1. **What is the state of High-Impact Practices (HIPs) at your university?**
   1. With our new reimagined degree that is set to start in Fall 2018 we have a new focus on HIPs. We set up working groups for each of the HIPs that our senate has defined in order to work on researching what they are and what elements of each HIP are related to the highest impacts on students.

2. **Do you have an intentional, integrated university-wide program (framework) for HIPs?**
   1. Assuming the degree goes forward as planned, this will be in place for Fall 2018. Right now we have an application process to apply for HIP designation for courses. Students in the new degree program will be required to have at least one HIP designated course during their two year degree.

3. **Do you offer student advising for HIPs?**
   1. In the future, HIPs will be designated in the course guide so that students and their advisors will be aware of what courses carry a HIP designation.

4. **How can System better support HIPs at your university?**
   1. We have no idea how this is all going to work going forward with the mergers. Support from the UW System for the reimagined associates degree (which was made to better align with UW System goals/objectives) going forward would be very helpful. Public acknowledgement of the work that has been done to develop a structured program for HIPs and for the reimagined degree might help the four-year schools see the value in what we have been working on for three years.

5. **Other comments re: HIPs?**
   1. This year Julianna and I have been working on designing programming to help faculty learn more about some of the different types of HIPs and to provide training in some of the HIPs. I secured funding for me to attend the HIPs in the States conference in California in February. I hope to learn more there that I can bring back with me to help develop more programming. Several other members of the UW Colleges are also looking into funding for this conference as well. They also have some good webinars that others might be interested in: [http://www4.csudh.edu/president/national-model-laboratory/index](http://www4.csudh.edu/president/national-model-laboratory/index)
UW-EAU CLAIRE – Angie Stombaugh, Director, Center for Excellence in Teaching and Learning

1. **What is the state of High-Impact Practices (HIPs) at your university?**
   At least one required for all students, with the goal of everyone having two.

2. **Do you have an intentional, integrated university-wide program (framework) for HIPs?**
   HIPS are considered faculty/student research, study abroad, and internships. Information is collected from departments.

3. **Do you offer student advising for HIPs?**
   Within departments there is advising but the formal advising center does not address.

4. **How can System better support HIPs at your university?**
   Funding for a position to coordinate and lead all of this on campus.

UW-GREEN BAY – Caroline Boswell, Director, Center for the Advancement of Teaching and Learning

What follows is a rough and somewhat incomplete sketch of the state of high-impact practices/experiences at UW-Green Bay. I complied this with Dr. Denise Bartell, our Director of Student Success and Engagement, but I do believe the Deans of our individual colleges may have slightly more insight into the state of second- and third-year HIPs in specific programs since these are not institutionalized. I am happy to follow-up with them, as they could not respond to my request for information within the period we provided.

1. **What is the state of High-Impact Practices (HIPs) at your university?**

   Currently our institution administers a range of high-impact practices and experiences. All first year students are required to complete a First Year Seminar, and 25% of those students engage in our high-impact first-year experience program, Gateways to Phoenix Success, including all students who we admit conditionally. Several academic programs have designed research and/or disciplinary methods courses, which often function in collaboration with writing-intensive upper-level courses, independent studies, research assistantships, and capstone seminars (a general education requirement) that are high-impact according to AAC&U definitions (for examples of programs with methods courses, see psychology, human development, history, English, social work, etc.). As I will note below, high-impact practices are not always institutionalized and/or available to all, whether a program has a methods course or not.

   Most programs offer student internships and have a course number dedicated to them, but only a few require them unless required by accrediting bodies. Similarly, all programs have course numbers associated with honors in the major, and most also with study abroad courses, but, students self-select into these HIPs. Programs that align easily with community-based learning – our Democracy and Justice Studies program, our Environmental and Public Policy program, our Dietetics program for example – do offer these opportunities to students (again, often a choice), but they are not as freely available in programs that do not necessarily easy integrate CBL into the curriculum (the humanities, for example).
2. Do you have an intentional, integrated university-wide program (framework) for HIPs?

I would say we do not, though we have integrated FYS and capstone experiences into our general education curriculum, and our Gateways to Phoenix Success Program is growing.

