



2017 Institute on High-Impact Practices and Student Success

Boston University | Boston, MA

June 24-27, 2017

PROGRAM

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 day. Your team's plan should highlight: 1) concrete steps to implement your institutional change project; 2) stakeholders engagement and responsibilities; and 3) a timeline of activities to achieve your goals. The final presentations will help you rehearse describing and advocating for the plan as you prepare to return to campus.

The schedule includes a variety of learning sessions and networking opportunities:

- **Opening Plenary** offers vision and context, and allows for intellectual exchange across institutions.
- **Cluster Meetings** provide time for campus teams with similar goals to share ideas for achieving these goals in discussions facilitated by Institute faculty with expertise in those areas.
- **Concurrent Workshops** provide in-depth study, analysis, and resources around the major themes and issues listed in the campus team applications. These themes are the focus of 24 workshops separated into three groups of eight and scheduled at three different times in the program. Teams should select the workshops most relevant to their goals and divide themselves among the workshops.
- **Individual Team Consultations** with Institute faculty provide an opportunity to discuss the specific aspects of your plan and to refine it throughout the week. On Monday and Tuesday mornings at 8:30 a.m., consultation sign-up sheets with the daily schedule for each Institute faculty member will be available in the George Sherman Union, Stone Lobby Registration Desk. Please arrive early to reserve time with the faculty of your choice.
- **Team Time** provides opportunities for individual team members to share what they are learning from the workshops and faculty consultations, and to apply that knowledge to the development of their action plans. Teams may choose to meet in any of the breakout rooms in the George Sherman Union and in other spaces on campus or beyond.

Schedule at a Glance

SATURDAY, JUNE 24, 2017

10:00 am – 5:00 pm

Residence Hall and Institute Check-in

10 Buick St., Front Desk

4:00 pm – 5:30 pm

Opening Plenary and Diversity, Equity, and Inclusion Café

George Sherman Union, Metcalf Hall

5:30 pm – 6:30 pm

Reception

George Sherman Union, Ziskund Lounge

SUNDAY, JUNE 25, 2017

7:30 am – 8:30 am

Breakfast

West Campus Dining Hall

8:30 am – 6:00 pm

AAC&U Institute Office

George Sherman Union, Stone Lobby Registration Desk

9:00 am – 10:30 am

Cluster Meetings with Faculty Liaisons*

11:00 am – 12:15 pm

Concurrent Workshops

George Sherman Union: Academy Room, Metcalf Small (1), Metcalf Small (2), East Balcony, East Enclosure, Back Court, Terrace Lounge, BU Central

12:30 pm – 1:30 pm

Lunch

Warren Towers, Dining Hall

1:30 pm – 3:00 pm

Team Time*

3:15 pm – 4:30 pm

Concurrent Workshops

George Sherman Union: Academy Room, Metcalf Small (1), Metcalf Small (2), East Balcony, East Enclosure, Back Court, Terrace Lounge, BU Central

4:45 pm – 6:00 pm

Team Time and Consultations*

MONDAY, JUNE 26, 2017

7:30 am – 8:30 am

Breakfast

West Campus, Dining Hall

8:30 am – 6:00 pm

AAC&U Institute Office

George Sherman Union, Stone Lobby Registration Desk

9:00 am – 10:15 am

Team Time *

10:30 am – 11:45 am	Concurrent Workshops <i>George Sherman Union: Academy Room, Metcalf Small (1), Metcalf Small (2), East Balcony, East Enclosure, Back Court, Terrace Lounge, BU Central</i>
12:00 pm– 1:00 pm	Lunch <i>Warren Towers, Dining Hall</i>
1:15 pm – 2:30 pm	Cluster Meetings with Faculty Liaisons*
2:45 pm – 5:45 pm	Team Time and Consultations*

TUESDAY, JUNE 27, 2017

7:30 am – 8:30 am	Breakfast <i>West Campus, Dining Hall</i>
8:30 am – 4:15 pm	AAC&U Institute Office <i>George Sherman Union, Stone Lobby Registration Desk</i>
9:00 am – 10:00 am	Consultations and Team Time*
10:15 am – 11:45 am	Team Time*
12:00 pm – 1:00 pm	Lunch <i>Warren Towers, Dining Hall</i>
1:30 pm – 4:00 pm	Campus Team Presentations*
5:00 pm –6:00 pm	Reception <i>Ziskind Lounge, George Sherman Union</i>

* See program pages 5-6 for specific room assignments

Institute Program, Lodging, Meal Locations

The Institute plenary, cluster meetings, workshops, consultations, and team time will take place in the George Sherman Union on the Boston University Central campus.

