



The Influence of Faculty on Marginalized Student Participation in High-Impact Practices

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Background Information & Goals for Today

- **Background**
 - HIPs promote engagement, academic success, and persistence
 - Faculty frequently coordinate HIP efforts & participate at different rates as well as encourage students to participate differently
 - Marginalized students benefit greatly from HIPs yet participate less than majority peers and HIPs sometimes further marginalize students
- **Goals**
 - Describe the faculty who most frequently engage undergraduates in high-impact practices and most strongly value student participation in high-impact practices
 - Articulate differences in student participation in high-impact practices based on faculty values
 - Apply the findings to their own institutional context to improve underrepresented student participation in high-impact practices

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Outline

- Opening discussion about high-impact practices
- Conversation about an on-going study about faculty and high-impact practices
- Sharing our findings about the faculty relationship with marginalized students
- Open floor time to interrogate the findings
- Question & Answer

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Warm-Up Questions

1. Why should faculty participate in high-impact practices or encourage students to participate?
2. Who are the students who participate in high-impact practices at your institutions?
3. What initiatives do your institutions have to bolster faculty or student participation in HIPs?

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National & Faculty Survey of Student Engagement

- The National Survey of Student Engagement & Faculty Survey of Student Engagement (FSSE) measures perceptions of and involvement in undergraduate/faculty student engagement at four-year colleges and universities
- 83 institutions in 2020 administered both surveys with responses from ~28k seniors & ~12k faculty
- With respect to HIPs, FSSE measures faculty participation and importance to faculty that students participate in six practices:
 - Learning communities, undergraduate research, service-learning courses, internships, study abroad, and culminating senior experiences
- NSSE measures senior student participation of all the previous HIPs

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Measures: HIPs

Faculty Importance Items

How important is it to you that undergraduates at your institution do the following before they graduate?

Response options: Very important, Important, Somewhat important, Not important

- Participate in an **internship**, co-op, field experience, student teaching, or clinical placement
- Participate in a **learning community** or some other formal program where groups of students take two or more classes together
- Participate in a **study abroad** program
- Work with a faculty member on a **research** project
- Complete a **culminating senior experience** (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- Participate in a community-based project (**service-learning**) as part of a course

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Measures: HIPs

Faculty Participation Items

During the current school year, have you participated in the following activities? *Response options: 1=No, 0=No*

- Supervising undergraduate internships or other field experiences
- Supervising, mentoring, or teaching undergraduates in a learning community or some other formal program where groups of students take two or more classes together
- Supervising undergraduates in a study abroad program
- Working with undergraduates on research
- Mentoring or teaching undergraduates completing a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolios, etc.)

About how many of your undergraduate courses at this institution have included a community-based project (service-learning)? *Response options: All, Most, Some, None*

Student Participation Items

Which of the following have you done or do you plan to do before you graduate? *Response options: Done or in progress=4, Plan to do=3, Do not plan to do=2, Have not decided=1*

- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

About how many of your courses at this institution have included a community-based project (service-learning)? *Response options: All, Most, Some, None*

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Findings: Faculty Importance

Scores range from 6-24 (based on 6 HIPs, and importance ranged 1-4)

Faculty Importance of Student Participation in HIPs by Sexual Orientation

Seems most faculty place importance of student participation in HIPs consistently across sexual orientations, however there is a dip by questioning/unsure faculty.

Sexual Orientation	Score
Straight	17.23
Bisexual	17.20
Gay	17.27
Lesbian	17.54
Queer	17.09
Questioning	15.67
Another	17.38

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Findings: Faculty Participation

- Across the board it looks like faculty by gender identity participate in 1 HIP.
- Although, it looks like women tended to equally participate in 1 or two HIPs
- Faculty from Another Gender Identity reported participating 4 HIPs more than their peers

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Findings: Student Participation

Frequency of Student HIP Participation by Race/Ethnicity

Out of all the White students, most participate in 2 HIPs. Students with Another Race or Ethnicity report participating in one then 3HIPs the most. Multiracial students nearly participate in 1 or 2 the same

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Findings: Faculty & Student Relationship

What is the relationship between faculty emphasis & participation in HIPs to student participation by race/ethnicity?

- Main Effects**
 - Faculty emphasis positively relates to student HIP participation (+)
 - Faculty participation positively relates to student HIP participation (+)
 - White (+++) & Multiracial (+) students appeared to participate in HIPs more than peers
- Interaction Effects**
 - Asian Students*Faculty Emphasis(++)
 - Black Students*Faculty Emphasis(++)
 - Latino Students*Faculty Emphasis (-)
 - Seemed no interaction existed between students' race/ethnicity and faculty participation

Note: -/+ <.05, -/+ <.01, -/+ <.001
Controls: gender, sexual orientation, disability, academic major, first-generation, private/public, Carnegie Classification

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Explore with Us!

FSSE Faculty Survey of Student Engagement

A Summary of Faculty And Student Results: High Impact Practices

FSSE staff developed a series of interactive Tableau dashboards with filters for faculty and institutional demographics.

See our newest visualization on HIP importance and participation here: <https://tableau.bi.iu.edu/v/prd/views/FSSE-NSEHighImpactPractices/FSSENSEHighImpactPractices?iid=1&isGuestRedirectFromVizportal=y&embed=y>

Find other visualizations on the FSSE website: <https://nsse.indiana.edu/fsse/findings-data-reports/interactive-reports/index.html>

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Explore with Us!

1. Section 1: Select your institution type: Carnegie + Private/Public (Click apply for each filter!)
1. What do you notice about Faculty HIP Importance at your type?
2. What do you notice about Senior Students HIP Participation?

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Explore with Us!

1. Section 2: Now, let's drill by demographic type
 - Select one marginalized category (e.g., race/ethnicity, gender identity, sexual orientation), and select one specific subpopulation (e.g., Multiracial).
2. What do you notice about Faculty HIP Importance in specific HIPs?
3. What do you notice about Faculty Participation in specific HIPs?

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Wrap-Up Discussion

1. How do we encourage faculty to encourage their students to participate in high-impact practices? What skills, knowledge, or habits of mind do faculty need to do this task?
2. How do we remove barriers for marginalized students to participate in high-impact practices?
3. What are ways we can make high-impact practices more culturally relevant for marginalized students and faculty?

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Question & Answer

Thanks so much for joining!

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