The Role of Faculty in HSIs: Measuring HIPs Inside and Outside the Classroom

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AHSIE Conference (Chicago, IL)
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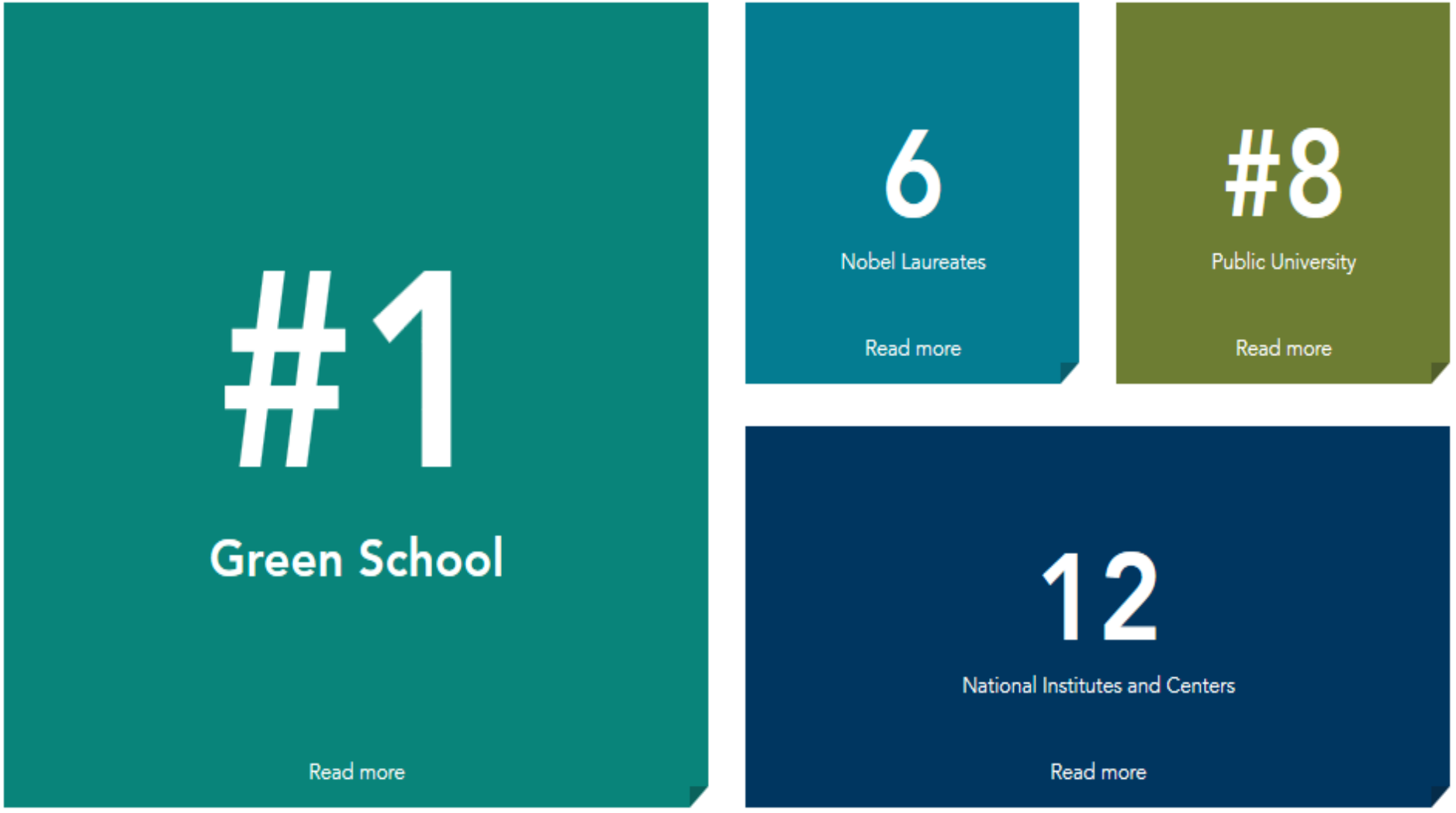
UC SANTA BARBARA

UC Santa Barbara: Context and Overview

- Participants today will:
  - Have fun
  - Analyze our study
  - Assist with next steps

History and Demographics


#1
Green School
Read more
6
Nobel Laureates
Read more
#8
Public University
Read more
12
National Institutes and Centers
Read more

