

Inside Higher Education

A "Future-Proof" Campus Starts with Quality Teaching

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DR PENNY MACCORMACK: Welcome today, everybody. My name is Dr. Penny MacCormack and I'm chief academic officer for ACUE. I'm excited to be here today. We have an exciting agenda. I will start with some welcoming and opening remarks about ACUE and we will spend the majority of our time engaging with four leaders in higher education who I will introduce later on who will share how they are building a future-proof campus through putting faculty and teaching at the center of their student success efforts. Let's dive into some opening remarks. I would like to share a few things about ACUE who is hosting this webinar. ACUE's mission is simple but powerful. Ensure student success and equity through quality instruction.

As we started having conversations with leaders in higher education about their student success efforts and the kinds of strategies they were putting into place to meet their student success goals, what we found is that we've heard many of the strategies you see around the circle here. Really working to create better data analytics, advising, career services, working to employ high-impact practices, redesign courses et cetera. While all of those strategies made perfect and common sense, what we wanted to point out was we felt like and feel like the quality of interaction between students and faculty was a missing piece, and a foundational piece. Keeping in mind, too, that faculty spend if you go to the next slide, Elizabeth, that faculty spend more time and interact with larger numbers of students than anyone else on our campus, there is no surprise that four out of five students would recognize a faculty member as the mentor that they went to when struggling in college. I don't know how many folks are familiar with the Gallup or index report in 2014, but they were able to show when the interaction between faculty and students is strong and positive, graduates are two times more likely to be engaged in their work and to lead a fulfilling life. If you go to the next slide. I would like to share

some of the milestones that ACUE has had since our inception, which was in 2014. Initially, we set some evidence-based standards, the core set of knowledge and skills needed to be effective in the online or face-to-face classroom. We also worked to create a learning design for our modules that not only helped faculty learn evidence-based teaching practices, but inspired them to change and utilize those evidence-based practices they were learning in their classrooms and online courses. At this point, we have enrolled over 14,000 faculty in our online courses, which equates to impacting over 1.7 million students. Our research studies have shown improved grades, course completion rates, and the closing of equity gaps both by student race and income across the country, and with our partnerships I noticed that we underlined studies here because our studies are the quality that higher ed wants and requires to respect. We have also proven to provide a nine times return on investment to institutions partnering with over 330 colleges, universities, and higher education systems and also securing major endorsements and partnerships with the American Council of Education, the Thurgood Marshall College fund, National Association of System Heads otherwise known as NASH, Carnegie Corporation, Strada, and Kaufman. If you go to the next slide. What I want to do is share quickly some of the data we are proud of. This is the methodology that we utilize. It is based on research as well to study the impact of professional development. No surprise to any of you that in order to look at student outcomes, you first need to look at faculty engagement, faculty learning, and faculty implementation. Once you've been able to demonstrate those changes, you can start to look at student engagement, student outcomes, and then finally institutional outcomes. If you want to read more about our methodology, you can find that in the Connecting the Dots research report on our website. We are excessively proud to show that faculty love ACUE, and we do not share that lightly. We say that with the data we show here. These data from over 5000 faculty responses, 93 percent agree or strongly agree that the course materials they engage with are relevant, 89 percent would recommend ACUE to a colleague and 95 percent agree that it is helpful in refining their teaching. On average, when faculty engage with the 25 modules, they report learning 68 new teaching based practices and learn about more than 85 practices. They also report

