Slide 1

Options for Assessing the Faculty Practice in HIPs

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Find slides here:

Program presented at the 2024 Community-Engaged Alliance Summit & Research Symposium, Bloomington

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Slide 2

What brings you to this session?
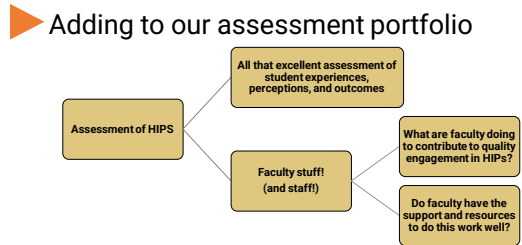
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Slide 3

What brings me here?

- Typical assessment of High-Impact Practices:
  - Participation in a checklist of activities
  - Evidence of quality
  - Evidence of outcomes
  - Evidence of products
- But something feels missing…
  - Someone is responsible for creating and implementing HIPs!
    - We'll focus on faculty today, but don't forget about your staff
- Not a vendor session!
- Partnership with the Community-Engaged Alliance

College + University Teaching Environment

FSSE faculty survey of student engagement

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Slide 4

Adding to our assessment portfolio

Assessment of HIPS

All that excellent assessment of student experiences, perceptions, and outcomes

Faculty stuff! (and staff!)

What are faculty doing to contribute to quality engagement in HIPs?

Do faculty have the support and resources to do this work well?

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Slide 5

Faculty practice—what faculty *do* to engage students in effective, educational, HIPs

- The "checklist"
  - Faculty supervision or involvement in HIPs
  - Faculty perceptions of importance for student participation
- Evidence of quality
  - Expectations for time and effort
  - Student-faculty interaction
  - Collaborative learning
  - Opportunities for interactions across difference
  - Prompt and detailed feedback
  - Incorporation of reflective and integrative learning
  - Incorporation of real-world application
  - Outcomes and products
- Outcomes
  - Incorporation of civic engagement
  - Incorporation of inclusive pedagogies and engagement with cultural diversity
  - Focus on transferable skills, career, and workforce development
  - Teaching professional development
- Comparing student and faculty perspectives or experiences can lead to productive conversations on expectations and practice

FSSE faculty survey of student engagement

This is a lot of work! How can we engage faculty and support them to do this?

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Slide 6

Faculty environments—the support and resources to do this work well

- Processes + Policies
  - Balance within work responsibilities
  - Work-life balance
  - Values for hiring, promotion, merit, and tenure
  - Expectations for pedagogy and teaching (and service!)
- People
  - Values of senior leaders, department chairs
  - Faculty community
- Resources
  - Instructional and professional development
  - Access to necessary tools (classrooms, technology, etc. conducing to quality teaching)
  - Time!
- Emotions
  - Stress, motivation, respect

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Slide 7

What else could we assess about the faculty experience with HIPs?

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Slide 8

What else could we assess about the faculty experience with HIPs?

- Don't forget about the importance of demographics!
  - What stage of life are you in when you're starting HIPs, taking risks, or improving pedagogies
- Connection to scholarship or scholarship for teaching and learning
- Graduate student professional development and mentoring
  - Do teaching assistantships include the incorporation of high-impact practices?
  - Preparing future faculty professional development opportunities
  - New faculty teaching professional development opportunities
- Are risks supported in evaluations?
- Disciplinary differences in HIPs might mean differing assessments
- Are students participating in these HIPs towards the beginning of their college experience?

Ideas from the audience!

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Slide 9

What should our assessment priorities be regarding faculty practice in HIPs?

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Slide 10

What should our assessment priorities be regarding faculty practice in HIPs?

- Incentivizing writing or reflection, study of their work
  - Make space for people to do good work
- Not necessarily and assessment priority but are there templates or examples of how the work could be done?
- Make sure faculty doing HIPs know that they're doing good work and that others know they're doing good work

Ideas from the audience!

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Slide 11

What challenges will we face and what can we do about them?

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Slide 12

What challenges will we face and what can we do about them?

Ideas from the audience!

- How do we get faculty to buy in to this hard work?
  - Where could we advertise or provide some attention for the work?
- Faculty do not like getting told what to do (if they're not already doing it)?
- Faculty can be wary of taking risks when changing their pedagogies
  - Is there anything we can do to make lower-level service-learning conversations and experiences less risky? Could there be lower-division conversations?
- How can we reach other audiences? We (here at the event) know that what we're doing is important, how can we get other people to listen?
  - Can we involve the media in some way? This could also speak to the lack of trust people have in higher education

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What else could Allison (or other outside organizations) do to help CEA projects succeed?

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What else could Allison (or other outside organizations) do to help CEA projects succeed?

- How can we get policy makers to listen and support? Could we do a CEA policy party? (Indiana philanthropy alliance?)
- Make sure that we don't treat all HIPs as the same, different things may make different practices "high-impact"
- Include actual practitioners in the creation of assessments

Ideas from the audience!

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Thanks!

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College + University Teaching Environment
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Faculty Survey of Student Engagement
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