We have tried to make movement on this issue over the past few years. For example, the College of Arts, Humanities, and Social Sciences has discussed implementing a requirement—or, at the very least, a goal—of ensuring all students, including transfers, have at least two HIPs before they graduate. The College is also considering making the number, three.

We have an URSCA task-force, and we have participated in CUR events/intensive CUR workshops designed to help programs integrate URSCA into the curriculum to ensure all students have access. This ran against resource issues, and we are trying to reinvigorate those efforts this year.

We also designed a Civic Action Plan with Campus Compact, and we held a Community-Based Learning Institute in 2016 that similar advocated integrating CBL into the curriculum. The day did not necessarily afford enough time to do this well, so this is still a work-in-progress.

We are also working toward—and committed to—improving underrepresented students participation in HIPs.

3. Do you offer student advising for HIPs?

We do, but not in any systematic way. Part of our expectations for faculty advising is that advisors discuss opportunities to engage in high impact practices, particularly internships and undergraduate research. Students in our Gateways to Phoenix Success receive intentional advising over the first-year, which requires them to design a plan for success that includes exploring and choosing HIPs that wish to engage with during their academic career.

4. How can System better support HIPs at your university?

A system-wide office that provides funded development opportunities; implementable and scalable models for success would be useful; support for offices on our campuses—advocate that Provosts support an office or offices to implement and institutionalize these initiatives; provide support for areas that don't organically engage in these experiences (undergraduate research in philosophy, for example).

5. Other comments re: HIPs?

How will HIPs be implemented with the merger? How will progress on HIPs be assessed and achieved? Does the System wish to spotlight certain HIPs over others, and how are those decisions made? How do we ensure access for all with resource constraints? How will we promote faculty development of HIPs if this work is not aligned with R&P?
1. What is the state of High-Impact Practices (HIPs) at your university?

<table>
<thead>
<tr>
<th>Practice</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Experiences</td>
<td>First Year Student Seminar, one credit. Not required course. Offered fall semester and spring for transfer students. Co-taught by instructor and staff member, e.g., English faculty member and an academic advisor.</td>
</tr>
<tr>
<td>Common Intellectual Experiences</td>
<td>See first year seminar above.</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>No university-wide curricular learning communities. Some residence halls include programming for students who are in same courses.</td>
</tr>
<tr>
<td>Writing-Intensive Courses</td>
<td>- Since 1992, all students required to complete 2 writing emphasis courses in addition to English Composition, or complete a major in a department that has a writing-in-the-major program.</td>
</tr>
<tr>
<td></td>
<td>- Instructors who teach writing emphasis classes required to be certified, ~250 have been certified. Twenty-four Writing in the Major Programs have been approved by the General Education Committee.</td>
</tr>
<tr>
<td></td>
<td>- Writing Programs Coordinator is a .5 position in the Center for Advancing Teaching and Learning. This individual works with prospective WE instructors to become certified, and with departments to develop WIM Programs. Also offers faculty workshops on a regular basis.</td>
</tr>
<tr>
<td>Collaborative Assignments and Projects</td>
<td>Not possible to summarize. According to the 2017 NSSE, 60% of freshmen and 75% of seniors indicated working on projects with others often or very often. Both are significantly above peer groups.</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>- Office of Undergraduate Research and Creativity with a .5 position for director.</td>
</tr>
<tr>
<td></td>
<td>- Extensive university-wide initiative with ~$290,000 annual funding for undergrad research/creativity projects. Strong participation, e.g., more than 200 students presented research projects in 2017 at UWL, UWS, NCUR, Capital Rotunda, etc. Significant number of students also involved in publication.</td>
</tr>
<tr>
<td></td>
<td>- Small grants available for faculty to embed undergraduate research in courses.</td>
</tr>
<tr>
<td>Diversity/Global Learning</td>
<td>- Since 1992 all students required to take general education courses on diversity and global learning.</td>
</tr>
<tr>
<td></td>
<td>- Office of International Education coordinates study abroad opportunities.</td>
</tr>
<tr>
<td></td>
<td>- 10% of UWL students study abroad.</td>
</tr>
<tr>
<td></td>
<td>- UWL is also involved in the American Council on Education Internationalization Laboratory to promote comprehensive internationalization at UWL.</td>
</tr>
<tr>
<td></td>
<td>- Inclusive Excellence Coordinator is a .5 position in the Center for Advancing Teaching and Learning. Works extensively with individual faculty members and departments to incorporate inclusive teaching strategies.</td>
</tr>
</tbody>
</table>
Service Learning, Community-Based Learning

Service learning opportunities are available through UGETCONNECTED. A Community Portal is intended to “foster learning and research collaborations in and out of the classroom while building stronger relationships between UWL and the community.”