George Sherman Union
775 Commonwealth Avenue, Boston, MA 02215

Participant lodging: 10 Buick Street Residence Hall.
10 Buick Street
10 Buick Street, Boston, MA 02215

Breakfast: West Campus Dining Hall.
West Campus Dining Hall
275 Babcock Street, Boston, MA 02215

Lunch: Warren Towers Dining Hall.
Warren Towers Dining Hall
700 Commonwealth Avenue, Boston, MA 02215

Institute Faculty and Staff

Alexander Belknap

Database Services and Summer Institute Associate
AAC&U | belknap@aacu.org

Michele Cuomo

Dean of Arts and Humanities
Montgomery County Community College | mcuomo@mc3.edu

Timothy K. Eatman

Dean of the Living Learning Community and Associate Professor of Urban Education
Rutgers University-Newark | te119@scarletmail.rutgers.edu

Omar Harbison

Director, Student Success, Office of Diversity, Equity, and Student Success
AAC&U | harbison@aacu.org

David Hubert

Assistant Provost for Learning Advancement
Salt Lake Community College | david.hubert@slcc.edu

Karen A. Kalla

Director, Network for Academic Renewal, Office of Diversity, Equity, and Student Success
AAC&U | kalla@aacu.org

Deanna Leone

Executive Director for Retention Initiatives
California State University-Fullerton | dleone@exchange.fullerton.edu

Tia McNair

Vice President, Office of Diversity, Equity, and Student Success
AAC&U | mcnair@aacu.org

Chris Navia

Interim Associate Vice President for Student Success
University of Wisconsin System Administration | cnavia@uwsa.edu

Thomas Nelson Laird

Associate Professor of Higher Education
Indiana University Bloomington | tflaird@indiana.edu

Becky Wai-Ling Packard

Director of the Weissman Center for Leadership and Professor of Psychology and Education
Mount Holyoke College | bpackard@mtholyoke.edu

Judith A. Ramaley

*President Emerita and Distinguished Professor, Portland State University
and Senior Fellow, AAC&U | jramaley@winona.edu*

George Sanchez

*Vice Dean for Diversity and Strategic Initiatives
University of Southern California | georges@dornsife.usc.edu*

John Veras

*Program Associate, Office of Diversity, Equity, and Student Success
AAC&U | veras@aacu.org*

Dawn Whitehead

*Senior Director for Global Learning and Curricular Change, Office of Integrative Learning and the Global Commons
AAC&U | whitehead@aacu.org*

Faculty Liaison Teams and Room Assignments

Each campus team joins a few other teams with shared goals and an Institute faculty liaison to form a cluster. Please see the table below to determine your cluster, faculty liaison, and cluster meeting room in the George Sherman Union. This table also serves as a reference for the rooms in which faculty consultations will occur.

FACULTY LIAISON ASSIGNMENTS		
Liaison Teams	Faculty Liaison(s)	Meeting Room
Norwalk Community College County College of Morris Bergen Community College Skyline College	<i>Michele Cuomo</i>	East Balcony
Temple University Northern Illinois University University of Georgia Boston University	<i>Timothy K. Eatman</i>	Back Court
University of St. Thomas Washington and Jefferson College Franklin and Marshall College Hampshire College	<i>Omar Harbison</i>	East Enclosure
Borough of Manhattan Community College Tallahassee Community College Alamo Colleges Berea College	<i>David Hubert</i>	Metcalf Small (2)
Loyola University of Maryland Chaminade University of Honolulu University of Alaska Anchorage California State University Northridge	<i>Deanna Leone</i>	Classroom 320

