Welcome to the Institute on High-Impact Practices and Student Success! Over the course of the Institute, each team will work with Institute faculty to develop and refine a campus action plan. This work will culminate in presentations of these plans to faculty and colleagues on the final afternoon. Your team’s plan should highlight: (1) concrete steps to implement your educational change project, (2) stakeholders to include, (3) strategies for engaging others on campus, and (4) a timeline of activities to achieve your goals. The final presentations will help you rehearse describing and advocating for the plan in preparation for your return to campus.

We ask that you please submit an electronic version of your final action plan to AAC&U staff before you depart Nashville. Please email your plan to hawkesworth@aacu.org or upload a copy via flash drive in the AAC&U Institute office (Sarratt Student Center, Room 333). The Action Plan Template can be downloaded at http://www.aacu.org/summerinstitutes/hips/documents/2014ActionPlanTemplate.docx.

Four types of sessions comprise the Institute—plenary sessions, reflection and skill-building sessions, team time, and a town hall meeting. All are designed to help further your campus team goals.

- **Plenary Sessions** provide vision and context for your project in each of the four Institute tracks—High-Impact Learning, Useful Evidence, Building from the Ground Up, and Politics of Change.

- **Reflection and Skill-building Sessions** provide time to examine more deeply the issues raised in the plenaries and to work individually and with colleagues to identify and develop the skills necessary to advance campus team goals.

- **Team Time** provides dedicated time for teams to develop their action plans and engage the expertise of Institute faculty. Teams decide the extent to which they will incorporate *faculty consultations* into team time. Teams not meeting with a faculty member may choose to meet in the Sarratt Student Center, the Student Life Center, and in other spaces on campus or beyond.

- **Town Hall Meeting** provides team members with an opportunity to participate in topical discussions that address challenges encountered in work with high-impact practices. Prompts are intended to encourage deliberation and elicit perspective-taking, opening up principled and philosophical discussion and suggesting practical responses.
### Schedule at a Glance

**TUESDAY, JUNE 17, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>10:00 am – 4:00 pm</td>
<td>Housing Check-in and Institute Registration</td>
<td>Carmichael Towers III</td>
</tr>
<tr>
<td>1:00 pm – 4:00 pm</td>
<td>HIPs 101 Workshop</td>
<td>Student Life Center, Board of Trust Room</td>
</tr>
<tr>
<td>4:30 pm – 5:45 pm</td>
<td>Opening Plenary</td>
<td>Student Life Center Ballroom</td>
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<tr>
<td>5:45 pm – 8:00 pm</td>
<td>Reception and Dinner</td>
<td>Student Life Center Ballroom</td>
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**WEDNESDAY, JUNE 18, 2014**

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<thead>
<tr>
<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>7:30 am – 8:30 am</td>
<td>Continental Breakfast</td>
<td>Rand Dining Hall</td>
</tr>
<tr>
<td>9:00 am – 10:30 am</td>
<td>Team Leader Breakfast Meeting</td>
<td>Sarratt Student Center, Rooms 216 and 220</td>
</tr>
<tr>
<td>9:00 am – 12:15 pm</td>
<td>Cluster Introductions with Faculty Liaisons*</td>
<td>Student Life Center</td>
</tr>
<tr>
<td>12:30 pm – 1:30 pm</td>
<td>Lunch</td>
<td>Rand Dining Hall</td>
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<tr>
<td>1:45 pm – 3:00 pm</td>
<td>Team Time/Consultations*</td>
<td>Student Life Center</td>
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<tr>
<td>3:15 pm – 4:30 pm</td>
<td>Reflection and Skill-Building Sessions</td>
<td>Student Life Center</td>
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<tr>
<td>4:45 pm – 6:00 pm</td>
<td>Team Time/Consultations*</td>
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**THURSDAY, JUNE 19, 2014**

