaching Practices Course

• Units within course:
  • Designing an Effective Course
  • Establishing a Productive Learning Environment
  • Using Active Learning Strategies
  • Promoting Higher Order Thinking
  • Assessing to Inform Instruction & Promote Learning

• Concentrations:
  ✔ Career guidance and readiness
  ✔ Online instruction

Certificate in Effective College Instruction
Endorsed by the American Council on Education
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 Effective Syllabus

2. Establishing a Productive Learning Environment
   - Leading a Productive First Day
   - Promoting a Civil Learning Environment
   - Motivating Your Students
   - Engaging Underprepared Students
   - 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 and Promote Learning
   - Developing Fair, Consistent, and Transparent Grading Practices
   - Developing and Using Rubrics and Checklists
   - Providing Useful Feedback
   - Checking for Student Understanding
   - Using Student Data and Feedback to Improve Your Teaching
We know that faculty are enthusiastic about their course experience: reporting it’s relevant, that they’ve refined their practice, and that they would recommend it to a colleague.

- Relevant: 94%
- Recommend: 88%
- Refined: 94%
We know that faculty are changing their behavior in meaningful ways, as they report learning about and implementing dozens of new teaching approaches.
ACUE Evidence-Based Elements & Structure

- Video Introduction featuring faculty
- Learning objectives (translated for face-to-face & online environment)
- Opening questionnaire to activate prior knowledge
- Classroom demonstration to show proven practices in action
- Expert insights or technique talks about practices
- Practice selection for implementation
- Review of common challenges & misconceptions
- Observe example & analyze
- Implementation of practice
- Reflection
- Survey

Support through resources, facilitators, cohort
Synchronous & asynchronous communication opportunities
ACUE Resources

