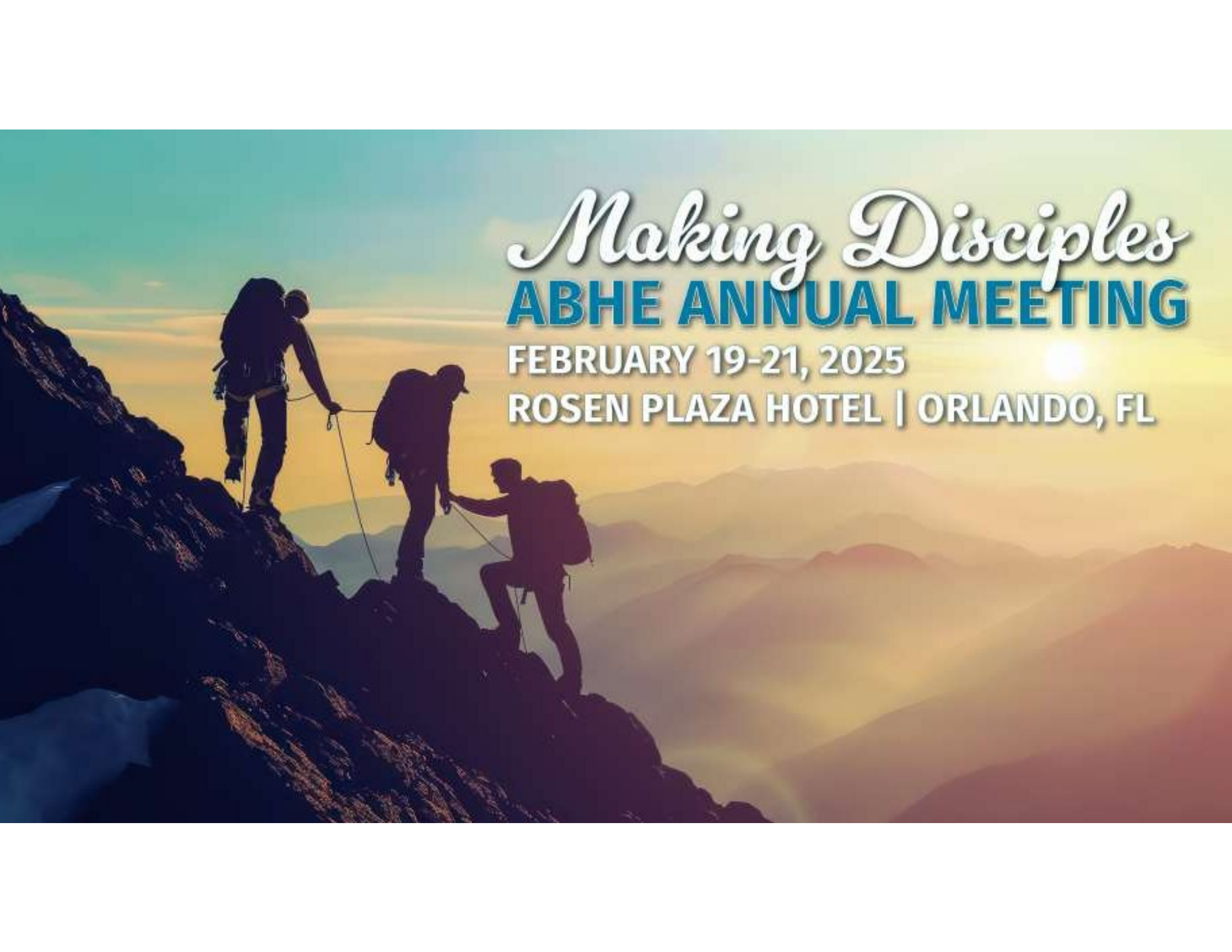


The background of the entire image is a photograph of three hikers with large backpacks ascending a steep, rocky mountain trail. They are silhouetted against a bright, hazy sky at sunrise or sunset, with a rainbow visible in the distance over a series of rolling mountain ranges. The hiker at the top is pulling the rope for the one below, who is in turn helping the third hiker.