Internships

Career Services Office coordinates student internships. Large number of students participate in internships, e.g., in 2016 there were 685 placements, excluding a large number of education students in clinical placements.

Capstone Courses and Projects

No university requirement for capstone course. Some departments require capstone courses and projects. The scale and scope of these vary across departments.

Student participation in HIPs. Based on results of the National Survey of Student Engagement (NSSE), UWL student participation in high impact practices has been fairly strong since 2000. In the 2017 NSSE, freshmen involvement in HIPs was average, but senior participation was quite strong, with 96% indicating participation in one or more HIPs, 16% in one HIP and 80% in two or more.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

Statistical Comparisons

Potential changes in High Impact Practices at UW-La Crosse.

1. A proposal to adopt thematically-linked general education courses is under review at UWL. If adopted, this would implement common intellectual experiences and learning communities for all students.
2. UWL is part of the national project, Reimagining the First Year Experience (RFY). Current discussions are focused on expanding the first year student seminar to include all first year students.

2. Do you have an intentional, integrated university-wide program (framework) for HIPs?

No. However, we do have intentional and highly developed programs for several HIPs, e.g., undergraduate research, writing-intensive courses, diversity and global learning, internships.
3. Do you offer student advising for HIPs?
Advising is done by faculty within academic departments. There is no separate advising system for HIPs.

4. How can System better support HIPs at your university?
- Don’t promote HIPs as silver bullets. Not all HIPs experiences are high impact or transformative. Quality of the experience matters; focus on design and implementation of high quality learning experiences.
- Identify and share exemplary models that have clear learning goals, measure students’ learning and progress, and use assessment results to improve and refine HIPs.
- Scaling up is an issue. For example, we will never have a majority of students studying abroad. In contrast, every student could participate in substantive undergraduate research, especially if it was embedded effectively in multiple classes. It is also possible to combine HIPs, e.g., do undergraduate research in a community organization as a form of service; combine community service with internships; combine internship with study abroad, etc.

Other comments re: HIPs?
Current barriers. Increasing faculty workload without additional resources or compensation.

UW-MADISON – Steve Cramer, Vice-Provost for Teaching and Learning

1. What is the state of High-Impact Practices (HIPs) at your university?
In short, the state is healthy with some opportunities for growth particularly in undergraduate research. The University of Wisconsin–Madison has been recognized as a top 25 university for campuses with the most students studying abroad and for the most international students on campus. Summary best viewed here: https://uwmadison.app.box.com/s/roi8shdz27q62f1tuphl4d7d3iqrpf
As indicated in the report, 90% of our students participate in at least 1 HIP and 72% participate in 2 or more.

2. Do you have an intentional, integrated university-wide program (framework) for HIPs?
Yes and no – HIPS are being reframed in what we call the Wisconsin Experience: https://provost.wisc.edu/wisconsin-experience/
Also see: https://uwmadison.app.box.com/s/5uzk5dmgtgsu9sthzl26t7jdnihcmmp
If you can’t get to the reports in BOX, let me know and I will get those reports for you.
New website coming in early 2018.
3. Do you offer student advising for HIPs?
Integrated with general advising around the Wisconsin Experience

4. How can System better support HIPs at your university?
Not sure. I see HIPS experiences as a competitive national student recruitment issue for us.Providing clear frameworks and pathways to allow students to pursue one or more HIPS is a high priority for us.