Point Park University University of Central Oklahoma University of North Carolina Wilmington Weber State University Rutgers University-Camden	<i>Tia Brown McNair</i>	Metcalf Small (1)
Albertus Magnus College West Virginia Wesleyan College York College of Pennsylvania Oklahoma City University	<i>Thomas Nelson Laird</i>	Academy Room
California State University Bakersfield Lee University Mercy College Bradley University	<i>Chris Navia</i>	Classroom 315
Berklee College of Music Keene State College Bridgewater State University Regis College	<i>Becky Wai-Ling Packard</i>	Classroom 321
Bowling Green State University University of Massachusetts Amherst University of North Dakota Indiana University Purdue University Indianapolis	<i>Judith A. Ramaley</i>	Terrace Lounge
Kent State University Adelphi University Indiana State University Colorado State University	<i>George Sanchez</i>	Classroom 322
Virginia Tech Worcester Polytechnic Institute Florida International University University of Mississippi	<i>Dawn Whitehead</i>	Classroom 310/311

Please submit an electronic version of your final Action Plan to Alex Belknap at Belknap@aacu.org before you depart Boston.

Schedule of Events

SATURDAY, JUNE 24, 2017

10:00 am – 5:00 pm

10 Buick St., Front Desk

HOUSING CHECK-IN/INSTITUTE CHECK-IN

Pick up keys to your guest room, Institute badge, and other materials

4:00 pm – 5:30 pm

*George Sherman Union
Metcalf Hall*

OPENING PLENARY AND DIVERSITY, EQUITY, AND INCLUSION CAFÉ

Tia Brown McNair, Vice President for Diversity, Equity, and Student Success – AAC&U

The opening plenary will provide an overview of the Institute program and AAC&U's LEAP framework – a guide to helping students achieve higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate an ever-changing global society. The session will include an interactive Diversity, Equity, and Inclusion Café to engage participants in examining some of the major themes, critical questions, and issues related to equity-driven educational designs that support student success. The goal of the Café roundtable discussion format is to provide an opportunity for participants to discuss guiding principles to help shape and advance their campus team goals. Faculty liaisons will introduce themselves to the participants during this plenary.

5:30 pm – 6:30 pm

*George Sherman Union
Ziskind Lounge*

RECEPTION

Join in this opportunity to meet the campus team members from across the country and to celebrate the commencement of the Institute.

SUNDAY, JUNE 25, 2017

7:30 am – 8:30 am

West Campus Dining Hall

BREAKFAST

The 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 badge and meal pass to access the dining hall and purchase your meal without additional payment. Those without badges and meal passes will pay for their meal.

8:30 am – 6:00 pm

*George Sherman Union
Stone Lobby Registration Desk*

AAC&U INSTITUTE OFFICE

Participants are welcome to stop by the AAC&U Institute Office to discuss questions or plans with AAC&U staff.

9:00 am – 10:30 am

See table, pages 5-6 for locations

CLUSTER MEETINGS WITH FACULTY LIAISONS

Teams will meet with their assigned faculty liaison and cluster teams. During this time, teams will review their own plans for the Institute; establish milestones for developing the campus action plan; sign up for consultations with their primary faculty liaison; and identify faculty other than their liaison with whom they might want to consult during the week. Please meet in the room assigned to your cluster in the table on pages 5-6.

11:00 am – 12:15 pm

CONCURRENT WORKSHOPS

Each of the eight workshops taking place at this time will address issues articulated in the campus team applications. We recommend that each campus team match their member's expertise with the focus of the workshop in deciding who will participate in which workshop. Following each workshop, team members should share key takeaways from each workshop and the implications for their campus action plans. See the following descriptions and locations for more information on these workshops.

*George Sherman Union
BU Central*

HIPs 101: Providing Students the High-Quality Experiences Essential for Success and Well-Being

Omar Harbison

Studies demonstrate that High-Impact Practices (HIPs), when done well, are effective in helping students accomplish the essential learning outcomes and behaviors that contribute to their overall well-being and success in the workplace, community, and home. Participants will discuss a range of HIPs and help establish the framework for a systematic integration of HIPs into academic programs. They will better understand the role that each practice plays in student learning and development, explore what actions they can take to realize high quality outcomes and benefits of HIPs, and discuss promising approaches to curriculum redesigns that build on these practices and outcomes.

