



# Building Equitable and Sustainable HIPs Across the Curriculum

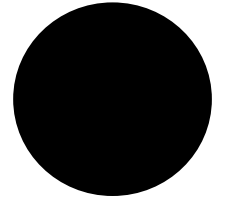
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# Introductions

- Who are we?
- Why this project?
- Who are you and why are you here?
  - Take a moment to share with your neighbor or write about your experience with HIPs:
    - Do you use them?
    - Problems? Successes?
    - Are equity and sustainability part of your HIPs discussions?



# Poll



Are you having conversations about equity and belonging in HIPs on your campus?

- Yes
- No
- Don't Know

# Poll

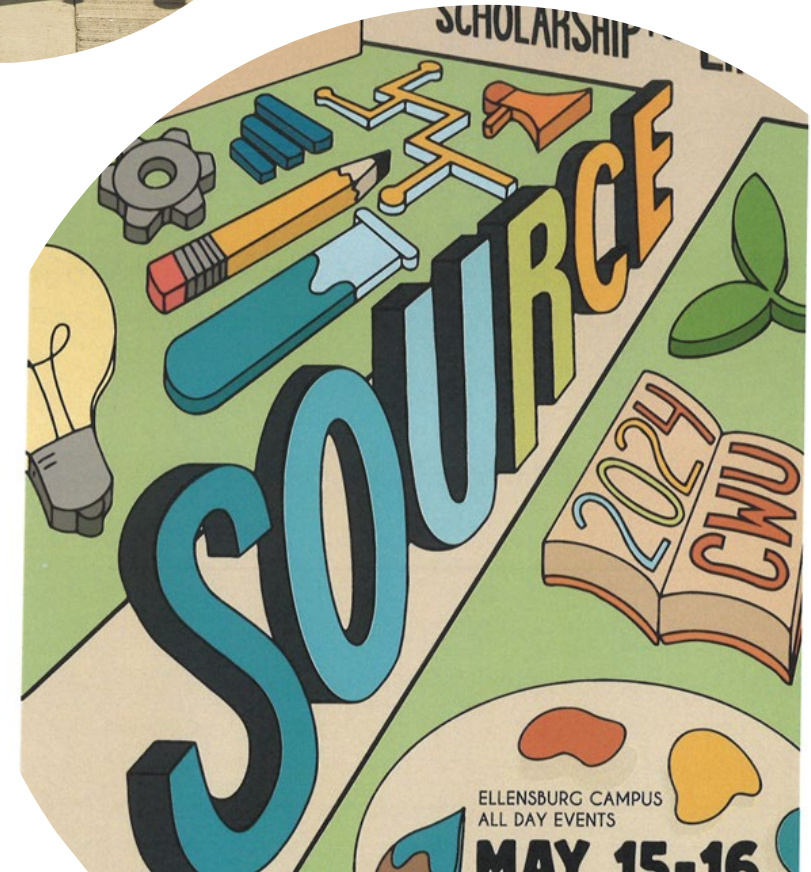
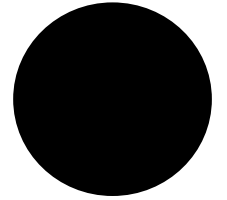


What would your campus need to be more successful in equitably and sustainably delivering more HIPs:

- financial resources
- pedagogical resources
- leadership around HIPs
- all of the above
- none of the above
- other

# CWU Context

- CWU faculty are proud of their work on integrating praxis into their teaching
  - SOURCE has been an annual symposium at CWU since 1995
- We are designated as a minority-serving institution and are working towards HSI status
- CWU has received the Higher Education Excellence in Diversity (HEED) Award for six consecutive years for a demonstrated commitment to diversity and inclusion.
- We have challenges with equity gaps. Our population is comprised of nearly 50 percent 1<sup>st</sup> generation students.



# Institutional Barriers



- Data: Lack of data; issues with accuracy
- Knowledge: Lack of knowledge about how HIPs can help with equity and belonging and culturally sustaining work.
- Sustainability: We must have permanence and support to continue
- Financial Resources: We must be able to fund experiences so that all students have access and innovators are supported.
- Time and Buy-in: People are change averse. Pandemic has created burnout and staffing shortages. Faculty cannot do everything at once.
- Culture: CWU culture has created strong silos which resist working across departmental units.