implementing and this is the key number here, 25 new evidence-based practices in their online courses or their face-to-face classrooms. They also report wanting to implement more. They have access to our coursework after they complete the course so they can implement those 65 additional practices that they indicated they would like to implement. I would also like just to share a few findings from a few of our partnerships. Starting with the University of Southern Mississippi, which I think you will hear about more. We were able to study gateway courses and show improved student performance, improved course completion, passing rates and GPAs in those introductory courses as well as improved GPA in their subsequent courses after engaging with a ACUE credentialed faculty member in that course. At Broward College we were able to show completion gaps eliminated between Pell eligible and nonPell eligible students as well as a narrowing of the course completion rates between black and white students. At Delta State University, we were able to show the success rates improving, DFW rates lowering for 13 out of 14 classes. At Rutgers University, Newark, one of the most diverse campuses in our country, we were able to show improved grades, for faculty of 4,554 students. At Cal State, LA, we were able to show the closing of an equity gap, a course completion gap between Pell eligible and nonPell eligible students. What is important to recognize in that study is that was a study with cohorts of math faculty who had moved from remedial math to teaching corequisite math. At Miami-Dade College, we were able to show both improved grades and student engagement improvement. That was actually done by a third party, Johns Hopkins research. I am excited to dive into today's conversation and to learn more from our panelists who often have been doing this work. So it is my pleasure, my honor, to introduce Dr. Amy Chasteen and she is the executive Vice Provost for academic affairs at the University of Southern, Mississippi.

Madeline Pumariega, President of Miami-Dade College, I hope I did okay. Dr. Farrah Ward Provost and Vice Chancellor for academic affairs at Elizabeth City State University and Dr. John Gunkel Vice Chancellor for academic programs and strategic partnerships at Rutgers University, Newark. Thank you for joining us today. As I mentioned earlier, faculty spend more time with students than anybody else on campus

and what the last few years have taught us if anything else is that they need to be ready for anything that might come their way. That is why each of the institutions that we will be talking to today has put faculty's square and center in their student success agenda, their student success efforts. What I would like to do is start with just learning a little bit more about your institutions and yourselves. Each of your institutions in your own ways have focused on faculty specifically, the support they receive, the recognition for the work and the role and student success efforts. Would each of you tell us a little bit about your situation, what you have done, and why. I would like to start with John if I could.

DR JOHN GUNKEL: Hello, everyone it is wonderful that you are taking time out of your day to join us today. As Penny said I am the Vice Chancellor for Rutgers, a research university that enrolls 12,000 students about 8000 undergrad and 4000 graduate students and as Penny mentioned we are one of the most diverse Ph.D. institutions in the country. We have very complex religious diversity and two thirds of our students are Pell recipients and well over three quarters are commuter students. Our demographics are somewhat different than many research universities but we also are very proud of the work we do, that our faculty do with the students and outcomes. We have strong retention and no equity gaps. A little bit about the institution. The work we want to talk about comes out of our strategic plan process, which started about 2013 in many, many ways remains ongoing and that's what we are constantly doing. We put a lot of focus on improving engagement with students and outcomes for students and really being with students all the way through. A lot of our initial work was not initially with faculty. I think we felt we needed to do a lot with the institution before we could make big changes in the faculty and their practices and what they did. For example, we created a care team, a cross campus team to support students who may be having trouble whether it is financial or domestic or housing insecurity, food insecurity, things that might pull them away from the classroom and their engagement with faculty in ways that faculty don't necessarily feel they have the ability to support directly. We do this for the faculty and the students. Similarly, implementing advising platforms to be able to connect and receive early warning for students who might need tutoring and other

things that a fairly big institution urban campus especially for an adjunct faculty member who may not be used to the institution and wayfinding is not always easy. That was another thing. We also have done some things in terms of a strong collective bargaining unit. We've done some things in changing promotion tenure to promote teaching much more heavily. The most relevant thing in this context is that we created what are P3 laboratory: pedagogy, public scholarship, and professional development, and they have worked with our faculty over the last five years or so including I believe nine cohorts have gone through the ACUE and many credentials and other engagement with ACUE. They also run their own programs like things on classroom inclusivity and pedagogy they have created around that and a number of other areas. Those are some things that we have done to really support the faculty in supporting the students in learning over those last several years.

DR PENNY MACCORMACK: Thank you, John. Farrah, would you like to share some of your institution's insights and your own?