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<tr>
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<tr>
<td>9:00 am – 10:00 am</td>
<td>Team Time/Consultations*</td>
<td>Student Life Center</td>
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<tr>
<td>10:30 am – 11:45 am</td>
<td>Reflection and Skill-Building Sessions</td>
<td>Student Life Center</td>
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<tr>
<td>12:00 pm – 1:00 pm</td>
<td>Lunch</td>
<td>Rand Dining Hall</td>
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<tr>
<td>1:15 pm – 2:30 pm</td>
<td>Cluster Meetings with Faculty Liaisons*</td>
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<tr>
<td>2:30 pm – 3:45 pm</td>
<td>Team Time/Consultations*</td>
<td></td>
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<tr>
<td>4:00 pm – 6:30 pm</td>
<td>Town Hall Meeting</td>
<td>Student Life Center Ballroom</td>
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**FRIDAY, JUNE 20, 2014**

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30 am – 8:30 am</td>
<td>Continental Breakfast</td>
<td>Rand Dining Hall</td>
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<tr>
<td>9:00 am – 11:45 am</td>
<td>Team Time/Consultations*</td>
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<tr>
<td>12:00 pm – 1:00 pm</td>
<td>Lunch</td>
<td>Rand Dining Hall</td>
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<tr>
<td>1:30 pm – 2:30 pm</td>
<td>Team Time/Consultations*</td>
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<tr>
<td>3:00 pm – 5:00 pm</td>
<td>Campus Team Presentations*</td>
<td></td>
</tr>
<tr>
<td>5:00 pm – 6:30 pm</td>
<td>Closing Remarks and Reception</td>
<td>Student Life Center Ballroom</td>
</tr>
</tbody>
</table>

* See program page 4 for specific rooms
Institute Faculty and Staff

Susan Albertine  
Vice President, Office of Diversity, Equity, and Student Success  
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Student Affairs Administrators in Higher Education (NASPA)  |  gdungy@naspa.org

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Winona State University  |  JRamaley@winona.edu

George Sanchez  
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University of Southern California  |  georges@dornsife.usc.edu

Gordon Uno  
Professor of Botany, Chair of the Department of Botany and Microbiology  
University of Oklahoma  |  guno@ou.edu

Carleen Vande Zande  
Assistant Vice Chancellor, Curricular Affairs and Student Academic Achievement  
University of Wisconsin Oshkosh  |  vandezac@uwosh.edu
Faculty Liaison Teams and Room Assignments

Each campus team has been matched with two to three other teams and assigned to an Institute faculty liaison who will serve as a primary resource during the Institute. Please see the table below to determine your cluster, faculty liaison, and cluster meeting room. This table also serves as a reference for the rooms in which faculty consultation meetings will occur.

<table>
<thead>
<tr>
<th>FACULTY LIAISON ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Liaison Teams</td>
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<tr>
<td>Graceland University</td>
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<td>Kaplan University</td>
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<tr>
<td>University of Wisconsin</td>
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<tr>
<td>System</td>
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<tr>
<td>College of the Marshall Islands</td>
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<tr>
<td>Laramie County Community College</td>
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<tr>
<td>Wallace State Community College-Hanceville</td>
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<tr>
<td>California State University, Fresno</td>
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<td>Indiana University of Pennsylvania</td>
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<td>Metropolitan State University of Denver</td>
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<td>Dominican University of California</td>
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<td>University of La Verne</td>
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<td>Widener University</td>
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<td>Armstrong Atlantic State University</td>
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<td>Radford University</td>
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<td>SUNY Oneonta</td>
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<td>Adrian College</td>
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<td>Centre College</td>
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<td>Hastings College</td>
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<td>Tusculum College</td>
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<tr>
<td>Alamo Colleges</td>
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<tr>
<td>CUNY Queensborough Community College</td>
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<tr>
<td>Middlesex Community College</td>
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<tr>
<td>California State University, Dominguez Hills</td>
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<tr>
<td>Marshall University</td>
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<tr>
<td>University of Tennessee at Chattanooga</td>
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<tr>
<td>Western Carolina University</td>
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<tr>
<td>Cornell University</td>
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<td>North Carolina State</td>
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<td>University of Florida</td>
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<td>University of Southern</td>
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<td>California State University, Fullerton</td>
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<td>IUPUI</td>
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<td>St. Cloud State University</td>
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<tr>
<td>CUNY New York City College of Technology</td>
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<td>Southwestern Indian Polytechnic Institute</td>
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<td>Tri-County Technical College</td>
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<tr>
<td>Woodbury University</td>
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<td>Albright College</td>
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<td>Birmingham-Southern College</td>
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<td>Daemen College</td>
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The Institute curriculum provides in-depth study, analysis, and resources in four tracks. Each track emphasizes a different aspect of the work to connect high-impact learning and student success, and each one is critical to the success of campus team goals. Since each track provides a unique framework for the sessions, teams are asked to select one member to follow all sessions in one particular track to benefit from the comprehensive vision of each.