# Institutional Opportunities and Supports



- Foundations and Advancement
- Provost to fund HIP Course Design Institute (focus on equity and sustainability).
- Host yearly Institute showcasing campus work on HIPs and to train departments and faculty/staff about HIPs.
- Restructuring and re-alignment of services, programs, and curriculum to connect with new strategic plan.
- Funding from legislature (WAM & Jump Start)
- DEI initiatives, identity-based interdisciplinary programs, and new ADI Graduation Requirement
- Collaboration across silos with existing programs and units

# What Lead up to the Institute



- AACU HIPs Team in 2022
- High Impact Practice Team
- HIP Campus Survey
- Call for Proposals
- Working with Multimodal Learning on Institute Activities
- AACU HIPs Team in 2023



# HIP Campus Survey



The High Impact Practices Workgroup convened in 2022-2023 and conducted a survey with academic departments and student services programs to determine: 1) who uses high-impact practices, and 2) in what ways?

- There were prompts that described each of the HIPs (AACU definitions) and asked about participation and information about courses and/or examples.
- Asked about HIPs offered that do not fit neatly into the AACU categories – prompted to describe what they do.
- Final question about feedback/suggestions regarding HIPs – e.g., what resources are needed and what prevents faculty/staff from being able to do HIPs, etc.

# Highlights of Survey Findings



Of the 28 departments and programs that responded:

- 90% reported using or encouraging collaborative learning and internships/practicum;
- 80% have utilized service-learning and community outreach;
- 70% participate in undergraduate research and have capstone courses;
- 60% have writing intensive courses and encourage students to participate in study abroad;
- 50% use portfolios and have first year seminars;
- Opportunities for exploration include common intellectual experiences and learning communities, as less than 40% reported using these HIPs.

# *"We are all educators and impact students' lives in different ways"*

- With academic programs, most academic departments contributed significant detail about how they incorporate HIPs into the curriculum
- With student success, Student Support Services, Student Rights & Responsibilities, Housing and Residence Life, Career Services, Educational Opportunity, and Academic Support Services contributed detail about their programming
  - Community outreach, service-learning opportunities and opportunities for internships are incorporated into each of these programs
  - Students in these programs are required to participate in workshops and experiential activities which cover topics aimed to help them maximize their college experience and beyond
  - Living Learning Communities are positioned to be partnered with academic departments

# Perceptions about Lack of Resources



- Funding for graduate assistantships and undergraduate TAs and peer tutors.
- Funding for courses with student success in mind, such as transfer students so they can become familiar with academic programs.
- Maintain smaller class sizes so faculty can spend time on activities to work with students in groups or writing intensive classes.
- Time is the biggest resource to implement HIPs (i.e., workload allocation and release time) so faculty/staff can dedicate time to develop and implement new curriculum or other innovations that promote HIPs.
- Internships and study abroad can be difficult because students should not have to pay for this experience, where we need to be creative about funding and scholarships for students to pursue out of state/country opportunities.

# Summer Institute

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- One week
- 12 teams
- 70 faculty/staff
- Morning presentations
- Afternoon team time



# Obstacles and Opportunities



1. Bridge divides and build collaborations across programs and divisions
2. Faculty and staff leadership, engagement, and collaboration for student success on HIPs
3. Design and implement HIPs that are accessible and equitable in person, hybrid, and in virtual environments.
4. Create sustainability, visibility, and buy-in for these efforts that are intentionally integrated into the curriculum

# Incorporating HIPs Across the Curriculum

## Academic Programs

- Gen Ed could include Collaborative Assignments or First Year Experiences.
- 4-year programs could incorporate one core course at the sophomore/junior level with one of the following HIPs:
  - Diversity/Global Learning
  - Service/Community-Based Learning
  - Writing Intensive Course
- 4 year-programs could include one core course at the senior level with one of the following HIPs:
  - Capstone Courses/Projects
  - Undergraduate Research
  - Internships
  - Portfolios

## Co/Extracurricular Experiences

- Discipline-related employment as a HIP
- Student Leadership Academy
- Living Learning Communities
- Service/Community-Learning Opportunities
- Peer Educators, Tutors, Ambassadors
- New Student Orientation
- Promote and Support Extracurricular Activities



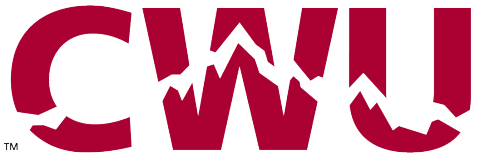
## Next Steps for CWU?

- Map HIPs across the curriculum for majors, certificates, etc.
- Use badges in the course catalog to demonstrate specific designations for HIPs that students will be exposed to in courses and degree programs
- Service-learning institute to focus on equity and belonging to help students develop connections to the community





Any Questions?



Thank You!

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