



WILLIAM E. KIRWAN
CENTER *for* ACADEMIC INNOVATION

Taking High-Impact Practices to the Next Level

Ensuring Quality, Access, and Equity

March 2, 2020 | UMGC Dorsey Station

KEYNOTE SPEAKER



Ken O'Donnell, Vice Provost at California State University, Dominguez Hills

Ken O'Donnell is Vice Provost at California State University, Dominguez Hills. CSUDH is a comprehensive, public institution serving 13,000 students, around three-quarters of whom are from historically underserved minority populations and/or eligible for federal financial aid. O'Donnell oversees accreditation, assessment of student learning, and program review within the office of the provost. Part of his work has focused on connecting student success efforts and high-impact practices across the divisions of academic affairs, information technology, business & finance, and student affairs.

Before coming to CSUDH, O'Donnell was Senior Director of Student Engagement at the California State University System, Office of the Chancellor, leading system-wide offices and projects to strengthen STEM education, community engagement, transfer and articulation, and general education, all toward improving learning and persistence and closing achievement gaps. O'Donnell co-authored the 2013 AAC&U publication, *Ensuring Quality and Taking High-Impact Practices to Scale* with George Kuh, and with Kuh and Carol Geary Schneider published the reflection piece "HIPs at Ten" in *Change* magazine in 2017.

O'Donnell has addressed numerous conferences and workshops around the country on the intersections between deep learning and student success, the benefits of locating college learning in real-world contexts, and the role of public state systems in educational reform. Before coming to the CSU, O'Donnell was a member of the screenwriting faculty and an assistant dean at the film school at Chapman University. He holds an MFA in film from USC and a BA in French from Northwestern University.

PROGRAM

8:30 a.m. – 9:00 a.m.	Registration and Light Breakfast Room 2138
9:00 a.m. – 9:10 a.m.	Welcome and Overview of the Day Room 2138 <i>Nancy O'Neill</i> , Associate Director, William E. Kirwan Center for Academic Innovation, USM
9:10 a.m. – 9:30 a.m.	High-Impact Educational Practices (HIPs): What They Are and Why They Matter Room 2138 <i>Nancy O'Neill</i> , Associate Director, William E. Kirwan Center for Academic Innovation, USM This framing is designed to provide a brief overview of HIPs—what they are and why they matter—by (re)contextualizing them in relation to several strands of work coming out of the Association of American Colleges and Universities (AAC&U) in the early to mid-2000s.
9:30 a.m. – 10:30 a.m.	Taking HIPs to Scale: The State of the Field Room 2138 <i>Ken O'Donnell</i> , Vice Provost, California State University, Dominguez Hills Ever since HIPs were first clustered together as a set of practices in 2007-2008, colleges and universities nationally have given them a great deal of attention, building HIPs across the curriculum and co-curriculum. What is the state of affairs for HIPs in 2020? What are our accomplishments, and what is the work that is yet unfinished? In his keynote talk, Ken O'Donnell, one of the authors of the 2017 <i>Change</i> article, "HIPs at Ten," will lay out the state of the field, which is now more than a decade old. Fresh from the third of three national conferences aimed at scaling HIPs in public institutions of higher education, he will offer insights into promising practices and thorny challenges related to equity, quality, and impact.
10:30 a.m. – 10:50 a.m.	Institutional Team Time Room 2138
10:50 a.m. – 11:00 a.m.	Break and Transition to Concurrent Sessions
11:00 a.m. - 11:45 a.m. <i>Concurrent Sessions</i>	Connecting HIPs to Academic Program Goals Room 2138 Facilitated by <i>Fiona Glade</i> , Instructional Dean, Department of ELAP, Linguistics, and Communication Studies, Montgomery College In this session, participants will examine the purpose(s) and possibilities of HIPs within academic programs. By first considering academic program goals within disciplinary contexts, and then the role that HIPs can play in illuminating and enlivening these goals, participants will brainstorm and share concrete strategies for seeding HIPs into programs in equitable, intentional ways. Exploring the Relationship between HIPs and Effective Teaching Practices Room 2130 Facilitated by <i>Nancy O'Neill</i> , Associate Director, Kirwan Center, USM When we talk about HIPs, sometimes it can sound as though we're "simply" talking about effective teaching practice. What are the distinctions, if any? In this session, participants will do a crosswalk of a framework for effective teaching practices and the HIPs "canonical list" and their hallmarks, and then work at visualizing the relationship between the two. Leveraging the Curriculum and Co-Curriculum Room 2128 Facilitated by <i>Annika Many</i> , Principal, edBridge Partners, and featuring <i>Christine Routzahn</i> , Director, Career Center, UMBC and <i>Shannon Felice</i> , Internship & Clinical Placement Coordinator, UMGC Through the lens of internships, this session will explore the promise and potential of curricular/co-curricular partnerships to strengthen HIPs. Panelists will describe how their internship programs leverage both curricular and co-curricular experiences and support for student success. There will be time for participants to highlight lessons learned from their own curricular/co-curricular partnerships.