Making Disciples

ABHE ANNUAL MEETING

FEBRUARY 19-21, 2025

ROSEN PLAZA HOTEL | ORLANDO, FL

HIGH IMPACT PRACTICES

Insights on Faculty Effectiveness

TRICIA A.S. WILSON

Provost

LANCASTER BIBLE COLLEGE



Objectives

- To understand High Impact Practices (HIPs) and their benefits
- To reflect on Educationally Effective Practices (EEPs)
- To connect your experiences and assumptions with effective strategies for student success
- To identify 1 strategy for your institution



HIGH IMPACT PRACTICES (HIPS)

“Highly engaging activities”

Student Success Outcomes

Benefits all students

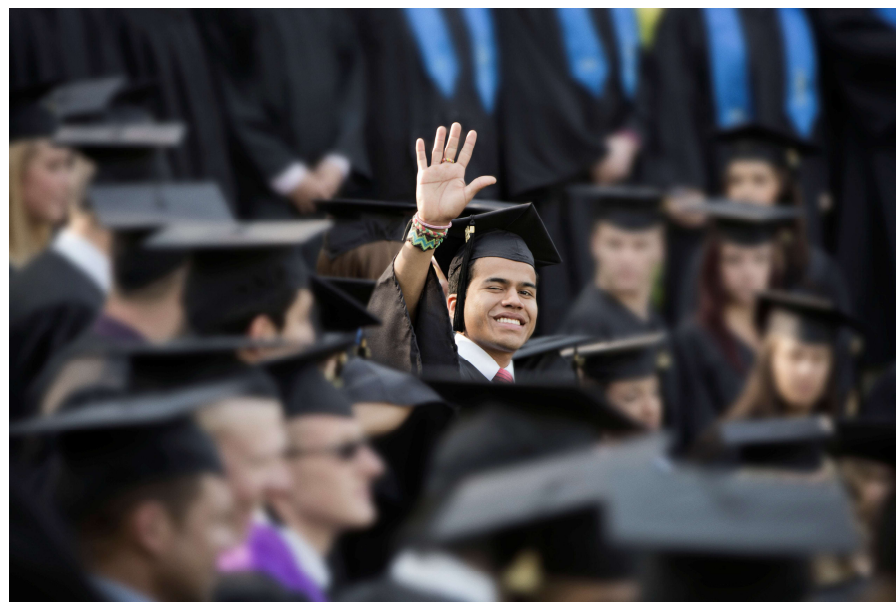


HIGH IMPACT PRACTICES (HIPS): Features

Students: Time + Effort



Institutions: Channel Energy





HIGH IMPACT PRACTICES (HIPS): Experiences

FIRST-YEAR SEMINARS AND EXPERIENCES

COMMON INTELLECTUAL EXPERIENCES

LEARNING COMMUNITIES

WRITING INTENSIVE COURSES

COLLABORATIVE ASSIGNMENTS AND PROJECTS

UNDERGRADUATE RESEARCH

DIVERSITY/GLOBAL LEARNING

SERVICE LEARNING/COMMUNITY-BASED LEARNING

INTERNSHIPS, ePORTFOLIOS, AND CAPSTONE COURSES AND PROJECTS

EDUCATIONALLY EFFECTIVE PRACTICES



Student Faculty
Interaction



Engagement
with Diversity



Reflective &
Integrative Learning

EDUCATIONALLY EFFECTIVE PRACTICES



Student Faculty Interaction

Frequency + Nature = Quality

- Discuss course material outside of class
- Engage in an activities outside of class
- Interactions during class
- Discuss career plans
- Discuss academic performance
- Perceived accessibility to students

EDUCATIONALLY EFFECTIVE PRACTICES

**New Encounter
+
Disequilibrium
=
Growth**



**Engagement
with Diversity**

- Prolonged social and curricular exposure
- Challenge + Support

CULTURALLY RESPONSIVE PEDAGOGY



**Engagement
with Diversity**

- Faculty recognize self, student positionality
- Asset, not deficit approach to learning
- Past experiences, cultural identity valued
- “Fund of knowledge” is a bridge
- Holistic care removes emotional barriers

CULTURALLY RESPONSIVE PEDAGOGY



Engagement with Diversity

- Develops skills to work with diverse populations
- Students share experiences and perspectives
- Assignments explore students' backgrounds
- Respect expressions of diverse ideas
- Discuss issues of privilege/justice
- Encourages cultural competence
- Connect learning to home contexts

EDUCATIONALLY EFFECTIVE PRACTICES

Students' approach to learning:

- Intentions
- Learning processes
- Outcomes

Links to:

- Intrinsic Motivation
- Active Learning
- Interactions with peers and faculty



**Reflective &
Integrative Learning**

EDUCATIONALLY EFFECTIVE PRACTICES

Deep Learning

- Effort to understand underlying meanings or themes of ideas
- Application to real world
- Integrate previous knowledge and experiences
- Learning is pleasurable
- Well-structured knowledge base
- Intrinsic curiosity
- Prefer to work conceptually

Surface Learning

- Unreflective
- Minimal effort
- Rote memorization
- Anxious, insufficient time, high workload
- Learning is a “drag...a task to be got out of the way” (Biggs et al., 2022)

EDUCATIONALLY EFFECTIVE PRACTICES

- Combine ideas from different courses
- Connect learning to societal issues
- Include diverse perspectives in course discussions or assignments
- Examine strengths and weaknesses of their views
- Understand other views by imagining how an issue looks from their perspective
- Learn something that changes the way they understand an issue or concept
- Connect ideas from your course to their prior experiences and knowledge.



