

## High Impact Learning Practices (7/9/09 – Steve, Joanna, Paul and Ande)

### Challenges/Obstacles

- Trust vs. hierarchical nature of campus culture
- Siloism
- Transient nature of campus communities
- Disciplinary specializations
- Boundary between student affairs/academic affairs
- Creating intentional conversations
- Time constraints
- Willingness to listen and engage
- How do we model high impact learning? Who are the learners on our campuses?
- Limited resources – finances, time, staff
- Overly descriptive of student behavior while neglecting to ask students for feedback
- Intergenerational differences
- Faculty reward structures
- Institutional culture
- Space constraints
- Transforming ideas into action

### What's working? elements of effective practices

- Clark University's dialogue work. Campus holds the values (e.g. on site elementary school), dialogue exists on multiple levels (e.g. faculty, student, administration etc.) and creates STORIES to document and communicate.
- Institutional practices and student souls (looking at it from both perspectives)
- Integrating information into the culture of the campus – especially into student governance, organizations, and clubs.
- Making time for conversations and relationship building.
- Creating pockets of energy on campus; finding visionary leaders.
- Specific “one off” projects – piggy backing onto what is happening on campus already (faculty senate, administrative meetings, etc.)
- Good modeling of high impact, deliberative practices.
- Participation from many entry points, new people not just the “usual suspects” – creating a framework of culture and diversity.
- Dialogue networks of virtual space/ad hoc meetings on the fly.
- Creating explicit principles of deliberation into mission statements and other documents.
- Ongoing conversations on social justice – embedding these into the work.
- Creating deliberate strategic approaches.

### Action Ideas:

**Highlight the DD principles embedded in “High Impact Learning Practices”** (e.g. George Kuh's NSEE research which identifies 5 practices of Living Learning Communities, Service Learning, First Year Experience Programs, Study Abroad, and student-faculty research.) For example DD principles such as inclusion, considering multiple perspectives, making informed decisions etc.

**Design learning processes that have built in feedback and follow-up.**

**Encourage partnerships of practitioners and researchers** and link these partnerships to academic priorities (ACTIONS: consider these partnerships in faculty promotion and tenure processes.)

**Look for ways to CONNECT/COUNTERACT the SILOISM.** [ACTION: link High impact learning practices to existing programs and infuse deliberative principles into existing settings (e.g. offices focusing on diversity, multicultural affairs, or offices of student conduct and honor codes.)

**Bring In student expertise.** NOT just as part of the conversation but to co-create with THEIR EXPERTISE (e.g. connect student projects and tie into academic mission.)

**Use student protests as an opportunity to promote change and true deliberative democracy.**  
[POSSIBLE ACTION: Look for opportunities for students see the connection between democracy and their choice to raise their VOICES. For example, a rally about bias incidents in their community IS PRACTICING the ARTS OF DEMOCRACY.]

**\*\*\*Document the STORIES of what DD is and what High Impact Learning Practices look like.** For example a VIDEO that highlights (snapshots?) good models and best practices. Disseminate VIDEO through channels ranging from You Tube to schools to public agencies. [ACTION: Gather a group with media expertise to look into such a project. Once defined, use this conferences outputs to “Story board” such a media piece. Seek students interested in media to co-produce.]

**PROVIDE TOOLS** to faculty/administration/students to engage in dialogue. [ACTION: Assemble and review/post/share the available TOOLS for wider use.]

**Be intentional** about embedding the practices and intentional about acting as MODELS. [ACTION: \_\_\_\_]

**Use language from institutional documents to position this work** (mission statements, core values such as civil discourse, global citizens etc)

**Clarify learning objectives of high impact learning practices and deliberative dialogue practices and embed them into curricular improvements.** ACTIONS: Advocate for and participate in efforts for curricular improvements (e.g. General Education Reform and other efforts) to suggest that learning outcomes include civic knowledge such as learning about diverse cultures and civic skills such as dialogue across differences are part of those institutional or departmental learning outcomes.

**Integrate DD practices into university senates** (e.g. roundtables and random seats to disperse departmental clichés (groups)