DR FARRAH WARD: A little bit about Elizabeth city State University. We are a public HBCU located in northeastern North Carolina so much so about half my family live in Virginia so you can probably imagine where we are. We have about 2000 students, about 100 full-time faculty, about 35 additional adjuncts and I would say about 85 percent of our students are Pell eligible I was over the last five years, we have engaged in a variety of student success initiatives focused on everything from curriculum reform, five years ago we created all our programs to 120 and created a 15 to finish initiative and we also realigned our academic programs focused on experiential learning and even on academic advising, which was of the big issue for us, we implemented an early warning system and really talked about what kind of positive outcomes we wanted to see. From all of those student success initiatives, we saw a significant increase in retention rate by 5 percent, four year and six-year graduation rates increased. What we really realized is that many of our instructors were really focused still on lecturing, and we really wanted to determine how we could more engage our students inside the classroom. I saw a presentation by ACUE and it was one of those slides that Penny just showed where the faculty and teaching at the center, regardless of the student

success initiatives, we did implement that had seen a lot of success. what we really realized we had to get inside the classroom. In Summer 2019, we joined ACUE and launched about 30 of our faculty participated in program-focused teaching and how to improve and engage in effective teaching practices. Of course, in 2020 in the spring, the pandemic hit so we had to make some changes but we really saw great success. Some of the things we did to reward those faculty were faculty engaged in the ACUE program. We targeted specific mini grants for those faculty members so they could use to buy resources and improve their teaching and then we also recognized them at our faculty institute, which happened at the end of the semester. It was unfortunately virtually. We made all their certificates and pins and went through them each one and they pinned themselves on Zoom. We really tried to make sure that faculty are recognized for the success they are doing inside the classroom.

DR PENNY MACCORMACK: Thank you, Farrah. Amy.

DR AMY CHASTEEN: Hi, everyone it is great to be here today and talk about our teaching efforts. I am here at the University of Southern Mississippi sitting out among the Black eyed Susans and our administration building behind me. Our research University we have a lot of intensive research pressures on our faculty. Has created a unique situation because our student body is in some ways similar to those who have talked about already, John and Farrah, that we have a relatively high need populations in terms of financial. Over half of our students are Pell eligible and a considerable chunk have considerable needs. About one-third of our students are first generational students. We have a lot of students who come from the local area, first-generation students, demographically we look a lot like the state of Mississippi and that is predominantly the origin of most of our student body. They are coming anxiously to school and struggling with doubts about whether they belong in higher education and yet many of our faculty are coming from high intensity research oriented backgrounds and we struggled to mesh those two parts of our institution. In 2015 we launched an all-out effort to focus on student success, which included building some of that infrastructure and the wheel that Penny talked about and overhauling about how we think about advising completely. Building in aggressive outreach to the students who

are struggling, launching living learning communities, and academic coaching. We recognize that, as I am a Professor of sociology after 24 years having taught, I saw that gap in the classroom and I knew intuitively that when you cannot connect with students in the classroom, they are not going to have confidence, self-motivation, the perspective of a sense of belonging that they need to be in college so they can avail themselves of these resources available to them. We began investing in an ACUE partnership and we created the A2 faculty Institute and we selected that faculty strategically at the beginning and then through an application process to be ACUE fellows. Those faculty who participated at a couple semester progress where they met with their colleagues weekly and built a sense of faculty community and it became an exciting thing for our faculty to participate and learn new evidence-based teaching techniques and then they would become rewarded as their students be performed better and they became more comfortable in the classroom and less frustrated and now we have one in six of our faculty are ACUE certified and we get more every semester. We are really having success with our students by putting the faculty and teaching in the center. We have seen incredible impact as Penny mentioned earlier with declining DFW rates and those gateway courses and we are seeing the impact of that in subsequent classes that the same students take. For me one of the most exciting findings is that the gap between our black and white students has lowered most dramatically by those ACUE instructors. We see a particular impact on our African-American students and that impact is measurable over time. We know that good teaching is making a difference for our students and a particular difference for minority student populations and for that reason we are really excited about what the future holds at Southern Mississippi as we continue to center teacher teaching and get more faculty involved.

DR PENNY MACCORMACK: Thank you, Amy. Madeline, can you share a little bit about yourself and Miami-Dade College?

