High Impact Practices (HIPs): Implementing HIPs for Momentum

USG Momentum Summit IV

March 2nd, 2021

COMPLETE COLLEGE GEORGIA

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

Welcome

Robert Tucker Todd

Assistant Vice Chancellor, Student Success and Completion

University System of Georgia

Bruce Vandal

Principal, Bruce Vandal Consulting, LLC

Agenda

- What is the USG HIPs Initiative for Momentum?
- What is the LEAP Georgia collaboration for HIPs?
- What are real-world examples of scaling for HIPs in Georgia?
  - Georgia College and State University
  - Kennesaw State University

High Impact Practices

- The American Association of Colleges & Universities (AAC&U) has established a set of High Impact Practices (HIPs) that encourage postsecondary institutions to adopt and scale.
- HIPs are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds.
- HIPS take many different forms, depending on learner characteristics and on institutional priorities and contexts.

- AAC&U, https://www.aacu.org/leap/hips

High Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning/Community-Based Learning
- Work-based Learning/Internships
- Capstone Courses and Projects

HIPs Elements

1. Performance expectations set at appropriately high levels
2. Significant investment of time and effort by students over an extended period of time
3. Interactions with faculty and peers about substantive matters
4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

Initiative History

2018 Grant from NASH TS3 - The National Association of System Heads
Taking Students to Scale Initiative

- Vanguard USG institutions
- Equity focus
- Taxonomies for HIPs
- Initiate data enhancements
- Expanded attributes in the BANNER Information System.

NASH HIPs Educator's Guide: http://hips.nashonline.org/

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Initiative Goals

- Planning and implementation of HIPs at scale that can serve as new models for learning.
- Ensure high impact and equity.
- Empower student momentum.
- Facilitate smooth transition to report of reliable course data via BANNER.
- Tap and promote knowledge/experience of all 26 USG institutions.

Initiative Strategies

- HIPs Implementation Faculty – 4 from each USG institution - chosen by institution
- Build reliable and effective methods to assess and qualify courses as HIPs
- USG/LEAP Georgia Collaboration
- Training for effective HIPs
- Course Attribute Dashboard

Initiative Objective: Example

Objective:

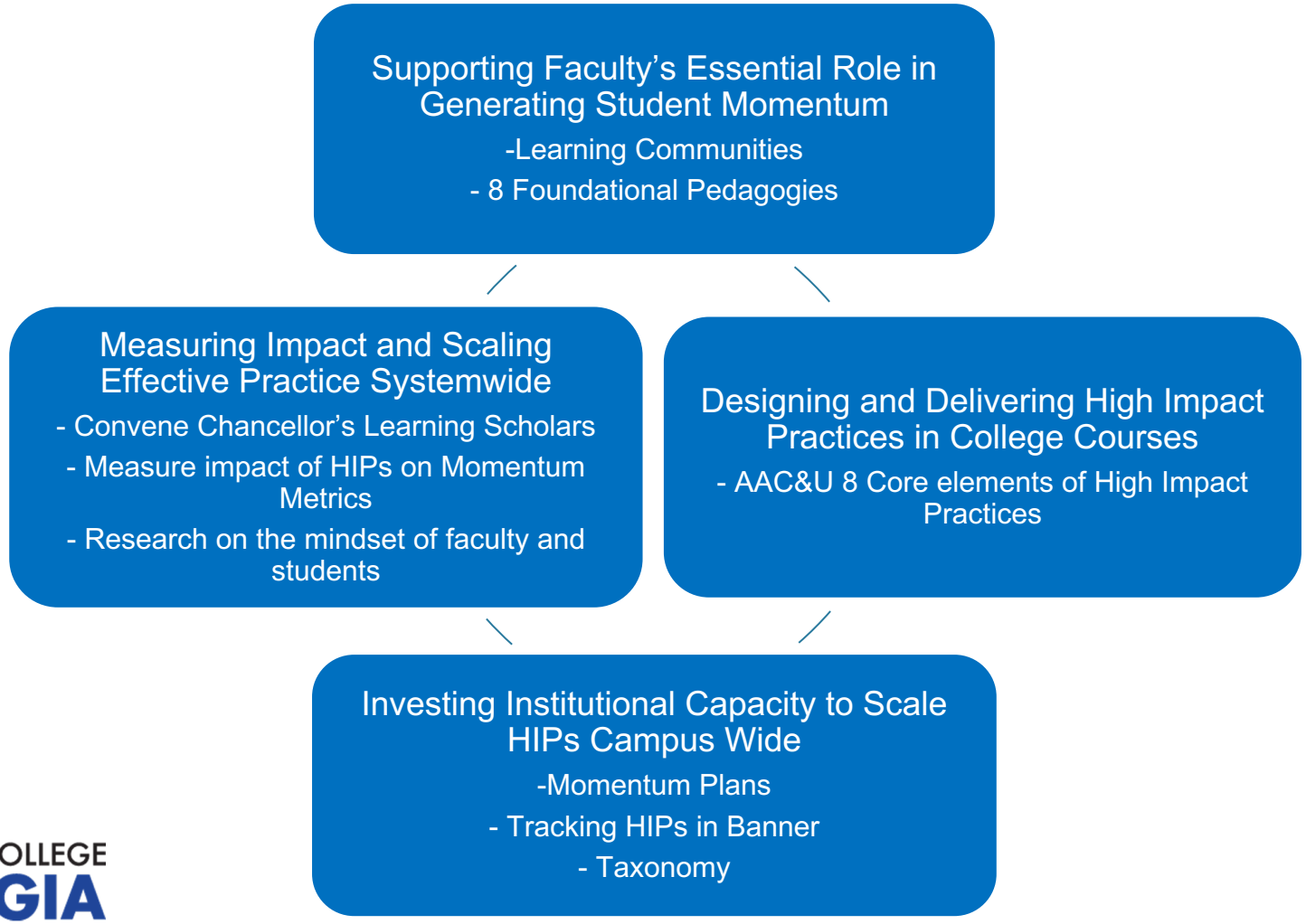
Expand equitable access to and participation in High Impact Practices and related experiential learning opportunities for students enrolled at University System of Georgia institutions.

One Success Metric:

Increase the number of student enrollments in experiential learning courses from 42,129 in FY 2019 to 150,000 in FY 2024

Integration of HIPs into Momentum Approach 2018

A Systemic Vision for Integrating High Impact Practices into the USG Momentum Approach