UW-MILWAUKEE – Diane Reddy, Director, Center for Excellence in Teaching and Learning

What is the state of High Impact Practices at UWM?
UWM is strategically and deeply immersed in HIPs and we are proud of our commitment and accomplishments in providing an outstanding learning environment, being an exceptional research university, and serving as a community engagement leader. We strive to increase access to higher education, and produce graduates that are both competitive and successful in the global economy. Consequently, high impact practices are not only embraced at UWM, but are widespread and continue to grow across the university in the form of a range of opportunities such as:

- Undergraduate Research
- Undergraduate Theses; Capstone Courses & Projects
- First-year Seminars; Honors Seminars
- Service/Community-based Learning as a component of courses
- Internships; Field Placements
- Learning Communities, including Living Learning Communities; Paired Courses
- Study Abroad
- Co-curricular Initiatives
- Career Exploration/Planning Courses; Introduction to Professions Courses
- Transition Courses
- Writing Intensive Courses & Projects
- Common Intellectual Experiences
- Diversity/Global Learning

These HIPs often intentionally incorporate other HIPs. For example, from my experience in faculty development and as an instructor, I know that diversity and global learning, writing-intensive projects, collaborative projects, undergraduate research, and service learning are often combined. The Center for Excellence in Teaching and Learning (CETL) has partnered with the Student Success Center to maximize the impact of common intellectual experiences such as the common reading for first-year students. CETL trains the common reading facilitators and participates in the selection of the reading, which invariably offers a deeper understanding of social and cultural diversity. Additionally, to extend the value of the
common reading, CETL has incentivized instructors to embed the common reading in course assignments. There are numerous examples of combined HIPs at UWM.

2. Do you have an intentional integrated university-wide framework for HIPs?

As noted in my response to question one, the approach to HIPs at UWM is indeed purposeful and strategic, reflecting our deep commitment to ensuring every student regardless of socio-economic background has access to exceptional educational experiences that culminate in a degree that prepares them to be productive citizens and workers who can meet the challenges of the future. To guide our efforts, UWM draws from highly regarded national/international databases and resources such as the Educational Advisory Board, the John N. Gardner Institute, and the American Association of Colleges and Universities. The impact of HIPs is regularly assessed by our Office of Institutional Research and is part of the direct assessment efforts for continuous improvement at the course, departmental/program and institutional levels. HIPs are at the core of our retention plan. Because HIPs are embedded both in and outside of the curriculum and they manifest in a diverse range of opportunities to accommodate all students at UWM, a single unit is not responsible for overseeing all of the HIPs.

3. Do you offer student advising for HIPs

UWM does offer student advising for HIPs. In addition to professional advisors and counselors, faculty and teaching academic staff play an important advisory role in field placements, internships, undergraduate research, theses, capstone courses and projects, and often in career exploration/planning. Most academic departments have a faculty member who serves as ‘head’ undergraduate advisor leading advisory efforts in their unit. Beyond the ‘head’ advisor (who may also serve as Associate Chair handling study abroad equivalencies, field placements, grade appeals, instructor-student conflicts, and assessment), instructors in general have great face time with students and often have a transformational impact in cultivating students’ belief in what is possible for them. What transpires in the physical and virtual classroom is the core of any university. Small instances of support freely provided to students without them having to ask for it and bits of encouragement can make a big difference. Instructors open students’ eyes to the possibilities before them and support them in pushing through the uncertainty that sometimes deters them from participating in high impact opportunities. Students often pursue study abroad, participate in undergraduate research as a freshman or sophomore, and complete an undergraduate thesis typically because an instructor encouraged them to do so. High impact practices in and outside of class build strong instructor-student connections, student-student connections, and increase likelihood of graduating. From my perspective, instructors and peers are underestimated sources of information and inspiration for participation in HIPs such as undergraduate research, field placements, study abroad, and co-curricular experiences. Although some HIPs such as first-year seminars and transition courses may include a peer mentor, from what I have gleaned from my experiences with Generation Z is that advice from trusted peers and instructors is instrumental to the decision to engage in high impact learning experiences. Peers, instructors, and professional advisors shape students’ belief in their capacity to be successful in these learning experiences and empower them to pursue opportunities that can have a transformational impact on their lives. Recently, a small workgroup consisting of myself, the Director of Advising, the Director of Honors College, the Director of the Electa Quinney Institute for American Indian Studies, and a Distinguished Professor has been charged with developing a strategic plan to enhance advising at UWM. I believe instructors can play an even bigger role in advising and mentoring. Student participation in high impact practices could be increased by enlisting the assistance of instructors. We can proactively support students, enhancing their well-being and academic success. Ideally,
investment in student advising, mentoring, and teaching excellence would be universally recognized as important contributions of faculty and rewarded in annual performance evaluations and tenure, promotion, and post-tenure reviews.