Activist History

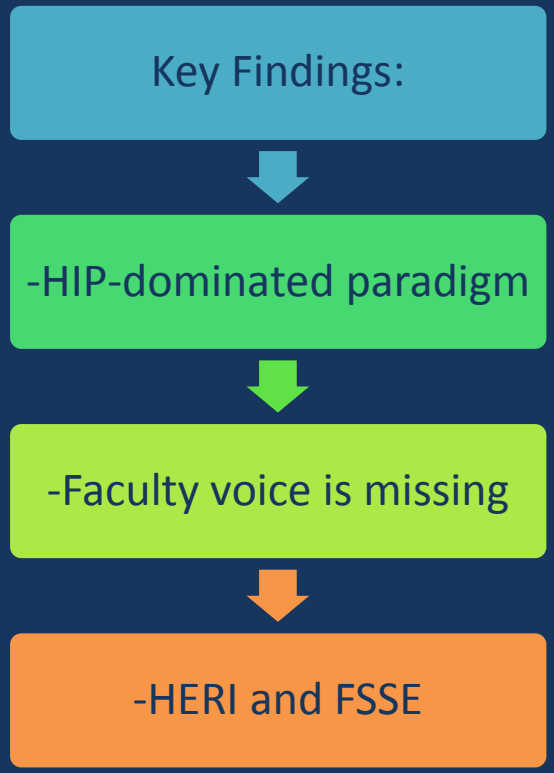
Viva La Huelga

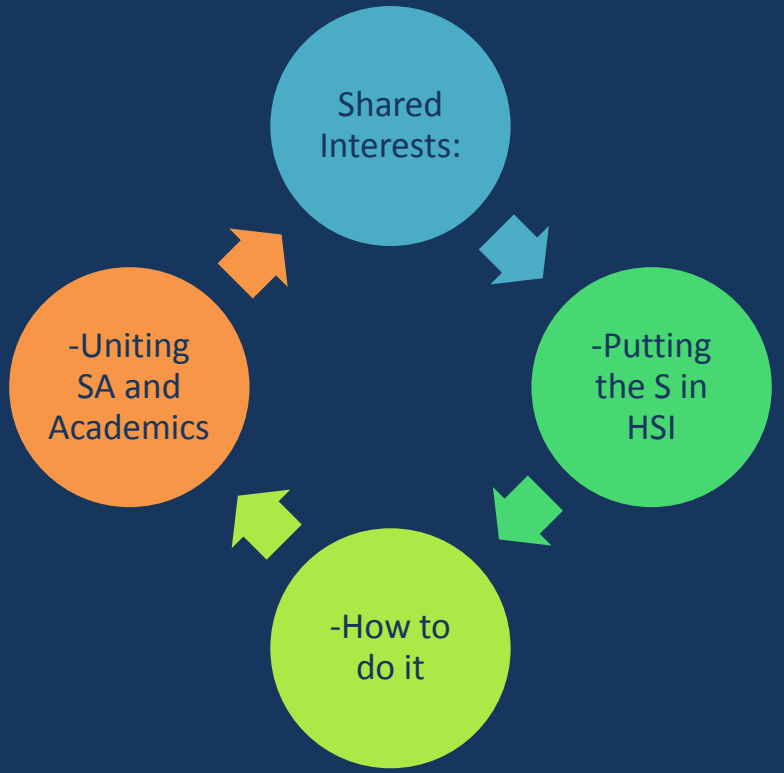
UCSB Students Fast for Respect for Latinos, Chicanos, and Their Culture

CHRISTOPHER GARDNER

Respect Us: The UCSB student hunger strikers: (front row) Claudia Leiva and Edwin López; (back row, from left) Tino Gutierrez, Gilberto Limón, Heather Gonzalez, Naomi Garcia, André Vasquez, Alma Flores, and Salvador Barajas.

Literature Review and Survey Development





High Impact Practices (HIPs)

High-Impact Educational Practices (HIPs) include:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/Global learning
- Service Learning, Community-Based Learning
- Internships
- Capstone courses and project

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Research Questions

1. What are faculty doing to engage 1st generation and Latina/o students inside and outside classroom?

2. What HIPs have faculty used, currently using, and might they rely on in the future?

- How did faculty get started using HIPs?
- What might motivate or get in the way of faculty using HIPs?

What Does “Serving” Really Mean?

Pair Share Discussion:

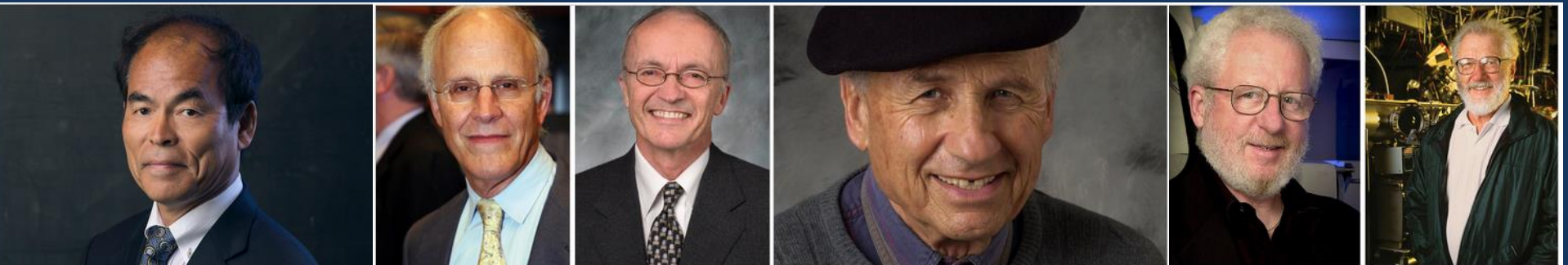
1. What do you wish you knew about your faculty’s motivations?

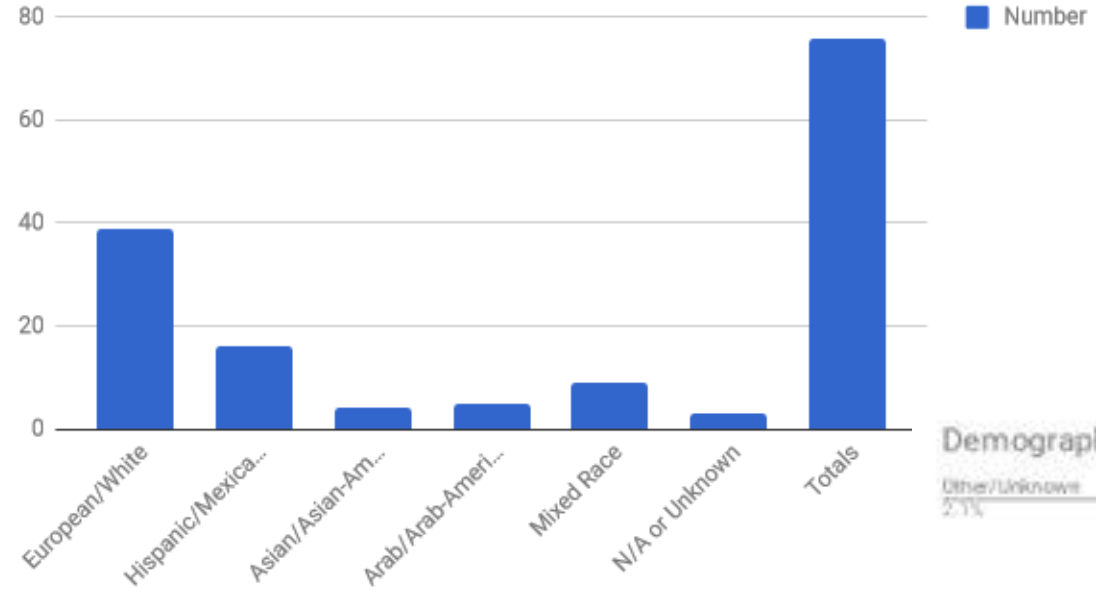
2. Are HIPs really as good as everyone says?