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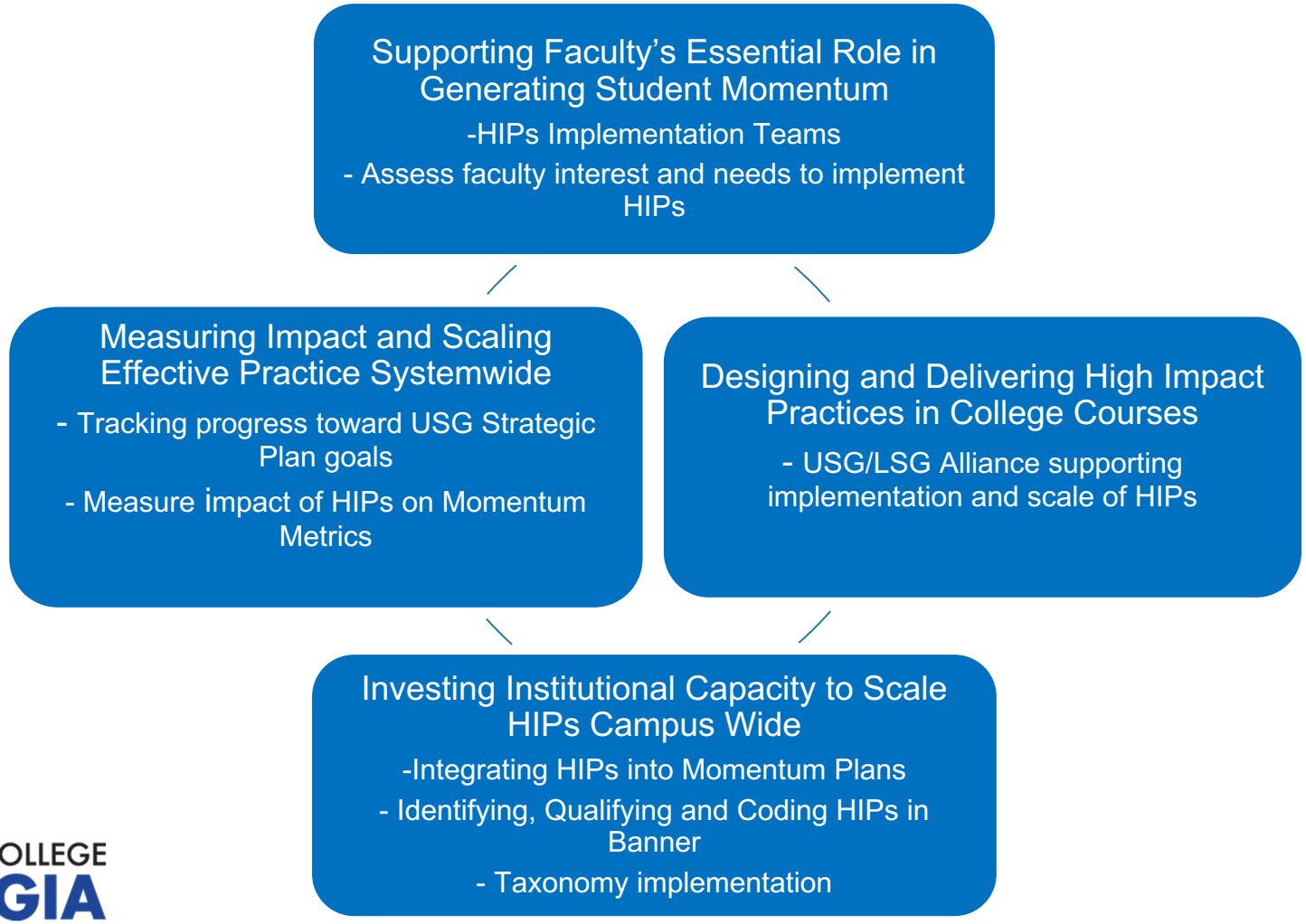
Integration of HIPs into Momentum Approach 2021

A Systemic Vision for Integrating High Impact Practices into the USG Momentum Approach



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Investing in Institutional Capacity to Scale HIPs Campus Wide

Three of the structural tools for institutional scaling:

- including HIPs in institutional Momentum Plans,
- utilizing the HIPs Taxonomy for Equitable Learning Pathways,
- ensuring HIPs versus LIPs, and
- integrating HIPs attributes in the BANNER student information system.

These tools provide means to engage faculty and teaching staff in their development and mechanisms for measuring course impact on student outcomes.

Resources for Faculty Leaders

The USG/LSG Collaboration

- Webinars and other supports for designing and delivering HIPs
- Resources and tools for ensuring equitable access to HIPs
  - Assessing and qualifying courses as HIPS via an institutional team
  - Guidance on reporting HIPs data
  - Taxonomy to review institutional capacity and commitment to HIPs
  - Just in time resources from LSG/USG HIPs leaders and professionals

LEAP Georgia

Jordan Cofer, Associate Provost for Transformative Learning Experiences, Georgia College and State University

Micheal Crafton, Provost, University of West Georgia

Brian Etheridge, Director, University Honors Program, Kennesaw State University

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LEAP
Georgia

What is LEAP Georgia?

An AAC&U associated consortium

Education and advocacy on liberal education
(and more)

https://leapstategeorgia.wordpress.com/

More on LEAP Georgia

A (quick) history of LEAP Georgia

Defining LEAP

Connections with USG

USG & LEAP State Georgia HIPs Alliance

HIPs in Action

Georgia College and State University

Jordan Cofer, Associate Provost for Transformative Learning Experiences

Dana Gorzelany-Mostak, Associate Professor of Music

Christopher Clark, Professor of Economics

Kennesaw State University

Danielle Buehrer, Executive Director of Institutional Quality and Accreditation

Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning

Scott Reese, Assistant Dean, College of Science and Mathematics

High-Impact Practices at GC: Implementing HIPs for Equity and Scale

Dr. Jordan Cofer, Associate Provost
Dr. Chris Clark, Professor of Economics
Dr. Dana Gorzelany-Mostak, Associate Professor of Music

Chat Pop! 30 Seconds

What High-Impact Practices are you most familiar?

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GC JOURNEYS

Your journey starts with...

- THE FIRST YEAR EXPERIENCE (FYE)
- CAREER PLANNING MILESTONES
- CAPSTONE COURSE IN YOUR MAJOR

+ choose 2 from...

- INTENSIVE LEADERSHIP EXPERIENCES
- MENTORED UNDERGRADUATE RESEARCH
- COMMUNITY-BASED ENGAGED LEARNING
- INTERNSHIPS
- STUDY ABROAD/ STUDY AWAY

Where will your journey take you?

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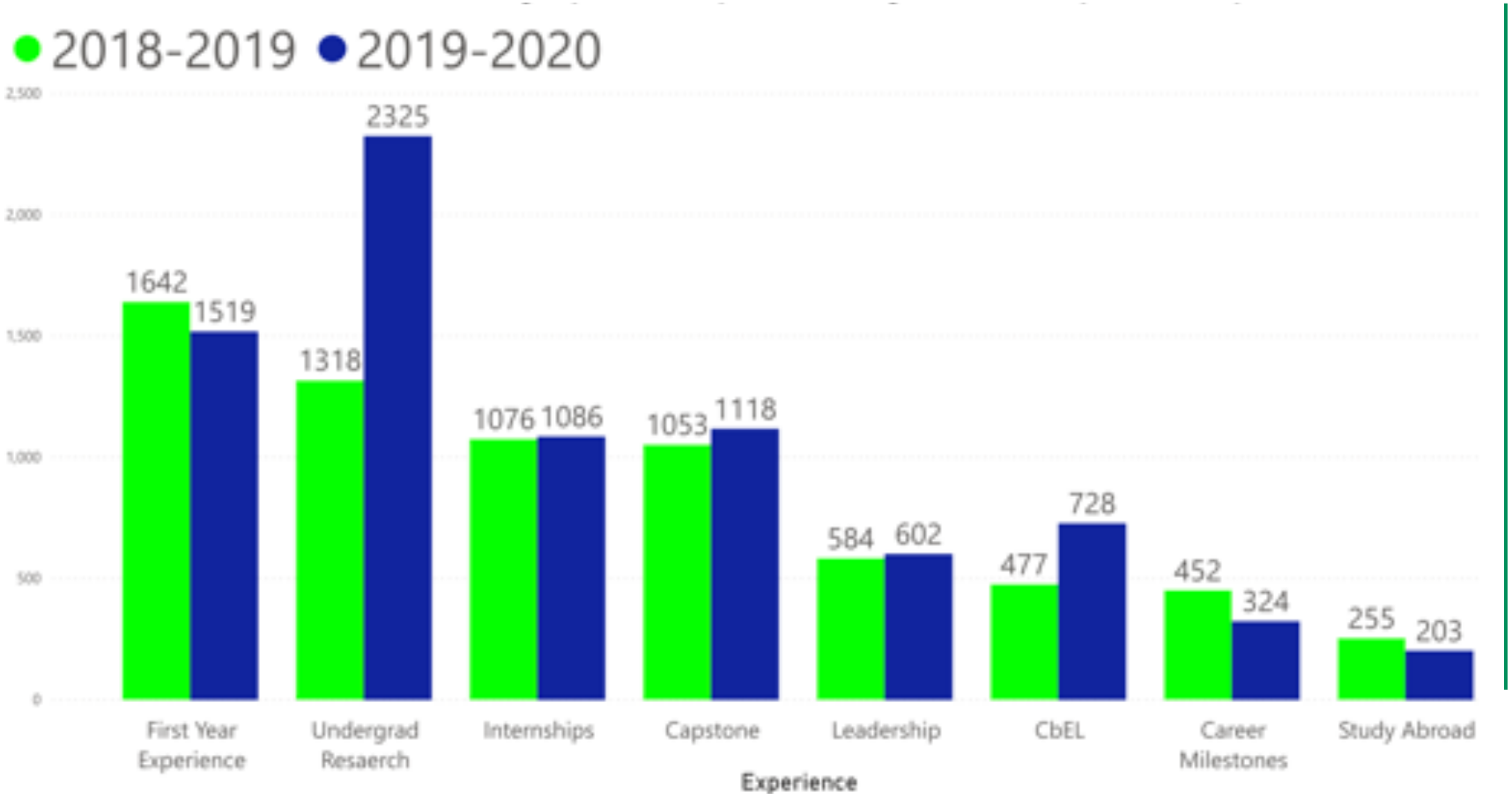
Think Independently. Lead Creatively.

