ENHANCING INSTITUTIONAL CAPACITY FOR QUALITY, EQUITY, AND STUDENT ENGAGEMENT

Institute on
HIGH-IMPACT PRACTICES AND STUDENT SUCCESS

June 2–5, 2020
Emory Conference Center Hotel
Atlanta, Georgia

APPLY TODAY  www.aacu.org/hips20
Application Deadline: February 24, 2020
The AAC&U Institute on High-Impact Practices and Student Success is designed to broaden the discussion surrounding the promotion of quality, equity, and student engagement by embedding these elements into institutional missions and everyday practices. Teams will work with Institute faculty to articulate guided learning pathways that serve as catalysts to deepen connections between the assets students bring to college and their educational experiences in preparation for lifelong success.

Drawing on evidence-based research that demonstrates a positive relationship between student participation in high-impact practices (HIPs) and improved student outcomes, teams will define and start to develop curricular and cocurricular practices to support student engagement, advance curricular coherence, and generate equitable outcomes. Utilizing AAC&U’s VALUE (Valid Assessment of Learning in Undergraduate Education) initiative as a guiding framework, participating teams will define and strengthen processes for directly assessing student achievement of learning outcomes as a result of participation in high-impact practices. These processes will help campus and system-level teams set and monitor progress toward equity goals to improve educational outcomes for all students.

Campus teams will examine efforts to implement educational change and bring effective practices to scale in a time of limited resources. The Institute program addresses ambitious goals for intentionally serving all students, improving both completion rates and the quality of student learning, and it is highly relevant for institutions at various stages of work.

Institute Goals

The Institute will help campuses, higher education systems, and consortia embed diversity, equity, and educational quality into their missions and everyday practices. Prior to attending the Institute, teams will be asked to complete preparatory work, including a campus inventory and pre-Institute readings. This will allow teams to use their time together to identify strategies and practices for successful implementation of action plans that they will create and share while at the Institute. The Institute schedule features

- daily team time to work on action plans;
- individual team consultations with Institute faculty;
- interactions with other campus teams; and
- reflection and skill-building sessions.

ABOUT THE INSTITUTE
TEAM CONSULTATIONS AND INSTITUTE FACULTY

Participants work with nationally recognized scholars and practitioners. Each team will have a faculty liaison and will cluster with other teams assigned to the same liaison. In addition to attending Institute sessions, teams schedule consulting appointments with an array of Institute faculty.

INSTITUTE FACULTY AND THEIR EXPERTISE

Pearl Bartelt, AAC&U
Reforming the Liberal Arts and Sciences (LAS) major; faculty/administrative recruitment; creating pathways for community college students; diversity; networking; breaking down university silos

Emily Dibble, Salt Lake Community College
ePortfolio pedagogy; assessment of general education using ePortfolios; signature assignments and reflection; ePortfolio program reviews

Timothy Eatman, Rutgers University–Newark
Educational equity; publicly engaged scholarship; faculty rewards; institutional transformation; P–16 partnerships; diversity; STEM success

Tia Brown McNair, AAC&U
Underserved student success; diversity and equity; data-informed decision-making; designing quality high-impact practices; assessment of high-impact practices; cross-divisional collaboration; institutional planning; curricular coherence

Christine Navia, University of Wisconsin System Administration
Educational equity and inclusion; pre-college programming and assessment; strategic planning and implementation; student success program development and coordination; collective impact theory

DeJuanna Parker, AAC&U
Student success; teacher retention; rural education; bridging student affairs and academic affairs; undergraduate and graduate student persistence; culturally sensitive advising; strategic planning

Lynn Pasquerella, AAC&U
Advocacy for liberal education; access to excellence in higher education; civic engagement; strategic planning; assessment and accreditation

Vijay Pendakur, Cornell University
Student success; equity design; diversity and inclusion; campus-wide crisis management

Eyra A. Pérez, Excelencia in Education
Hispanic-Serving Institutions; Latino student access and success; student leadership and development; student transfer; P–20 educational pipelines; college and career readiness; grant development and fundraising

Judith Ramaley, Portland State University
Higher education reform; curricular reform; STEM education; leadership of change; grant-making and fundraising; roles of governing boards

George Sanchez, University of Southern California
Campus diversity; faculty recruitment; undergraduate research; first-generation college students; civic engagement; Latino student success

Gordon Uno, University of Oklahoma Norman Campus
Science education; scientific literacy; inquiry-based instruction; equity and inclusive instruction; science curriculum development; faculty professional development

www.aacu.org/HIPS20
INSTITUTE CURRICULUM

The Institute curriculum will support teams as they develop faculty-engaged, evidence-based, sustainable models and strategies to advance quality, equity, and engagement in service to academic excellence and social justice. A high-quality education—one that is expansive of students’ multiple, intersecting identities—should be the standard of excellence for all students. Intentional approaches for serving students and achieving equity can help educational programs engage diversity and intercultural knowledge as essential elements of a contemporary liberal education. The Institute curriculum will provide opportunities for in-depth study and planning as well as offering resources and guidance. The 2020 Institute will build upon themes and topics drawn from participant applications to ensure that Institute faculty address the goals of participating institutions.

