High-Impact practices (HIPs), such as learning communities, undergraduate research and service-learning, demonstrably enhance student engagement and success. Yet, while research shows participation in HIPs benefits all students, especially those from historically underrepresented groups, not all students participate. Even more, HIPs can vary in quality and may lack the curricular and co-curricular integration that facilitates a collective impact on student learning and success. This session will highlight recent HIP research and practical advances, identify the strategies for ensuring more students can take part, and introduce quality by considering the six common elements across the practices that—when employed—make the practices high impact.
**11:15 - 12:15**  Shaping Your HIPs Story: Administrators’ Perspective

Chancellor Deborah Ford and Provost Rob Ducoffe, UW-Parkside

UW-Parkside’s top administrators share insights to engaging effectively with your institution’s leadership, how to link HIPs to overall campus strategies for student success, and how to promote equity minded teaching and learning.

**12:15 – 1:00**  Lunch – The Great Hall

**1:00 – 2:00**  Equity-Minded HIPS: A Department's Perspective

Dr. Theresa Castor, Professor and Chair, Dr. Adrienne Viramontes, Associate Professor
Dr. Jacqueline Arcy, Assistant Professor, Mary Waid, MA, Internship and On-Campus Employment Specialist

Jillian Kinzie concluded her NASH-sponsored 2018 Summer Webinar "Why HIPs Matter and Why We Need More Evidence” with the provocative question: How do we empower faculty to embody equity mindedness? This presentation answers Jill’s question and models an effective strategy for maximizing and scaling HIPs: focus on the department as a unit of change and embed HIPs throughout the major.

The University of Wisconsin-Parkside’s Communication Department has successfully established, integrated, and sustained high-impact practices in its teaching and learning with positive results. Communication faculty intentionally, strategically, and collectively designed a curriculum that introduces students to high-impact practices in General Education courses that serve as gateways into the major, and subsequent coursework. HIPs in the Communication major include: sophomore seminar, community-based learning, diversity (ethnic studies), undergraduate research, internships, ePortfolios, and the capstone senior seminar, which was established in 1984. Beyond naming these HIPs that emerged from NSSE, the qualities of HIPs are intuitively embedded throughout the Communication Department’s curricular and pedagogical approaches and, consequently, embodied in its faculty and staff.
High-Impact Practices (HIPs) are promoted as mechanisms to improve the quality of undergraduate education for all students. Research suggests that participation in HIPs is positively related to a range of outcomes, such as student persistence, deep learning, perceived gains and post-college plans, and to have a salutary effect for historically underserved students. However, participation patterns differ by student characteristics and major, and some scholars have raised concerns that HIPs may create the opportunity for distinctly negative experiences for students of color. This session shares results about HIPs, what makes them effective, and explores approaches to design for quality and equity.
Dr. Fay Yokomizo Akindes is Director of Systemwide Professional and Instructional Development at the University of Wisconsin System. She is responsible for organizing the annual Spring Conference on Teaching and Learning, Faculty College, and the Wisconsin Teaching Fellows and Scholars. Prior to 2017, Fay was a faculty member of Communication at UW-Parkside for 20 years. She earned a Ph.D. in mass communication and M.A. in telecommunication management at Ohio University. Before graduate school she worked in broadcast marketing and promotion at KPBS-FM (NPR) in San Diego, and KGMB-TV (CBS) and KHET-TV (PBS) in Honolulu. She splits her week between Madison and Kenosha.

Dr. Jacquelyn Arcy is an Assistant Professor of Communication at University of Wisconsin-Parkside. She teaches courses in digital media, media industries, and women’s, gender, and sexuality studies. Her classes emphasize collaborative learning, diversity, and audio-visual projects. Currently she is a Fellow in the Institute for Research in the Humanities at UW-Madison, and writing a book, Feminized Convergence: Women’s Television in the Digital Age. She co-directs UW-Parkside’s Women’s, Gender and Sexuality Studies.

