**Scaling Instructional Excellence for Student Success Webinar Q&A**

* Which cohort should we apply for? F2F/Online/Either
  + Think about how you may be teaching in the future – this fall or beyond. Will your courses that have traditionally been face-to-face move online or to a hybrid format? If so, you might choose the online cohort. Have you always taught face-to-face and can’t imagine your courses ever working in an online format? If so, choose the face-to-face cohort. In terms of which cohort will give you the best chance of being accepted, we will be taking into consideration the total number of applicants – and, if the number is skewed toward one or the other, we have the ability to mix faculty in a single cohort. The primary difference between the online and face-to-face cohorts are the examples provided. We can request that ACUE load both examples for a cohort if that seems appropriate.
* I will be on leave during the Fall Semester 2020, but teach courses all other semesters. Am I eligible?
  + Shouldn’t be a problem. One semester of missing data won’t be an issue.
* Does it have to be the same courses?
  + No. Ideally, you would teach the same course more than once over the 3-year span of the grant, but we expect most faculty will have several courses taught only once between Fall 2019 and Spring 2022.
* Can you please address the time commitment and how challenging it was to complete the course and teach a full load?
  + One ACUE Teaching Fellow from MU said it went hand in hand with course prep, complemented each other. Another ACUE Teaching Fellow set aside time before each week so she could implement what she learned in the following week’s course preparations. ACUE estimates that most faculty will spend one hour each week with the readings/course and an additional 1-2 hours or so in reflection.
* I’m relatively new faculty at MU and developing my content for courses, and taking over lead on a course in the Spring. Would this be a good time to engage in this program?
  + Yes, either designing a new course or redesigning a course is perhaps the best time to take the ACUE course. It will help ensure you have a course where expectations, assessments, and learning activities are all aligned.
* I'm wondering if this program would be useful for faculty who primarily teach in the clinical setting? Thinking of my physician colleagues.
  + Based on my observations of clinical/graduate courses and based on my ACUE experience, I think some of the content will apply well to both settings. Some content will be less relevant. ACUE indicates that it could be a good fit. Clinical teaching can vary. The degree to which physicians engage in (or could engage in) course design, assessment, consideration about motivation, etc., might help determine the goodness of fit.
* How competitive is the application process is?
  + We aren’t sure how competitive it will be. We have 300 total spots that are divided among the universities. Some universities may have more applications – making the importance of a strong application more important.
* Could you provide guidance on what the selection team will be looking for when determining the campus cohorts?
  + The selection team will be looking for information that indicates the applicant is truly interested in working toward student success. The ACUE course helps faculty identify best practices that might work well in a particular course – and give you ideas for other best practices that might work better in other courses you teach. We encourage applicants to clearly indicate how you hope to use the information provided for continuous course improvement.
* Where do we access the application materials?
  + <https://www.umsystem.edu/ums/aa/faculty/scaling-instructional-excellence-student-success>
* For the research part are we required to write up any final results? or present anything at the end?
  + Not in the traditional sense of a final research report. ACUE asks faculty to reflect on what you are going to change as you complete the course (for course aspects that might be altered immediately) and consider what you might change the next time you teach the course (for course aspects that cannot be altered once a semester is underway like number or type of assessments). This information becomes part of the research dataset. ACUE also asks faculty at the end of each semester to share a link with students for a separate evaluation related to the ACUE content. It is anonymous. The student survey helps capture whether or not the changes you reported that you made were noticed by students.
* I teach courses in the Spring and Summer – can I still participate?
  + Yes. We indicate that we need data from Fall and Spring – but actually what we need are data from 2 semesters each year. Most faculty do teach fall and spring – but your specific semesters won’t be a determining factor in acceptance into the program.
* What is the timeline for completing the selection process?
  + Most campuses will make cohort selections by the end of July, notifying faculty soon after the selection is made.
* Faculty selected will be completing an ACUE course. Is it graded or pass/fail?
  + ACUE is looking for completion. There are no grades. Rather than pass/fail, it is completed/not completed. Completion will be comprised of working through the modules each week and submitting weekly reflections.
* What topics will be covered?
  + The ACUE course is designed around 5 units with modules in each unit. The unit topics include
    - Designing an Effective Course
    - Establishing a Productive Learning Environment
    - Using Active Learning Strategies
    - Promoting Higher Order Thinking
    - Assessing to Inform Instruction and Promote Learning
* Is this program more for new faculty or those who have been teaching a little longer – and have already taken a course in how to teach online?
  + We believe this course could benefit all faculty – but those with a bit more teaching experience will be able to think more deeply and intentionally about where students tend to struggle, where students may tend to engage in surface rather than deep learning, etc. We continue to learn more and more about what makes online learning most effective. Part of that is in designing an effective course – but another part is how you facilitate the course throughout the semester. The ACUE course should help experienced faculty who have a growth mindset learn new skills and adjust courses they previously developed.
* Will this program help me teach a large class (perhaps 100 students or more) with limited assistance for grading written work?
  + Aligning the assessments with what you want students to know and be able to do at the end of a semester is key to student success and faculty sanity. The ACUE course will help you think through strategies that work in different class sizes, disciplines, and pedagogical approaches.
* What is the timeframe for the ACUE course?
  + Most universities will begin the ACUE course in August and finish in April. When we developed the schedule, we took into consideration the normal busy times in the semester (midterms, finals, breaks, etc.) and tried to work around them. We realize though, that some courses have different busy times. ACUE has built the course in such a way that if you have an extremely busy week, you can complete the work a little later.
* Is this course open to Extension faculty?
  + Yes – and if you teach a credit course through one of our universities, please mark that university when you complete the application process.