

High-Impact Practices (HIPs) for Administrators Tool

Individual Assessment and Evaluation

	<i>This usually happens on my campus</i>	<i>This sometimes happen on my campus</i>	<i>This does not happen on my campus</i>
1. Academic leaders support professional development with respect to assessment.			
2. Academic leaders encourage faculty to use assessment or research in their classroom to support changes in teaching.			
3. Academic leaders use data from multiple sources – such as student evaluations, peer evaluations, and portfolios - to assess and provide faculty feedback on their teaching. Or, we have a committee or structure set up to conduct this type of feedback.			
4. Academic leaders sit down with faculty to discuss assessment results to guide decisions around curriculum, teaching, student support and faculty support or development.			
5. Assessment reports are collected annually from all programs.			
6. Academic leaders make decisions for the department or school based on assessment data and national surveys (such as CIRP or NSEE) from the Institutional Research office, or from regular assessment activities conducted at the program level.			
7. Academic leaders meet regularly with departmental or school staff to discuss data and what it means for our priorities for the upcoming year.			
8. Academic leaders use assessment data to identify key problems that need to be addressed (e.g., progress through remediation, persistence from first to second year).			

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Mentoring and Professional Development

	<i>This usually happens on my campus</i>	<i>This sometimes happen on my campus</i>	<i>This does not happen on my campus</i>
1. Academic leaders encourage and support mentoring programs between new and more advanced faculty.			
2. Academic leaders encourage faculty to keep up to date on new knowledge in their field by attending conferences or other professional development opportunities.			
3. Academic leaders provide funding to support faculty development regarding evidence-based/high impact teaching practices and assessment.			
4. Academic leaders actively promote faculty participation in university-wide professional development (e.g., center for teaching and learning).			
5. Academic leaders encourage collaboration between university wide professional development and departments to custom-design faculty development to meet specific departmental needs.			
6. Academic leaders encourage a peer-to-peer learning environment by encouraging and funding professional learning communities.			
7. Academic leaders actively connect faculty with similar interests related to developing new curriculum or implementing new pedagogical techniques.			
8. Academic leaders provide funding and support to part-time faculty for professional development if they teach important introductory courses or are part of course redesign efforts.			

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Contracts, Promotion, and Tenure

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1. Academic leaders examine the faculty to be sure there are enough full-time faculty (tenure-track and lecturers) teaching key introductory courses to ensure a coherent curriculum as well as faculty availability for students to get help outside of class.			
2. Promotion and rewards documents emphasize strong teaching and allow for faculty who are excellent teachers to be tenured and promoted.			
3. In addition to documents, teaching is rewarded in practice through promotion and tenure. If not, we are focused on aligning policy and practice.			
4. Contract renewal for instructors is based on multiple indicators of strong teaching.			
5. Faculty with excellent teaching skills and knowledge of the scholarship of teaching are recruited and sought after.			
6. Academic leaders have measures of teaching that we are confident in for making decisions about tenure, promotion or merit reviews.			

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Rewards and Incentives

	<i>This usually happens on my campus</i>	<i>This sometimes happen on my campus</i>	<i>This does not happen on my campus</i>
1. Promotion and tenure and lecturer evaluation ratings are based on strong teaching and support of curricular/pedagogical reforms.			
2. Classroom assessment or research used to support changes in teaching is rewarded in promotion, tenure and merit processes.			
3. Incentives are provided to conduct assessment and/or classroom research, such as course release or summer salary.			
4. Incentives such as course release, summer salaries, or seed grants, among others, are provided for faculty to experiment with new pedagogies during early phases of implementation.			
5. Academic leaders provide incentives for faculty to update their individual courses with the latest textbooks or online materials, new assignments, and new material that reflect evidence-based/high impact teaching practices.			

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Facilities and Scheduling

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1. Academic leaders regularly meet with faculty to find out about space needs and concerns.			
2. Academic leaders create classroom spaces that support active learning and working with the administration to secure funding for appropriate space renovations, or securing other needed external funding.			
3. Academic leaders make available lab and other spaces to support experiments and active learning.			
4. Academic leaders schedule courses or create policies that allow for class scheduling to support active learning through longer classes if needed.			

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Strategic Priorities, Program Review and Other Quality Assurance Processes

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1. Academic leaders are aware of evidence-based/high-impact teaching practices and read the research on them.			
2. Academic leaders encourage the use of evidence-based/high-impact teaching practices through discussions and public comments.			
3. Use of evidence-based/high-impact practices is included in our strategic priorities and goals.			
4. Academic leaders help facilitate planning meetings to consider curricular updates.			
5. Academic leaders use academic program review as a lever for conversations about updating the curriculum and improving assessment.			
6. Academic leaders provide incentives for faculty to update their individual courses with the latest textbooks or online materials, new assignments, and new material that reflect evidence-based/high impact teaching practices.			

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Partners for Learning

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1. Academic leaders help create or foster industry and/or community partnerships to support internships, undergraduate research and active learning.			
2. Academic leaders partner with the student affairs divisions/leadership on key joint areas of work such as outreach/recruiting, advising, mentoring, student placement and assessment, internship or career opportunities and other areas of student support.			
3. Academic leaders work collaboratively with leaders across other academic units to support similar curricular or pedagogical efforts to create synergy and leverage resources and expertise.			
4. Academic leaders create partnerships with government and community agencies to support service-learning programs.			

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Campus Policies

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1. Academic leaders encourage grading practices that encourage development and growth according to articulated outcomes/competencies and discourage grading on a curve.			
2. Academic leaders work with curriculum committees to ensure they have information on the value of HIPs such as FYE, service-learning, or capstone experiences as they consider new courses or major changes to existing courses.			
3. Academic leaders examine policies and practices (such as incentive programs, promotion and tenure) to support the use of evidence-based/high-impact teaching practices.			
4. Academic leaders have thoughtfully considered policies governing such issues as how faculty receive credit for team-teaching or which departments will list interdisciplinary courses to encourage collaborative work to implement HIPs.			

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Collaborative Planning

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1. Academic leaders regularly examine existing structures or barriers that inhibit collaboration or cross-departmental work and take steps to remove them.			
2. Support or incentives are provided for team-teaching or for teams to create new courses or learning experiences.			
3. Cross-functional teams or centers are created to support interdisciplinary or collaborative work to implement HIPs.			