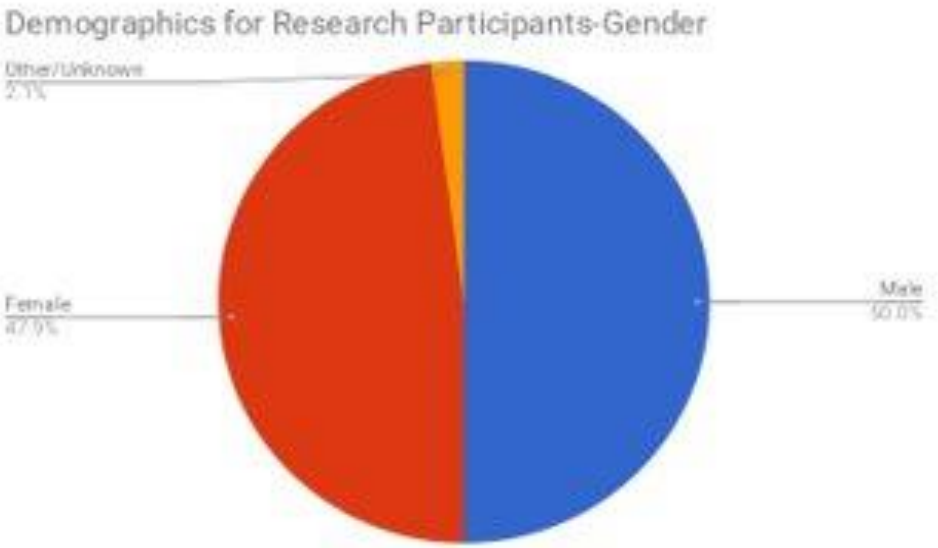
3. What does the post-HIPs world look like?

Faculty Survey Profile

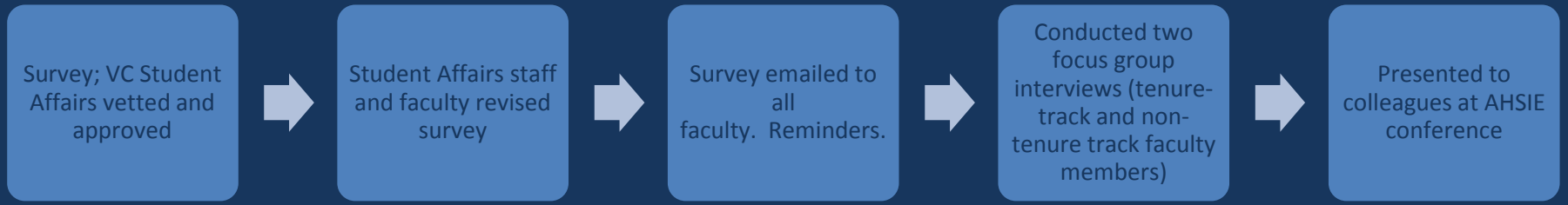
- N=268
- 63% Full professors; 18% associate; 16% assistant
- 37% been working at UCSB more than 20 years
- 41% HFA; 30% MLPS; 29% Social Sciences.
- 25% 1st-Generation
- More than 90% self-identify “white” (n=76)




Ethnic identities for Research Study Participants
Number
80
60
40
20
0
European/White
Hispanic/Mexica...
Asian/Asian-Am...
Arab/Arab-Ameri...
Mixed Race
N/A or Unknown
Totals

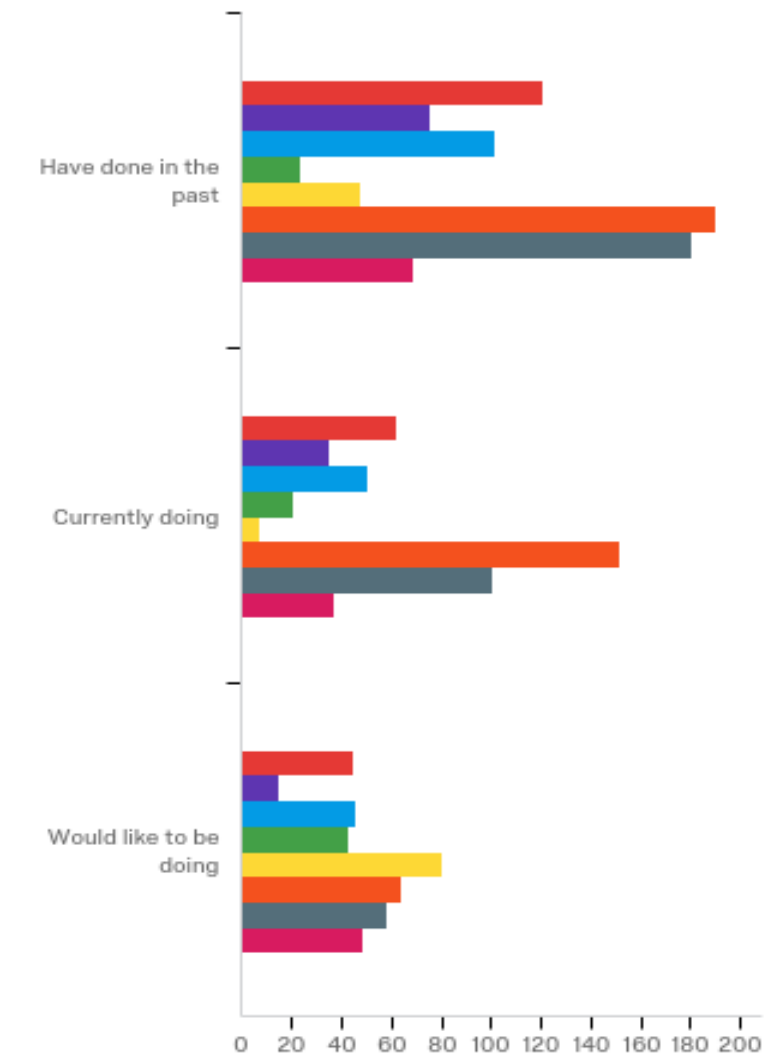

Demographics for Research Participants-Gender
Other/Unknown
2.1%
Female
47.9%
Male
50.0%

