**Re-envisioning Committee**

**February 14, 2019**

The HIPs subgroup provided the following document for feedback from the committee:

**First Phase**

Data tracking—

* Add a designation in CourseLeaf to courses that meet HIPs criteria.
* Ask departments to identify all HIPs practices that presently occur in their major programs and encourage/require then to identify and implement both a lower division and upper division HIPs experience for each major program.
* Call for Summary HIPS Institutional Report that includes Service Learning, G/I, Undergraduate Research /SCULPT Mentoring Academy, Writing Intensive, Capstone, FYS Pilot.
* Create teams to examine artifacts/signature assignment random sample of student work from HIPs section. If possible compare to non-HIPs section.
* Work with the Office of Engaged Learning and/or Institutional Research to add measures of HIP completion to official university reports and in the UVU Fact Book. The data from the HIPs report to USHE from OEL can be used.
* Develop a consistent, comprehensive method for identifying and measuring HIPs across all academic programs that does not significantly increase workload. In Summer semester, pay review teams of 4 faculty to pull student work samples from each HIPs certification area. Rubrics to be created by the communities of practice. Continue to conduct the OEL Engagement Survey.
* Task the Academic Program Assessment Committee to work with departments to connect HIPs onto Curriculum Maps which connect Program Outcomes to ELOs. Intellectual Skills and Practical Skills= Writing Enriched, UR/SCULPT, and FYS Pilot; Stewards of Place= G/I; Integrative and Applied Learning= Service Learning.

Faculty Development--

* In first- year onboarding emphasize importance of HIPs.
* Faculty complete certification training in HIPs pedagogy. Promote existing HIPs teaching certifications currently available (Global and Intercultural, Service Learning and Writing Enriched, Undergraduate Research).
* HEA fellowship application can be supported by certifications. This could be an culminating institutional measure for Serious, Student Success, Inclusive core values.
* Create learning community for HIPs faculty that would include peer mentoring and formative peer evaluation based on USHE HIPs peer evaluation rubric.

RTP incentive—

* Have HIPS in RTP documents, Advocate with faculty, chair, and deans to add HIPs work to RTP criteria.
* Office of Academic Affairs work with departments to recognize the "tenure-worthiness" of using HIPs including designing a plan to reward faculty who are successful in their midterm review with a course release to re-design pedagogy to include robust inclusion of HIPs.

**Overall our recommendation can be summed up as:**

* **do the course development,**
* **provide the professional development**
* **look at student outcomes**
* **determine what adjustments might be made to improve student learning through use of HIPs**

**UR Courses:**

**Definition: A course that is research-based, teaches principles of research, and includes a research project.**

Each program and major were examined to find research-based classes. If the class title included the word research, it was counted as a UR course. Many programs required their students to take research and advanced research classes or offered them as electives.

**CW Courses**

**Definition: A course that includes a project that is presented outside of the classroom in some form of exhibit, performance, or publication.**

Creative work courses were more difficult to screen because there is no concrete definition of creative works. Educators argue about whether creativity is an individual or group characteristic, a process, an outcome, or a product of an outcome. For our purposes, we defined creative works as a project presented outside of the classroom in some form of exhibit, performance, or publication. This meant that although a class titled “Drawing I” develops creativity, because there was not creative work end project that was presented, it was not included. For each course, we examined the course description and assessed whether an end project would be presented or not. If it did include a presentation of a creative project, it was included as a CW course.

The group will take the feedback given to develop recommendations.