GC Journeys Participation



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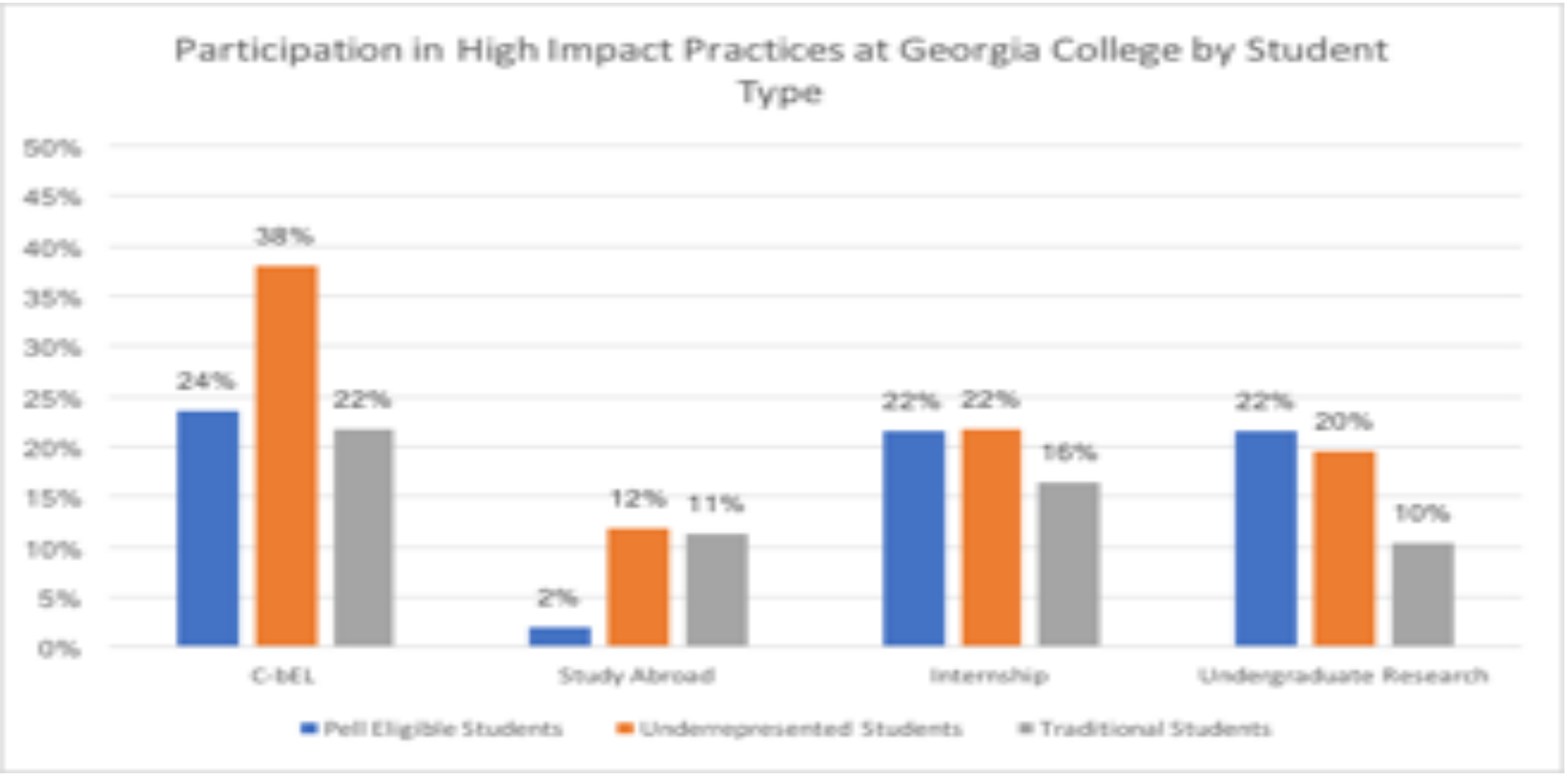
GC Journeys: Equity Self-Study



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GC Journeys: Measuring Student Success

Undergraduate Research

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	++	++	++		+	+	++	++
GC	++	++	++		+	++	++	++

- University of Indiana HIPs Quality study
- NSSE Data shows GC's incoming first-year students show no significant difference to peers, but GC Seniors (n=205) exceeded peers in *Collaborative Learning, Student-Faculty Interaction*, *Supportive Environment, Reflective & Integrated Learning,* and *Discussions with Diverse Others*
- First-year & seniors exceed all 3 peer groups in HIPs participation
- Increase in GPAs based on HIPs participation

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GC Journeys: Spring 2021

- 15.3% increase in student participation in HIPs
- Increase in GPA among students taking more HIPs
- Increased faculty engagement with undergraduates (Carnegie Engaged Campus; Experiential Consortium)
- Increased cooperation with other organizations (IU, NASH, NILOA, AAC&U)
- Winner of CUR's AURA (Award for Undergraduate Research Accomplishment) Award; won the USG award for Excellence in Teaching and Curricular Innovation;
- Launched *Undergraduate Research*

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Chemistry & Art: A High-Impact Partnership

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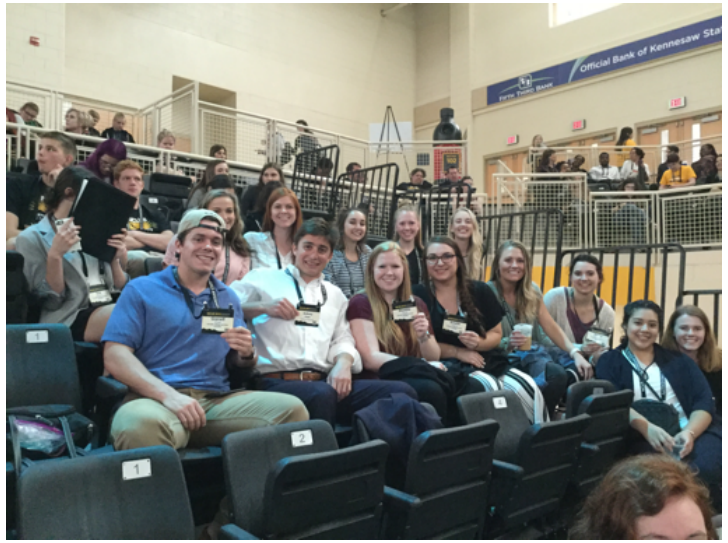
Think Independently. Lead Creatively.

