Every student...

...Every institution
WHAT HAVE WE LEARNED?
SPACE & TIME TO COLLABORATE & FOCUS
STRIVING TO RECOGNIZE FEATURES OF HIGH QUALITY HIPS
MOVING FROM ISOLATED EXCELLENCE TO SYSTEMIC PRACTICE
FROM IMPLICIT UNDERSTANDING TO EXPLICIT ASSESSMENT OF LEARNING
INCREASED FOCUS ON EQUITY
THIS IS HARDER THAN WE EXPECTED
WHERE DO WE GO FROM HERE?
“Can you identify?"

“Because this (course/HIP) is required we do not have issues with equity.”

“This has been essentially a unilateral exercise from the X office.”

“We just don’t have a lot of diversity on campus.”

“Data is collected and analyzed by 1-2 people and including more does not seem realistic.”

“We are wondering about the need to include students in the process. What would be gained?”
WHAT IS DATA?

Often looks pretty similar to this...
TAKING STOCK
EQUITY
ALSO ABOUT THEM
ADDRESS BARRIERS
The University System of Georgia
26 higher education institutions: 4 research universities, 4 comprehensive universities, 9 state universities & 9 state colleges
History of TBR High Impact Practice (HIP) Implementation

2015
- First 6 HIP Taxonomies Developed
  - Study Abroad
  - Service Learning
  - Work-based Learning
  - Undergrad Research
  - Learning Communities
  - Certifications
  - Institutional Self Study Phase 1

2016
- Banner Coding Began
- Final 3 Taxonomies Developed
  - First Year Experience
  - Technology-Enhanced Learning
  - Honors Education
  - Study Abroad Faculty Training
  - Administrator ePortfolio Training

2017
- HIP Banner Data Pulled
- Grants Awarded for HIP focus
  - Course Revitalization
  - Student Engagement, Retention, & Success (SERS)
- Institutional Self Studies Phase 2 & 3
- UVA Mindset Work
  - Faculty ePortfolio Training
  - Faculty Learning Communities Launch
  - Fall Regional HIP Drive-Ins

2018
- Statewide HIP Conference
- TS³ Grant: HIP in Equity-Minded Pathways
- Comprehensive Student Record Project Launches
- Data Analysis Continues
- Faculty Learning Communities Continue
Joseph Thiel, Director of Academic Policy and Research, Montana University System
TELLING YOUR STORY

- Why do HIPs matter to today’s students?
- What is your HIPs narrative?
- What data do you need to tell your story?
How are HIPs positioned in the fabric of your current student success initiatives?

What is one thing you could do to move from good to great. This semester? This year?

What do you need to make this happen?
WHAT HAVE YOU LEARNED FROM OTHERS?
DEFINITIONS

- **Diversity**: Presence of different types of people from a range of identities and perspectives (e.g. organization has variation in racial and ethnic groups among staff)
- **Inclusion**: Putting diversity into action—diverse members feel their input is valued
- **Equality**: Promotes fairness by giving everyone access to the same resources
DEFINITION OF EQUITY

- Providing *relevant* supports to ensure all have high outcomes
- Identity no longer predicts, in a statistical sense, outcomes
- Includes work to address root causes of inequities not just their manifestation
- Elimination of policies, practices, attitudes and cultural messages that reinforce or fail to eliminate differential outcomes by identity