MADELINE PUMARIEGA: Thank you for having me and this is a great discussion around teaching and learning and faculty. I am the president of Miami-Dade College. It enrolls about 121,000 students and we offer micro credential certificates to associates to applied bachelor's programs, those that lead into the degrees like BSN, data science,

analytics. In Miami enough is said about the pandemic and the numbers and disruption last year, but I think what it has done is clarified the lens of how important and what a crucial role our faculty play in our institutions. We can try and certainly we have all been at work at designing the student experience. We have been at work completion by design, closing equity gaps, increasing student success, but I think this past year what has been clear is that our faculty have been the unsung heroes, continuing to work in the classroom with our students, helping them get connected and being the lifeline to all the support we might have been building virtually through the pandemic whether it was to an advisor, food pantry, extra academic support, the faculty became the conduit. I believe they have always been the conduit. That connects to students as not only as mentors to the academic learning part, but to the social network. I think what we have done, all of our faculty went to ACUE training this fall. How can we agree on three professional development opportunities we could go through together? It is part of that vibrating on the same frequency if you are all learning the same area, you start thinking and maybe start innovating and creating ideas. We also then created an innovation fund for faculty. They could apply for a grant that can help their students' success efforts. What were the gaps that they were seeing and how could they enhance their pedagogy? Lastly, our faculty are content experts. They are masters at mathematics, clinical science, or nursing, but the pandemic did that was accept the adoption of technology. I think another critical role was the kind of technology training coupled with pedagogy and evidence-based instructional strategies that are leaning to us, enhancing the student success, closing those equity gaps. I think most importantly, having the faculty feel that we are supporting them, that we know how important they are to our institutions and how important it is to refine and be a student of our trade, if you will, through the process. We will continue our work with ACUE for many years since its inception. Miami-Dade has been a partner and this year really focused on equity and closing the gaps and enhancing evidence-based classroom high-impact strategies.

DR PENNY MACCORMACK: Thank you so much. I so appreciate how all of you are indicating, hey, we do a lot of those student success initiatives and strategies, but we also pay good attention to our unsung heroes and I agree with you, Madeline, our

unsung heroes of the faculty engaging with students the challenging times we have had. The other point that resonated for me that I heard from all of you was this is a culture shift. This isn't to get training or try these few things, but this is really paying attention to teaching in a different way and creating that culture that appreciates, talks about, thinks about instruction and teaching in different ways than maybe we have in the past. I do want to take questions during the discussion so this can feel more like a conversation and my colleague Kim Middleton is helping me out with a little bit. So I don't know if I made it clear to my audience. We welcome questions during the discussion. My colleague will send them to us so I'm just pausing for a moment. Kim and seeing whether or not we may have any questions right now.

KIM MIDDLETON: I'm glad you encourageD people and we hope that there'll be time to pose these questions. The first falls in line with what you have talked about, this question about how you may have struggled to engage faculty in improving their teaching and the second one seems related: Has this year in particular in light of pandemic fatigue sharpened the need to engage faculty and heightened the difficulty of asking them to engage in that improvement process?

DR PENNY MACCORMACK: Anybody like to respond?

MADELINE PUMARIEGA: I will take a stab at it as we were having that pause. I think you are right. I think there are challenges to sit and say it is easy rah, rah, rah and everyone wants to do everyone was to give more professional development. It's like not being a runner and getting up every morning and wanting to do a 5K but once you are in you feel good. I think that is the part is providing the opportunity and space. It is really engaging them in professional development and instead of saying this is what I think it should be. Here are the kinds of topics we have put in. It is really asking them, what are areas we could bring in a national speaker or ACUE in and do a partnership? I would say one important aspect, when we opened up convocation this fall, our Provost interviewed 5 faculty members and that was our keynote speaker. They each came up and we called it like a one-on-one monologue with the Provost on what they were doing in the classroom they were excited about. Sometimes I think institutions overlook the expertise inside and look outside to bring in experts. I would say getting past some of

those challenges is elevating and amplifying the wonderful work already happening within the institution.

DR PENNY MACCORMACK: Thank you, Madeline. Anyone else on engaging faculty during this challenging time period? Amy, I saw your mute go off.

