

- **What are High Impact Practices?**
High Impact Practices (HIPs) are a collection evidence-based teaching and learning practices that may be used in curricular and/or co-curricular settings. HIPs help improve learning, sustain and promote knowledge transfer, aid retention and completion rates. Though there may be others, the AAC&U recognizes a list of 11 HIPs. HIPs expert George Kuh notes that there may be other HIPs beyond the 11 recognized by AAC&U.
- **Who benefits from High Impact Practices? When should they be experienced?**
NSSE founding director George Kuh recommends that institutions aspire for all students to participate *in at least two* HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007). While all students benefit from HIPs, Kuh, NILOA, and the AAC&U indicate that these practices are particularly beneficial for: students in historically underrepresented categories (African Americans, Alaska Native, American Indian, Pacific Islanders, Hispanic/Chicano), gender variant students, those who are Pell Eligible (low income), recent arrivals, those with linguistic diversity, and first generation college students. Collectively referred to as “New Majority” students, students from these diverse backgrounds simultaneously *have the most to gain from HIPs*, but are *the least likely to have access to them or opt into them*. As a result, academic departments and the University as an institution should take care in crafting experiences and opportunities that will ensure pathways that guide students to these highly beneficial and transformative opportunities.
- **Where will UAA students find HIPs? Where can faculty get support for High Impact Practices?**
We have a number of programs and robust centers that support HIPs at UAA. Examples include the Center for Community Engagement and Learning (CCEL – which has a list of 75 recognized courses), the Office of Undergraduate Research and Scholarship (OURS), the eWolf ePortfolio program, and more. Provided that they’re thoughtfully re-imagined and implemented, Study Aboard experiences and opportunities can be “High Impact,” too. Such experiences would likely fall under the “Diversity/Global Learning” category. On a related note, if you’re incorporating dimensions of diversity, global learning, or intercultural connections in your course, you might want to check out the AAC&U’s VALUE Rubric covering Intercultural Competence.
- **What makes a practice *high impact*?**
 - 1) Performance expectations set at appropriately high levels
 - 2) Significant investment of time and effort by students over an extended period of time
 - 3) Interactions with faculty and peers about substantive matters
 - 4) Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
 - 5) Frequent, timely, and constructive feedback
 - 6) Periodic, structured opportunities to reflect and integrate learning
 - 7) Opportunities to discover relevance of learning through real-world applications
 - 8) Public demonstration of competence

For a complete discussion of the eight dimensions see: Kuh, G.D, & O'Donnell, K. (2013). Ensuring quality and taking high-impact practices to scale. AAC&U: Washington, DC. Available here:

<https://www.aacu.org/publications-research/publications/ensuring-quality-taking-high-impact-practices-scale>

- **Where can I learn more? What resources are available at UAA?**
There is a deepening body of literature about the benefits of specific HIPs. In addition, work is emerging attesting to the benefits of “layering” HIPs (i.e. what if you took a Study Aboard experience, called for students to engage in meaningful reflection through an ePortfolio platform, and incorporated a substantial amount of oral and written communication accompanied by repeated faculty feedback and revision?) As for local resources, UAA was competitively selected to send a team to the AAC&U’s HIPs Institute in June 2017. Our team explored and is working on ways to support the continued growth and implementation of HIPs at UAA in

curricular and co-curricular contexts. Our team, which was limited to just six people (see below). Anyone on the HIPs Team would be happy to talk to you or to your department about HIPs or refer you to other entities. The same is likely true for faculty member and Student Affairs professionals who are already incorporating various HIPs into their work. At present, it seems that only a few academic departments are systematically requiring that students experience one or more HIP as part of a program of study and/or guide students toward courses where HIPs are a part of the curriculum. Our goal is to ensure that a wider number of students opt into or are guided toward HIPs. We know they will benefit immensely from these transformative experiences.

Jeane Breinig (Interim Associate Vice Chancellor for Alaska Natives & Diversity)

Dan Kline (Director, General Education; Department of English)

Judith Owens-Manley (Director, Center for Community Engagement and Learning)

Francisco Miranda (Office of Undergraduate Research & Scholarship; Department of Languages)

Andre Thorn (Director, Multicultural Center)

Shawnalee Whitney (Director, Center for Advancing Faculty Excellence; Department of Journalism and Communication)

A brief introductory video on HIPs is available at uaa.alaska.edu/cafe. It would be an excellent starting point for department discussions about the intentional incorporation of HIPs in a class or program of study. Additional short chapters showcasing specific HIPs are under development. Do you have an example of this work you think is worth sharing? Contact Judy Owens-Manley (786-4087) or Shawnalee Whitney (786-4645).