**TRACK 1: HIGH-IMPACT LEARNING**
*David Hubert, Bill Loker, and George Sanchez*
Sessions in this track will focus on high-impact practices in and of themselves at the level of the classroom and the program. Sessions will address the connection between high-quality teaching, learning, and student success. They will concentrate on the features of high-impact practices that benefit all students, but especially those historically underserved by higher education. Session facilitators will discuss ways in which educators in any campus division or sector can develop intentional approaches to engaged learning and enhance the high-impact practices that are already in use on their campuses. The track will also analyze the importance of experiences that take place both inside and beyond the classroom.

**TRACK 2: USEFUL EVIDENCE**
*Arleen Arnsperger, Tia McNair, and Carleen Vande Zande*
Sessions in this track will examine educational practices that build institutional capacity to produce successful and equitable outcomes for all students, with attention to data-driven decision-making and direct assessment of student learning outcomes. The inquiry process will be introduced as a change strategy that is responsive to the unique features of academic organizations seeking to implement, improve and/or assess high-impact practices and student learning through the use of quantitative and qualitative data.

**TRACK 3: BUILDING FROM THE GROUND UP**
*Susan Albertine, Thomas Nelson Laird, and Gordon Uno*
On both the curricular and administrative levels, student success is not something that happens by chance. The sessions in this track will provide an overview of how academic affairs, student affairs, and other departments on campus can collaborate on campus-wide or institutional planning to ensure liberal education outcomes. Participants will learn how to piece together a cohesive design for student success by gathering stakeholders around their home campus and working toward greater use of integrative, high-impact practices including digital innovations. Facilitators will emphasize designs that serve all communities in higher education and use innovative models of campus implementation and assessment.

**TRACK 4: POLITICS OF CHANGE**
*Gwen Dungy, Tim Eatman, and Judith Ramaley*
Successful institutional change efforts require thoughtful planning, sensitive implementation, and in higher education especially, involvement with people affected by the change. Sessions in this track are designed to enhance the competencies of participants to lead institution-wide change projects at their home campus or system. Through three related sessions, this leadership track will focus on the challenges, realities, and narrative of change, applying an integrated framework that will help participants to define, address, and document the change journey.
Schedule of Events

The Institute will take place in three locations on the Vanderbilt University campus. Please consult the program for the exact location of each activity in which you plan to engage.

**Carmichael Towers III** (Institute/residence hall check-in, lodging, and team time rooms)
2401 West End Avenue

**Sarratt Student Center | Rand Dining Hall** (AAC&U Institute office, meeting/consulting rooms, breakfasts, lunches)
2301 Vanderbilt Place

**Student Life Center** (HIPs 101 workshop, plenaries, opening reception/dinner, consulting/team time rooms, closing reception)
310 25th Avenue South

Other buildings that teams may want to visit during team or free time include:

**Common Grounds** (grab-n-go meals, 100% organic/fair trade coffee, other beverages, and sundries)
The Commons Center, The Martha Ingram Rivers Commons

**Jean and Alexander Heard Library** (meeting rooms, public workstations, exhibitions)
419 21st Avenue South

**TUESDAY, JUNE 17, 2014**

**10:00 am – 4:00 pm**
*Carmichael Towers III*

**HOUSING AND INSTITUTE CHECK-IN**
Pick up keys to Carmichael Towers guest room at the registration desk; check in for Institute materials in the lounge

**1:00 pm – 4:00 pm**
*Student Life Center|
**Board of Trust Room**

**HIPS 101 WORKSHOP**
Institute faculty will introduce high-impact practices and engage participants in defining HIPs, discussing why these practices matter, and discerning who has access to them. The workshop will invite participants to think critically and analytically about HIPs both as discrete programmatic practices and cumulatively as occasions for high-quality learning that students encounter over time in college. The workshop will set the context for effective, intentional, and integrative use of HIPs within and throughout the student experience. It will prepare participants to work with HIPs as part of a broader plan to make excellence inclusive for all students.