Methodology



RESULTS

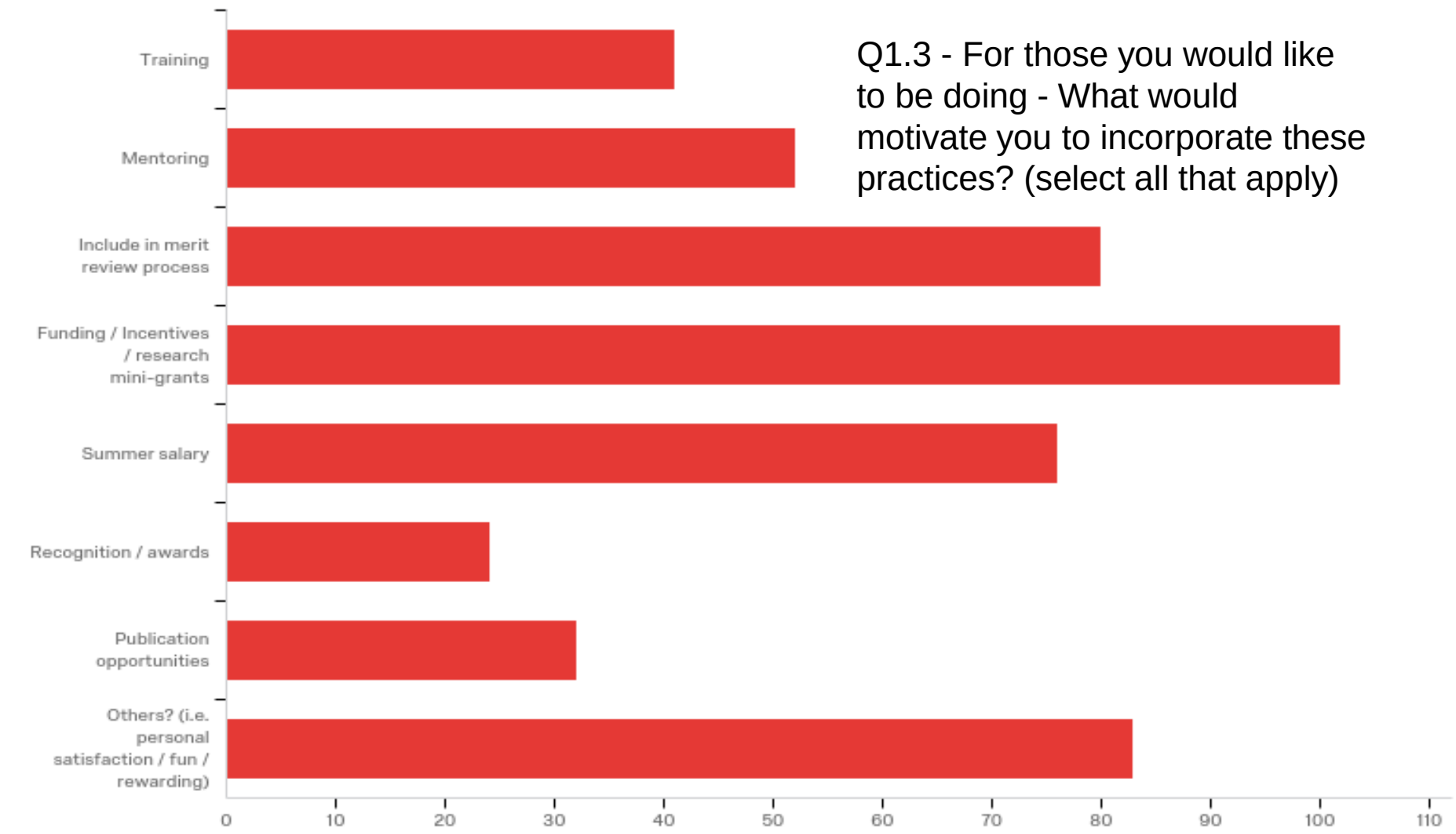
Outside the classroom…



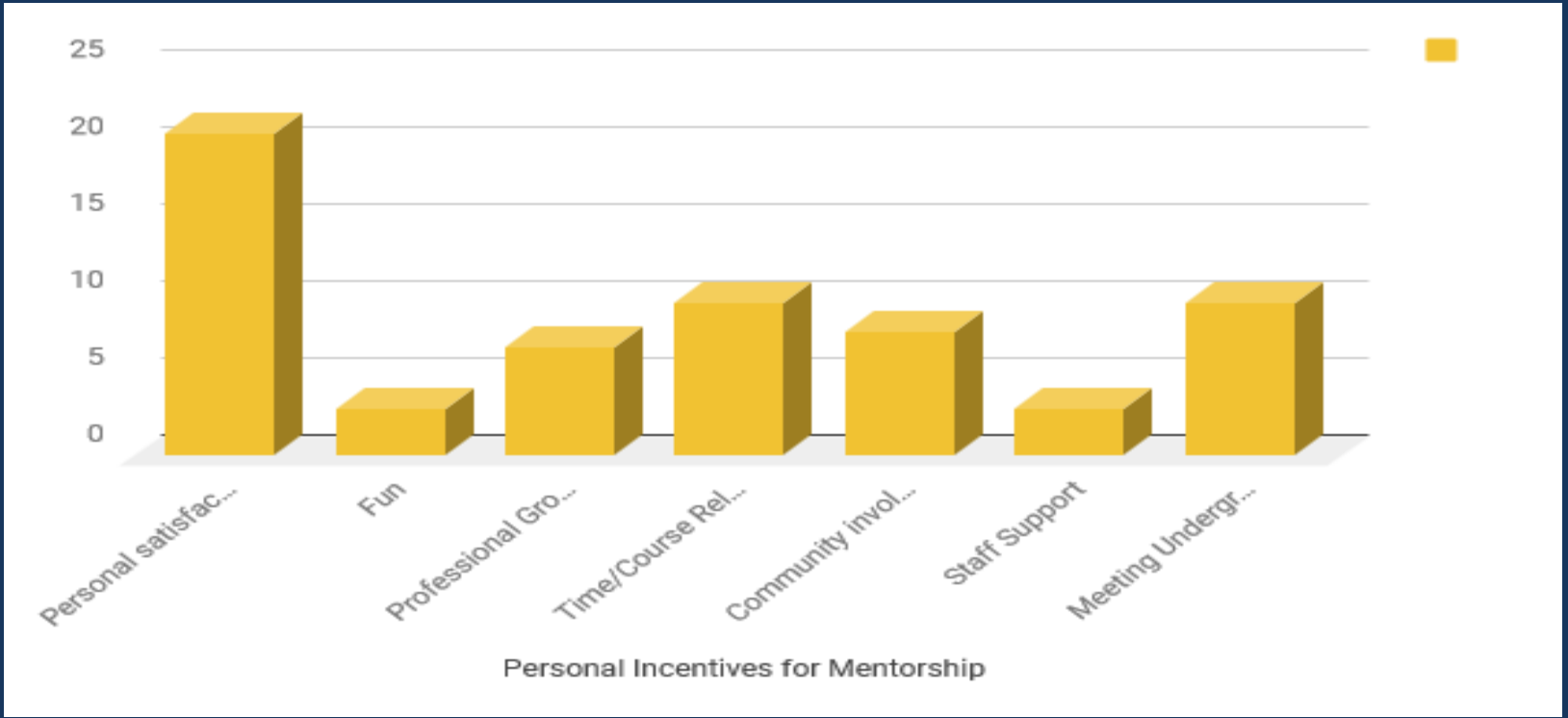
For those currently doing, how you got started?

- Personal interest / self taught
- Informal discussions with colleague
- Standard for discipline / departmental norm

Q1.3 - For those you would like to be doing - What would motivate you to incorporate these practices? (select all that apply)