4. How can the UW System better support HIPs at your university?

From my perspective, UW System could better support HIPs at UWM by:

1) funding CETL development of campus-wide communications and a workshop to be shared with the UW System (live and recorded for later use) on the key role of instructors in advising, mentoring, and proactively supporting students to impact their wellbeing, learning and success. A primary focus of the targeted messages to be shared on campuses across the System would be the importance and power of HIPs. To increase student success systemically at all institutions, we must reframe the role of instructors, secure their buy-in for HIPs, and equip them to be effective in their expanded role as advisors, mentors, and proactive supporters of students.

[helps scale HIPs, fosters a positive learning environment and campus climates where students feel supported, builds instructor-student connections, impacts retention and graduation rates]

2) providing funding to CETL to establish a year-long HIP Fellows Program to support faculty/teaching academic staff, student/peer, and/or professional advisor/staff innovation on HIPs. The program goals would be to promote innovation that is actionable (i.e., directly impacts student access to, participation in, and/or experience of HIPs). The HIP Fellows would attend regular meetings with each other and the CETL team and as ideas grow institutional leaders of the HIPs. The resulting HIP innovations would be published in the UW System’s Hub and CETL’s Virtual Teaching Commons as a whitepaper. The Fellows would present their innovation as part of a panel at the UWM Teaching and Learning Symposium and at the UW System Teaching and Learning Conference. Lastly, the HIP innovations would be implemented at UWM and their impact would be assessed. The results of the assessment would also be shared.

[promotes culture of innovation, increases access to, participation in, and/or the experience of HIPs, engages students, instructors, and advisors in developing substantive strategies and solutions]

3) providing summer salary or salary overloads to faculty to establish and supervise company-UWM partnerships where students are paid by the company 20 hours per week (up to 40 hours in the summer) as interns to work preferably on campus under the supervision of the faculty. For example, students in computer science, engineering, and information science could work on software development and testing gaining practical experience and training directly related to career choices. The companies benefit from getting the work performed without having to outsource it overseas. UWM’s location
proximal to numerous companies is ideal for such university-company partnerships for internships.

[promotes research and innovation, creation of UWM-business partnerships, student learning and career preparation, helps students finance education, builds instructor-student and student-student connections, enables students to deepen learning through application]

4) seeding through UWM instructor stipends (~$400) case models of HIP incorporation in coursework, particularly in regard to diversity/global learning, co-curricular engagement, and service/community-engaged learning. The instructors would share how they incorporated the HIPs, student reactions, resources developed/used, and lessons learned on CETL’s Virtual Teaching Commons and the UW System Hub.

[increases HIPs as instructors model these case examples; supports excellence in teaching and learning]

5) offering professional development opportunities on best practices for incorporating service/community-engaged learning in coursework

[equips instructors to implement best practices to prepare students for life, career, and the responsibilities of citizenship, increases opportunities for students to benefit from this HIP]

6) provide funding to CETL to explore how technology can be employed to enhance the effectiveness of HIPs and provide access to HIPs for all students

Many UWM students are balancing work, family, and school responsibilities, which may pose challenges to engaging in co-curricular initiatives, internships, study abroad etc. Additionally, among the 8,000 students at UWM enrolled in online courses, 2,000 take online courses exclusively, and over 400 adult learners are enrolled in Flex competency-based education courses. These students must be included in our conceptualization and implementation of HIPs. Online learning is a growth market for the UW System and applications of technology may provide a solution to deliver and optimize HIPs.

