CIC Consortium for Instructional Excellence and Career Guidance

Frequently Asked Questions

Q. Should participation in the Consortium align to my institution’s overall strategic plan?

A. Yes. Your application should include your rationale for joining the Consortium and how participation will advance your college’s goals and strategic plan, particularly with regard to support of faculty members in their work on student learning, persistence, degree completion, and career guidance.

Q. Which and how many faculty members should we enroll?

A. Your application should indicate the number of faculty members (minimum 20) you believe are necessary to achieve the goals of this program and to advance your institution’s strategic plans.

Q. Will faculty members take the course with colleagues at other institutions?

A. No. Typically faculty are enrolled in cohorts with colleagues from their own institution. CIC and ACUE will consider joint proposals from small institutions that seek to enroll their faculty members together.

Q. How will outcomes of interest be measured?

A. Data to evaluate changes in faculty members attitudes about their teaching, their knowledge of evidence-based practices, and their teaching practices including career guidance are collected within ACUE’s course through a secure learning management system. Data to evaluate changes in student attitudes, course completion, learning, persistence, degree completion, and internship or job placements will be collected by the institution.

Q. How can we ensure that faculty members complete the ACUE course?

A. CIC will provide selected institutions with $500 stipends for each of up to a total of 500 participating faculty members and $3,000 stipends for each of up to a total of 25 course facilitators assigned by Consortium institutions. Institutions are encouraged to provide additional incentives including but not limited to: special recognitions, released time, consideration for promotion, and research opportunities.

Q. Is ACUE’s course offered online?

A. Yes. Faculty at participating institutions are enrolled into online cohorts and complete the course together.

Q. Is ACUE’s course facilitated?
A. Yes. Selected institutions will supply course facilitators who receive extensive onboarding and ongoing support from ACUE. These facilitators are typically faculty developers or teaching center personnel.

Q. How long is the course?

A. The course is organized into 25 online learning modules that each take about one hour to complete. Faculty typically complete one module per week, over a 25 week schedule to be customized by ACUE with the selected institution.

Q. What if our institution is too small to commit to 20 to 25 faculty participants?

A. This minimum program size has been established to generate sufficient data at any one institution to measure program impacts. CIC may consider joint proposals from small institutions seeking to meet this minimum requirement.

Q. What if our institution would like to credential more than 25 faculty?

A. To have a greater impact, large institutions may propose to credential more faculty members than the required minimum. Institutions should indicate how many faculty they wish to credential, above and beyond the number of faculty supported by CIC, with costs assumed by the institution.

Q. Who is responsible for implementation of the ACUE course?

A. ACUE works in partnership with your institution to implement the ACUE course. ACUE is responsible for providing:

- **Academic Lead**: An academic director from ACUE who supports the facilitator with program implementation and communicates with the administrators leading the instructional excellence initiative.
- **National Reader**: A trained ACUE team member responsible for scoring course-taker reflections against a common rubric and providing feedback.
- **Technical Support Specialist**: A technical support staff member who creates a unique course instance in the LMS and offers ongoing product support.

Institutions are responsible for selecting and compensating:

- **Campus Lead** who collaborates with ACUE’s Academic Lead on course planning and logistics, facilitator selection, and course-taker recruitment.
- **Course Facilitators** who are teaching experts on campus who will receive ACUE training to help them guide, monitor, and mentor course participants towards completion of the course.
- **Faculty Course-Takers** who will complete the ACUE course.

Q. What kind of support does ACUE provide?
A. ACUE provides comprehensive support to all of its partner campuses to ensure high-quality programs. Program supports include:

- An academic director who assists with program design, recruitment, and implementation support
- A national reader who evaluates and provides feedback on course-taker assignments
- Analytics to track progress and assess the impact on faculty and students
- Onboarding and continuous support to course facilitators
- Issuance of digital badges and certificate for completing modules and the course
- Secure access through a private LMS instance
- Technical support before and during the program

Beyond the course, 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.

**Q. What is the ACUE Effective Practice Framework?**

A. ACUE’s Framework is an independently valid statement of the teaching competencies that every college educator should possess. ACUE’s courses recommend over 200 evidence-based practices aligned to the Framework, equipping faculty with a comprehensive foundation of teaching essentials. The framework is organized into five major areas of practice:

- Designing and Effective Course and Class
- Establishing a Productive Learning Environment
- Using Active Learning Techniques
- Promoting Higher Order Thinking
- Assessing to Inform Instruction and Promote Learning

**Q. How will program effectiveness be evaluated?**

A. CIC will select an independent evaluation partner to assess the impact of this program across a number of measures, including changes in faculty teaching practices and associated changes in student academic and career readiness outcomes and job or internship placements. The program evaluation will be informed by institutional goals, baselines, and data capabilities.

Evaluation of faculty outcomes will be based on metrics collected throughout the course such as changes in faculty attitudes toward, knowledge of, and implementation of recommended teaching practices.

Student outcomes will be assessed for courses taught in Fall 2019 and then for courses taught in Spring 2019. These assessment results will be compared to results for 2018–2019 so that progress in student learning outcomes can be measured and analyzed. The evaluator will prepare a final report. The report will be printed and disseminated widely among campus leaders and the higher education community.

**Q. How does the ACUE course prepare faculty for supporting career readiness of students?**
A. ACUE’s course is embedded with techniques to prepare faculty to develop and support the career readiness of students. Additionally, ACUE has developed two evidence-based modules specifically focused on career guidance and career readiness skills.

Module 1: “Embedding Career Guidance”
Learning Objective: In this module, faculty will learn how to effectively provide frequent course-embedded information about the specific careers for which their discipline prepares students.

Module 2: “Preparing Students with 21st-Century Career-Ready Skills”
Learning Objective: In this module, faculty will adjust course content and assignments to ensure students develop and are assessed on their development of career-readiness skills.

Q. What is the program timeline?

A.

**Phase 1 (January–December 2018)**

- January 2018: Grant opportunity announced and applications open.
- February & March: Technical assistance, webinars, and consultations from CIC and ACUE to interested institutions
- April: Applications submitted by April 6, 2018, winners notified by April 27, 2018.
- May: Pre-launch preparation, faculty selection and course enrollment; course facilitator training
- August & September: Program orientation and launch
- September to December: Faculty members take course (Semester A)

**Phase 2 (January–December 2019)**

- January to June 2019: Faculty members complete the course (Semester B)
- January: Outcomes for students and faculty members assessed for fall courses taught (Baseline A)
- June: Outcomes for students and faculty members assessed for spring courses taught (Baseline B)
- September to December 2019: Ongoing support through online community

**Phase 3 (January–December 2020)**
• January 2020: Student outcomes and changes in faculty practice assessed for fall 2019 courses taught

• June 2020: Student outcomes and changes in faculty practice assessed for spring 2020 courses

• July to October 2020: Full analytical report compiled by evaluator

• November to December 2020: Final report printed and disseminated

Q. What is ACUE’s mission and purpose?

A. 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’s Course in Effective Teaching Practices earn a Certificate 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.