*George Sherman Union
East Enclosure*

HIPs and Experiential Learning: Design and Sustainability

Becky Wai-Ling Packard

Participants will consider multiple forms of experiential learning that include undergraduate research, internships, and community-based learning courses. They will examine the full scope of design, from the preparation for such experiences, to mechanisms for reflection, resources necessary to support these initiatives, and structures that aid in their success. They will consider challenges to effectiveness, expansion, and longer-term sustainability. Participants will spend the workshop in small groups discussing examples of design changes that influence effectiveness, scope, and sustainability and planning to improve the design of their own experiential learning initiatives that make sense for their own institution.

*George Sherman Union
Metcalf Small (1)*

Academic and Student Affairs: Creating a Culture of Collaboration and Coordination

Deanna Leone

California State University Fullerton has a history of implementing HIPs in curricular and co-curricular environments. Participants will hear a brief history of HIPs on the CSUF campus as a case study on how to create a culture of collaboration and coordination through a consultative process. They will engage in activities to identify what steps they would need to take to improve the culture of collaboration and coordination in the context of their own campus. Participants will develop greater understanding of the opportunities and challenges they may face in an effort to build stronger partnerships and more collaborative environments.

Sunday, 11:00 am – 12:15 pm workshops continued

*George Sherman Union
Metcalf Small (2)*

Scaling HIPs 101: Identifying Effective Approaches to Scaling HIPs

Chris Navia

What does it mean to bring a high-impact practice to scale? What are the most critical steps to consider in preparing to engage in this kind of effort? The workshop will begin with a broad overview of the scaling process and the critical components involved in transitioning a pilot or smaller scale high-impact practice to one that will reach a greater number of students. Participants will discuss what it means to scale an effective practice as well as contemplate the all-important notion of institutional readiness. Participants will then move to a deeper exploration of common obstacles that emerge in the scaling process and how to mitigate these obstacles; guiding principles for moving forward; and the steps needed to engage important campus stakeholders. Participants will also have the opportunity to construct a delivery chain—a useful planning tool that helps in the identification of the most critical actors needed in the scaling process and the definition of their specific roles and responsibilities. Participants will receive sample rubrics, templates, and checklists to use in their own scaling efforts.

*George Sherman Union
Academy Room*

Creating Guided Pathways: From Cornerstone to Capstone; from 2-year to 4-year Institutions; from College to Career

Michele Cuomo

Guided Pathways support progression and completion by engaging students in their own academic planning while providing a clear and coherent roadmap. The elements of Guided Pathways reform include: 1) beginning with the end in mind and the inclusion of educational partners and employers; 2) using program maps to improve learning across programs; 3) supporting participation in programs and high-impact practices for students within the first semester; and 4) monitoring and supporting student progress through program completion. Communication, engagement and collaboration across the institution and with external partnerships are key to implementation. Participants will receive tools and tips adapted from the Community College Research Center, which studied both community college and four-year campuses that adopted successful models of guided pathways. Participants will have the opportunity to reflect on their own campus readiness for implementing Guided Pathways with an interactive assessment tool of essential practices.

*George Sherman Union
East Balcony*

Best Practices for Assessing HIPs: Understanding and Using Data to Enhance Student Learning

Tom Nelson Laird

A practice is not “high-impact” until evidence demonstrates it is within the context it is being implemented. No HIP is perfect—HIPs need evidence to help them improve. Participants will engage four important questions about HIP assessment. How is your institution assessing HIPs? How effective are those current HIP assessment processes at providing the needed evidence? What challenges do folks face in doing HIP assessment well? How can HIP assessment processes improve? Participants will work in groups to begin to answer each question, identify difficulties in answering the questions, and strategize how to move toward better HIP assessment. Examples will guide engagement with the four questions. Participants should be somewhat familiar with HIP assessment processes and results at their institutions and should reflect on the challenges faced when assessing HIPs.

Sunday, 11:00 am – 12:15 pm workshops continued

*George Sherman Union
Back Court*

Faculty Professional Development 101: Make Professional Development HIP Again; Promoting High-Impact Teaching

David Hubert

From broad principles to concrete examples, participants will have the opportunity to explore how their teaching excellence center can foreground high-impact practices in its work. Participants will learn how teaching and learning centers are developing engaging approaches, and working with departments and the curriculum committees to advance HIPs throughout the undergraduate experience. Participants will receive specific examples in abbreviated formats. Participants will consider how these approaches might be adapted to their own campus culture what they can do to initiate this idea for discussion.