Dr. Theresa Castor is Professor and Chair of UW-Parkside’s Communication Department. She teaches classes in organizational communication, communication sophomore seminar, health communication, and event planning, among others. She is the recipient of UW-Parkside’s 2018 Community-Based Learning and Research Award, a former Wisconsin Teaching Fellow, and a participant in the National Communication Association’s Learning Outcomes in Communication initiative. She integrates community-based learning, undergraduate research, diversity, e-Portfolios, and collaborative projects into her teaching. Her book, Climate Risks as Organizational Problems, was recently published by Peter Lang. She is currently co-organizer of the 2019 International Association for Dialogue Analysis (IADA) Conference that is scheduled in Milwaukee in July.

Dr. Rob Ducoffe has served as the provost & vice chancellor at the University of Wisconsin-Parkside since April of 2016. Previously, he was dean and professor of marketing in the Judd Leighton School of Business and Economics at Indiana University South Bend. Rob is the State of Wisconsin lead for Complete College America, serves on the Steering Committee and is co-chair of the Health, Education, and Leadership Advisory Council for the Academies of Racine, and is a board member for Racine Area Manufacturer and Commerce. His spouse, Dr. Sandy Ducoffe, is an adjunct marketing professor and Sandy and Rob have five children.

Dr. Debbie Ford, Chancellor of the University of Wisconsin-Parkside, is a strong believer in community engagement and building partnerships. In addition to her responsibilities leading one of the most vibrant and diverse learning communities in the UW System, Dr. Ford serves as a board member for community and economic-development organizations throughout southeastern Wisconsin, including Kenosha Area Business Alliance, Racine County Workforce Development Board, the Milwaukee 7, Froedtert Health Board of Directors, and the Girl Scouts of Wisconsin Southeast. Nationally, Dr. Ford is a member of the Council for Adult and Experiential Learning (CAEL) Board and recently completed a term on the NCAA Division II Presidents Council. Dr. Ford holds her B.S. from the University of Louisville, her Master of Education from Indiana University, and her Doctor of Education from the University of Louisville.

Dr. Jillian Kinzie is Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University School of Education. She conducts research and leads project activities on effective use of student engagement data to improve educational quality and issues of teaching and learning, and serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project. She is co-author of Assessment in Student Affairs (2016); Using Evidence of Student Learning to Improve Higher Education (2015); and Student Success in College (2005/2010). She is co-editor of New Directions in Higher Education and serves on the boards of the Washington Internship Institute, and the Gardner Institute for Excellence in Undergraduate Education. Kinzie earned her PhD from Indiana University in higher education with a minor in women’s studies. Prior to this, she served on the faculty of Indiana University and coordinated the master’s program in higher education and student affairs. She also worked in academic and student affairs at Miami University and Case Western Reserve University.
**Dr. Carleen Vande Zande** is the Associate Vice President of Academic Programs and Educational Innovation for the University of Wisconsin System. She earned a Ph.D. in curriculum and instruction and educational policy from the University of Wisconsin-Madison. Prior to joining the University of Wisconsin System in 2017, Carleen served as the associate vice chancellor for curricular affairs and student academic achievement at University of Wisconsin-Oshkosh. Carleen is a consultant evaluator for the Higher Learning Commission (HLC), and a member of the Association for Assessment of Learning in Higher Education and National Association for the Study of Higher Education. She is a frequent presenter for the American Association of Colleges and Universities (AAC&U).

**Dr. Adrienne Viramontes** is Associate Professor of Communication at UW-Parkside, where she has taught for 12 years. She specializes in the study of lived experience and writes about Midwestern Mexican American experience as it intersects race, class, gender, sexuality, and geographic locale. She teaches classes focusing on research methods, Latina/o identity, public relations, and the senior capstone course. Throughout her 20-year teaching career, she has implemented a variety of HIPs in each and every class she’s taught, such as: community-based learning, e-Portfolios, and intensive writing to name a few. She received UW-Parkside’s 2018 Stella C. Gray Teaching Excellence Award.

**Mary Waid MA** is UW-Parkside’s newly hired Internship and Campus Employment Specialist in the Center for Community Engagement. Formerly she was a full-time Lecturer in the Communication Department teaching Communication and the Human Condition, Conflict Analysis and Resolution, and the Communication Internship class, which she continues to teach online. She has integrated community-based learning, small-group projects, and diversity into her teaching. Mary has a Master’s Degree in Conflict Resolution from Antioch College, which specializes in innovative and high-impact experiential learning.