

FOR IMMEDIATE RELEASE

Contact: Jackie Kerstetter, 814-440-2288, jkerstetter@acue.org

Teaching at the Center of *Change*

Change: The Magazine of Higher Learning highlights ACUE’s mission, connection between student success and evidence-based teaching

November 20, 2017—The latest issue of *Change: The Magazine of Higher Learning*, released [online](#) this month, explores the critical connection between teaching and student success. Among articles by noted scholars George Kuh, Ken O’Donnell, and José Antonio Bowen, is [“Teaching and Student Success: ACUE Makes the Link.”](#) a feature story spotlighting a national initiative by the Association of College and University Educators ([ACUE](#)), in collaboration with the American Council on Education (ACE), to credential faculty in evidence-based instruction.

The article, a collection of 13 short essays with an introduction by Florida A&M University’s 11th President Elmira Mangum, shares diverse perspectives from students, faculty, administrators, and other higher education stakeholders who are working with ACUE to make great teaching central to their student success efforts. The article highlights ACUE’s position in a growing movement—alongside advocacy by the [Association of American Universities](#), [Harvard President Emeritus Derek Bok](#), and others—to make evidence-based teaching central to the higher education agenda.

To read “Teaching and Student Success: ACUE Makes the Link,” visit acue.org/change.

Contributing authors include Eduardo Padrón, president of Miami Dade College, who writes, “Although the faculty of our colleges and universities possess distinguished content expertise and research acumen, too seldom have they been equipped with equivalent pedagogical skills and expertise.” Padron continues, “If we are to meet the challenges of learning in this time of change, teaching must be central to our success.”

Linda Nilson, a nationally recognized expert in the scholarship of teaching and learning and founding director of Clemson University’s Office of Teaching Effectiveness and Innovation, served as a subject matter expert in the development of ACUE’s Course in Effective Teaching Practices. She writes, “ACUE’s online course, rich with videos embedded in a smart learning design, can reach everyone. I wish ACUE had been around when I was still leading Clemson’s Office of Teaching Effectiveness and Innovation. I would have worked to credential the entire faculty.”

Other contributors include Aaron North, vice president of the Ewing Marion Kauffman Foundation; Kevin P. Reilly, president (emeritus) of the University of Wisconsin System; Amy Chasteen Miller, professor and vice provost for academic affairs at the University of Southern Mississippi; Bonita Veysey, vice chancellor for planning and implementation at Rutgers University–Newark; José Bowen, president of Goucher College; and more.

View all essays at acue.org/change.



About ACUE

ACUE was founded in 2014 by leaders in higher education to promote student success through evidence-based instruction at colleges and universities nationwide. ACUE's Course in Effective Teaching Practices prepares college educators to implement a comprehensive body of teaching practices shown to improve student outcomes. Aligned with the latest research in cognition and adult learning, ACUE's course design has been recognized by Quality Matters. Educators who satisfy course requirements earn a Certificate in Effective College Instruction endorsed by the American Council on Education (ACE). Visit acue.org/course to learn more.

About Change

Change is a magazine dealing with contemporary issues in higher education. It is intended to stimulate and inform reflective practitioners in colleges, universities, foundations, government, and elsewhere. Using a magazine format rather than that of an academic journal, *Change* spotlights trends; provides new insights and ideas; and analyzes the implications of educational programs, policies, and practices. *Change* is intended for leaders in colleges and universities, as well as those in other settings who have a stake in higher education. These include faculty, administrators, trustees, state and federal officials, foundation officers, students, and many others.

###