GC Journeys: HIPs at GC

- World Languages has a built-in study abroad & internship abroad model (exploring service learning abroad)
- Dr. Chiang's empathy lab has psychology students working with education on undergraduate research & service learning
- Health Sciences study abroad/UR trip to Belieze has students collecting data on a continuous rotation



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GC Journeys: HIPs at GC

- Nursing Dept's Tanzania trip has students studying abroad, while engaging in service learning while working in the community
- Theatre's Dept's Dramaturgy program has combined study abroad with undergraduate research
- Physics has a service learning/undergraduate research partnership with the local school system.

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GC Journeys: High-Impact Practices in Economics

2-Semester Integrated Econometrics Capstone Experience

- Focused on Undergraduate Research
- Student ownership of topic, data acquisition, and analysis
- Uptick in graduates enrolling in PhD over Masters (88% from 60%)
- Six students have received awards for outstanding research.

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GC Journeys: High-Impact Practices in Economics & Psychology

Georgia College Nudge Unit

- Economics and Psychology students utilizing behavioral economics to solve problems for businesses and organizations.
- Students identify clients, develop interventions (nudges), and provide data analysis to measure effectiveness.
- Experiential Learning/Service Learning
- Three partnerships over the last three years: Sodexo, Sustainability, and Retention

Georgia College Nudge Unit

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Trax on the Trail: A GC Journeys Sponsored Project

Dana Gorzelany-Mostak, Associate Professor of Music
Founder and Co-editor, Trax on the Trail
Faculty Success Coordinator
Georgia College

This project is made possible through the generous support of:

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Center for Teaching and Learning

GC JOURNEYS

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What is Trax on the Trail?

Trax on the Trail is a website and research project that tracks, catalogues, and analyzes the soundscapes of U.S. presidential campaigns. With the support of Georgia College and funding provided by GC Journeys, Trax on the Trail brings together an international team of experts from the fields of musicology, ethnomusicology, political science, history, sociology, and communications, along with GC undergraduate student researchers.

Our mission…
To promote a more critical evaluation of how sound and music shape the public's perception of presidential candidates.

Trax on the Trail has been cited by the following news outlets:

POPPOLITICS WITH TED JOHNSON VARIETY SiriusXM

ATLANTA BUSINESS CHRONICLE

SLATE

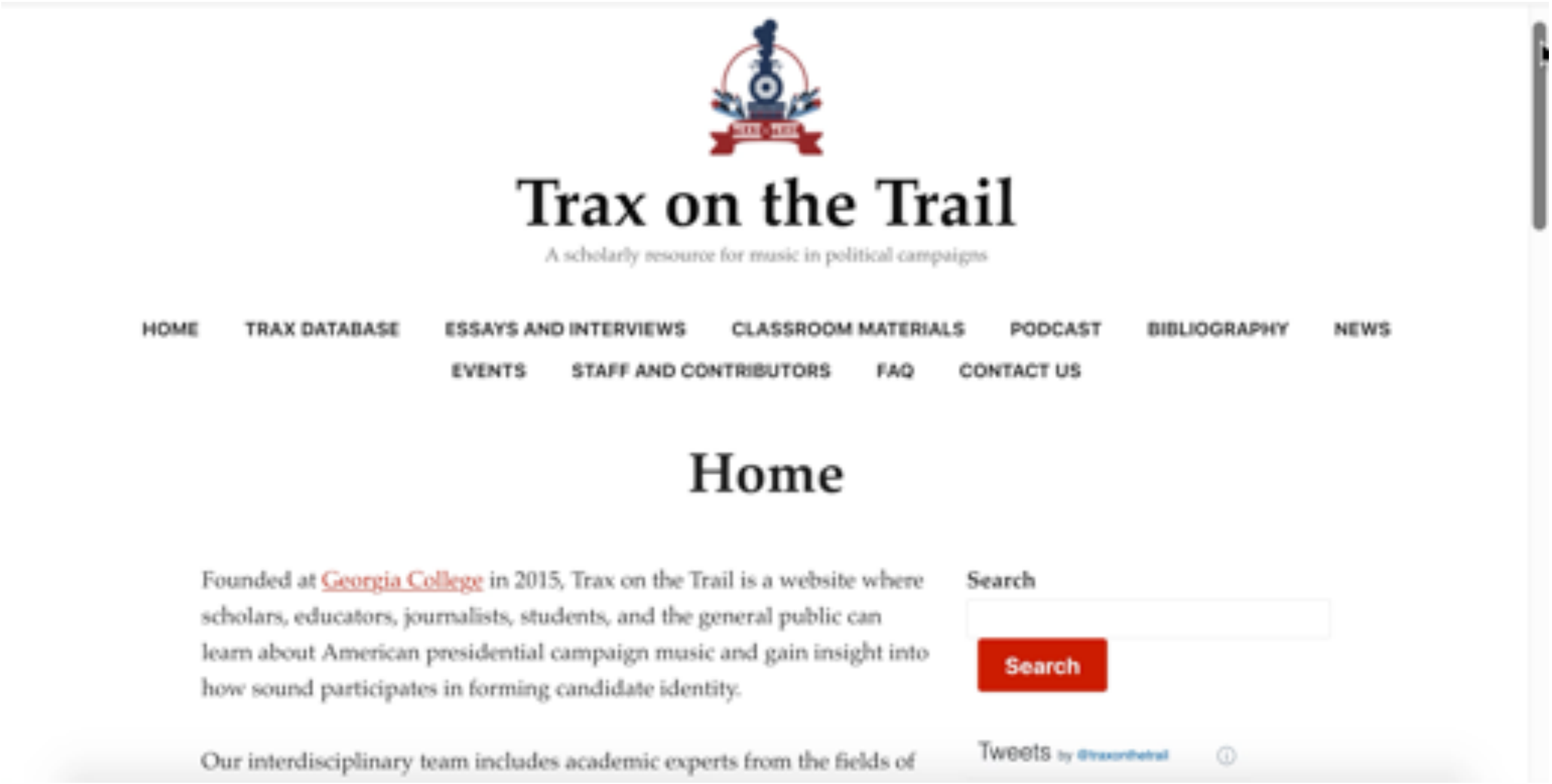
Boston Herald

Pacific Standard

The Guardian

BBC NEWS

Trail Trax 2.020 Database



Trax on the Trail:
Key Elements of Teaching and Learning Through High-Impact Practices

- Flexible skill set demanded of each Trax on the Trail research assistant (high performance expectations)
- Students commit to 2 to 4-year terms on the project (significant investment of time)
- Collaborative research, presentations, publications, and projects (reflection and integration; feedback; substantive interaction)
- Creation of publicity/marketing for website, social media management, fundraising, grant writing, and concert/event planning (real-world application)
- Design, data collection, analysis, and maintenance for Trail Trax database; archival research on music leading to public performance; development of teaching resources (dissemination; demonstration of competence)

Will you join me?

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High Impact Practices
Implementing HIPs for Equity:
The *It's About Engagement* Initiative at KSU

Michele DiPietro
Scott Reese

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SACSCOC AND QEPS

- SACSCOC requires institutions to develop and implement a Quality Enhancement Plan (QEP).
- QEPs focus on improving student learning outcomes (SLOs) and/or student success.
- KSU's QEP, *It's About Engagement*, is improving SLOs and student success through High-Impact Practices (HIPs).
- HIPs were chosen for their compensatory effects on the growing student populations from traditionally underserved communities
- (Brownell Swaner 2010; Kuh 2008; Pascarella and Terenzini 2005)

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KSU's QEP:
It's About Engagement

IAE-COMMUNICATION AND VALIDATION

Our IAE program relies on a distributed model: Colleges have important differences and are able to contribute to the final outcome in varying ways

There is a central organizational structure that holds colleges to account for progress

IAE goals:

- Increase the number of IAE activities available for students
- Increase the number of students engaging in IAE activities
- Increase the quality of IAE activities