*George Sherman Union
Terrace Lounge*

Engaging Institutional Leadership (Administration, Faculty, and Staff) in the Promotion of HIPs as an Educational Strategy to Improve Learning and Success

Judith Ramaley

The overall goals of the projects developed at this institute reflect LEAP and its portfolio of related tools and ideas about what it means to be well educated in today's world. After discussing the phases of introducing and building momentum behind a project designed to promote significant institutional change, participants will discuss how to read their campus environments, recruit participants to their projects, build a supportive environment for the work they propose to do, and find effective ways to communicate with colleagues at their institutions. Participants will leave this workshop equipped with key questions to discuss with their team members and with strategies for creating a compelling case, launching their project, identifying and using available campus capacity, and making connections that support and pave the way for expanding the scope of their work.

12:30 pm – 1:30 pm

Warren Towers Dining Hall

LUNCH

You will need your badge and meal pass to access the dining hall and purchase your meal without additional payment.

1:30 pm – 3:00 pm

See table, pages 5-6 for possible locations

TEAM TIME

Teams may use this time to process session information, work on their action plan, and prepare daily milestone reports. Teams may meet in a place of their choosing.

3:15 pm – 4:30 pm

*George Sherman Union
Academy Room*

CONCURRENT WORKSHOPS

See the following workshop descriptions for details and room locations.

Introduction to HIPs 201: Bringing High-Impact Practices (HIPs) into the Classroom

Omar Harbison

Integrating high-impact practices into your courses and measuring the impact on student learning outcomes when done well can boost the overall achievement level of your students. Participants will determine how to match a high-impact practice to students' educational interests and needs. They will begin to consider what makes a high-impact practice a quality experience for students and how to integrate these experiences into a course, program, or curricular/co-curricular activity.

Sunday, 3:15 pm – 4:30 pm workshops continued

*George Sherman Union
Back Court*

Developing HIPs in the Context of Equity-Minded Frameworks

Tim Eatman

Extant literature on high-impact practices for student success (when done well) demonstrate significant academic gains for all students who engage them. Findings from this growing body of research amplify when considering aspirations and achievement among students from traditionally underrepresented students who navigate their collegiate experiences with HIPs. It is critical to note that the most robust value and use of HIPs requires an honest and disciplined examination of traditional academic approaches that unfortunately tend to account in very limited ways for diversity of learning styles and background experience (including cultural context). This workshop will enhance participants' knowledge and ability to use HIPs in a manner that leverages the power of cultural context, inclusive thinking, and equity-minded frameworks. Participants will engage with relevant and useful information about the research and practice on HIPs; learn about "Full Participation" as a framework for employing cultural responsive and inclusive HIPs; and explore ways to design culturally responsive HIPs by pivoting on the power of narrative. They will use interactive approaches (story circles, synchronous technology, and think-pair-share) in both small and large groups to stimulate an engaging learning community. Activities include group discussions, creative design challenges, and embodied tasks. Participants are encouraged to bring laptops.

*George Sherman Union
East Enclosure*

Deep Dives into Developing HIPs: Diversity/Global Learning, Undergraduate Research, Internships, and Capstones

Dawn Whitehead

How does an institution prioritize high-impact practices? How do institutional resources – personnel, financial, and /or connections with key constituents – influence the development of HIPs? Participants will explore factors that contribute to the creation of meaningful diversity/global learning, undergraduate research, internships, and capstone experiences for students, faculty, staff, and key community partners. Participants will explore principles, practical examples, and case studies to understand how these HIPs were developed, discuss how to implement them on campus, and create a mini-action plan for implementation at the course, department, or curricular level.

*George Sherman Union
Terrace Lounge*

Scaling HIPs 201: From Islands of Innovation to Campus-Wide Implementation

George Sanchez

Participants will learn how campuses structure HIPs across the curriculum for all students, from entering first years to transfers to graduating seniors. Starting with the perspective of student development as young adults, participants will think about the current strengths and weaknesses of their own campus offerings and the next step to fully integrating HIPs across their entire teaching/learning environment. Participants will especially consider the needs of students who are the first in their families to attend college; and how to use HIPs to proactively engage these students to take control of their own educational trajectory. Participants will leave this session with strategies for expanding their current efforts, connecting HIPs to campus-wide needs and initiatives, ensuring that those efforts have their intended outcomes for students, and reaching beyond those already engaged towards meeting the needs of a wider range of undergraduates not currently served by existing HIPs.

