

# Implementing Equity-Minded High-Impact Educational Practices

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# Outline

1. Background on High-Impact Educational Practices (HIPs)
  - Definition
  - Types
  - Characteristics
  - Benefits
2. Equity-Minded HIPs
  - Unequal participation, access, and impact
  - Equity framework
  - Proposed solutions within equity framework
  - Application
    - Example of equity framework in action
    - Action steps for you and your institution

# High-Impact Educational Practices (HIPs)



Exciting pedagogical experiences



Involve hands-on, engaged learning practices



Demonstrate substantial educational benefits for those who participate



## High Impact Educational Practices (HIPs)

First-Year Seminars & Experiences	Capstone Courses & Projects	Common Intellectual Experiences
Diversity/Global Learning	<b>11 HIPs</b>	Undergraduate Research
Service Learning, Community-Based Learning		Collaborative Assignments & Projects
Learning Communities	Writing-Intensive Courses	Internships
	ePortfolios	

## Eight Characteristics of HIPs

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Performance expectations will be set appropriately high

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Investment of student effort over an extended period of time

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Students interact with faculty & peers about substantive matters

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Students will be exposed to greater diversity

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Students will be provided with frequent, timely, & constructive feedback

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Opportunities for “real world” application of knowledge will arise

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Students will be obligated to publicly demonstrate their competence in a subject

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Students will be provided with periodic, structured opportunities to reflect & integrate learning

# Benefits of HIPs

## Enhance Student Learning & Higher-Order Thinking

Higher levels of engagement in deep learning and perceived gains in learning

Greater critical thinking

Increased analytical and problem-solving skills

Increased independent thought

Higher GPAs

Improved writing skills

Greater ability to work in groups

## Additional Benefits

Higher retention rates

Higher student engagement in college

Increased self esteem

Closer relationship with professors

Stronger commitment to civic engagement and social justice

Increased practical job skills

More opportunities for professionalization and mentorship

Increased post graduate job prospects

More likely to enter graduate school

- Cumulative and Accentuating
- Compensatory Effect

# Unequal Participation, Access, and Impact

- Barriers
  - Time and financial constraints
  - Competing priorities
  - Inadequate guidance and advising
  - Transportation issues
- Varying impacts
  - Writing intensive more likely to benefit white students
  - Black students less likely to report gains from working on research with faculty
  - Hispanic students less likely to report gains from internships

# Equity Framework

- Name and address barriers to equity
- Account for intersecting systems of power
- Give Institutions and individuals knowledge and resources to implement



# Proposed Solutions within Equity Framework

- Modified HIPs
- Curricular restructuring
- Increased resources

# Example of Equity Framework: Modified HIPs

## Example: Short Term Study Abroad

- Name and address barriers to equity
  - Cost of the flight?
  - Time of full length program?
- Account for intersecting systems of power
  - Class, gender, cultural norms affect on job pressure
- Give institutions and individuals knowledge and resources to implement
  - Education and resources

# Question HIPs

- Created by and implemented by traditionally privileged groups
- Other impactful practices?
  - Interrogate our definition of HIPs
    - *What* makes something high impact?
    - *Who* defines high impact?
- Research other definitions of HIPs
  - 8 characteristics?

# Action steps for you and your institution

1. Apply equity framework to an existing HIP
2. Modify and implement new equity minded version
3. Identify new, previously unidentified HIPs (using 8 characteristics as a starting point)
4. Research effectiveness (Implementation and Assessment)
  - a. Implementation
  - b. Feasibility
  - c. Equity

## Forthcoming Article

- Greenman, Sarah J., Valerie Chepp, and Samantha Burton. "High-Impact Educational Practices: Leveling the Playing Field or Perpetuating Inequity?" *Teaching in Higher Education* (forthcoming).

Thank you

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**Below are the references for our forthcoming article:**

Greenman, Sarah J., Valerie Chepp, and Samantha Burton. "High-Impact Educational Practices: Leveling the Playing Field or Perpetuating Inequity?" *Teaching in Higher Education* (forthcoming).

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