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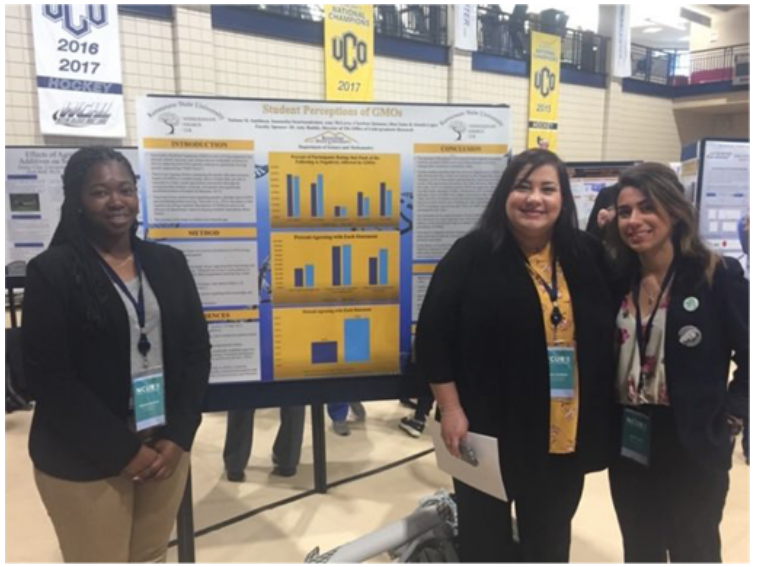
IAE-COMMUNICATION AND VALIDATION

Start with a focus on 3 HIPs as ‘pillars of engagement:’

1. Internships/Cooperatives/Work-based Experiences
2. Undergraduate Research
3. Service Learning



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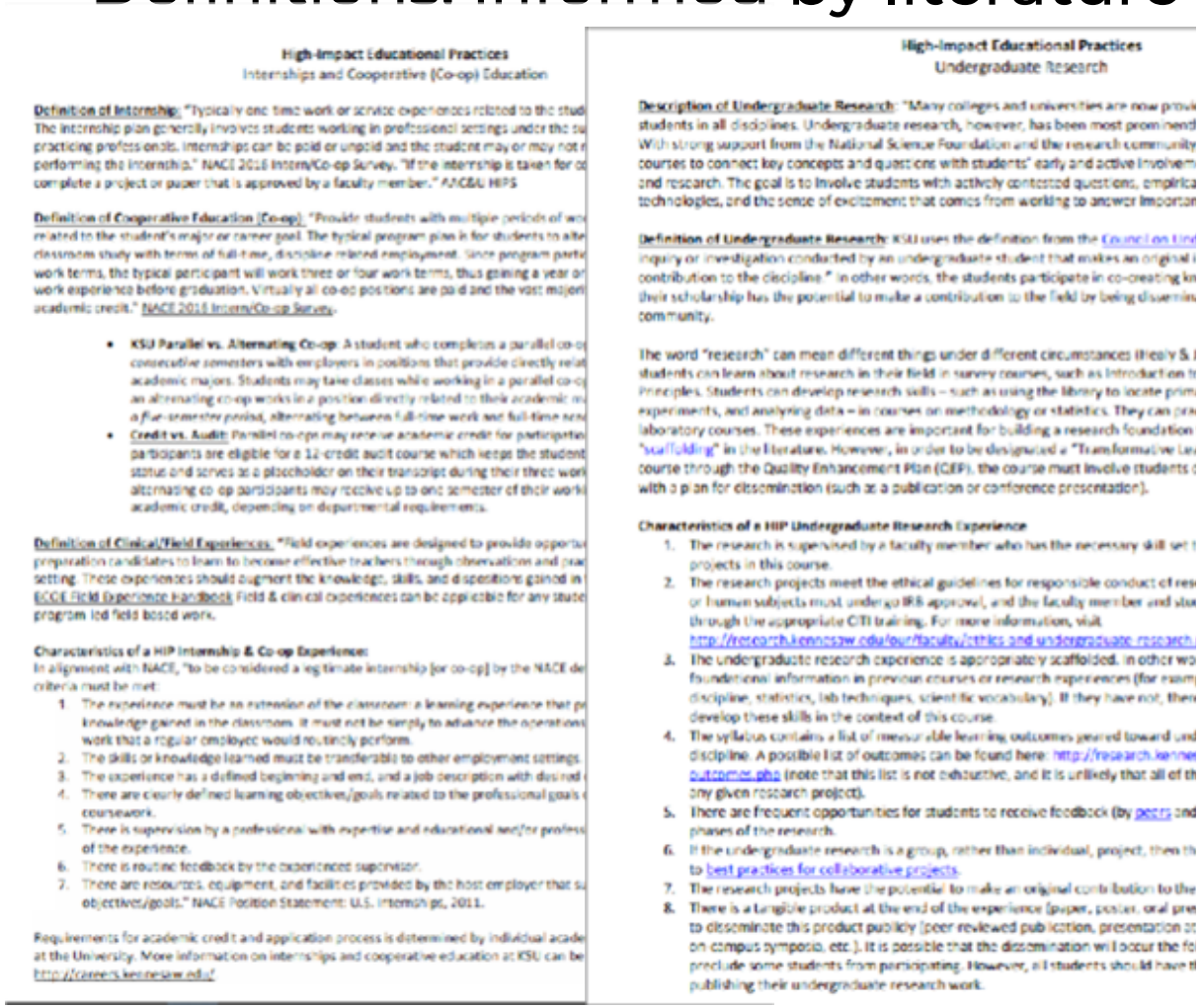
IAE-COMMUNICATION AND VALIDATION

Definitions. informed by literature



High-Impact Educational Practices
Internships and Cooperative (Co-op) Education

Definition of Internship: "Typically one time work or service experiences related to the stud
The internship plan generally involves students working in professional settings under the su
practicing profess onals. Internships can be paid or unpaid and the student may or may not r
performing the internship." NACE 2016 Intern/Co-op Survey. "If the internship is taken for c
complete a project or paper that is approved by a faculty member." AAC&U HIPS

Definition of Cooperative Education (Co-op): "Provide students with multiple periods of wo
related to the student's major or career goal. The typical program plan is for students to alte
classroom study with terms of full-time, discipline related employment. Since program partic
work terms, the typical participant will work three or four work terms, thus gaining a year or
work experience before graduation. Virtually all co-op positions are paid and the vast majori
academic credit." NACE 2016 Intern/Co-op Survey.

- **KSU Parallel vs. Alternating Co-op**: A student who completes a parallel co-o
consecutive semesters with employers in positions that provide directly relat
academic majors. Students may take classes while working in a parallel co-o
an alternating co-op works in a position directly related to their academic m
a five-semester period, alternating between full-time work and full-time stu
- **Credit vs. Audit:** Parallel co-ops may receive academic credit for participati
participants are eligible for a 12-credit audit course which keeps the student
status and serves as a placeholder on their transcript during their three wor
alternating co-op participants may receive up to one semester of their work
academic credit, depending on departmental requirements.

Definition of Clinical/Field Experiences: "Field experiences are designed to provide opportu
preparation candidates to learn to become effective teachers through observation and prac
setting. These experiences should augment the knowledge, skills, and dispositions gained in
ECCE Field Experience Handbook Field & clinical experiences can be applicable for any stude
program led field based work.

Characteristics of a HIP Internship & Co-op Experience:
In alignment with NACE, "to be considered a legitimate internship [or co-op] by the NACE de
criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that p
knowledge gained in the classroom. It must not be simply to advance the operations
work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired
4. There are clearly defined learning objectives/goals related to the professional goals
coursework.
5. There is supervision by a professional with expertise and educational and/or profess
of the experience.
6. There is routine feedback by the experience supervisor.
7. There are resources, equipment, and facilities provided by the host employer that su
objectives/goals." NACE Position Statement: U.S. Internships, 2011.

