

## **2017 Educational Developers Caucus Grant- Proposal**

**Title:** Faculty Members and Contract Instructors' Attitudes Towards the Implementation of High-Impact Practices (HIPs)

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### **Proposed project mini-description**

This project will explore faculty members and contract instructors' attitudes towards high-impact practices (HIPs). More specifically the ways in which they incorporate these practices and elements in their everyday teaching as well as potential barriers that they may face that would prevent them from including these teaching elements into their courses.

### **Full Project Description**

In 2007 George Kuh named [10 high-impact educational practices \(HIPs\)](#) and activities that positively affect student engagement and their academic success. The implementation of these practices lead to greater retention and help ensure

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undergraduate students got the most out of college/university (Kilgo, Ezell Sheets & Pascarella, 2015). When HIPs are used effectively, they can provide students with engaging and active experiences that will help them to develop the knowledge and skills that are essential to life, work and citizenship (McNair & Albertine, 2012). These high-impact practices include:

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 and community based learning
9. Internships
10. Capstone Courses and projects
11. ePortfolios (recently added)

According to Kuh (2013), there are eight key elements that support the effectiveness of HIPs:

1. High levels of expectations
2. Significant investment in time and effort by students over an extended time
3. Interaction with faculty and peers
4. Experiences with diversity
5. Frequent, timely and constructive feedback
6. Periodic opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

As institutions across the province are focusing on incorporating HIPs into their teaching, it is important to examine faculty members' attitudes toward HIPs and explore ways in which they incorporate these practices and their elements in their everyday teaching. It is also important to understand potential barriers that faculty members and contract instructors may face that would prevent them from the inclusion of these teaching elements, activities and approaches into their courses.

Using a mixed-method approach, we will survey faculty members and contract instructors at Carleton University to examine these areas. The results from this study will be shared with educational developers and teaching centres. The results will allow them to see:

- Whether faculty members and contract instructors are including elements of HIPs into their teaching
- Which elements are getting the most/least attention

As well as...

- Adjust their services (if needed) to emphasize the HIPs element that may need more attention and help faculty members overcome potential challenges they may face

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While this research project will focus exclusively on experiences of faculty members at Carleton University, we feel that a number of our findings will be broadly applicable to other institutions. In addition, other universities may use the research instrument to conduct comparative research and identify similarities and differences between their findings and the ones by Carleton University.

The report as well as the research instrument will be made available on Carleton's EDC website in an open, editable environment should teaching centers' want to distribute the survey again in the future.

### **Connections to EDC Living Plan**

Growth Area 1: Fundamental faculty & course development

- 1.1. Facilitate workshops, courses and sessions
- 1.2. Support the development and design of courses
- 1.4. Identify and describe appropriate effective and informed teaching practices

Growth Area 2: Working within and with academic units for Curriculum, Program and Organizational change

- 2.1. Facilitating key skills and tasks in curriculum development and enhancement (e.g. curriculum mapping and review processes; signature pedagogies, high impact educational practices) May include formal group facilitation or participation in committees and just-in-time support.

Growth Area 3: Enhancing, Supporting, & Advocating for Teaching and Learning Quality

- 3.1. Developing awareness of and evaluating the big picture (e.g. current and upcoming trends in post-secondary education and their potential impact on ED)
- 3.2. Provide strategic leadership and representation to advocate for enhancing the quality in teaching, learning and educational development in postsecondary education.

### **Outcomes/deliverables**

June - September 2017

- Obtain ethics approval from Carleton University's Research Ethics Board
- Research, develop and test the research instrument
- Finalize research instrument/survey

October - December 2017

- Data collection and analyses
- Provide Interim Report to EDC

January - March 2018

- Data analyses continues
- Report drafting

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April - June 2018

- Finalize report
- Post resulting information and open resources on Carleton.ca/edc's website
- Report on the Final Deliverable

### Budget

Research Assistant (undergraduate student), 14 hours/week @ 15/hour for 10 weeks	\$1,050
<b><i>In kind contribution from Carleton</i></b>	
Senior Teaching Associate, Consultations /(development of the research instrument)- consultation fee	\$8,000
Additional resources for Research Assistant (undergraduate student), 10 hours/week @ \$15/hour for 10 weeks	\$1,500
Support for the preparation of the final report (copy editors, office supplies, staff members time)	\$3,000
	\$14,600
<i>In kind contribution from Carleton</i>	\$13,550
<b>Requested from EDC Grant</b>	<b>\$ 1,050</b>

### Agreements

[ x] I/We agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

[ x] I/We acknowledge that I/we will submit an interim report and a final deliverable (as described below).

### References

Kilgo, C., Ezell Sheets, J., & Pascarella, E. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69(4), 509-525.

Kuh, G.D, & O'Donnel, K. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, DC: Association of American Colleges and Universities.

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McNair, T. B., & Albertine, S. (2012). Seeking High-Quality, High-Impact Learning: The Imperative of Faculty Development and Curricular Intentionality. *Peer Review*, 14(3), 4-5.

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