**4:30 pm – 5:45 pm**
*Student Life Center|
**Commodore Ballroom AB**

**WELCOME**
Derek Bruff, Director, Center for Teaching and Senior Lecturer, Department of Mathematics — Vanderbilt University

**OPENING PLENARY**
Susan Albertine, Vice President and Tia McNair, Senior Director for Student Success — both of the Office of Diversity, Equity, and Student Success, AAC&U

**High Impact and Broad Reach: Practicing Inclusion, Designing High-Impact Practices**
This plenary will provide an overview of the Institute program, frame the goals for the week, and introduce the Institute faculty. It will provide an opportunity for participants to meet familiar and new colleagues and to ask questions that will help them make the most of their time in Nashville.
5:45 pm – 6:45 pm  
**Reception**  
Join with colleagues to celebrate the commencement of the Institute with drinks and hors d’oeuvres. Dress is casual.

6:45 pm – 8:00 pm  
**Dinner**  
Continue your conversations over a plated meal.

**Wednesday, June 18, 2014**

7:15 am – 6:00 pm  
**AAC&U Institute Office**  
Participants are welcome to stop by the AAC&U Institute Office to discuss questions or plans with AAC&U staff.

7:30 am – 8:30 am  
**Breakfast**  
The Rand Dining Hall offers a wide variety of foods from which you are welcome to choose. Please enjoy the wonderful selections and sit wherever you like. Teams may choose to use this time to discuss their action plans or to visit with colleagues from other campuses. NOTE: You will need your Institute badge and access card to get your meal without additional payment. Those without badges and cards will be asked to pay.

7:30 am – 8:30 am  
**Team Leader Meeting**  
Susan Albertine and Tia McNair will facilitate discussion about the team leader role, focusing on how to build team consensus to achieve project goals during the Institute. Team leaders should get their breakfast from Rand Dining Hall and bring it to the meeting room.

9:00 am – 10:30 am  
**Cluster Meetings with Faculty Liaisons**  
Teams will meet with their assigned faculty liaison and the other teams with whom they are clustered. During this time, teams will learn more about each other; review their own goals and plans for the Institute; establish milestones for developing the campus action plan; sign up for consultations with their primary faculty liaison; and identify other faculty with whom they might want to consult during the week. Please meet in the room assigned to your cluster in the table on page 4.

10:30 am – 11:00 am  
**Refreshment Break**

11:00 am – 12:15 pm  
**Reflection and Skill-Building Sessions**  
Each of the four conference tracks is examined through three connected and scaffolded reflection and skill-building sessions. Each of these three sessions has been intentionally designed to cover a distinct topic in the context of a coherent framework for that particular overarching theme. It is recommended that each campus team select one member to follow all three sessions in one particular track to benefit from the comprehensive vision that each track offers. Following each reflection and skill-building session, team members should share what each learned and contribute to an iterative conversation of the implications for their campus team goals. See the following four session descriptions for details.

11:00 am – 12:15 pm  
**Track 1: High-Impact Learning**  
The High-Impact Learning track intends to help teams develop intentional and coordinated approaches to engaged learning—beyond stand-alone practices. Sessions will address an array of ways to deepen and enhance existing high-
impact practices by strengthening connections among practices and addressing the challenges of scale. The sequence of sessions offers participants the chance to develop plans and strategies toward stronger outcomes for all students, in and beyond the classroom.

Taking HIPs to the Next Level
George Sanchez
This opening session of the track for High-Impact Practices will focus on strategies for moving beyond one stand-alone practice to a more intentional multi-level approach to HIP activity. We will work on scaffolding high-impact practices across the curriculum in different institutional types, and how to connect and make hand-offs between entry-level HIPs and those that should follow in the middle years and late years of an undergraduate career. One important area for consideration in scaffolding is how to bridge academic affairs and student affairs for effective delivery of HIPs for an institution. Collectively we will address the special challenges of multiple HIPs in one activity, as well as how to nurture reflection on learning and growth throughout all HIP activities. Finally, we will explore strategies for attracting and working with special populations, from first-generation college students to international students, in HIP activities.

