

LET'S CHANGE SOME MINDS

After participating in comprehensive faculty development...

Faculty have **significantly higher** growth mindset.

Faculty feel more confident...

in their ability to teach effectively

explaining complex concepts and procedures to students

adjusting their instruction based on student feedback and achievement

Faculty report...

more positive attitudes toward teaching and learning

being more likely to engage in efforts to improve their teaching

finding more enjoyment in working with students



- **Self-efficacy:** an individual's belief in their ability to successfully complete a task
- **Mindset:** beliefs about the malleability of personal qualities, such as intelligence.

And The Positive Outcomes Don't Stop There.

STUDENTS taught by ACUE faculty reported improved confidence...

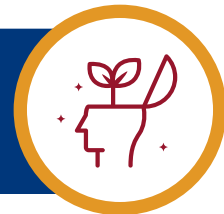


participating
in class and
attending
office hours



managing their
coursework
and meeting
deadlines

Students also reported an **improved growth mindset** from the beginning to the end of the semester.



“The colleges and universities that participated in our study represent the geographic and demographic diversity of the U.S. higher education landscape. These results, from a variety of institutions, demonstrate that faculty self-efficacy and mindsets improve from high-quality, comprehensive professional development in evidence-based teaching, and we would expect that faculty’s more positive mindsets would result in increased student achievement as well. ACUE will use this enhanced understanding of how confidence and mindset develop alongside teaching practices to deliver even more effective strategies to support faculty growth and foster positive learning environments.”

Meghan Snow, EdD, Chief Data Officer at ACUE

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Key Study Info

Faculty teaching gateway courses at 10 higher education institutions participated in comprehensive faculty development courses offered by ACUE in Effective Teaching Practices (ETP) or Effective Online Teaching Practices (EOTP) over two semesters. Analyses found that ACUE's comprehensive courses for certification positively influenced faculty self-efficacy and mindsets and suggested that shifts in faculty beliefs can also positively influence students' own self-efficacy and growth mindsets when taught by ACUE faculty.

Participating Institutions

- University of Houston
- Borough of Manhattan Community College
- California State University, Northridge
- Cincinnati State Technical and Community College
- Georgia Southern University
- University of Hawai'i at Mānoa
- Ivy Tech Community College
- Lorain County Community College
- North Carolina A&T State University
- Cuyahoga Community College

Faculty



1,633 Participants

571 in ACUE group, 1,062 in the comparison group



4 surveys from spring 2022 to spring 2023

Students



2,977 Participants of ACUE Faculty



2 surveys taken at the end of the 2022 spring and fall semesters

The Faculty Self-Efficacy Scale measured faculty's level of confidence in using various effective teaching practices, including:

- Engaging and motivating students
- Adjusting their instruction based on student feedback
- Providing clear explanations and directions to students

The Faculty Mindset Scale measured faculty's perceptions and attitudes toward students, teaching, and learning:

- Perceptions of teaching effectiveness
- Beliefs about the influence their teaching has on students' learning
- Growth mindset
- Teaching improvement behaviors
- Enthusiasm for teaching

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