Reflective &
Integrative Learning

EDUCATIONALLY EFFECTIVE PRACTICES



Student Faculty
Interaction



Engagement
with Diversity



Reflective &
Integrative Learning

Because today's college students are so diverse—and diverse in ways that are not immediately apparent—teaching well requires us to teach them how to do everything they need to do to succeed. In the past, we could count on students knowing how to read, take notes, annotate, study, take tests, write papers, and so on. No more. Now we know students need to be taught how to do all these things and more. Students need to be taught how to behave in classrooms, how to manage their emotions, how to manage their time, how to be engaged. (Carroll, S., 2018, xiv)

How do students benefit?

- Student Development
- Cognitive Growth
- Academic Achievement
- Learning
- Attitudes
- Commitment to Justice
- Higher-Order Thinking Skills
- Higher GPA
- Retention
- Critical Thinking
- Emotional Readiness to grow and embrace change
- Lifelong Learning
- Moral Reasoning
- Professional Identity Development
- Student Satisfaction
- Intrinsic Motivation
- Knowledge Acquisition
- Problem-Solving Skills
- Identity Formation
- Academic Self-Concept
- Sense of Belonging
- Civic Attitudes
- Community Engagement
- Understanding of Learning Goals and Learning Outcomes
- Social Development
- Complex Thinking
- Intellectual Engagement
- Academic Self-Confidence
- Cross-Cultural Empathy
- Cultural Competency
- Reduction in Racial Bias



Challenges to Achieving Outcomes

Students

- Students don't naturally know how to learn
- Access to resources and experiences inequitable for underserved students
- Achievement and development gaps for underserved students

Faculty

- Disciplinary experts, not education experts
- Faculty reward and evaluation structures do not prioritize teaching
- Dominant, teacher-centered pedagogy



Demographics

Students (2020)

- 49.9% Students of Color
- 1 in 5 students are Hispanic
- 1 in 5 students are born to immigrant parents (2018)
- 54% median income \$41,000
- 20-30% more URM than White/Asian are 1st Gen

Full-Time Faculty (2022)

- 72% White
- 13% Asian
- 7% Black
- 6% Hispanic



What facilitates faculty effectiveness?

3 Studies

- Student Faculty Interaction
- Student Engagement with Diversity (Culturally Responsive Pedagogy)
- Reflective & Integrative Learning

RQs

- ✓ What is the difference by faculty gender and race?
- ✓ What college environment and faculty experiences affect faculty practice?
- ✓ How do such college environment and faculty experiences vary by faculty gender and race?

Data & Methods

- ❖ 2019 Faculty Survey of Student Engagement (FSSE)—4,096 responses
- ❖ T-tests, One-Way ANOVA, Hierarchical Multiple Regression

Findings: What affects faculty effectiveness?

Gender and Race

- Female, Black, and Hispanic Faculty

Faculty Experiences

- Advising/Service
- **Student-Centered Pedagogy**
- Academic Discipline

Institutional Environment

- **Positive Campus Climate**



“Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

Chickering & Gameson, 1987

“Learning derives from a basis of strength and capability, not weakness and failure”

Geneva Gay, 2018

Strategies to Improve Effectiveness: Institutional Leaders



Foster a Positive Campus
Climate



Strengthen Teaching-
Learning Culture

Strategies to Improve Effectiveness: Faculty



Use Student-Centered
Teaching Practices



Develop Cultural
Competence



Student-Centered Pedagogies

- Asset-based mindset
- Start with Student Learning Outcomes
- Active and Collaborative Learning
- Incorporate Culture
- Effective Teaching Practices



Encourage Collaborative Learning

- Ask other students for help understanding course material
- Explain course material to other students
- Prepare for exams by discussing or working through course material with other students
- Work with other students on course projects or assignments