"OTHERS"


25
20
15
10
5
0
Personal satisfac...
Fun
Professional Gro...
Time/Course Rel...
Community invol...
Staff Support
Meeting Undergr...
Personal Incentives for Mentorship

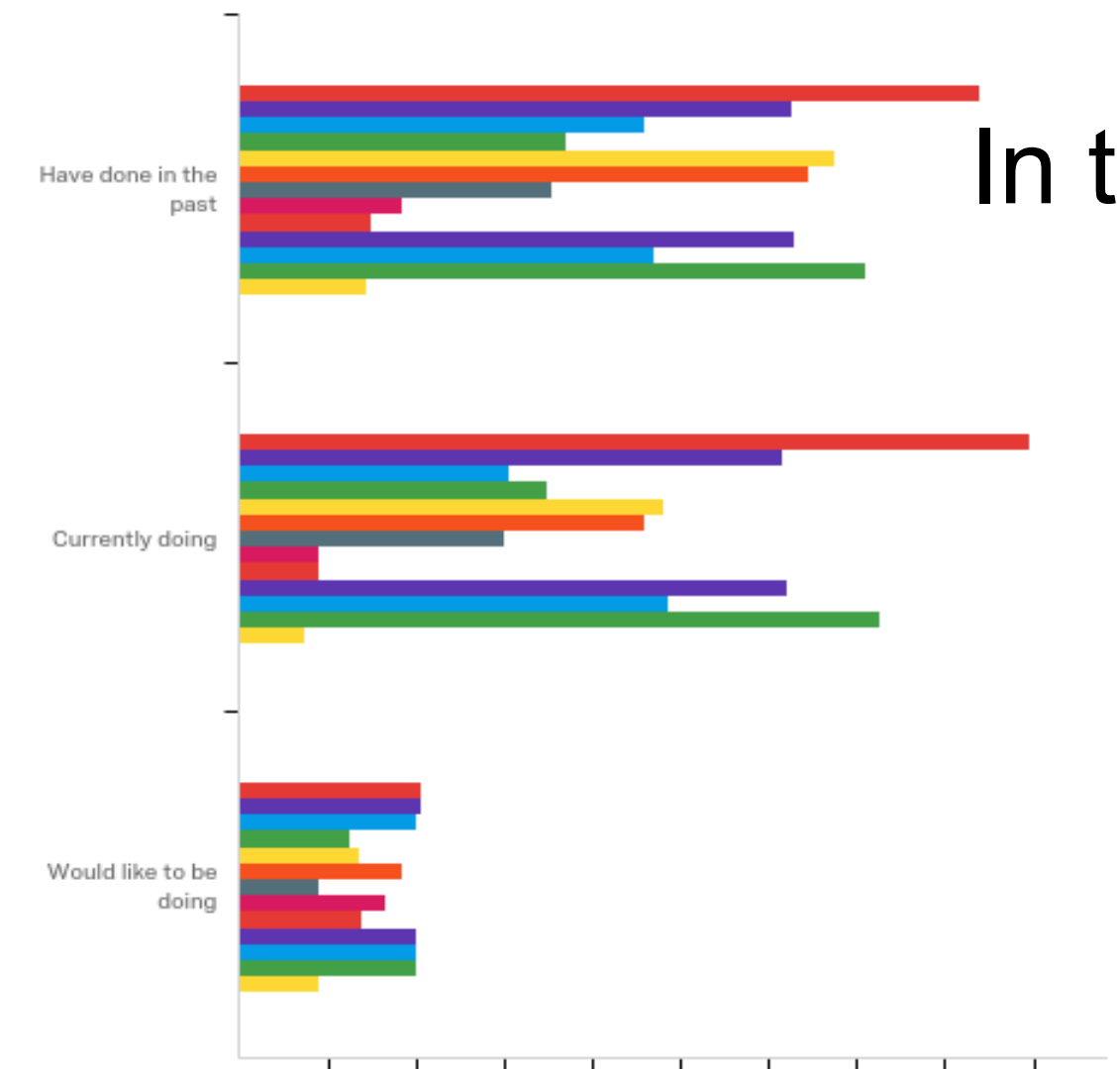
Q2 - What are 2-3 of the most significant **barriers that inhibit you** from incorporating the practices mentioned above?