- View ACUE Course Preview
- View Faculty Testimonial Videos
# Sample Schedule

## ACUE Course in Effective Teaching Practices

**SAMPLE Course Schedule Fall 2020-2021**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Module</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Launch: Leading the First Day of Class</td>
<td>2A</td>
</tr>
<tr>
<td></td>
<td><strong>Week 1: Creating an Active and Supportive Environment</strong></td>
<td></td>
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<tr>
<td>8/21 – 8/27</td>
<td>Creating an Active and Supportive Environment</td>
<td></td>
</tr>
<tr>
<td>8/21 8/31 9/6</td>
<td>Promoting a Civil Learning Environment</td>
<td>2B</td>
</tr>
<tr>
<td>8/21 9/7 9/13</td>
<td>Engaging Underprepared Students</td>
<td>2F</td>
</tr>
<tr>
<td>8/21 9/14 9/20</td>
<td>Helping Students Persist in Hard Courses</td>
<td>2F</td>
</tr>
<tr>
<td>8/21 9/21 9/27</td>
<td>Reversing the Diversity in Your Learning Environment</td>
<td>2G</td>
</tr>
<tr>
<td>8/21 9/28 10/4</td>
<td>Checking for Student Understanding</td>
<td>2D</td>
</tr>
<tr>
<td>8/21 10/5 10/11</td>
<td>Providing Useful Feedback</td>
<td>5A</td>
</tr>
<tr>
<td></td>
<td><strong>Summary/Discussion</strong></td>
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<tr>
<td></td>
<td>Break of Mid-Week 7/21 - 7/25</td>
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<tr>
<td></td>
<td><strong>Week 2: Promoting Active Learning</strong></td>
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<tr>
<td>10/12 10/19 11/1</td>
<td>Developing Effective Class Sessions and Lectures</td>
<td>3C</td>
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<tr>
<td>10/12 11/2 11/8</td>
<td>Teaching Powerful Note-Taking Skills</td>
<td>4A</td>
</tr>
<tr>
<td>10/12 11/2 11/8</td>
<td>Using Groups to Ensure Active Learning</td>
<td>2A</td>
</tr>
<tr>
<td>10/12 11/2 11/8</td>
<td>Getting the Active Learning Cycle</td>
<td>3B</td>
</tr>
<tr>
<td>10/12 11/2 11/8</td>
<td>Planning Effective Discussions</td>
<td>3F</td>
</tr>
<tr>
<td></td>
<td>Facilitating Effective Discussions</td>
<td>3E</td>
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<tr>
<td></td>
<td><strong>Summary/Discussion</strong></td>
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<tr>
<td></td>
<td>Break of Mid-Week 11/14 - 11/21</td>
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<td></td>
<td><strong>Week 3: Supporting Inquiry and Preparing 2 Other Learners</strong></td>
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<tr>
<td>1/5 1/18 1/24</td>
<td>Motivating Your Students</td>
<td>2D</td>
</tr>
<tr>
<td>1/5 1/25 1/31</td>
<td>Providing Clear Directions and Explanations</td>
<td>4A</td>
</tr>
<tr>
<td>1/5 2/1 2/7</td>
<td>Using Concept Maps and Other Visualization Tools</td>
<td>2F</td>
</tr>
<tr>
<td>1/5 2/8 2/14</td>
<td>Using Student Achievement and Feedback to Improve Your Teaching*</td>
<td>5E</td>
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<tr>
<td>1/5 2/15 2/21</td>
<td>Using Advanced Questioning</td>
<td>4D</td>
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<tr>
<td>1/5 2/22 2/28</td>
<td>Developing Self-Directed Learners</td>
<td>4F</td>
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<tr>
<td></td>
<td><strong>Summary/Discussion</strong></td>
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<td></td>
<td>Break of Mid-Week 2/22 - 2/28</td>
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<td></td>
<td><strong>Week 4: Progressing Student-Centered Courses</strong></td>
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<tr>
<td>3/1 3/8 4/4</td>
<td>Establishing Powerful Learning Outcomes</td>
<td>2A</td>
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<tr>
<td>3/1 4/4 4/11</td>
<td>Aligning Assessments with Course Outcomes</td>
<td>7B</td>
</tr>
<tr>
<td>3/1 4/4 4/11</td>
<td>Aligning Learning Experiences with Course Outcomes</td>
<td>4A</td>
</tr>
<tr>
<td></td>
<td>**Break of Mid-Week 4/7 - 4/13</td>
<td></td>
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<tr>
<td>3/1 4/4 4/11</td>
<td>Developing Fair, Consistent, and Transparent Grading Practices</td>
<td>5A</td>
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<tr>
<td>3/1 4/13 4/18</td>
<td>Preparing an Effective Syllabus*</td>
<td>5B</td>
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<tr>
<td>3/1 4/13 4/18</td>
<td>Preparing an Effective Syllabus*</td>
<td>5F</td>
</tr>
<tr>
<td></td>
<td><strong>Summary/Discussion</strong></td>
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<tr>
<td></td>
<td>Break of Mid-Week 5/5 - 5/11</td>
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<td></td>
<td><strong>Week 5: A Reflection Day &amp; April 15 Graduation Ceremony; 7/10</strong></td>
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*Indicates reflection assignments that do not require classroom implementation.

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Recognition of Completion

• Bursary of $1000 ($500 provided by NASH-ACUE and $500 provided by the Office of the Dean of Faculties)

• ACUE’s Certificate in Effective College Instruction which is endorsed by the American Council on Education (ACE)
Application Process

• Opens June 1, 2020
• Closes July 6, 2020
• Applications will be submitted via Qualtrics and include -
  – Letter of support from Department Head or Direct Supervisor
  – Teaching Philosophy Statement
  – Teaching Impact Statement
  – Teaching Curriculum Vitae
  – Course Syllabus
• Notifications on Friday, July 31, 2020
• For more information, go to NASH-ACUE page on CTE website
For more information, contact:

NASH-ACUE@TAMU.EDU

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