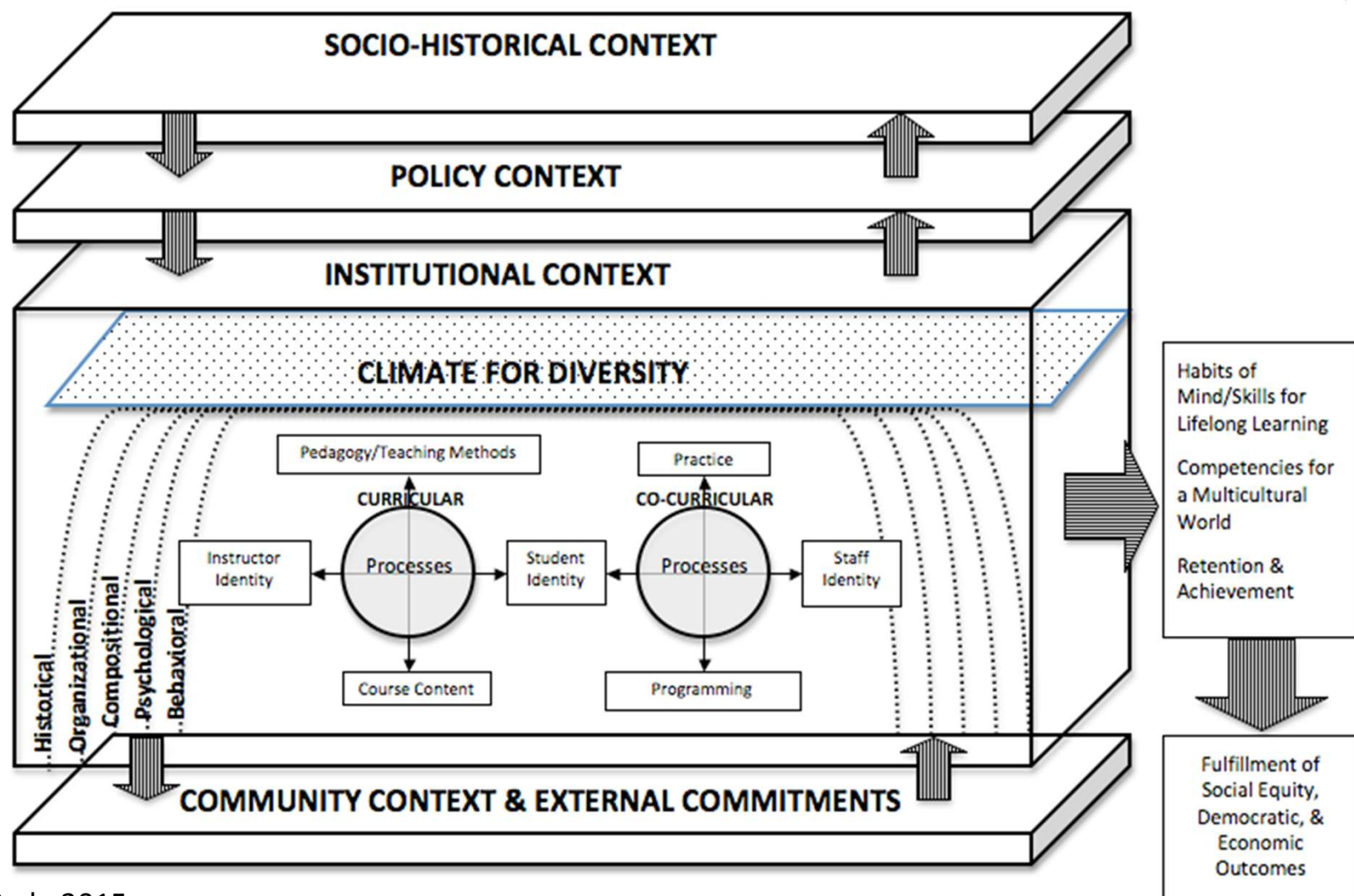


Effective Teaching Practices

- Clearly explain course goals and requirements
- Teach course sessions in an organized way
- Use examples or illustrations to explain difficult points
- Use various teaching techniques to accommodate diverse learning styles
- Review and summarize material for students
- Provide standards for satisfactory completion of assignments
- Provide feedback to students on drafts or works in progress
- Provide prompt and detailed feedback on tests or completed assignments

You can influence change!





Hurtado et al., 2015



Next Steps

- I want to implement a practice associated with:
 - Intentional Student-Faculty Interaction
 - Culturally Responsive Teaching
 - Reflective and Integrative Learning
- I want to implement student-centered pedagogy, specifically
 - Asset Based Mindset
 - Active and Collaborative Learning
 - Course Design that starts with Outcomes
- I want to encourage cultural competence
- I want to foster a positive campus climate
- I want to create a strong teaching-learning culture



Questions?



2025 ABHE ANNUAL MEETING

References

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