

# Faculty Attitudes towards the Implementation of High Impact Practices

Dragana Polovina-Vukovic, Patrick Lyons, Rosella  
Ingriselli, Nectaria Karagiozis

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# A Primer: High Impact Practices (HIPs)

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects
11. e-Portfolios\*

# Why we completed our study

This study was funded by an Educational Developers Caucus grant

## Goals:

- To explore *how* and *why* faculty members incorporate HIPs into their teaching
- To explore what *prevents* faculty members from implementing HIPs into their teaching

Why is this important?

- Overall positive effects on student engagement; enhanced critical thinking skills; academic success (Kuh, 2008; Brownell and Swanner, 2010)
- NSSE data (Carleton as compared with Ontario)

# NSSE 2017 - Carleton Results

Table 6: High-Impact Practices				
	First Year (% Participating)		Final-Year (% Participating)	
	Carleton	Ontario	Carleton	Ontario
Learning Community	6%	8%*	16%	17%
Service Learning	38%	45%*	36%	48%*
Research with Faculty	2%	2%	26%	23%*
Internship or Field Experience			38%	46%*
Study Abroad			6%	10%*
Culminating Senior Experience			39%	34%*
Participated in at least one	42%	49%	76%	81%
Participated in two or more	-	-	48%	53%

\*Denotes statistically significant difference from Ontario Consortium

# Activity

Thinking about your institution, consider the following two questions:

- 1) What are the most successful implementations of HIPs at your institution?
  - a) List examples. Why are these successful?

**and/or**

- 1) What barriers exist to incorporating HIPs at your institution?
  - a) Why do these barriers exist? Are these individual barriers or systemic barriers?

**Please write your responses on sticky notes.**

# Results

- 225 respondents (12%)
  - 134 full-time faculty members
  - 81 contract instructor
  - 10 others (adjunct professors, lab coordinators, professors emeritus, visiting scholars)
- The majority of respondents (70%) are from the Faculty of Arts and Social Science and the Faculty of Public Affairs
- 62% of respondents have been teaching in higher education for 10 or more years

# HIPs at Carleton

75% of respondents implemented at least one HIP into their teaching.

Most commonly implemented HIPs at Carleton:

1. Collaborative assignments and projects
  - “I always have group assignments in all my courses. The ability to function within and be a part of a group is paramount to being successful in my discipline.”
1. Undergraduate research
  - “Students conduct secondary research (e.g. literature review), primary research (field work with participants, subject matter experts).”
1. Capstone projects and courses
  - “Indigenous studies program offers capstone course on the land.”

25% did NOT implement a HIP

# Motivation to incorporate HIPs

- To create courses that are more relevant to students' future careers
- To engage students in the learning process and build their skills
- To experiment with one's own teaching practices
- They are beneficial to students
- Some of the HIPs are mandated (for example, accreditation requirements for engineering students)



# Challenges: HIPs

- The lack of time for planning (58%)
- Large class size (43%)

Other challenges:

- “*Student resistance* has been an issue. Students become familiar with the more typical format so deviations from that format cause upset and uncooperative attitudes.”
- “*Lack of recognition* by the administration that this is meaningful teaching; there is *no career incentive* to teach with HIPs.”

# Reasons for NOT incorporating HIPs

- The lack of support from colleagues, department, etc.
- No acknowledgment of efforts
- Belief that HIPs are not relevant to their discipline
  
- Skepticism - they don't help students' learning
  - “As CIs we are not paid enough to spend time on these issues”
  - “I am skeptical of research on teaching methods”
  - “This stuff is fad driven”

# Observations/Discussion

What could Teaching and Learning departments focus on?

- Communicate
  - Provide literature, studies, evidence, and encourage SoTL to help decrease the scepticism about HIPs benefits
  - Provide examples of successful implementations in order to showcase the meaning and nature of HIPs in simple, understandable terms
- Facilitate communities of practices
- Discipline specific workshops
- Work with departments, schools, and faculties to acknowledge teaching efforts, especially in terms of promotions and to raise awareness.

Questions? Comments?

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[patrick.lyons@carleton.ca](mailto:patrick.lyons@carleton.ca)

[dragana.polovinavukovic@carleton.ca](mailto:dragana.polovinavukovic@carleton.ca)

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