Program Topics

- Scaling and sustaining a culture of engagement by integrating HIPs into curricular and cocurricular programs
- Curricular coherence, efficiency, and streamlining time to degree by aligning courses and programs with guided learning pathways
- Designing intentional high-impact activities that feature active, collaborative, and experiential learning and promote connections between educational experiences and long-term career success
- Building institutional capacity for faculty-led, direct, equity-focused assessment of learning outcomes that result from student participation in high-impact practices
- Faculty and leadership professional development to expand capacity to bring effective practices to scale and to implement educational reforms that serve students
- Innovative pedagogy across modalities
- Supporting faculty professional development that recognizes contingent contracts and connects expansive, student-centered pedagogies to equitable outcomes
- Bridging divides and building collaborations among programs, across divisions, and toward shared equity goals
- Encouraging an academically open environment while promoting a safe, civil exchange of ideas, and providing support for reflection
- Advocacy and outreach to effectively champion equity and quality and communicate the value of an equitable, high-quality liberal education that serves all students

“I am thrilled to have had the opportunity to be among some of the best scholars and experts on HIPs. They were inspiring, innovative, engaging, and they are doing amazing work.”

—2019 Institute Participant
This year’s Institute will include leaders from the following AAC&U initiatives/projects:

**Truth, Racial Healing & Transformation (TRHT) Campus Centers**—AAC&U is working with higher education institutions to develop TRHT Campus Centers in order to engage and empower campus and community stakeholders to break down racial hierarchies and create a positive narrative about race in the community. TRHT Campus Centers seek to help communities embrace racial healing and uproot conscious and unconscious beliefs in the hierarchy of human value.

**Purposeful Pathways Faculty Planning for Curricular Coherence**—Purposeful Pathways supports faculty-led curricular changes leading to greater intentionality in students’ curricular pathways. The project is driven by the belief that guided learning pathways that engage students in high-impact practices will lead to higher levels of learning, intellectual skills, and practical knowledge for students.

**Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning**—AAC&U, in collaboration with the Center for Community College Student Engagement at the University of Texas at Austin, is working with twenty community colleges to build institutional capacity and to develop resources that will help institutions strengthen their efforts to ensure students are learning.

**Making Excellence Inclusive and Liberal Education and America’s Promise (LEAP)**—AAC&U brings together educators to provide national leadership that advances equity and inclusion in higher education and champions the importance of a twenty-first-century liberal education. Today, and in years to come, a liberal education will help students develop a sense of social responsibility and build strong intellectual and practical skills as well as the ability to apply knowledge and skills in real-world settings.

**Valid Assessment of Learning in Undergraduate Education (VALUE)**—VALUE is a campus-based assessment approach developed and led by AAC&U. VALUE rubrics provide needed tools to assess students’ own authentic work produced across students’ diverse learning pathways, fields of study, and institutions.

**Advocating for Liberal Education with Systematic Employer Surveys**—AAC&U regularly researches trends related to college graduates and the most important learning experiences and outcomes they need to successfully navigate the global economy. Dialogue with employers and community partners ensures that students have the opportunity to learn through HIPs that deepen and integrate learning and demonstrate the value of higher education.

**Excelencia in Education**

Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policies, and advancing institutional practices while collaborating with those committed and ready to meet the mission. AAC&U is partnering with Excelencia in Education to bring teams working toward the Seal of Excelencia, the first-ever initiative to credential higher education institutions based on leadership, evidence-based practices, and use of data to ensure Latino student success.
FORMING A TEAM AND CREATING A STRONG APPLICATION

Institute Campus Teams
A campus team typically consists of a team leader and four team members. Team leaders are most often senior academic or student affairs officers. Teams should be diverse and include faculty from a variety of disciplines. Teams should recruit individuals from various campus sectors that will be significantly involved in the projected campus work, as well as key individuals who could extend the reach of the action plan. In the past, teams have included faculty, provosts, deans, department chairs, student affairs educators, registrars, librarians, and students.