11:00 am – 12:15 pm
Student Life Center
Ballroom A

Track 2: Useful Evidence
Sessions in this track will examine educational practices that build institutional capacity and assessment frameworks to advance equitable achievement of learning outcomes for all students. Specific attention will be given to identifying relevant inquiry questions, data selection, data-driven decision-making, and direct assessment of student learning outcomes. The inquiry model will be introduced as a change strategy that can be responsive to the unique features of academic organizations seeking to implement, improve, map, and/or assess high-impact practices and student learning through the use of quantitative and qualitative data.

Identifying Data Sources and Asking the Right Questions
Arleen Arnsparger, Tia McNair, and Carleen Vande Zande
Using national data about high-impact practices, campus examples of effective practice, and the voices of students themselves as a backdrop, participants will sharpen their focus on which practices have the greatest potential for improving student success on their campuses. Participants will discuss how to (1) use both quantitative and qualitative data to foster effective practice to improve student success, with particular attention to achieving equity and closing achievement gaps between different student populations, (2) assess the effectiveness of high-impact practices, and (3) communicate about data across the institution to influence decision-making and create a culture of inquiry and evidence.

11:00 am – 12:15 pm
Student Life Center
Ballroom B

Track 3: Building from the Ground Up
Campus-wide planning for student success presents a host of challenges. This track will emphasize the practical aspects of both design and implementation of multiple high-impact practices on a campus or in a system. It will attend to the process of change and the challenges of developing comprehensive student success initiatives for institutions and then taking effective steps to achieve results.

Creating High-Impact Activities Within High-Impact Practices: Working Backwards to Move All Your Students Forward
Gordon Uno
By the end of their undergraduate degree program, what do you want all your students to understand and be able to do? What are the essential learning and process skills students must possess to be able to integrate the experiences and
synthesize the knowledge acquired during their undergraduate years and that can be used throughout their careers? We will work backwards from these identified outcomes to determine what high-impact practices and high-impact activities within those practices will best help scaffold skills and knowledge, in an intentional manner, as students work toward their senior year and beyond. This session will help participants identify key components of model learning experiences in high-impact activities and possible solutions to problems your students or institutions face.

11:00 am – 12:15 pm
Student Life Center
Ballroom C

Track 4: Politics of Change
This track is designed to enhance participants’ competencies for leading institution-wide change projects on their home campus or within a system or network of institutions. Through three related sessions, the leadership track will focus on (1) the nature of change at an institutional level and how to gain support for and introduce a meaningful change strategy, (2) how to evaluate the readiness of a campus to embrace the changes that a team is proposing and what challenges the team may face in gaining support for its plan, and (3) how to build support within the organization and beyond (where needed) within the faculty and administration. The three sessions will be held together with an integrated framework for initiating change that will help session participants to explore three critical sets of questions: (1) What level of support already exists for the project that the team proposes? (2) What kind of case can be made for the change being proposed? (3) What resources can the team draw upon to launch and accomplish the change?

Understanding Campus Cultures and the Nature of Change
Gwen Dungy
In this session, participants will explore the nature of change and then the question of the context in which their plans will be introduced by considering how important decisions are made on their campuses, how their campuses have responded in the recent past to other change efforts of comparable scale or significance and who might be most likely to support or oppose the changes they propose. What factors in an institutional culture and history can affect the likelihood of success?

12:30 pm – 1:30 pm
Rand Dining Hall

LUNCH
Please help yourself to the wide selection of foods and seating areas. NOTE: You will need your badge and access card to get your meal without additional payment. Those without badges and cards will be asked to pay in cash.

1:30 pm – 3:00 pm
See table on page 4 for locations

TEAM TIME AND CONSULTATIONS
Teams may use this time to process session information, work on their action plan, consult with Institute faculty, and prepare daily milestone reports. If scheduled to meet with a faculty member, please meet in the room listed on page 4. Otherwise, teams may meet in a place of their choosing.

3:15 pm – 4:30 pm
Student Life Center

Reflection and Skill-Building Sessions
See the following four session descriptions for details.