DR AMY CHASTEEN: I want to follow up on what Madeline was saying. It is challenging to engage people. We all have those faculty who are going to sign up the minute you open an opportunity and it's the same faculty over and over again. What We want to do is find a way to strategically engage those people who might not jump at the chance. We are all just people so sometimes you have faculty engage for different reasons. The first thing is to understand why they may not be engaging. Maybe there are obstacles there where they feel like it will not be valued or acknowledged at the institution. It is up to us as administrators to understand that it will be valued and count, so to speak, and something they will be rewarded for. Then you have others who may not see it will matter to them in a real way in their day-to-day work so you may want to find ways to talk about it to resonate with them. For instance, we have faculty who care a great deal about diversity, equity, and inclusion that may not have thought about how their teaching may be harming our efforts at diversity, equity, and inclusion so sharing data with them about that can inspire them to want to know more. To come to a workshop and use that as a way to encourage them to dig a little deeper. Sometimes it is about resonance and making the opportunity seem not so hard for them at something that could be fun, enjoyable, impactful to them personally. Other times it is about acknowledgment, reward or award, symbolic recognition and assuring them it is going to matter past that investment of time so it is not something that will not count in terms of larger success at the institution.

DR JOHN GUNKEL: I completely agree. It is always a struggle to engage faculty. There are a lot of demands on time and especially at a research university where that feels like a very pressing thing even for those who love to do it. There is a balance between engaging the faculty and providing the support and we've been able to do that pretty well with the P3. It is a collaborative event that is run by faculty for faculty. Our current director of faculty learners where faculty can be students and they can try things

and maybe they will succeed and maybe not. They have colleagues who are in the same place with them to share these experiences or at the same time, it is not just saying faculty here is information, talk amongst yourselves. There is a need for real support. Institutionally, points of recognition for the faculty who put the time and effort into this sort of engagement. It is a balance between creating a space and what Madeline was saying and drawing on who you have inside the institution and being able to celebrate and validate that providing institutional support for everyone's benefit.

DR PENNY MACCORMACK: Thank you, John. Farrah, did you want to add?

DR FARRAH WARD: The two things I would highlight is one is that relevance is important. When faculty realize that you are listening to what they are saying and addressing where they really need help as opposed to sometimes they think this would be a great workshop or great series for faculty but really have not asked them, that is one of the things we changed in the pandemic. We really listened to them so they had a lot of input on exactly what workshops and programs that we have. So the relevance. The other thing I think that John highlighted as we found and had a lot of great success in allowing other faculty to be the experts for faculty. Sometimes it is viewed if you bring an expert off campus that may be helpful but we found a lot of success letting our own faculty be the expert for their fellow colleagues.

DR PENNY MACCORMACK: I so appreciate all of your responses to the questions and again things that resonate for me, hearing from all of you include, you have been creative with recognizing faculty. It is effort as Madeline indicated I.t is not something easy to do, especially adding onto what faculty or already doing. It is extra.

Recognizing that in a number of creative ways is admirable. In addition, Amy, I appreciate your pointing out that effective teaching, evidence-based teaching practices are often the same practices that you will find in the inclusive literature and pedagogy. It is so helpful for our faculty to understand when they start to use those evidence-based teaching practices, they are also creating more inclusive learning environments which I know we all want. Finally, one of my favorite things to say is, yes, faculty members are discipline experts. When they have the practices, the evidence-based teaching practices that engage students in this discipline that they love, guess who is happier,

too, equally? Faculty as well as students are having that joy in learning. Really appreciative of your responses.

I want to take a step further. Now that you have all done work and made intentional efforts to engage faculty, I wonder if you felt like faculty were more prepared to meet the teaching challenges throughout the pandemic or even as we move forward? We will face additional challenges. Do you feel like faculty or that teachers that are using the evidence-based teaching practices are more prepared and why? Let's start with Amy.