[HIPs hold promise for attracting, retaining, and graduating undergraduates, but HIP implementation must be inclusive, providing opportunities for all students—adult learners, exclusively online students, students with disabilities, students balancing work, family, & school responsibilities]

5. Additional Comments on HIPs

Service/community-engaged learning should not be referred to as co-curricular at UWM, since it is tied to credit-bearing graded courses.

Thank you for the opportunity to share my thoughts/ideas!
1) **What is the state of High-Impact Practices (HIPS) at your university?** The UW Oshkosh University Studies Program (USP), our revised general education program, integrates a number of HIPs into it. They were front-loaded so that all students benefit from them early in their academic career. They include a First-Year Experience course, one set of paired courses, a course with a civic engagement component, and a course focused on either global learning or ethnic studies. In turn, in the 15 credit Quest sequence, all courses are organized around big questions. The success of this design has received recognition from AAC & U and from Dr. Robert Zemsky who wrote about it in a recent book.

The recent Equity Scorecard conducted at our University suggests that underrepresented students are achieving nearly the same GPA in the Honors College as their white majority peers. So, they have almost achieved equity in their successful engagement with this HIP.

2) **Do you have an intentional, integrated university-wide program (framework) for HIPs?** While in the USP students take either a course focused on Global Citizenship or Ethnic Studies, by the time they graduate, all students must take both since they are requirements. So, whichever one they did not take within their Quest experience, they must take outside of it.

When Carleen Vande Zande oversaw assessment at UW Oshkosh, she ensured that each student, no matter which discipline they majored in at the University, would have a capstone or internship experiences.

Beyond that, we have an Office of Student Research and Creative Activity and one of their primary foci is collaborative undergraduate research. Recently, this group offered two workshops to instructors on effective collaborative undergraduate research.

The College of Business requires that all students participate in an internship in order to graduate.

In turn, see above, since the University Studies Program is a university-wide program and each student goes through it.

3) **Do you offer student advising for HIPs?**

Advising for HIPs does not seem to be a part of the undergraduate Academic Advising Office. However, as advising transitions into the responsibility of instructors within the major, this becomes a key component among some majors. For example, in both the College of Business and the College of Nursing, Study Abroad is a widely promoted activity for undergraduate majors. In addition, some majors require internships and, thus, students receive early advising within the major on that as well. Examples at the University include Journalism, Radio/T.V./Film, and all business majors.
4) How can UW System better support HIPs at your University?

We do not have a Writing Across the Curriculum Program which would emphasize writing across the disciplines. That is the one big gap among HIPs that we have.

UW-PARKSIDE – Jim Robinson, Director, Center for Teaching and Learning

1. What is the state of High-Impact Practices (HIPs) at your university?

I think the state is generally uneven – we have strong participation in some areas, but weak in others. There are a few university-supported HIPs initiatives: Undergraduate Research, Internships, Community-Based Learning, Study Abroad, and increasing interest in ePortfolios, capstone courses, first-year experience. The Provost’s Office supports Undergraduate Research with grants for students and stipend incentives for supervising faculty; these tend to be one-on-one projects. Community Engagement with Community-Based Learning is also supported by the Provost’s Office with a Summer Workshop for Faculty and Staff (stipends are provided). Study Abroad is situated under Student Affairs.

The Communication Department has integrated a number of HIPs into its curriculum in a highly intentional way: Sophomore Seminar, group projects, internships (it is one of the few departments with an internship coordinator), community-based learning, undergraduate research, ePortfolios, and a Senior Capstone with a reflective ePortfolio, digital narrative, and public presentation.

2. Do you have an intentional, integrated university-wide program (framework) for HIPs?

I think there is potential with our academic plan, but to date the implementation and tracking has not been really intentional or integrated. There are various departments/people/initiatives working on various HIPs, but we have not yet done a good job of integrating these efforts into a systematic approach to the student experience.

3. Do you offer student advising for HIPs?

I’m not sure about this. I suspect, again, that it may be happening in pockets, but I don’t really know. Sorry.

4. How can System better support HIPs at your university?

Providing incentive and reward for increasing HIPs on campuses. Many HIPs are time and resource intensive, and may actually be detrimental for productivity (e.g SCH reporting) measures. Perhaps traditional measures could be augmented with credit for increasing HIP offerings and participation.