Sunday, 3:15 pm – 4:30 pm workshops continued

*George Sherman Union
Metcalf Small (1)*

Intentionality and Implementation: HIPs and Guided Learning Pathways for Student Success

Tia Brown McNair

How are campuses defining and implementing guided learning pathways for student success? How can campus educators provide higher levels of transparency of the learning outcomes to help students understand the benefits to their lifelong success and career preparation? How can intentionality by design of high-impact practices empower students to develop agency and self-direction? Participants will utilize case examples from AAC&U campus-based projects and publications, including AAC&U's recent publications *On Solid Ground* and *Transparency and Problem-Centered Learning* to consider how these questions might apply and be useful to their own strategic goals.

*George Sherman Union
East Balcony*

Developing Institutional Tracking and Assessment Plans for HIPs

Tom Nelson Laird

Participants will learn about effective institutional-level tracking and assessment strategies for the HIPs offered at their campuses. They will develop goals, design tracking/assessment plans, and exchange feedback with one another about their goals and plans. Workshop facilitator will provide general assessment principles and models, outline qualitative and quantitative approaches to assessing HIPs, and illustrate assessment benefits and challenges with practice-based examples. Participants will then spend workshop time developing their own assessment plans. Assessment novices and experts, and all those in between, are welcome in this workshop. Those with more expertise will likely be familiar with some of the material presented but will play an important role in helping to develop plans and give feedback. The workshop will be oriented toward developing plans from scratch more than adapting existing plans or using existing results.

*George Sherman Union
Metcalf Small (2)*

Faculty Professional Development 201: Developing Culturally Responsive Teaching Practices

Becky Wai-Ling Packard

Participants will learn about culturally responsive teaching practices and evidence that links these practices to student engagement, learning, and thriving. They will examine effective models of faculty development to promote culturally responsive teaching practices among faculty, including the factors that may lead to greater uptake among a wider variety of faculty, across departments, and over a longer time. Participants will share goals and obstacles, as well as generate actions steps to address obstacles to implementation on their own campuses.

*George Sherman Union
BU Central*

Campus Conflicts and Their Impact on Student Success and Learning

Chris Navia

Over the course of the last year, institutions across the country have experienced an increase in the number of hate and bias-related incidents occurring on their campuses. In many instances, these incidents have given rise to student protests and student-led dissent movements that have not only challenged the moral authority of the institutions they attend but have also placed into question the value of core intellectual ideals such as free speech. Participants will explore several case studies that highlight the tensions and difficulties associated with how institutions respond to these incidents of hate and bias while also defending free speech on campus. How can educators transform these moments of great conflict into genuine opportunities for dialogue and authentic sharing of

perspectives among students? What kinds of dialogue techniques might help students lean in and learn from peers with whom they do not fundamentally agree? Most importantly, how can educators ensure that when these kinds of incidents arise, they do not negatively affect student learning or their success in the classroom? Participants will leave with concrete ideas and approaches to more effectively deal with campus conflicts in ways that foster greater student engagement across differences.

4:45 pm – 6:00 pm

See table, pages 5-6 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 pages 5-6. Otherwise, teams may meet in a place of their choosing.

6:00 pm

DINNER ON YOUR OWN

Enjoy this opportunity to explore the wonderful restaurants and cultural activities of Boston.

MONDAY, JUNE 26, 2017

7:30 am – 8:30 am

West Campus Dining Hall

BREAKFAST

You will need your badge and meal pass to access the dining hall and purchase your meal.

8:30 am – 6:00 pm

George Sherman Union

Stone Lobby Registration Desk

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 for the day will be available at 8:30 am.

9:00 am – 10:00 am

See table, pages 5-6 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 pages 5-6. Otherwise, teams may meet in a place of their choosing.

10:30 am – 11:45 am

George Sherman Union

CONCURRENT WORKSHOPS

See the following workshop descriptions for details and room locations.