Application Components and Selection Criteria
The online application consists of an information section and a narrative section. The narrative should be clear and concise and address all prompts, which include the following:

• Provide a brief summary of your institutional context, including an overview of student populations.

• Describe what led your institution to apply to the Institute. If your institution has attended the Institute in the past, how does the work you want to accomplish this year relate to past participation?

• How does participation in the Institute align with your institutional mission and current academic or strategic priorities?

• Summarize your institution’s most recent efforts to improve student success by implementing high-impact practices, and identify the individuals or groups involved.

• Describe how your campus team’s work at the Institute will advance equitable learning outcomes across student populations.

• What specific goals do you plan to advance at the Institute? Based on data analysis, is there a specific project or initiative you plan to develop at the Institute to advance your goals?

• What data were used to inform decisions to pursue recent efforts related to student success and high-impact practices?

• What is the rationale for your team’s composition?

From Planning to Campus Action
During the Institute, teams will have time to develop a comprehensive action plan. On the last day of the Institute, each team will participate in a Gallery Walk Poster Presentation that highlights key elements of their action plans. This is a valuable opportunity for teams to present, discuss, and receive feedback on the core components of their action plans. Participants are encouraged to question and comment on action plans to help teams refine their work to meet their action plan goals. Visit www.aacu.org/HIPS20 to apply online.
APPLICATION INFORMATION

Application deadline: **Monday, February 24, 2020**
Application form: [www.aacu.org/HIPS20](http://www.aacu.org/HIPS20)
Applicants will receive notification of selection decisions by **Tuesday, March 17, 2020**.

The registration fee for the Institute covers tuition, materials, consultation, and most meals:

- **$7,200** per five-member team from AAC&U member institutions
- **$8,200** per five-member team from nonmember institutions

A block of rooms has been reserved at the Emory Conference Center Hotel for participants at a special rate of $169/night, excluding taxes and fees. Participants will be responsible for reserving and paying for their own lodging.

Teams may add team members for a separate registration fee, as space allows.

**Emory Conference Center Hotel**

**Atlanta, Georgia**

The Emory Conference Center Hotel is the ideal combination of a tranquil and convenient location with a visionary Frank Lloyd Wright design and an unparalleled dedication to service. Nestled next to Hahn Woods, a peaceful 26-acre nature preserve, Emory Conference Center Hotel is easily accessible by car. Hartsfield-Jackson Atlanta International Airport (ATL) is located 17 miles from the hotel.

Participants will stay in single- or double-occupancy rooms in the hotel and will have access to a fitness center, complimentary Wi-Fi, and an indoor pool/whirlpool. Team time, built into the Institute program, will allow participants to explore the surrounding areas and meet in a place of their choosing. Emory Point is located within walking distance from the hotel, a complimentary Emory Cliff Bus goes to area shopping centers and restaurants, and a complimentary hotel shuttle is available on a first-come, first-served basis within a mile of the hotel.

*Photos courtesy of the University of California Davis, AAC&U staff, and Emory University*
AAC&U SUMMER INSTITUTES

INSTITUTES FOR CAMPUS TEAMS
AAC&U’s team-based institutes offer campus teams a time and place for sustained collaborative work on a project of importance to their campuses, along with a curriculum focused on important trends, research, and best practices delivered by a resident faculty of educational experts and consultants.

Institute on General Education and Assessment
June 2–5, 2020 | University of Vermont, Burlington, Vermont

Institute on High-Impact Practices and Student Success
June 2–5, 2020 | Emory Conference Center Hotel, Atlanta, Georgia

Institute on Truth, Racial Healing & Transformation Campus Centers
June 16–19, 2020 | Emory Conference Center Hotel, Atlanta, Georgia

Institute on Integrative Learning and Signature Work
July 21–24, 2020 | American University, Washington, DC

Institute on Teaching and Learning for Campus-wide Interfaith Excellence
July 21–24, 2020 | American University, Washington, DC

INSTITUTE FOR FACULTY MEMBERS
AAC&U also offers institutes for both early- and mid-career STEM faculty engaged in leading projects aimed at transforming undergraduate STEM education in their classrooms, departments, and institutions.

PKAL Summer Leadership Institute for STEM Faculty
Institute I: July 8–13, 2020 | Institute II: July 15–20, 2020
The Claggett Center, Adamstown, Maryland

Teaching to Increase Diversity and Equity in STEM (TIDES)
June 8–12, 2020 | Lansdowne Resort & Conference Center, Leesburg, Virginia

www.aacu.org/summerinstitutes