Requirements for academic credit and application process is determined by individual acade
at the University. More information on internships and cooperative education at KSU can be
http://careers.kennesaw.edu/

High-Impact Educational Practices
Undergraduate Research

Description of Undergraduate Research: "Many colleges and universities are now provi
students in all disciplines. Undergraduate research, however, has been most prominent
With strong support from the National Science Foundation and the research community
courses to connect key concepts and questions with students' early and active involvem
and research. The goal is to involve students with actively contested questions, empirica
technologies, and the sense of excitement that comes from working to answer importan

Definition of Undergraduate Research: KSU uses the definition from the Council on Und
inquiry or investigation conducted by an undergraduate student that makes an original
contribution to the discipline." In other words, the students participate in co-creating kn
their scholarship has the potential to make a contribution to the field by being disseminat
community.

The word "research" can mean different things under different circumstances (Healy & J
students can learn about research in their field in survey courses, such as Introduction t
Principles. Students can develop research skills – such as using the library to locate prim
experiments, and analyzing data – in courses on methodology or statistics. They can pro
laboratory courses. These experiences are important for building a research foundation
"scaffolding" in the literature. However, in order to be designated a "Transformative Le
course through the Quality Enhancement Plan (QEP), the course must involve students
with a plan for dissemination (such as a publication or conference presentation).

Characteristics of a HIP Undergraduate Research Experience

1. The research is supervised by a faculty member who has the necessary skill set t
projects in this course.
2. The research projects meet the ethical guidelines for responsible conduct of res
or human subjects must undergo IRB approval, and the faculty member and stu
through the appropriate CITI training. For more information, visit
http://research.kennesaw.edu/faculty/ethics_and_undergraduate_research.
3. The undergraduate research experience is appropriately scaffolded. In other wo
foundational information in previous courses or research experiences (for exam
discipline, statistics, lab techniques, scientific vocabulary). If they have not, then
develop these skills in the context of this course.
4. The syllabus contains a list of measurable learning outcomes geared toward und
discipline. A possible list of outcomes can be found here: http://research.kenne
outcomes.php (note that this list is not exhaustive, and it is unlikely that all of th
any given research project).
5. There are frequent opportunities for students to receive feedback (by peers and
phases of the research.
6. If the undergraduate research is a group, rather than individual, project, then th
to best practices for collaborative projects.
7. The research projects have the potential to make an original contribution to the
8. There is a tangible product at the end of the experience (paper, poster, oral pre
to disseminate this product publicly (peer reviewed publication, presentation at
on campus symposia, etc.). It is possible that the dissemination will occur the fo
preclude some students from participating. However, all students should have th
publishing their undergraduate research work.

High-Impact Educational Practices
Service-Learning

Definition of Service-Learning: Service-Learning is a common pedagogical strategy used to operationalize community-based learning in curricular programs. "In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life" (AACU). In essence, service-learning is an intentional and collaborative pedagogical practice that engages students in structured service to address an identified community need and help them "gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle and Hatcher, 1995, p.112).

Service Learning Courses:
Service-learning goes above and beyond community service and volunteerism. While those activities are an important part of community engagement, service-learning differs in several ways. First, the service activities address specific community needs ***related to the learning goals and objectives of a particular course*** of the students providing the service. More specifically, Service learning:

- Is academically integrated — service is part of the coursework, not an unrelated "add on" requirement.
- Is purposefully designed with service projects that focus on community needs AND academic outcomes.
- Includes an evaluation of student work based on the learning gained from their service experience.
- Connects the student to substantial, ongoing forms of structured reflection and analysis (before, during, and after the service).
- Includes activity which values student and community knowledge and involves community collaborators in the design of the course and service project.
- Typically lasts the duration or majority of the semester, and experiences are intended to build upon themselves and on the accumulation of classroom knowledge.
- Is based on collaboration and reciprocal relationships between faculty, students, and community partners on projects which typically have real world challenges that students, community partners, and faculty must overcome together. (Adapted from Coastal College of Georgia)

(NACE 2016; CUR; Bringle & Hatcher 1995)

https://engagement.kennesaw.edu/definitions.php

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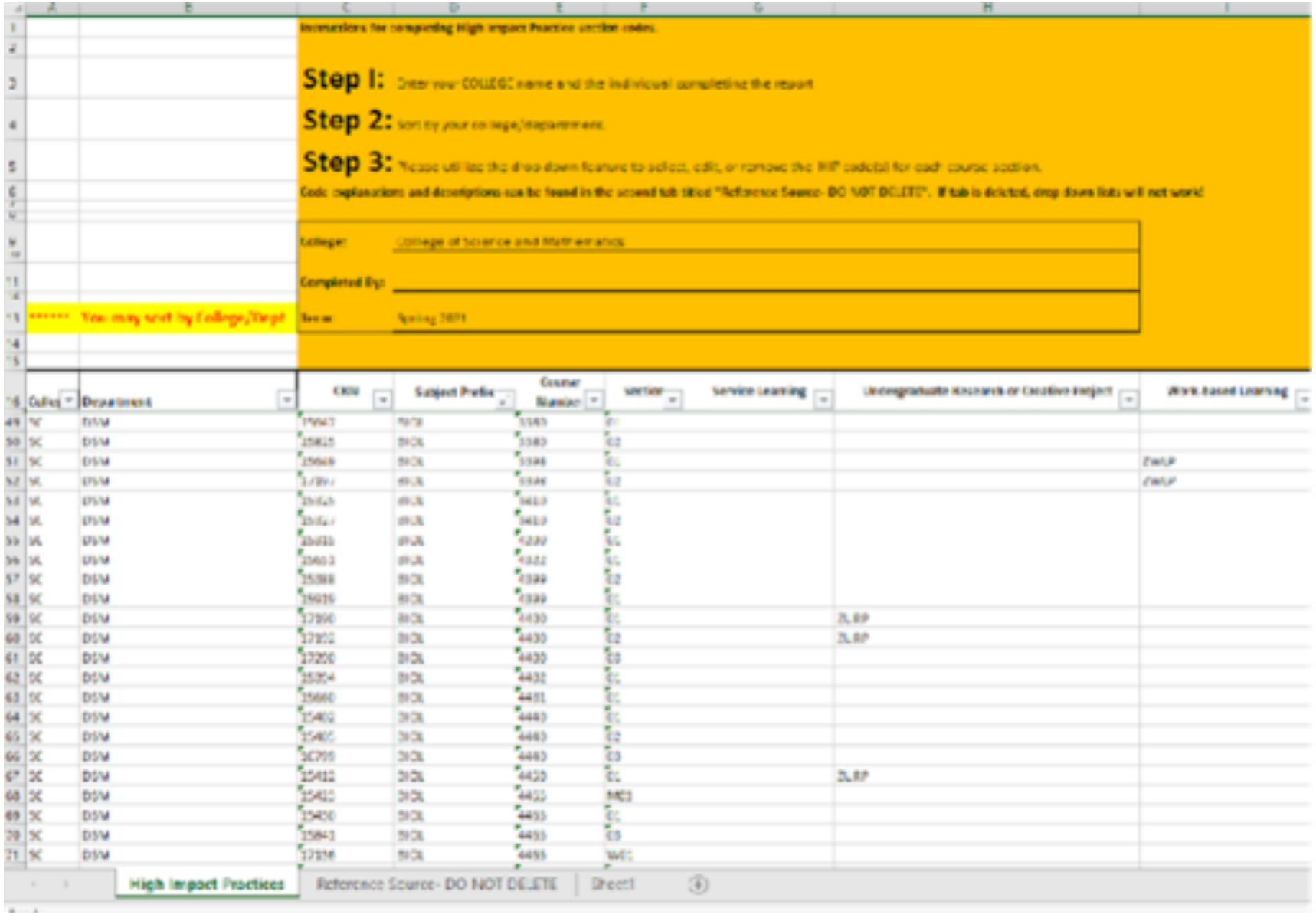
IAE-COMMUNICATION AND VALIDATION

Identification



Instructions for completing High Impact Practice section codes.