5. Other comments re: HIPs?

We need to do a better job of both tracking HIP participation, and evaluating the resulting student outcomes.
UW-PLATTEVILLE – Chanaka Mendis, Acting Assistant Provost

1. What is the state of High-Impact Practices (HIPs) at your university?
The University of Wisconsin – Platteville has many HIPs occurring on campus. We are currently in the process of creating an inventory of HIPs which are occurring. We know for sure that UW-Platteville students are gaining experience in undergraduate research, internships, capstone courses and projects, learning communities, writing-intensive courses, collaborative assignments and projects, diversity/global learning, service/community based learnings, collaborative assignments and projects.

2. Do you have an intentional, integrated university-wide program (framework) for HIPs?
Currently we do not have a framework for HIPs, but will be working to solidify one over the next year or so.

3. Do you offer student advising for HIPs?
We currently do not have intentional student advising for HIPs. We are designating courses that qualify as HIPs in Peoplesoft as an attribute so students can search for HIPs when selecting courses. The University is currently undergoing a large advising project where we could integrate HIPs into the advising conversations to ensure that students are aware of and understand the importance of HIPs to their academic and professional careers.

4. How can System better support HIPs at your university?
The System could support HIPs in several ways:
1. Provide funds to campuses to support this initiative including a faculty fellow position to support the connection and relationship between staff and faculty
2. Provide information as to how HIPs will be defined and if the system will be collecting HIPs information from each campus in the future, what that information will be used for.

UW-RIVER FALLS – Cyndi Kernahan,

What is the state of High-Impact Practices (HIPs) at your university?

RF tends to focus on two main types of HIPs.

1) Semester abroad experience. We have a variety of opportunities for this and a relatively high participation rate (I believe it is one of the highest in the system). Some of the opportunities include WI in Scotland, the International Travelling Classroom, Semester Abroad Europe, and various 3-week study tours.

2) Undergraduate Research. We have a dedicated URSCA (Undergraduate Research, Scholarly and Creative Activity) Office with a faculty director. They administer a variety of services and grants (poster making workshops, travel grants, supplies and expenses grants, etc.) The URSCA Office also sponsors an incredibly popular Fall Research Gala for students to present their work. Each year has been bigger than the one before it.
**Do you have an intentional, integrated university-wide program (framework) for HIPs?**
I do not believe so. We have some college-wide initiatives—the College of Arts and Sciences has a required First Year Seminar but the other 3 colleges do not have this. Internships are scattered across different departments—some require this experience, but most do not. I believe that our Agricultural college provides more of these internship opportunities. All colleges encourage research and semester abroad as noted above, but there is not a lot of infrastructure to support this—just the URSCA office and a dedicated Global Connections office (Office of International Education).

**Do you offer student advising for HIPs?**
Not formally, but students can visit the URSCA or Global Connections offices to learn more. Also, advisors are regularly encouraged to send students to these offices and both offices do a lot of outreach (holding information sessions, etc.)

**How can System better support HIPs at your university?**
I think most would agree that we need funding to support dedicated positions to assist students in completing HIPs. For example, we do not have a dedicated office for service learning or for internships. More support for our URSCA and Global Connections offices (more staff) are greatly needed as these offices do a lot with very small staffing (for example, URSCA has one director who is not full time and one program associate).

**Other comments re: HIPs?**
Many administrators, staff, and faculty are well aware that HIPs are important and want to encourage greater participation. As noted, more staffing is needed. Another particular issue is faculty time for supervising undergraduate research. Our students do a lot of supervised research and creative work, but faculty are not given any release time for this at all, making it difficult to ensure wider participation. How do other universities handle this problem? Are there any solutions that have been found?

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**UW-STEVEN’S POINT - Lindsay Bernhagen, Director, Center for Inclusive Teaching and Learning**

1. **What is the state of High-Impact Practices (HIPs) at your university?**
   * Some faculty engage in them through partnerships with local businesses (e.g. art & design faculty, business faculty). We are part of Campus Compact and are working on the details of what our plan will be to implement that.