- Time
- Insufficient incentives
- No resources

Q2.1 - What are 2-3 of the most significant **barriers that you think may inhibit your faculty colleagues** from incorporating the practices mentioned above?

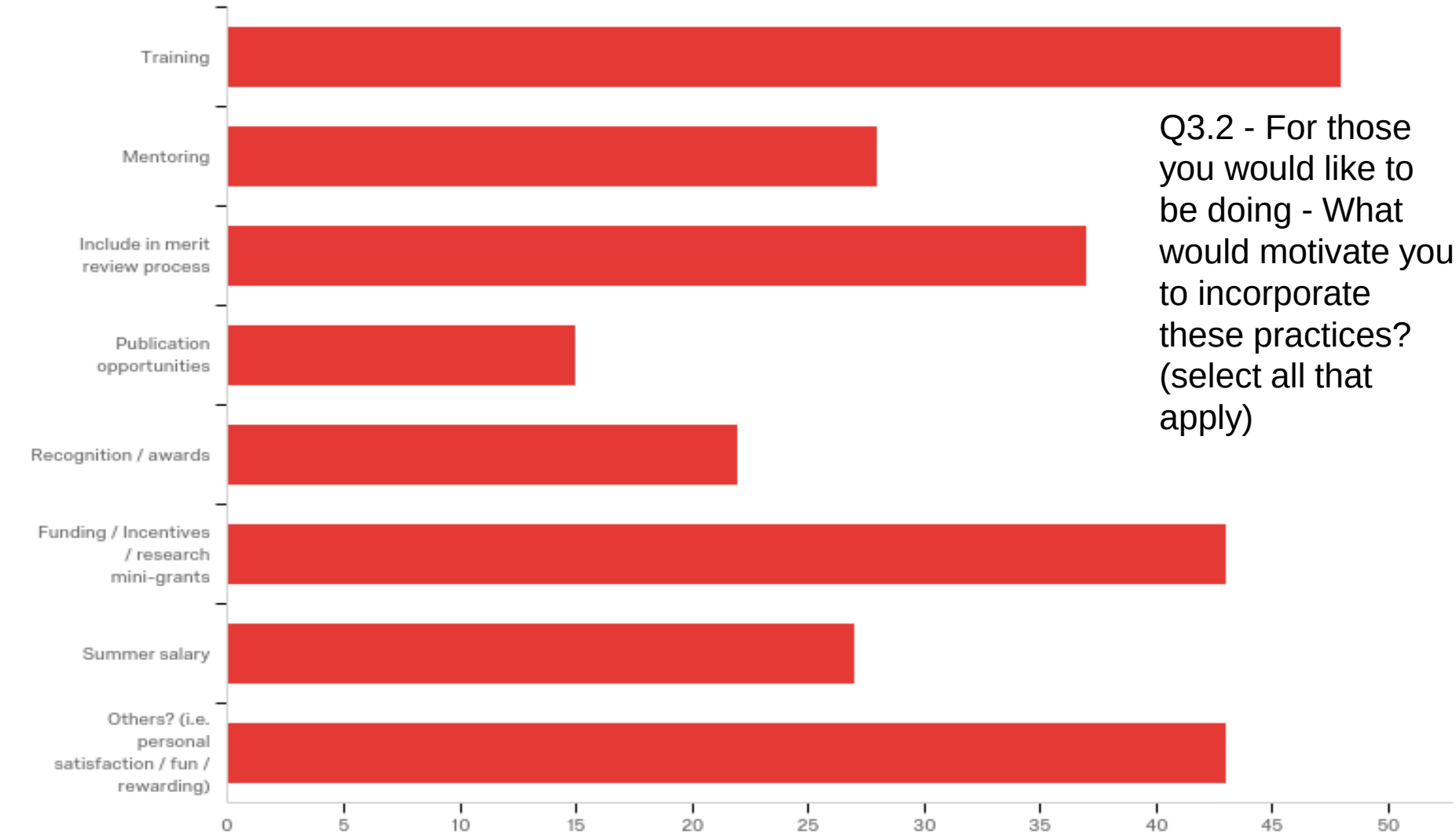
- Lack of time and other obligations
- Lack of recognition
- Student preparation

In the Classroom…



For those currently doing, how you got started?

- Teaching
- Students
- Department initiated



Q3.2 - For those you would like to be doing - What would motivate you to incorporate these practices? (select all that apply)

"OTHERS"