3:15 pm – 4:30 pm
Student Life Center
Meeting Rooms 1,2

Track 1: High-Impact Learning
One HIP to Rule Them All: Reflective ePortfolios in a HIP-Dominated Fantasy World
David Hubert
As institutions look to bring HIPs to the center of the curriculum, they might consider implementing reflective ePortfolios—because of increasing evidence of their utility in and of themselves, but also because of their ability to bring together and showcase all the other HIPs. Imagine a future in which HIPs
predominate in the curriculum, and in which reflective ePortfolios serve as the hub to which students link all of their HIP experiences. This session will explore the role of ePortfolios in relation to other HIPs, to essential learning outcomes, and to the goal of developing students who are reflective practitioners. We will start at the 30,000 foot level and come down to examine campus practices and student examples.

3:15 pm – 4:30 pm  
Student Life Center  
Ballroom A

Track 2: Useful Evidence  
Equity and Excellence in the Context of HIPS  
Arleen Arnsparger, Tia McNair, and Carleen Vande Zande

Through the application of an inquiry model approach, participants will create a plan to review data associated with HIPs to answer questions related to equity, excellence, and student learning. A case study will provide an overview of the steps involved in developing an inquiry model to help campuses map, assess, and/or target the effectiveness of HIPs and student learning. Participants will engage in discussions about how to integrate data sources and to raise questions about that integration. The result of these deliberations may be addressed as part of their team goals and action plan development.

3:15 pm – 4:30 pm  
Student Life Center  
Ballroom B

Track 3: Building from the Ground Up

Building a HIP Culture  
Tom Nelson Laird

In this session, participants will explore how to build HIP cultures on their campuses, particularly among faculty. Participants will examine why faculty members need to value HIPs, how to gauge the value faculty members place on particular HIPs, and which faculty members are most likely to value HIPs. Through three exercises, participants will create ideas and plans to improve campus valuing of HIPs. Where are your HIP allies and who should you convince to be more supportive? What information and resources will you use to increase support among allies and those who are resistant?

3:15 pm – 4:30 pm  
Student Life Center  
Ballroom C

Track 4: Politics of Change

Organizing for Change in a Particular Context  
Tim Eatman

This session builds from the first by challenging participants to address the critical but often underappreciated role that relationships and relationship building plays in the change process. Observations about important elements of change, opportunities and barriers, and landscape mapping from the first session provide an excellent springboard to a deeper exploration of the nuanced politics that can advance or mitigate progress toward goals. Using principles derived from community organizing, participants will share brief stories of how they have experienced change with a focus on relationships. Pursuing a richer understanding of relationships and politics enable a fuller exploration of questions about how to make the case for change and how to build support for the change they propose. How receptive, for example, is their campus environment and how might they build on that environment to launch their change effort?

4:45 pm – 6:00 pm  
See table on page 4 for locations

TEAM TIME AND CONSULTATIONS

Teams may use this time to process session information, work on their action plan, consult with Institute faculty, and prepare daily milestone reports. If scheduled to meet with a faculty member, please meet in the room listed on page 4. Otherwise, teams may meet in a place of their choosing.
DINNER ON YOUR OWN
June in Nashville promises endless opportunities for activities, whether you prefer music and art, outdoor cafes, parks, or cultural explorations.

THURSDAY, JUNE 19, 2014

7:15 am – 6:30 pm  INFORMATION/INSTITUTE OFFICE
Sarratt Student Center
Room 333
Participants are welcome to stop by the Institute office to discuss questions or plans with AAC&U staff. Institute faculty consultation sign-up sheets will be available between 7:15 am and 8:30 am.

7:30 am – 8:30 am  BREAKFAST
Rand Dining Hall
Please use this time to enjoy breakfast from the Rand Dining Hall with colleagues. Also, be sure to visit Sarratt 333 to sign up for your campus team consultations for the day. Sign-up sheets will be available between 7:15 am and 8:30 am. NOTE: You will need your badge and access card to get your meal without additional payment. Those without badges and cards will be asked to pay in cash.

9:00 am – 10:00 am  TEAM TIME
See table on page 4 for locations
Teams may use this time to process session information, work on their action plan, consult with Institute faculty, and prepare daily milestone reports. If scheduled to meet with a faculty member, please meet in the room listed on page 4. Otherwise, teams may meet in a place of their choosing.