DR AMY CHASTEEN: This is a great question because we've all had to reckon with the pandemic and really think through what is next. How did that affect us and how will we respond going forward? I noticed there are several questions that popped up about this. One attendee commented that the same faculty making really rapid strides during the pandemic. I saw that too. There are faculty that were adamant they were not going to log into the LMS and then they had to and really fast and they did a fantastic job. I was so amazed and proud of the ways our faculty who had been quite frankly hostile in some spots, not everywhere, just rose to the occasion and found ways to connect with our students during the pandemic. I think our fortuitous investment in the center for faculty development and all the development work around pedagogy had really set a groundwork in place for what happened during the pandemic so even though we had people who had not participated or not ever joined any of our efforts, in every program there was somebody. The word had kind of spread. There was a place, a group of folks who were there, who were comfortable who could be gone to, and it was not a hostile place to go. Our center for faculty development is faculty led to your point, Farrah, it was not thing that was top down; it is a place where faculty could be heard and I don't know how to do X,Y, or Z and we help them and create workshops based on their needs and from that we started really creating opportunities to learn further based upon what they wanted and needed. Based on that, what we have heard from students as a pandemic began is it felt like faculty cared and they gave faculty a lot of grace as they were learning. It was a game changer and we started seeing new faculty interested in participating in our faculty development institutes and we launched one specifically for teaching in an online environment for faculty who teach exclusively online because we

do have a significant online campus in addition to our face-to-face campus. I am hopeful faculty learn things about themselves and will adopt a growth mindset not only for themselves and their students and see that it is possible to gain new skills and teach in newly effective ways and that may be something that will continue to affect their professional development over time. We are hopeful and optimistic about that and excited to see where we will go next. There are some silver linings to the pandemic despite the rough times we've all been through.

DR PENNY MACCORMACK: I could not agree more. Madeline, your thoughts.

MADELINE PUMARIEGA: Sure. A couple things. Amy hit it right on the spot.

Engaging the faculty and the kinds of strides that I saw. Someone in the chat someone mentioned that we gained because of the pandemic shifting, moving away just from the PowerPoint. Someone asked in the chat about the grants. I'll answer a couple of them if you don't mind.

DR PENNY MACCORMACK: I love that you're doing that. Thumbs-up.

MADELINE PUMARIEGA: You could apply for grant that had evidence-based practices either digital or enhanced that learning that also had a project-based. We know that students that engage with faculty are engaged in their academic learning, solving real-world problems, tend to do better. And then the high-impact teaching strategies that sometimes in the ACUE training that you might get. What I like about that is the faculty is the cocreator of student success. Your seeing in the chat a lot about DEI initiatives. If you are not disaggregating your data and giving that to your faculty in a way that is safe and a way they can reflect and in a way they can look at assignments and look at assessments, then we are doing a disservice. What we do is initiative fatigue and it ends up being the initiative of the month versus really shifting culture and saying how do we drive student success? Higher education is changing. I am here to tell you that our competition is not going to be policymakers in the future. Is going to be Ed Tech companies that come into the space and look to deliver those skills that the workforce partners need. We have to be the ones that want or advocates that you cannot microwave talent, that having a holistic learner and engaged citizen makes us all better in the world but how do we do that in a robust way that creates an environment where

everybody can be successful? I think you do it by looking at data, disaggregating it, not using it punitively, creating a safe space of reflection, and then having a cadre of best practices that faculty can experiment with and look at their results, you overlay that with realtime student support. The passive approach to tutoring, come to a lab, looking at autopsy data at the end of the semester is not intrusive and attentive enough and it is going to require some of that realtime support and how we do that with our learning support labs that help provide those wraparound services to students.

DR PENNY MACCORMACK: I really like how you point out the data is key. Faculty and all of us need to have the data, but we also need to have the action. We need to know what we can do about the data that really makes things powerful. Thank you, Madeline. John? Did you want to add something here?

DR JOHN GUNKEL: The timing could not but have been worse for us because we were transitioning to a new LMS system and we were also transitioning our web conferencing tools and everything else right when the pandemic hit. I really think what we put in place really facilitated a lot of the work and made it possible for faculty to respond. Two examples very quickly, someone asked in the chat about the care team approach. It is a cross campus team that involves people from our disability services, from our counseling center, our health center, our technology team, academic advising offices, financial aid offices to get together to problem solve about any issues that a faculty member or anybody else brings to the surface. Given the amount of stress that students were expressing and experiencing during the pandemic, especially the first couple semesters when we made the transition to remote learning and people were feeling very isolated, both students and faculty, and this was a way to bring people together and enable everyone to feel supported and problem solve about whatever the issue was, lack of broadband connection, housing, whatever it happened to be. It was also collaborative. It was a place in which people who had been teaching in very similar ways for five or 10 years or 20 years or 40 years suddenly had to rethink some things. And some of their assessments and final exams or whatever it may have happened to have been. You create a space in which people who come together and for us our P3 collaborative involves full-time tenured faculty, tenure-track, nontenure track full-time