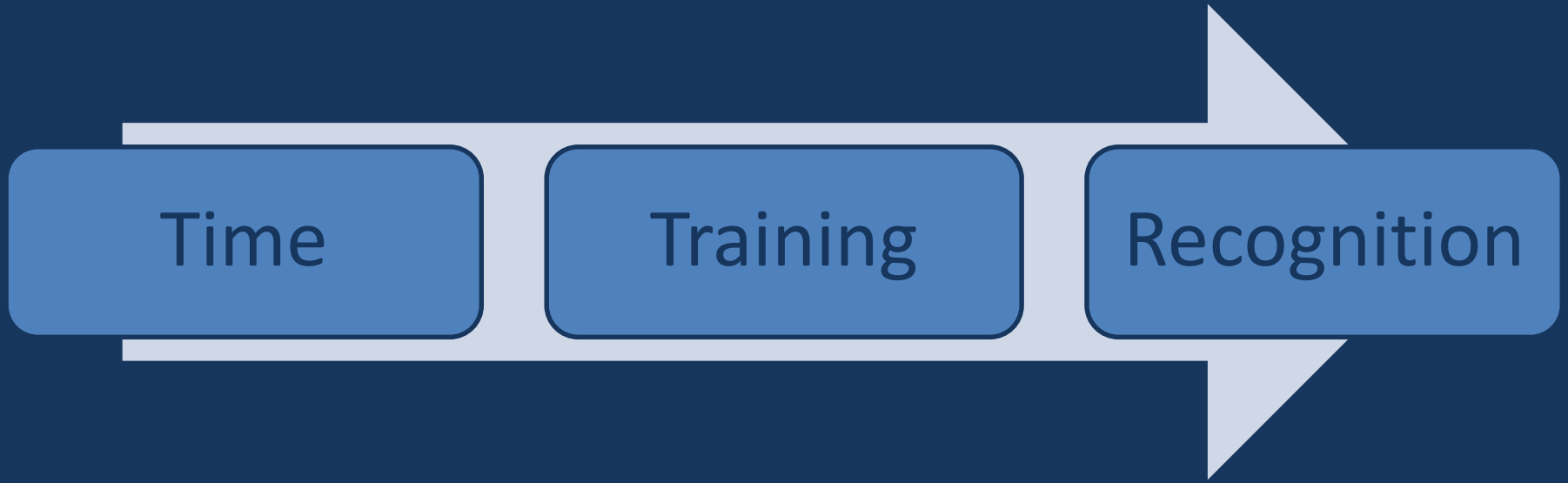
Q4 - What are 2-3 of the most significant barriers that inhibit you from incorporating the practices mentioned above?

Time

Class size

Merit reviews

Q4.1 - What are 2-3 of the most significant barriers that you think may inhibit your faculty colleagues from incorporating the practices mentioned above?



Q5 - What practices have been effective for you in terms of engaging students from diverse backgrounds both inside and outside of the classroom that you would recommend to your faculty colleagues?

“Effective” Practices:

SOME DIRECT QUOTES…

OUR SURVEY AS INTERVENTION…

Showing some vulnerability helps facilitate these conversations and signals to students that I'm a safe person to talk to. I could probably be more open and inviting, but I also need to establish some boundaries so they're coming to me with mostly appropriate stuff. ***I'm learning how to walk this line as I go.*** *This is probably tougher for professors in the sciences, but it's not like scientific knowledge production is apolitical, so perhaps there are opportunities to discuss that a bit at some point during their courses. In the humanities and social sciences, there's simply no excuse.*

SYLLABI ARE POWERFUL…

*Finding ways to **demonstrate concern structurally** (e.g. include immigration, personal and financial issues on the list of matters that may merit exceptions to course policies.)*

SYLLABI ARE POWERFUL…

Diversifying syllabi and content. This is far and away the most important thing any faculty can do. I am Caucasian. Many students of color come with automatic biases that white faculty cannot possibly understand or teach to their needs: your department needs to ***emphasize to incoming students that the humanities has solved this problem****, in the sense that you don't have to be Asian to work on Asian material, you don't have to be African to be an Africanist, etc. But incoming students lack the critical thinking skills to understand this. I had a Latinix student ask me why I was teaching "his culture's" material---this kind of thinking needs to be regularly flipped. Students of color also come to our campus with their own set of biases and fixed ways of thinking.*

DON’T BE SHY…

Be open and honest about racism sexism, homophobia, and inequality (class). The term "diversity" itself is a a problem. It's euphemistic and fosters the pretension that the university cares about racism etc. In fact the university only cares to the extent that it has to defend itself against charges of racism, sexism, etc. If it isn't worried about being effectively attacked and critiqued, it will pay no attention to these issues.

TRAINING…

Many of the teaching workshops offered on campus assume faculty are white and need help with this. As a "diverse faculty" member it would be helpful if the workshops, etc addressed --and affirmed-- how to deal with backlash of trying to address diverse sets of students. we have stuff like NCFDD and some colleagues to talk with but the whole language is ***framed as diversity posing a problem to be dealt with rather than white supremacist assumptions from some faculty colleagues****...we've got folks who been here decades and I don't know they're going to change It get the new generation of faculty on board.*

A LITTLE SETUP GOES A LONG WAY…

- *Requiring them to* ***write reflections at the beginning of the quarter about which type of participant they most identify with*** *and a few weeks in about what the challenges have been and what they have learned about operating differently in class. I have found this helps to engage students from less represented perspectives and diversifies class discussion beyond dominant voices.*
- *also before any group work is done,* ***have the students talk to eachother about what kind of learners they are*** *so that they better understand the different strengths within the groups. ask for progress reports on groups projects and meet individually with groups to review progress.*

TAKE A STAND…

In big lectures, I use lots of imagery/painting in my powerpoints (about philosophy) and make sure it is suitably inclusive. I use forced votes to make studnets commit to one side or another of an issue, and then ask them if they can say why they went the way they did. This leads to more joining in than just asking for their opinion cold.

IF ONLY...

I have had very positive experiences with minority undergrads in my laboratory. However, this is not always the case in the classroom; many are highly motivated but lack the proper background or presentation skills, etc. Perhaps they might benefit from a pre-college 'bootcamp' or similar?

UGH...

Honestly: my classes are highly diverse: I do not make distinctions, privileging neither majorities nor minorities. Equality is equality in a meritocracy.

***diverse backgrounds make little difference in themselves in math**. willingness to work is the importan variable*

I treat all students the same so training here would be valuable.

Focus Groups

Andragogy:

1. Free write: what worked for you when you were an undergrad?

2. Questions:

    1. Are HIPs THE way?
    2. What would be the ideal to serve the changing demographics of our campus?
    3. What is realistic?

