HIPS AS AN FLC

Below are some ideas for your Faculty Learning Community if you decide to focus (partially or fully) on High Impact Practices:

1. Use the elements of High Impact Practices in your sessions just like you would in a class (a meta-approach)

2. How to intro the topic (i.e., your first meeting):
   a. Our Starting Activity: Discuss what had a "high impact" on the participants when they were students.
   b. Discuss what participants may already know about HIPs
   c. Introduce the key elements of High Impact Practices
   d. Talk about how what are called "High Impact Practices" may not actually be good examples if they don't incorporate the key elements.

3. Subsequent Session Ideas:
   a. Focus on 1 – 2 of the key elements during each meeting.
   b. Build the HIPS grid with examples that work for the members of your FLC.
   c. Ask people to share what elements of HIPs they already use and how they use them.
   d. Focus on one type of HIP (for example, Service-Learning) that makes sense for your group and talk about how your course or program can be designed to incorporate the HIP: https://www.aacu.org/leap/hips
   e. Dig into the research: https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf
   f. Discuss how you can TILT your HIPS so that students understand the benefits.
   g. Discuss how you can design a SOTL project that researches the benefits/impact of HIPs on your students.

Analyze your Course for High Impact Elements

Key Elements	Examples from Today's Activity	Examples from your Course
High Expectations Performance expectations set at appropriate high level	Provide exemplar assignments and rubrics Design transparent assignment	
Time/Effort Investment Significant investment of time and effort by students over an extended period of time	Create multi-part assignments that scaffold learning Assign semester-length team project	
Substantive Interactions Interactions with faculty and peers about substantive matters	Connect with outside expert for guest lecture and discussion Conduct collaborative activities	
Diversity Experiences Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar	Research diverse groups (community members, people with disabilities, women in STEM) Ensure class materials are multicultural	

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Feedback Frequent, timely, and constructive feedback	Provide non-graded feedback (e.g., peer review) Post announcements/weekly activities	
Reflection/Integration Periodic, structured opportunities to reflect and integrate learning	Develop portfolio assignment to integrate learning Complete pre-assessment and culminating reflective assignment	
Real-World Applications Opportunities to discover relevance of learning through real-world applications	Contribute to Wiki, blog or open online resource Connect students with a local nonprofit or community group for problem-solving exercise	
Dissemination Public demonstration of competence	Submit posters for undergraduate research event (local or regional) Showcase, exhibit, or perform for external audience	