2. **Do you have an intentional, integrated university-wide program (framework) for HIPs?**
   * We currently have an experiential learning requirement as part of the GEP, but that is on the chopping block because it did not pass muster in our GEP assessment process, because the GEP is getting too credit heavy, and because our Center for Experiential and Engaged Learning is being defunded at the end of this year due to budget cuts.

3. **Do you offer student advising for HIPs?**
   * Only inasmuch as they are advised around meeting the current experiential learning requirement for the GEP.
4. How can System better support HIPs at your university?
   * A strong message that HIPs should be instituted across the curriculum would be helpful.

5. Other comments re: HIPs?
   * It’s hard to know what the answers to any of these questions will be in the next year in light of the merger.

UW-STOUT – Renee Howarton, Director, Nakatani Teaching and Learning Center

1. What is the state of High-Impact Practices (HIPs) at your university?
   Our institutional focus regarding HIPs has been on Undergraduate research, internships, and Capstone projects and courses. Offer 90% of our students participate in a co-op, internship, field experience, student teaching, or other experiential education during their academic career. The University also supports undergraduate research with student stipends, travel awards, and an annual campus research conference. Many of our programs have capstone courses that require the production of a portfolio or other demonstration of academic accomplishments.

   Through the years, NTLC has supported faculty research pertaining to incorporating HIPS into the classroom. It has also sponsored several Communities of Practice that focus on one or more HIPs such as the study of undergraduate student research and the Research Skills Development Framework. Another example is its 5-year Infusing Diversity Across the Curriculum project.

   NTLC has also worked with faculty to create an educational training module on High Impact Practices that will be used to inform those who want to enhance student learning through the application of HIPs but are new to these strategies.

   On numerous occasions, NTLC has intentionally invited faculty/instructors who are actively using HIPs in their courses to present about their objectives, assignments and student learning outcomes. For example, undergraduate student research activities, service learning projects, writing intensive exercises, and collaborative group projects are often incorporated into the New Instructor Workshop that NTLC mainly directs.

2. Do you have an intentional, integrated university-wide program (framework) for HIPs?
   No, at this time, we do not have an integrated program. We do have a University goal of having all students participate in some form of internship or other experiential education, and to further enhance undergraduate research opportunities.

3. Do you offer student advising for HIPs?
   This would happen at the program level for individual students. We do not have a centralized campus office for advising specifically on HIPs.

4. How can System better support HIPs at your university?
   Funding, of course. We are interested in developing a more complete first year experience, but are
challenged in finding the resources to do that. Beyond resources, information about best practices within the System or opportunities for sharing best practices might be valuable.

5. Other comments re: HIPs?

I suspect (Renee) that evidence for many if not all of the HIPs can be found in our campus courses. The university just doesn’t currently track that information.

UW-SUPERIOR – Monica Roth Day, Director, Center for Excellence in Teaching and Learning

1. What is the state of High-Impact Practices (HIPs) at your university?

We developed six signature HIPs at UW-Superior: academic service-learning, undergraduate research, scholarship & creative activity, global awareness; writing across the curriculum, first year seminars, and senior year experiences. See more at https://www.uwsuper.edu/hips/index.cfm.

2. Do you have an intentional, integrated university-wide program (framework) for HIPs?

Yes. Each program must include HIPs in their courses; 3 HIPs for comprehensive majors, 2 for majors, and 1 for minors. There is an approval process that must be approved by departments, Undergraduate Academic Affairs Committee, and Faculty Senate. The related documents are based on best practices in the related HIPs area. We began the process in 2016-17, and plan to finish it this year. HIPs courses are identified in the catalogue.

3. Do you offer student advising for HIPs?

Yes. Because the catalogue includes the HIPs designation, students can see options and discuss with their advisors. However, because the HIPs are embedded in all majors and minors, students receive the needed courses as a part of their programs.

4. How can System better support HIPs at your university?

It would be great to host a HIPs meeting every year, for coordinators. OPID might also focus on a HIPs track for Faculty College and the conference.

5. Other comments re: HIPs?

HIPs are an effective way of embedding best practices in courses. Our next step is to help departments review their HIPs and ensure that instructors are following best practices across time.

[Nov. 20, 2017]