Discussion:

Limitations:

Survey

- Responses weighted to social sciences and humanities
- Full professors who actually want training
- Possible Hawthorne effects – but unlikely given responses
- Paradigm issues = HIPs

Focus Groups

- Choir
- Small numbers
- Natural disasters (fire, flood)
- We led them

Implications

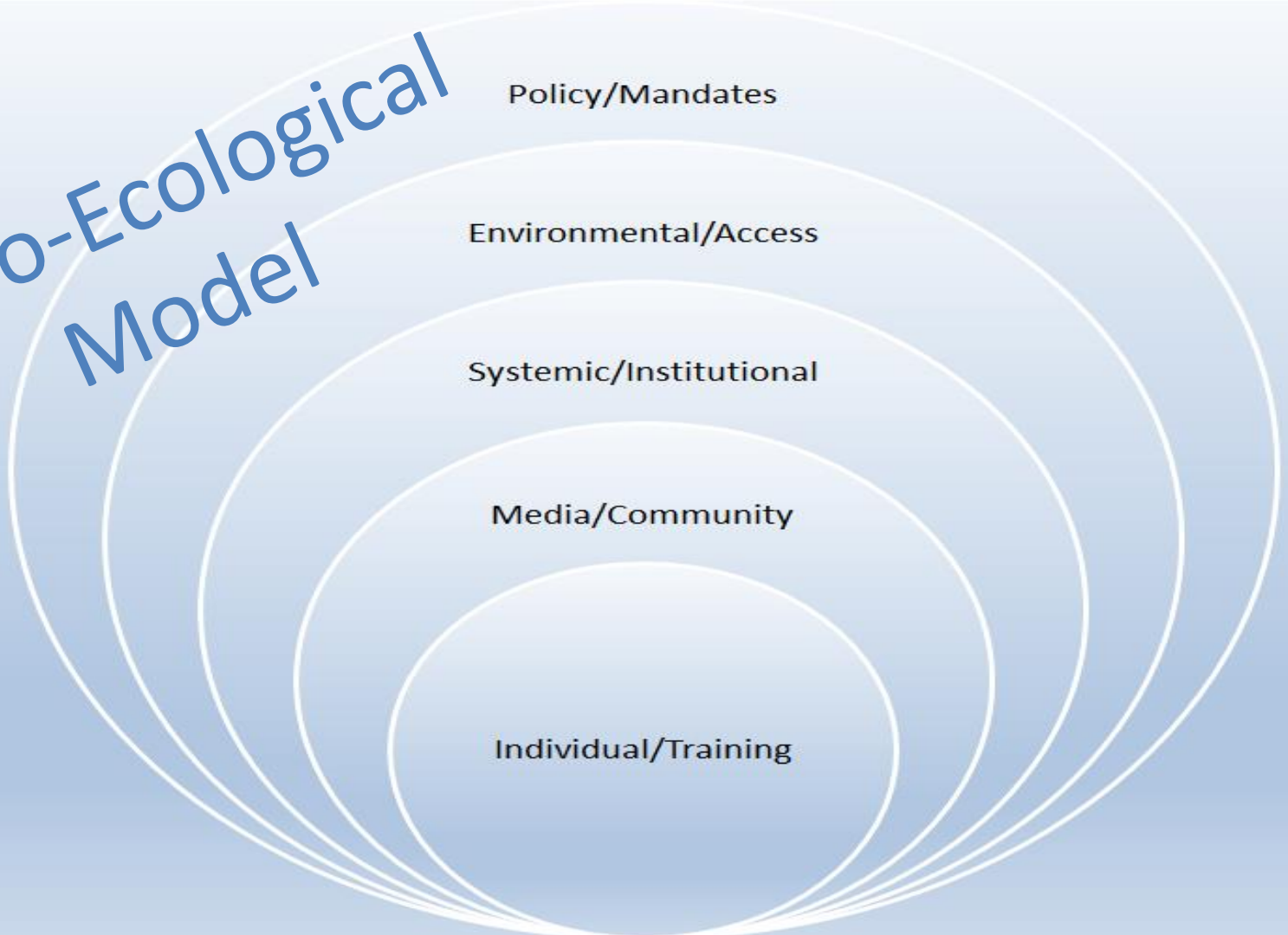
Academic Affairs

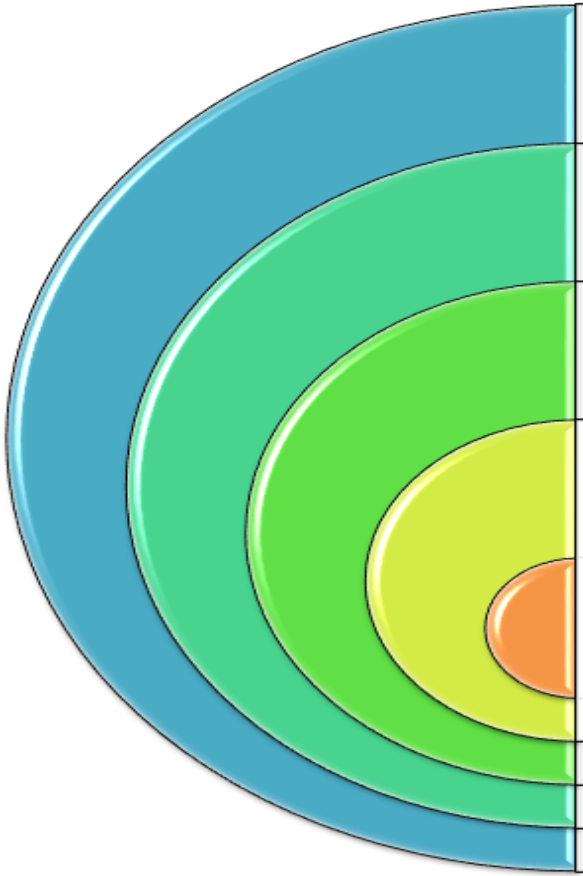
- More study
- Survey as intervention?
- Address merit review for community-based learning and learning communities
- EAP negotiations
- Training with Student Affairs
- Decolonize to better serve?
- Accreditation measures

Student Affairs

- More study
- Survey as intervention?
- Summer salaries
- Mini-grants
- Develop learning communities with faculty
- Develop service learning with faculty
- Training with faculty on their terms
- Accreditation measures

Socio-Ecological Model





Policy/Mandates	• Merit reviews measure service • Accreditation measure service
Environment/Access	• Education Abroad • Learning Communities • Service Learning • Class size
Systemic/Institutional	• Mini Grants • Summer Salary • Research
Community/Media	• Recognition • Surveys • Departmental norms
Individual	• Training for Faculty • Training for Students