Step 1: Enter your COLLEGE name and the individual completing the report

Step 2: Sort by your college/department

Step 3: Please utilize the drop down feature to select, edit, or remove the HIP code(s) for each course section.

Code explanations and descriptions can be found in the second tab titled "Reference Source- DO NOT DELETE". If tab is deleted, drop down lists will not work!

College: College of Science and Mathematics

Completed By:

Term: Spring 2021

****** You may sort by College/Dept

College	Department	CRN	Subject Prefix	Course Number	Section	Service Learning	Undergraduate Research or Creative Project	Work Based Learning
SC	DSM	17967	MATH	1113	01			
SC	DSM	15815	MATH	1180	02			
SC	DSM	15869	MATH	1190	01			ZWILP
SC	DSM	17891	MATH	1190	02			ZWILP
SC	DSM	15429	MATH	1613	01			
SC	DSM	15427	MATH	1613	02			
SC	DSM	15435	MATH	1220	01			
SC	DSM	15463	MATH	1222	01			
SC	DSM	15388	MATH	1339	02			
SC	DSM	15935	MATH	1339	01			
SC	DSM	17390	MATH	4430	01		ZLRP	
SC	DSM	17392	MATH	4430	02		ZLRP	
SC	DSM	17209	MATH	4430	03			
SC	DSM	15854	MATH	4432	01			
SC	DSM	15860	MATH	4433	01			
SC	DSM	15402	MATH	4443	01			
SC	DSM	15405	MATH	4443	02			
SC	DSM	16799	MATH	4443	03			
SC	DSM	15412	MATH	4420	01		ZLRP	
SC	DSM	15411	MATH	4422	MB3			
SC	DSM	15430	MATH	4433	01			
SC	DSM	15843	MATH	4433	03			
SC	DSM	17376	MATH	4455	WEB			

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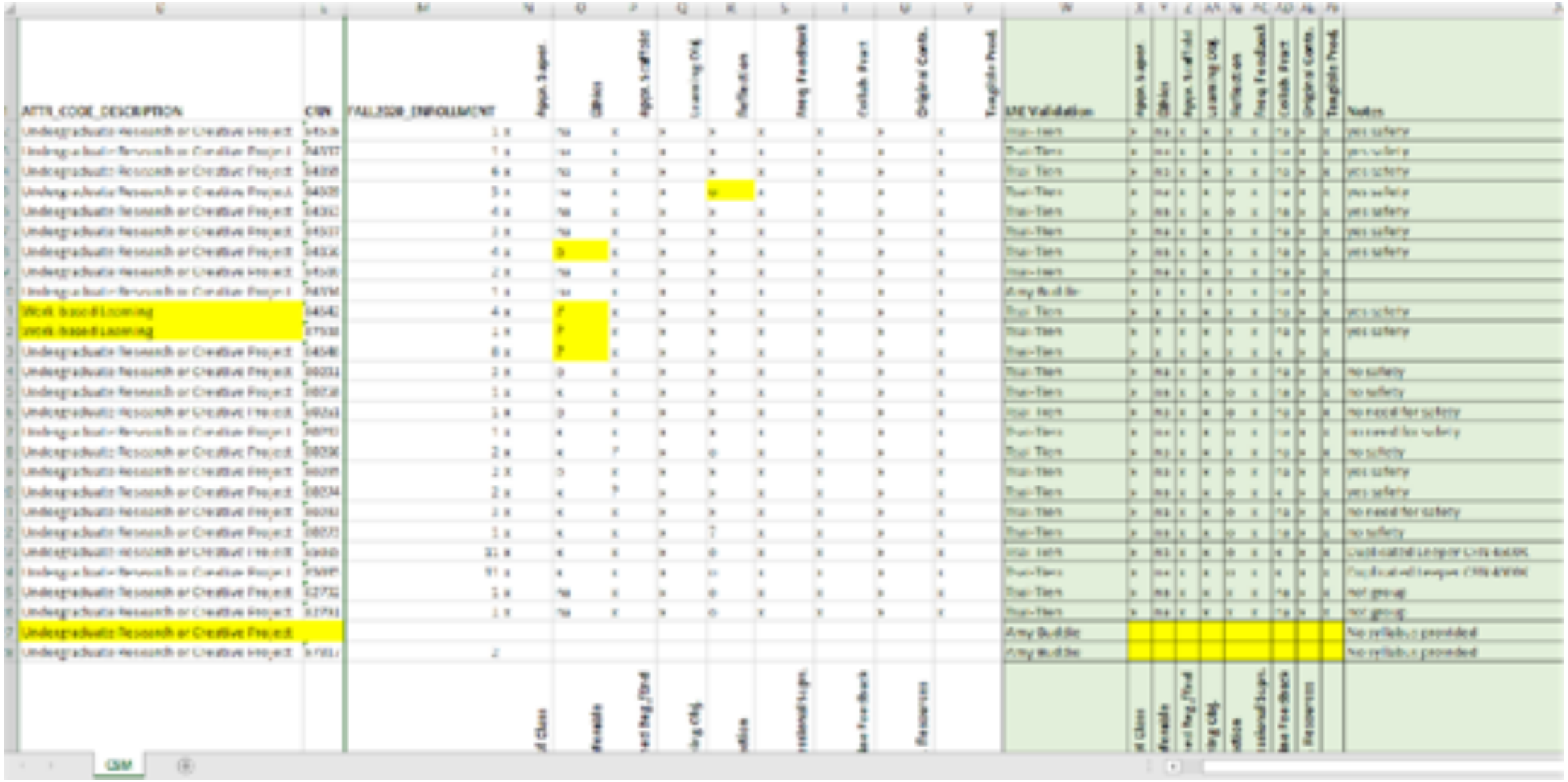
IAE-COMMUNICATION AND VALIDATION

Validation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FALL2020_ENROLLMENT
Undergraduate Research or Creative Project
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IAE-COMMUNICATION AND VALIDATION

Making High Impact…Better

It's About Engagement Critical Reflection Rubric

Student Learning Outcomes:

1. Educational Value: Students will cite meaningful and valuable connections of their HIP experiences to their overall educational preparation.
2. Connectedness Insights: Students will gain new insights on the connectedness and integration of the academic preparation of their disciplines of study to the applied settings of their HIP experiences.
3. Integrated Problem Solving: Students will build upon prior knowledge and experiences to respond effectively to the new and challenging demands of the HIP settings.
4. Values Growth: Students will demonstrate growth in professional and personal core values and sense of self as a result of their HIP experiences.

Student Learning Outcome	Little or No Impact from the HIP 1	Moderate Impact from the HIP 2	High Impact from the HIP 3	Higher Impact from the HIP 4	Highest Impact from the HIP 5
1. Educational Value	Reflection generally contains very little positive comment on or enthusiasm about the value and meaningfulness of the HIP experience compared to other aspects of the student's educational preparation.	Reflection generally contains some positive comment on or enthusiasm about the value and meaningfulness of the	Reflection generally contains substantial positive comment on or enthusiasm about the value and meaningfulness of the	Reflection clearly contains strong positive comment on or great enthusiasm about the value and meaningfulness of the HIP	Reflection clearly contains exceptionally strong positive comment on or great enthusiasm about the value and meaningfulness
2. Connectedness Insights	Reflection generally contains little or no new insight on the connections and integration of the student's academic preparation with the challenges of the applied setting in which the HIP experience occurred.	Reflec			