George Sherman Union

Metcalfe Small (1)

Deep Dives into Developing Specific HIPs; First-Year Experiences and Seminars, Writing Intensive Courses, and Service Learning

Michele Cuomo

How does a campus introduce a high-impact practice? When HIPs emerge as promising, how can they move to full-scale implementation and institutionalization? How do the origins of specific HIPs influence their growth and sustainability? How can faculty, administrators, and staff cultivate intentional and equity-minded HIP ecosystems? What resources and cross-divisional partnerships are required to do HIPs well? Participants will interact with case studies examining first year experiences and seminars, writing intensive courses, and service learning programs in small groups. They will consider pedagogical and strategic development; ways to enlist champions and spread HIPs culture; reflect on their own campus practices; and consider what elements are required for intentional implementation of HIPs.

Monday, 10:30 am - 11:45 am workshops continued

*George Sherman Union
Metcalf Small (2)*

Designing, Embedding, and Integrating HIPs across the Curriculum and Co-Curriculum

Dawn Whitehead

How can campus educators weave high-impact practices into the institutional fabric? How can faculty and staff members lead and engage in the process of scaling-up HIPs? How does one communicate the campus commitment to HIPs across the institution? Participants will explore the process of designing, embedding, and integrating HIPs across the curriculum and the co-curriculum. They will examine curricular pathways and connections to co-curricular activities where HIPs might integrate to enhance both curricular and co-curricular experiences. They will discuss how to make connections among faculty, staff, and community partners in the design and implementation phases and learn strategies to connect curricular and co-curricular experiences.

*George Sherman Union
Back Court*

HIPs and Promoting Integrative Learning Across Programs and Departments

Deanna Leone

Shared governance, partnerships, information gathering and assessment, and more importantly, the development of a set of defining characteristics set the foundation for a campus-wide HIPs initiative that promotes integrative learning across programs and departments. Academic themed housing communities promote integrative learning that benefit student development and students' academic aspirations. Participants will learn about academic housing communities; and how their assessment helps shape programs. They will engage in a 6-step assessment process to explore how this method can help them strengthen integrative learning across at least one program or department.

*George Sherman Union
Academy Room*

Incorporating Diversity and Social Justice as Learning Outcomes Across Programs and Departments; Within and Across the Curriculum and Co-Curriculum

Tim Eatman

Participants will engage in thoughtful discussion, critical analysis, tool sharing and action planning toward essential supports for cultivating healthy campus environments. Extant research demonstrates that engaging students (with faculty and staff support) in significant social issues with substantive connections to community-based partners and contexts can be effective in advancing knowledge and civic agency. Pivoting on "Full Participation" as a framework, which explores the nexus of diversity, community engagement, and student success, participants will focus on three questions. Why is it important to mitigate strategically deficit-minded assumptions about diversity, learning, and student success? What are key elements of high-quality learning experiences that facilitate student interests and challenge a deepening sense of purpose? How can faculty and student development professionals identify and optimize opportunities to catalyze their work through both policy and practice. Large group discussions as well as creative work in smaller teams will draw upon case studies, participants' experiences, suggested readings and other resources. Participants are encouraged to bring a laptop computer.

Monday, 10:30 am – 11:45 am workshops continued

*George Sherman Union
BU Central*

Applying Key Principles of Student Learning Outcomes Assessment to High-Impact Practices

David Hubert

This workshop discussion assumes that faculty don't need to reinvent assessment when dealing with HIPs, but that they do need to remember to approach assessment with care. Hubert will facilitate discussion about aligning learning outcomes, thinking about signature assignments in HIPs, and examining rubrics (oh, the rubrics!) Participants will explore using less rigorous – but often important – assessment methods that can help them understand the impact of HIPs on students and make the case for scaling up HIPs at their institutions.

*George Sherman Union
East Balcony*

Examining Equity Gaps in High-Impact Practices: Access, Design, and Student Success

Tia Brown McNair

How does one translate a commitment to equity and inclusive excellence into campus practice? How can educators fully prepare all students, especially underserved students, for life, work, and citizenship? Participants will outline key steps for examining and for establishing equity goals to promote student engagement and success that result from participation in high-impact practices. The discussion also will focus on strategies for developing institutional models for assessment that promote continuous improvement of HIPs and identify the “inconvenient truths” about campus environments that may be barriers to student success.