11:45 a.m. – 12:15 p.m.	Institutional Team Time Room 2138
12:15 p.m. – 1:45 p.m. <i>Lunch will take place from 12:15-12:45 p.m., with the panel starting at 12:45 p.m.</i>	<p>Lunch and Panel: Organizing for the Task Room 2138</p> <p>Moderated by <i>Nancy O’Neill</i> and featuring <i>Carina Beck</i>, Director, Allen Yarnell Center for Student Success, Montana State University; <i>Theresa Castor</i>, Department Chair and Professor of Communication, University of Wisconsin-Parkside; and <i>Michael Crafton</i>, Professor of English and <i>David Newton</i>, Associate Vice President and Interim Dean of University College, Professor of English, both of the University of West Georgia; and <i>Ken O’Donnell</i>, Vice Provost, California State University, Dominguez Hills</p> <p>With a goal of taking HIPs work to the “next level,” what are strategies and lessons learned about organizing for that effort? The panelists have been a part of a recently concluded national project that focused on scaling HIPs within state systems. They will share insights about how they’ve organized their respective efforts to embed and scale HIPs, with a focus on equity and assessment.</p>
1:45 p.m. – 2:00 p.m.	Break and Transition to Cross-Institutional Exchanges
	<p>Cross-Institutional Exchanges</p> <p>Bowie and FSU Room 2138</p>
2:00 p.m. – 2:45 p.m.	<p>UB and UMB Room 2138</p> <p>UMGC and Coppin Room 2136</p> <p>Towson and UMES Room 2130</p> <p>SU and UMBC Room 2128</p>
2:45 p.m. – 3:20 p.m.	Institutional Team Time Room 2138
3:20 p.m. – 3:30 p.m.	Action Plan Debrief and Wrap Up Room 2138

High Impact Practices: An Educator's Guide

www.hips.nashonline.org

High Impact Practices: An Educators Guide is a new resource from the National Association of System Heads (NASH) *Taking Student Success to Scale: High Impact Practices* project containing over 35 interviews and case stories sharing lessons on implementing and scaling equitable HIPs learned.

The Educators Guide consists of eleven modules that help provide a scaffold for thinking about HIPs in the larger context of student success efforts and provide issues to consider for more successful implementation. The design is interactive and self-directed, allowing learners—both individuals and in teams—to create a personalized learning experience. System staff, and campus faculty and administrators who want to learn about implementing, scaling, and assessing equitable High Impact Practices will all benefit from these modules.

High-Impact Practices Webinar Series

This series will showcase different HIPs across four institutions in the USM, with each institution highlighting a particular HIP through the experience of engaged faculty and students. Please click on the links below to be directed to the Zoom meeting information for the individual webinars.

Undergraduate Research | Salisbury University

Wednesday, March 11, 2020 from 3:00 p.m. – 4:00 p.m.

<https://zoom.us/j/894176772>

Salisbury University's Office of Undergraduate Research and Creative Activity (OURCA) cultivates a vibrant environment of undergraduate scholarship across campus. Freshmen through senior students within all five schools/colleges are supported as they conduct and present their research. Listen as OURCA's co-directors discuss the importance of this High Impact Practice and highlight multiple undergraduate research activities. Both faculty and student perspectives will be shared, with a focus on how faculty-mentored scholarly collaborations empower students and strengthen student learning outcomes.

Experiential Learning: Simulation and Role-Playing | Frostburg State University

Thursday, March 26, 2020 from 12:00 p.m. – 1:00 p.m.

<https://zoom.us/j/510276559>

Frostburg's webinar will showcase three high-impact, experiential education activities involving role-play and simulation: 1) Reacting to the Past (RTTP) is an active learning pedagogy of role-playing games that have been employed in economics, history, geography, and philosophy courses at FSU. In RTTP games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. 2) Each spring, FSU sends a student delegation to Washington, D.C. to participate in the Model Organization of American States (MOAS), a simulation exercise where students represent the diplomats of the member states of the OAS. The MOAS program fosters leadership, negotiation, teamwork, and problem-solving skills. 3) FSU's Departments of Theatre and Nursing have implemented a Simulated Patient Program as a pedagogical approach to training acting students and preparing nursing students for the field. For both groups, this high-impact practice helps students develop skills and sensitivity in empathy and caring, listening and communication, cultural competency, feedback, and reflection.

First Year Learning Communities | University of Baltimore

Tuesday, April 7, 2020 from 12:00 p.m. – 1:00 p.m.

<https://zoom.us/j/457036386>

University of Baltimore's First-Year Experience program integrates High Impact Practices (HIPs) throughout the freshman year in a variety of ways, including common intellectual experiences, collaborative assignments, community-based learning, and First-Year Learning Communities (FYLCs). Hear from faculty and administrators about successful HIPs initiatives to improve freshman student engagement and retention. As part of their work in a faculty community of practice to integrate experiential learning in FYLCs based on professional pathways to the majors, faculty will describe assignments they developed collaboratively: Carey Miller will discuss FYE's program-wide approach to iterative layering of learning, and use of Open Educational Resources; Sarah Gilchrist will discuss the information literacy signature assignment in which students work with a community partner; Nicole Hudgins will discuss her collaboration with faculty partners for integration across sections to develop productive discussion with diversity; and Rachael Zeleny will discuss her work with local museum curators to improve experiential learning.

Writing Intensive Courses with ePortfolios | Bowie State University

Thursday, April 23, 2020 from 3:00 p.m. – 4:00 p.m.

<https://zoom.us/j/331896016>

Bowie State University's HIPS Showcase Webinar will focus on the high-impact practice (HIPs) of a writing-intensive course, which also uses an electronic portfolio. The course is English 102 (Argument and Research) and has been redesigned to utilize an e-portfolio and a scaffolded process of writing and editing. Students have multiple opportunities for feedback and edits (including peer editing), which culminates in the final course paper. Faculty members Dr. Shakil Rabbi (also ENGL 102 Coordinator) and Dr. Kim Evelyn will discuss the course editing and rewriting process, course successes and challenges, and the perspective of faculty regarding the course. Additionally, students who completed the course will share their insight and experience as well. The ENGL 102 redesign was initially piloted with a few faculty members and then expanded across multiple course sections.