faculty, adjunct and graduate students. Really anyone who is teaching is welcome to participate. It was a space that people could problem solve and, hey, I heard this works or that works. People to talk through what there was evidence for, hearing about trying new solutions. And trying to figure out how to implement it. I think the things that were in place helped people move forward. And stay connected, which was so important for everyone especially in that first semester.

DR PENNY MACCORMACK: John, I hear you when you say the isolation for faculty and students. For me, faculty deserved to know the practices that can help students in an online environment feel welcome, feel like they know you and their peers et cetera. Such important work Farrah, did you want to add here?

DR FARRAH WARD: I wish we could say we were well prepared for the pandemic but we had not focused that much on teaching online we were just entering the area around Summer 2019. We did have a director for the Center for teaching and learning but we went into the pandemic with two sets of faculty, faculty that were well-versed on the LMS, we used blackboard and another set of faculty who may have never logged into the platform. I will say the one thing about the pandemic for all the negatives that we went through, it really helped us as an institution accelerate where we wanted to go and a broader faculty together that is where we introduced the peer mentor model for faculty. We did not have that prior to the pandemic. We also were not prepared, we only had two distance education faculty so that was another reason the peer mentor model worked really well for us. I did see one fact come on about adjunct faculty. For us from the pandemic even when we were offering workshops through the Center for teaching and learning, we offered them in a very traditional manner, 3:30 breaks on Tuesdays and Thursdays because that's when we ran everything because faculty could come there were no classes during that time but we really neglected thinking about adjunct and even faculty at our off-site locations but because of the pandemic we used Zoom and Teams and those type of platform. We have really realized how much more we have been able to engage the adjunct faculty, which do play a vital role especially at an institution of my size. They play a significant role in making sure the students are prepared and engaged in the actual learning. If I look back, I would say we are much

more prepared than we were prior to the pandemic. We do not have a mandate on the use of Blackboard at our institution but the number of faculty who now use the platform has grown exponentially. I think one of the things that all faculty have to deal with is that we were open fall 2020, ever since having students online, but we dealt with students who were in quarantine, in and out of the classroom. Those faculty have to figure out how to accommodate those students. What I have seen dramatically is that faculty realize that there is a place for the LMS and although it is to, of course, help the students who are not present, inadvertently it also helps the students who were there, but who may actually benefit from going to the LMS and seeing some of the information they may have missed initially while they were in class.

DR PENNY MACCORMACK: So true. We are all leveraging some of the technology that we might not have been leveraging before, we are leveraging them now because we learned again that silver lining of the pandemic. Kim, do we have any questions? I see that you have shared some while we were going, which is perfect, but I wanted to check in.

KIM MIDDLETON: There are great questions in the chat but we cannot get to all of them. Some of the panelists have talked about their DEI initiatives and there are some terrific complex questions in the chat. The first one is asking about ACUE training around DEI and evidence-based practices that support equity work for faculty in the midst of other kinds of equity training you might have at your campus? Is there a way for faculty to lift that up and convince the administration to support it? The second question, which is related, is asking about I guess I would say depth versus breadth. Is there a way in which having a dedicated small number of faculty who want to drive equity forward is as powerful as trying to get massive buy-in around the same sorts of issues? So two very complicated questions. I leave it to you to decide how people want to weigh in on those.

DR PENNY MACCORMACK: Two important questions, though. Any one of the panelists, whichever question you want to respond to, I am happy to have you engage with us. Any thoughts on these two questions?

MADELINE PUMARIEGA: I will take the second one. We are beyond the two or three champions. I think you can have champions of equity but I do think it is about a movement, a culture shift, in the chat you talk about disaggregating the data, yes, gender and race. Looking at grades, peers, how does a faculty member do with his peers, but I don't think we could sit back and say this faculty in social sciences are DEI champions but not our math faculty. I think if we want to move forward on persistence and completion particularly of those that are first in their families the students on Pell, black students, to close the gap there needs to be a coalition beyond a coalition of the willing, but also a culture that everyone invests in time and talent and treasure.

