“I think projects with real-world implications [are the most engaging]. I was ...lucky enough to have more than a couple of classes where we did group work, where the outcomes of our projects at the end of the term made a real-world difference where we were working at the nonprofit, at the library...[All of the] systems that we researched and designed actually went someplace, and that was incredible. ”
- A student’s response to high-impact practices. Finley and McNair 2013

Faculty Learning Community: Exploring High-Impact Practices
Academic Year 2014-2015

Want to go beyond the “buzzword” and discover meaningful techniques that can make a difference for students in your courses?

Want to learn more about high-impact practices with like-minded colleagues?

Join us for our faculty learning community

- The learning community will meet one Friday a month. The two-hour meeting will take place between 9-2 based on participant feedback.
- Participating faculty will be compensated $500
- Open to all faculty

Utilizing the benefits of the learning community format, participants will engage the overall pedagogy as well as specific high-impact practices with other interested faculty. This will include exploring the literature surrounding high impact practices, hearing from those currently conducting HIP(s), assessing the impacts of such programs and applying this knowledge to your classroom or curriculum. Faculty will be expected to apply the knowledge they have learned in the form of a teaching innovation in their course, proposal for implementation of HIP, or assessment plan for HIP already in use.

What are High-Impact Practices?

This faculty learning community will examine high-impact practices as a tool to heighten the learning experiences of college students. High-Impact Practices (HIPs) are instructional techniques aimed at increasing student-engagement, learning (meaning & performance), and retention. Many programs under the umbrella of HIPs have the broad goal of giving students meaningful and impactful experiences as they learn. Research shows that successful HIPs lead to direct positive outcomes for students in the form of student engagement, retention and career readiness. HIPs have also been praised for their ability to increase the engagement and retention of non-traditional student populations particularly in difficult times such as transitions to college from high school and from community college. Some of the common HIPs include:

- First-Year Seminars and Experiences
- Learning Communities
- Writing-Intensive Courses
• Undergraduate Research
• Service Learning, Community-Based Learning, and Internships
• Capstone Courses and Projects
• Collaborative Assignments and Projects

Who should apply?
Faculty from any discipline and of any rank/status are encouraged to apply.

What is the time commitment?
• Participants will be expected to meet with the learning community for roughly 20 hours. This will take place primarily during the monthly meeting and a retreat just prior (pre-instruction) to the start of the spring semester
• Participants will spend an additional few hours engaging in modest readings prior to learning community meetings and working on deliverables (see below)

What are the deliverables?
• Faculty will be required to share their experience and project at the 2015 CSUSM Teaching EXPO (April 2015). This may take the form of a presentation or poster.
• Faculty will be required to produce a piece of content about high-impact practices for the faculty center website. This may take the form of a blog post, podcast or quick video discussion.

How will faculty be selected?
Faculty will be selected based on several criteria:

• Application clearly articulates interest in high-impact practices
• Application demonstrates specificity in terms of the course, high-impact technique, or high-impact program the participant would like to engage or assess.
• Diverse representation within FLC (ideally we would like to include different ranks and disciplines)

What is the compensation?
Faculty who complete the faculty learning community will be awarded $500 for professional development or a stipend from the Faculty Center. This will be distributed at the completion of the learning community.

To apply
At the top of your application, please include the following information:
• Name
• Email address
• Department
• Rank
• Times you would be able to meet on Fridays (two-hour blocks)

In your application of approximately (200-250 words) Letter please include:
• Overall reason of interest
• The high-impact practice you wish to learn more about, assess, or incorporate into your course

Applications are due by Tuesday, September 2, 2014 and should be submitted electronically to facctr@csusm.edu, those chosen to participate will be notified by Friday, September 12, 2014.