10:00 am – 10:30 am  REFRESHMENT BREAK

10:30 am – 11:45 am  REFLECTION AND SKILL-BUILDING SESSIONS
Please see session descriptions below for details.

10:30 am – 11:45 am  Track 1: High-Impact Learning
Student Life Center
Meeting Rooms 1,2
Assessment is Your Friend: Building Support for HIPs Across the Institution(s)
Bill Loker
This closing session of the track for High-Impact Learning will offer a model for taking HIPs to scale at the institutional level and beyond. The Chico model began with integrating a high-impact practice (public sphere pedagogy – PSP) in a specific course, and later extended to the redesign of our General Education Program to include integrative learning through Pathways. As we documented the extraordinary effects of PSP on student success we have been able to recruit increased faculty participation and administrative support for our efforts. Assessment of HIPs at scale has itself served as a critical practical step needed to sustain these efforts. Participants will focus on the critical importance of pervasive, intentionally scaled plans and the role of data-driven decision making and use of assessment data to facilitate work with faculty, administration, and external stakeholders.

10:30 am – 11:45 am  Track 2: Useful Evidence
Student Life Center
Ballroom A
Direct Assessment of Learning Outcomes and High-Impact Practices
Arleen Arnsparger, Tia McNair, and Carleen Vande Zande
In this session, participants will discuss strategies for assessing student learning outcomes and growing the culture of evidence across campus. The VALUE rubrics will be presented as a direct assessment tool that campuses can utilize to
measure student learning outcomes in a more comprehensive way. The elements of the assignments needed to produce useful evidence will be shared and discussed. Participants will also discuss how to use assessment plans to build a culture of evidence and inquiry.

10:30 am – 11:45 am
Student Life Center
Ballroom B

Track 3: Building from the Ground Up

Resources, Resources, Resources
Susan Albertine
We suspect you may have heard remarks that go something like this: “We want to get HIPs into the experience of all students. But we cannot imagine how to do that with the resources we have — both the personnel resources and the time resources. HIPs are too costly and they take up too much time. People are over-extended, doing what they are already doing.” How can your team meet these objections while finding and marshaling resources? How can you answer the cost questions you will face and build a strong leadership strategy that will help you implement a sustainable plan? Using Jane Wellman and Rima Brusi’s Investing in Success: Cost-Effective Strategies to Increase Student Success (AAC&U 2013; copy provided to each team), we will work toward useable answers.

10:30 am – 11:45 am
Student Life Center
Ballroom C

Track 4: Politics of Change

Putting It All Together and Anticipating Campus Responses
Judith Ramaley
This session offers a time to put the finishing touches on campus action plans and to discuss the basic issues that a team should consider as it prepares to return to campus. The process may include working out the case for the change, deciding what existing efforts might be harnessed to build momentum for the plan, defining responsibilities for launching the change and managing responses to the plan as it unfolds. The bell-shaped curve will be introduced along with concepts of effective team work, ways to deal with concerns about the plan being proposed and the development of a supportive environment for the ideas generated by the team. Representatives of each team will be asked to sketch out a reentry plan — who they plan to meet with first when they return to campus and how they will present and describe their plan.

12:00 pm – 1:00 pm
Rand Dining Hall

LUNCH
NOTE: You will need your badge and access card to get your meal without additional payment. Those without badges and cards will be asked to pay in cash.

1:15 – 2:30 pm
See table on page 4 for locations

Cluster Meetings with Faculty Liaisons
Team clusters will meet with their faculty liaisons in the rooms assigned on page 4 to discuss their progress at the Institute. This will be a valuable opportunity to exchange ideas with your faculty liaison and the other teams in your cluster to help finalize your action plan and prepare for Friday’s presentation.

2:30 pm – 3:45 pm
See table on page 4 for locations

Team Time
Teams may use this time to process session information, work on their action plan, consult with Institute faculty, and prepare daily milestone reports. If scheduled to meet with a faculty member, please meet in the room listed on page 4. Otherwise, teams may meet in a place of their choosing.