DR PENNY MACCORMACK: Well and powerfully said Madeline. Easing into our question three which we are obviously not going to get to. Feel free to talk about this coalition of the willing. You brought the two together nicely. Amy, did you want to add to our discussion?

DR AMY CHASTEEN: It is on my mind as well and Madeline said it very well. It is a complicated thing I think because it is a culture change that we all seek when we're talking about DEI efforts on a college campus. We have to have a long game in mind. We're talking say something like a five-year period and you have to do that on multiple levels over that time period. You have to have on the one hand and the front of your mind that every classroom matters so even if you are effecting change with only a small number of faculty, you are effecting change that is significant. Especially if you're selecting faculty to participate in an initiative, when those faculty impact students in large gateway courses, that can make a huge difference in the experience of those students. But also if you're really working on DEI initiatives when it comes to teaching, that is a deep process, it is not a fast process. We are working on a DEI using the ACUE modules and it is a 10 week seminar with faculty. We have 25 faculty I think and I am co-facilitating that. We meet every week for an hour and a half to do five modules over 10 weeks. It is a big time investment and we run out of time every week because the content is deep and there is a lot for people when you're dealing with content like that, they have a lot to reflect on themselves when you're talking about bias and microaggressions, and imposter phenomenon and things like that. I encourage

everyone to think about it as a long arc of progress with small steps in between that matter. A single classroom changes matters. Small changes in pedagogy matter but the long game is additive and deep. I think over time, the coalition of the willing can spread and grow as more people see differences and become cognizant of the gaps in their own classrooms and the data sharing and they start wanting to make a difference and then it can spread and that willing group gets larger and larger.

DR PENNY MACCORMACK: So well said. And thank you for mentioning. We mentioned earlier that both of our full courses engage faculty and multitudes of inclusive based teaching faculties or strategies, but in addition we do have a new offering five modules called inclusive teaching for equitable learning that really takes a deep dive into implicit biases. One thing that is unique about all our offerings is that it is not just learning about the concept of what faculty really need and want to learn what can I do and so what can I do is answered in the offering as well. Farrah and John, I want to give you time to say a few words connected to any of the questions or thoughts that we might have everyone offer a tweet size piece of information before we move along. Farrah or John, would you like to add?

DR FARRAH WARD: I'll give my tweet and my last comment. One of the things that helped us was putting professional development in our actual strategic plan. From that I would say my two tweets are what is measured gets done and you cannot expect what you do not inspect. Those are two things that are important when any institution is thinking about what initiative they want to push across campus and what they want to put in place to change the culture.

DR PENNY MACCORMACK: Beautiful. John.

DR JOHN GUNKEL: You can tell from a lot of the responses, a lot of what we do at Rutgers, New York is collaborative problem-solving. It is what we do with the care team P3 collaboratory and our commission for diversity and inclusion, it is a long process that Amy rightly emphasized and the more people we can bring to the table to be part of that conversation, we know from research that is how you get good solutions. That's what we try to do and I think that's the only way to do it. The more people at the table the better.

DR PENNY MACCORMACK: I want to just take a minute and thank everyone who has joined us today, a special thanks to our panelists. Please note for our audience that there is a survey link in the chat to provide feedback on our session. We really rely on your input to continuously improve our offerings, make sure they're relevant and engaging. If you would, complete that survey. I promise we will use those results. Again, thank you to our panelists and thank you to our audience. I know we have like three minutes. Did anyone put a tweet comment they might want to still share? Amy, Madeline? You are saying no. What I would love to leave everyone live with is the culture shift and the need to recognize faculty for improving their teaching practices and understanding too that when faculty, yes, it is effort to learn those practices, but when they do, they really end up enjoying the learning and sharing and collaboration with their students more and more. If you are interested in learning more about our offerings at ACUE, ACUE.org and you can find out a host of things about our work. Again, I want to thank the audience and our panelists.

(CONCLUDED AT 2:58 PM)