

Conference Session Abstract Examples

Title: Embracing the Role of Faculty in Fostering Students' Resilience

Conference: Association of Public and Land-grant Universities Annual Meeting

Abstract: The stressors impacting students do not dissipate once they enter a classroom. Instead, stressors can become barriers to the teaching and learning process. As a result, it is important for the learning environment to be a place that fosters student resilience. Leaders from Arizona State University, Kansas State University, and the University of Southern Mississippi will share how they are equipping faculty through evidence-based instruction that promotes student resilience. From their unique institutional perspectives, the panelists will discuss the successes, challenges, and lessons learned in partnering with the Association of College and University Educators (ACUE) to prepare and credential their faculty in the foundations of effective college instruction.



Title: Effective Teaching and Student Success: Embracing Faculty as Our Most Important Resource

Conference: Achieving the Dream Annual Conference

Abstract: Students spend more time with their professors than any other college professional. Time in class (or online) is our best—sometimes only—opportunity to make a difference, and we need to ensure that all faculty members are prepared to teach well. UA-Pulaski Technical College is the first institution in Arkansas to join a national initiative focused on teaching and student success, led by the Association of College and University Educators (ACUE) in collaboration with the American Council on Education (ACE). UA-PTC faculty are benefiting from comprehensive training in evidence-based teaching methods that promote student engagement, persistence, and deeper levels of learning. In this session, leaders from UA-PTC and ACUE will discuss early findings about faculty and student impact at UA-PTC and nationwide. They will engage participants in a group activity exploring how faculty are—or can be—included in their efforts to graduate more students with meaningful degrees.



Title: What Will It Take for the “Student Success” Agenda to Succeed?

Conference: American Association of State Colleges and Universities Winter Meeting

Abstract: We’re monitoring predictive analytics, sending automated alerts to students, and redesigning programs to make pathways clear and coherent. We’re focusing on the first-year experience and asking students to collaborate on projects, conduct research, and

learn through civic engagement. We're expanding advising and offering supplemental instruction. Yet graduation rates are not improving quickly enough to meet our own goals. What will it take for the "student success" agenda to succeed?

In this facilitated session, participants will have the opportunity to join a candid, "closed door" conversation about their own efforts to improve student outcomes. What's working? What has yet to show promise? What else do we have to do?

Discussion facilitators will bring particular focus to the issue of quality instruction and the evidence-based practices shown to increase student engagement, motivation, and learning. To what degree are faculty prepared to teach with these approaches? Is the quality of teaching an underlying factor to realizing the potential impact of success initiatives already in place? What can be done to ensure students receive the quality of instruction they need to succeed?



Title: Small Centers, Big Impact: Scaling Effective Instruction

Conference: POD Network Conference

Abstract: Leading change can be especially challenging for institutions when resources are limited. In this session, learn how three institutions with small (or nonexistent) teaching centers are using ACUE's Course in Effective Teaching Practices to scale their efforts to lead a widespread adoption of evidence-based teaching practices across all disciplines. Presenters will share how this faculty development approach was implemented to meet the specific needs of their faculty and describe the successes, challenges, and surprises that resulted. Participants will brainstorm challenges they confront in getting faculty to change their teaching behaviors and possible solutions to ensure all students receive effective instruction.



Title: How Can We Better Prepare Students for Meaningful Careers? Enlist the Faculty.

Conference: Virginia Tech's Annual Conference on Higher Education Pedagogy

Abstract: Students spend more time with their professors than any other college professional. Time together in class—be it face-to-face or online—is our best, sometimes only, opportunity to make a difference. And when The Chronicle of Higher Education recently asked how we can better prepare students for meaningful careers, "enlist the faculty" was among the recommended strategies, with the new Consortium for Instructional Excellence and Career Guidance as an example. Launched in 2018 by the Council of Independent Colleges (CIC) and the Association of College and University

Educators (ACUE), with support from Strada Education Network, the Consortium supports over 500 faculty members from 26 institutions nationwide in learning to integrate career guidance into their classes and implement long-term projects that cultivate students' career-ready or "soft" skills. Faculty also develop core teaching competencies articulated in ACUE's Effective Practice Framework, endorsed by the American Council on Education as a leading statement of the teaching skills and knowledge that every college educator should possess. In this session, faculty from Roanoke College, a Consortium member, and ACUE will discuss the impact of this work to date and the relevance to colleges and universities.