*George Sherman Union
Terrace Lounge*

Sustaining HIPs Over Time Through Organizational and Leadership Change: Engaging Key Campus Stakeholders

Judith Ramaley

This workshop will be of interest to campuses that have launched a significant change project recently and need strategies for maintaining momentum as campus leadership and the campus environment change. After a quick review of how a change process unfolds, the emphasis will be on making connections that can reinforce and expand the effort and its impact and on sharing what has been learned from the work in ways that link the project effectively to larger campus goals, priorities, and concerns. Participants will explore several questions that can serve as guides for exploring their own campus context and for developing ways to make the case for continuing and expanding the work that matches the campus cultural environment, values and expectations. Participants will also discuss how to identify needed support for work in an environment of limited resources and how to engage the interest and support of new campus leaders.

*George Sherman Union
East Enclosure*

Affecting All Students: Undocumented/DACA, Race and Climate as HIP Opportunities

George Sanchez

This workshop will focus on issues important to campuses that have had recent protests/discussions around matters of campus climate, race relations, and undocumented student success, and those that anticipate similar discussions in the coming years. Spawned by intense student concerns around racial equity, government action against undocumented students, and campus acts of

discrimination, these events provide opportunities to engage a wide range of students in high-impact practices that enable productive student learning and intense faculty, staff, and student engagement. Sanchez will use several case studies from different campuses to facilitate discussion of the practical opportunities presented and challenges mounted in moving inside and outside the classroom to engage student passions around social equity and apply them to student learning. Participants will gain ideas of how to apply the principles of high-impact practices (HIPs) to engagement with issues of campus climate in their own environment, connecting student protest, disciplinary engagement, and pedagogical principles to long term student learning and career trajectories.

12:00 pm – 1:00 pm

Warren Towers Dining Hall

LUNCH

You will need your badge and meal pass to access the dining hall and purchase your meal without additional payment.

1:15 – 2:30 pm

See table, pages 5-6 for locations

CLUSTER MEETINGS WITH FACULTY LIAISONS

Team clusters will meet with their faculty liaisons in the rooms assigned on pages 5-6 to discuss their progress. 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 Tuesday's presentation.

2:45 pm – 5:45 pm

See table, pages 5-6 for locations

TEAM TIME AND CONSULTATIONS

Teams may use this time to 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 pages 5-6.

5:30 pm

DINNER ON YOUR OWN – ENJOY!

TUESDAY, JUNE 27, 2017

7:30 am – 8:30 am

West Campus Dining Hall

BREAKFAST

Please use this time to enjoy breakfast with colleagues

8:30 am – 4:15 pm

*George Sherman Union
Stone Lobby Registration Desk*

INSTITUTE OFFICE

Participants are welcome to stop by the Stone Lobby Office Desk to discuss questions or plans with AAC&U staff. Institute faculty consultation sign-up sheets for the day will be available at 8:30 am.

9:00 am – 10:00 am

See table, pages 5-6 for locations

CONSULTATIONS AND TEAM TIME

Teams may use this time to consult with Institute faculty to address final questions regarding their action plan and presentation. If scheduled to meet with a faculty member, please meet in the room listed on pages 5-6. Otherwise, teams may meet in a place of their choosing

10:15 am – 11:45 am

TEAM TIME

During this time, teams may choose to work on or off campus. This is the last opportunity for teams to refine their plans and to prepare for their afternoon presentation.

12:00 pm – 1:00 pm

Warren Towers Dining Hall

LUNCH

Enjoy this opportunity to continue conversations with your team and other colleagues. You will need your badge and meal pass to access the dining hall and purchase your meal without additional payment.

1:30 pm – 4:00 pm

See table, pages 5-6 for locations

CAMPUS ACTION PLAN PRESENTATIONS

Each team will meet in the room assigned to its cluster on pages 5-6. 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 (about 30 minutes each.)

Please submit action plans in electronic form to Alex Belknap prior to departure.

5:00 pm – 6:00 pm

*George Sherman Union
Ziskind Lounge*

RECEPTION

Join with colleagues to celebrate your hard work, emerging and enduring friendships, and new directions towards greater inclusion, equity, and student success. Choose from a full array of dining options in the Boston area to continue the celebration following the reception.

WEDNESDAY, JUNE 28, 2017

7:00 am – 11:00 am

10 Buick St., Front Desk

CHECK-OUT

Please leave your key with the Front Desk receptionist prior to departing.

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