Internship Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Internship expertise	1) Instructor is new to coordinating internships but has reviewed this taxonomy and the best practices resources cited below. 2) Instructor is familiar with the industry (or industries) related to their program(s).	1) Instructor has previous experience coordinating internships and is familiar with the best practices resources cited below. 2) Instructor is well-versed in the industry (or industries) related to their program(s). 3) The instructor is familiar with career development theory. 4) The instructor has contacts in relevant industry (or industries) where students intern.	1) Instructor has previous experience coordinating internships; is familiar with the best practices resources cited below; and is an active participant in the NSEE Internship Council. 2) Instructor has expert knowledge of the industry (or industries) related to their program(s). 3) The instructor has expert knowledge in career development theory. 4) The instructor has an established network in relevant industry (or industries) where students intern. 5) The instructor is experienced in leading students through the process of critical reflection.
Internships apply and further grow knowledge and skills learned through classroom experiences in a professional environment.	1) Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision	1) Student performs very few menial tasks at internship site; majority of students' work is directly applying classroom learning, under the supervision of a	1) Student performs no menial tasks at internship site; students' work is directly applying classroom learning, under the supervision of a

Undergraduate Research Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
The course instructor is well qualified (knowledge, experience)	Expertise on subject matter; no experience conducting hands on research with undergraduate students	Expertise on subject matter; some experience leading and conducting research with undergraduate students	Expertise on subject matter; extensive experience mentoring undergraduate student-led peer-reviewed research
The teaching method(s) and course content should be aligned with student skill level	Lecture-based teaching plus interactive small group learning; problem-based learning (PBL) and/or project-based learning. Attendance at local research conferences and symposia. Teaching content may include: literature review, research methodology, data management, ethics and compliance, research history.	Lecture-based teaching plus some limited non classroom independent research experience mostly in a team setting (lab project, field project, etc.). Attendance at local research conferences and symposia. Teaching content: as in previous level.	Some classroom but mostly independent research activity with faculty mentor(s) including but not limited to team-based research. Teaching content: as in high impact level but structured so that students have learned foundational information in previous courses or research experiences (for example, research design in this discipline, statistics, lab techniques, scientific vocabulary). If they have not, there is a plan regarding how to develop those skills in the context of the course.
Applied learning (application of current knowledge component	Instructor selects research papers	Students draft a simple research	Drafting of an independent research

Service-Learning Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Ethics and s emphasized			
Reciprocal partnerships and processes between university and external partner(s) shape the course design, community-based activities, and mutually-beneficial outcomes.	The instructor contacts an external organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community-based activities.	The instructor meets with the external partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus). Instructor and external partner develop verbal agreement about how the community based activities can enrich student learning and benefit the organization. However, the external partner is not included as a collaborator or co-educator and no formal agreement is developed.	The instructor collaborates with the external partner(s) as co-educators and co-developers to create a formal agreement about various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment). The instructor and external partner work together to identify how the community-based activities will be used to enrich student learning and enhance the capacity of the organization. Faculty and students collaborate with external partners as a source for expert information gathering and/or research on topics and concepts that are pertinent to the course, the community based project, and larger program or curricular goals.

https://engagement.kennesaw.edu/definitions.php

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FACULTY DEVELOPMENT
FOR IAE/HIPs

FACULTY DEVELOPMENT PLAN

Even though the pillars are “High-Impact,” this is not a guarantee that every single IAE course will be impactful

We learned that a strong faculty development plan is crucial for such large-scale initiatives

Our goals:

- Get faculty energized about the possibilities
- Disseminate evidence-based knowledge about what makes HIPs effective
- Get them over the initial hump
- Ensure their courses meet the definitions

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FACULTY DEVELOPMENT PLAN

1. Workshops
2. Consultations
3. Online Resources
4. Travel funds*
5. Faculty Learning Communities*
6. Course Redesign Institutes*
7. Norming session for reflections*
8. Faculty Fellow for Reflection

*funded faculty development opportunities

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1. WORKSHOPS —YEAR 1

1. An introduction to KSU's "It's About Engagement" initiative
2. Engaging Students with High Impact Practices
3. Engaging Students as Scholars
   (In partnership with the Office of Undergraduate Research)
4. Engaging Students with Potential Futures
   (In partnership with Career Planning and Development)
5. Engaging Students with our Community
   (In partnership with Student Leadership and Service)
6. Applying the Backward Design Process to Undergraduate Research, Internship and Co-op, and Service-Learning Courses
7. Reflective Assignments for High Impact Practice Courses

- Further years adapt for context
- Additional workshop for Chairs: Understanding chairs' role in the "It's about Engagement!" initiative

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2. ENGAGEMENT-FOCUSED INDIVIDUAL CONSULTATIONS

- Available to all faculty at any time
- CETL consultation process tailored to IAE courses with Service-Learning, Undergraduate Research, and Internships/Co-ops.

- CETL believes that real, deep, and lasting change happens at the consultation level. So we strive to make them a safe and productive environment
- The 3 Cs of CETL consultations:
    - Confidential
    - Collaborative
    - Constructive

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2. ENGAGEMENT-FOCUSED INDIVIDUAL CONSULTATIONS

Possible elements of a CETL consultation:

- Confidential conversations
- Classroom observations
- Data collection with students
  - Surveys
  - Small Group Instructional Diagnosis (SGIDs)
- Review of syllabi, assignments, and other educational materials
- Review of online courses
- Research-based strategies
- Follow-up with implementation and evaluation
- Written summary memo

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3. ONLINE RESOURCES

In addition to the It's About Engagement website engagement.kennesaw.edu

CETL has created a suite of online resources https://facultydevelopment.kennesaw.edu/scholarly-teaching/its-about-engagement.php

- Teaching Resources Collective (research-based resources, including HIPs)
- Faculty Guide to Designing a Service-Learning Course
- A Reference section with links to relevant research articles

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4. TRAVEL FUNDS*

Up to $1,000 per faculty, awarded on a competitive basis, to fund professional travel to

- deliver teaching-related scholarship
- actively participate in conferences or institutes
- participate in other faculty development opportunities

With significant emphasis on one or more of the three areas of the *It's About Engagement* initiative.

* temporarily suspended due to travel restrictions

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5. FACULTY LEARNING COMMUNITIES

Up to 3 FLCs funded per year, one per pillar, in partnership with the respective offices

Undergraduate Research
Internships and Co-ops
Service-Learning

- 7 faculty per FLC
- Yearlong engagement with their topic
- Emphasis on trying things out in their courses in fulfillment of the definitions and the taxonomies

- $750 available for resources through the year
- $1,000 in professional development funds to all participants who finish the FLC ($1,500 for the coordinator)

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6. COURSE (RE)DESIGN INSTITUTES

- All-day, week-long intensive event
- Focus on one of the pillars
- Daily sessions on research-based instructional strategies or pedagogies
- Individual work time to integrate theory into course plans and assignments
- CETL staff circulates and consults as needed
- Service-Learning and Undergraduate Research Institutes delivered so far
- Participants leave with a syllabus and a couple modules redesigned
- $1500 funds provided upon successful completion of the institute

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7. CRITICAL REFLECTION ESSAY RATING

- 1/2 day norming session to train faculty to rate end-of-IAE-course student reflections consistently
- Understand and follow the rubric
- Increase inter-rater reliability
- Follow up-rating work of student reflections through the summer, in fulfillment of QEP Outcome #3

- $600 stipend provided upon completion of the work

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8. CETL FACULTY FELLOW FOR REFLECTION

CETL Faculty Fellowship

- A yearlong CETL residency for a KSU faculty, with a half-time reassignment, to work on a specific issue
- They continue to receive their full salary
- The department receives replacement funds
- Internal job search, with a search committee and full interview

We just launched a fellowship on reflection, student as well as faculty reflection

- All 3 pillars require reflection
- Reflection needs to be structured to lead to meaningful experiences for students that consolidate their learning
- Fellow will create programs (workshops, consultations, resources) in the area of reflection

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CONCLUSION

- HIPs are energizing to many faculty if they can get over the initial hump and feel supported
- HIPs are beneficial to students and in particular to traditionally underserved groups
- HIPs are challenging to scale up for an institution of 40,000 students

- With the proper institutional support, this is doable!

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High Impact Practices (HIPs): Implementing HIPs for Momentum

Questions?

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