4:00 pm - 6:30 pm
Student Life Center
Ballroom AB
See table on page 13 for breakout discussion locations

Town Hall Meeting
The Town Hall Meeting will invite each team member to participate in one of five topical discussions. We have selected topics and framed questions that address some of the challenges we have encountered in our collective work with
high-impact practices. We intend these prompts to encourage deliberation and elicit perspective-taking, opening up principled and philosophical discussion and suggesting practical responses. The Town Hall will begin with a short opening plenary, which will describe the town hall meeting as a type of public-sphere pedagogy and explain how the session will proceed. Following the plenary, participants will adjourn to rooms assigned on page 13 for each question. Assigned facilitators will launch the discussion. We will reconvene at 5:45 in the ballroom to share outcomes and enjoy an informal reception.

6:30 pm  DINNER ON YOUR OWN – ENJOY!

**Town Hall Meeting Topics and Room Assignments**

Each team member should have prepared his or her arguments and policy recommendations prior to the start of the Institute. Please proceed to the rooms below when prompted for faculty-facilitated breakout discussions.

<table>
<thead>
<tr>
<th>TOWN HALL BREAKOUT DISCUSSIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>1. What is the relationship between High-Impact Practices and educational equity?</td>
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<tr>
<td>2. What is the relationship between HIPs and assessment? What are we trying to measure and why?</td>
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<tr>
<td>3. How does digital learning promote/undermine HIPs?</td>
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<tr>
<td>4. Are all HIPs created equal? Is student impact generalizable across contexts?</td>
</tr>
<tr>
<td>5. Can we do more HIPS with fewer resources, or can we work differently, smarter, or just plain harder?</td>
</tr>
</tbody>
</table>
Friday, June 20, 2014

7:15 am – 5:00 pm
Sarratt Student Center
Room 333

**INFORMATION/INSTITUTE OFFICE**
Participants are welcome to stop by the Institute office to discuss questions or plans with AAC&U staff. Institute faculty consultation sign-up sheets will be available between 7:15 am and 8:30 am.

7:30 am – 8:30 am
Rand Dining Hall

**BREAKFAST**
Please use this time to enjoy breakfast with colleagues and to sign up for your campus team consultations for the day in Sarratt 333, 7:15 am - 8:30 am. NOTE: You will need your badge and access card to get your meal without additional payment.

9:00 am – 11:45 am
See table on page 4 for locations

**TEAM TIME**
During this time, teams may choose to work on or off campus. Faculty and staff will be available throughout the day to assist as needed. This is the next to the last opportunity for teams to refine their plans and prepare for their Friday afternoon presentation. Later in the day, each campus team will have about 15 minutes to present its plan to the teams and faculty within its cluster, followed by a brief question-and-answer period.

12:00 pm – 1:00 pm
Rand Dining Hall

**LUNCH**
NOTE: You will need your badge and access card to get your meal without additional payment.

1:30 pm – 2:30 pm
See table on page 4 for locations

**TEAM TIME**
During this time, teams may choose to work on or off campus, on their own or with Institute faculty and staff. This is the final opportunity for teams to refine their plans and prepare for their 3:00 pm presentation.

2:30 pm – 3:00 pm
SLC Ballroom Foyer & Sarratt 3rd Floor Foyer

**REFRESHMENT BREAK**

3:00 pm – 5:00 pm
See table on page 4 for locations

**CAMPUS ACTION PLAN PRESENTATIONS**
Each team will meet in the room assigned to its cluster on page 4. This presentation is a valuable opportunity to simulate the experience of sharing your action plan when you return to campus. Teams will present action plans in round-robin fashion, allotting time for feedback from other teams and faculty. Teams are asked to submit action plans in electronic form to Kara Hawkesworth at hawkesworth@aacu.org prior to departure.

5:00 pm – 6:30 pm
Student Life Center
Ballroom A

**CLOSING REMARKS AND RECEPTION**
Join with colleagues to celebrate your hard work, enduring and emerging friendships, and new directions towards greater inclusion, equity, and student success. Dress is casual.

Saturday, June 21, 2014

7:00 am – 10:00 am
Carmichael Towers III
Registration Desk

**CHECK-OUT**
Please drop off your access card and keys at the registration desk in your residence hall.

**CONGRATULATIONS AND OUR BEST WISHES FOR SUCCESS AT YOUR HOME CAMPUS!**