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**Two new studies find higher academic performance and stronger course evaluations
among students taught by ACUE-credentialed faculty**

*Findings join large body of expert-validated research on positive effects of ACUE program on
faculty development, teaching improvement, and student learning*

New York, NY (September 19, 2019) — The Association of College and University Educators (ACUE) today announces the release of results from two new studies that find improved outcomes among students taught by ACUE-credentialed faculty members. The studies measured outcomes from 106 ACUE-credentialed faculty members and 19,338 impacted student enrollments in a longitudinal comparison at two public research universities:

- At Rutgers University-Newark, **students were significantly more likely to earn A, B, or C grades** in courses taught by ACUE-credentialed faculty than in comparison classes
- At the University of Nevada, Reno, an R1 institution, **students gave stronger marks on course evaluations—that improved over time—for ACUE-credentialed faculty, and earned higher grades** than comparison course sections

“We are very encouraged by these initial, quantitative observations. They tangibly show that students respond positively to the pedagogy employed by faculty who have taken the ACUE course,” said Kevin Carman, executive vice president and provost at University of Nevada, Reno. “It is also good news for faculty as they pursue their goal of promotion and tenure. On a broader scale, I see this is an important step in advancing our ongoing commitment to a culture of student success that is facilitated by excellence in teaching.”

“We regularly brought together faculty taking the ACUE course, and it was through those conversations that we first learned things were changing in the classroom,” added Bonnie Veysey, director of the P3 Collaboratory and acting dean, School of Criminal Justice at Rutgers-Newark. “It is so exciting for us, as the facilitators and leaders of this initiative, to see faculty deeply engage with the ACUE materials to the benefit of our students! We couldn’t be more delighted to see that the formal evaluation confirmed the positive impact we are having on student success.”

“These and recent studies indicate ACUE’s ability to impact student success across a variety of settings—from large, R1 universities, like the University of Nevada, Reno, to private liberal arts and community colleges in urban and rural setting nationwide,” said Meghan Snow, ACUE’s executive director of research. “The particular strength of these newest findings is the sustainability over time of the positive impacts of the ACUE teaching certificate, because we

were able to measure impact while faculty were enrolled in the certificate program and for three semesters thereafter.”

“These findings demonstrate that ACUE-credentialed faculty are helping more students succeed, a goal that was at the heart of the collaboration ACE formed three years ago with ACUE,” said Ted Mitchell, president of the American Council on Education (ACE). “The evidence is clear: Investments in faculty are investments in student success.”

Penny MacCormack, ACUE’s chief academic officer, added, “Findings from Rutgers University -Newark—the [most diverse university in the country](#)—also suggest that effective instruction is an important factor for achieving greater equity.”

Other recent studies found **a course completion gap eliminated** between Black/African American and other students at Texas Woman’s University, **better grades** at City College of San Francisco, **higher success rates and fewer DFWs** at Delta State University, [among other findings](#).

In April, these studies were [independently reviewed by a panel of experts](#) in higher education research, evaluation, policy, and faculty development. Committee members found “an impressive body of work,” commending the studies’ “range, depth, and rigor.” Collectively, ACUE’s faculty and student impact research represent one of the largest bodies of evidence that fully connects the dots between comprehensive pedagogical training on changes in teaching practices and the consequent improvement in student outcomes. The studies announced today built upon that body of evidence and measured outcomes from ACUE-credentialed faculty members and impacted students in a quasi-experimental longitudinal comparison. The Rutgers study was conducted in conjunction with the [Center for Advanced Study of Education](#) (CASE) at The Graduate Center at City University of New York.

“We believe that when faculty members are prepared and supported to deliver the highest quality instruction, students benefit in tangible ways,” said Susan Cates, CEO of ACUE. “ACUE’s standards and courses are based on decades of research showing that good teaching has a powerful impact on student outcomes. The independent validation of our student impact data should give higher education leaders further confidence that an effective faculty is among the most impactful resources to ensure student success.”

Research briefs, technical papers, and the report prepared by independent expert reviewers can be found at: <http://acue.org/impact/efficacy-studies-reports/>.

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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 www.acue.org.