

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.

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ACUE

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 evidencebased 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

Learn More and Change Some Mind(set)s on Your Campus Visit **www.acue.org/mindsetsbrief**



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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 selfefficacy 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 Hawaiʻi at Mānoa

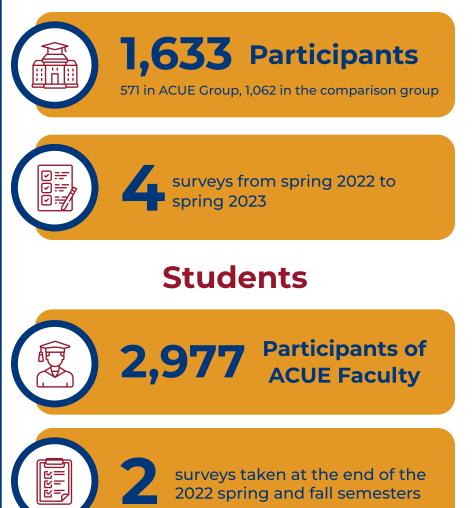
Ivy Tech Community College

Lorain County Community College

North Carolina A&T State University

Cuyahoga Community College

Faculty





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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