

THE UNIVERSITY OF GEORGIA
HIPs TEAM UPDATE on the CAMPUS IMPLEMENTATION PLAN
December 2021

The University of Georgia (UGA) HIPs implementation team has continued meeting regularly during summer and fall 2021. UGA is focusing on four distinct HIPs: first-year seminars taught within UGA's First-Year Odyssey Seminar Program (operationalized as courses with the FYOS prefix); service-learning courses (operationalized with the S suffix in UGA's course catalogue); writing-intensive courses (operationalized with the W suffix); and undergraduate research courses (operationalized with the R suffix). The University Curriculum Committee (UCC) approves courses with these suffixes as part of the faculty governance process.

The HIPs team met with UGA's registrar and curriculum systems staff in July 2021 to address areas related to the USG HIPs initiative, including the tagging of courses with HIPs attributes; the process for revising the descriptions for the three suffixes when courses are proposed and for notification of relevant offices when new courses with the suffixes are proposed; concerns regarding the searchability of HIPs courses, suffixes, and attributes; and the processes for having courses listed with the correct attributes. The HIPs team created revised language for each of the three course suffixes which better clarifies their status as HIPs and is submitting these to UGA's curriculum committee for consideration at their first committee meeting in 2022.

The registrar's office has added the USG HIPs attribute codes to UGA's system to identify the existing HIPs courses in our four target areas, representing at least 838 course sections at present. Once UCC approves new courses to have the relevant suffixes, the registrar's office will automatically add these attributes to them.

The Office of Service-Learning has reached out to faculty teaching courses with service-learning that do not yet have the S suffix, to encourage them to submit new course proposals with the suffix to UCC for approval. The Writing Intensive Program (WIP) has done the same and will ask all faculty teaching WIP courses in 2022-23 to create a W suffix version of their course if they have not already done so. The Center for Undergraduate Research Opportunities is discussing the R suffix requirements with faculty teaching research courses and encouraging them to use the R suffix versions when appropriate. An important goal of our effort is to ensure that all relevant courses carry the proper suffix so students can find these HIPs courses when registering for classes.

UGA's Office of Institutional Research (OIR) has created a draft dashboard for service-learning courses for the Office of Service-Learning. This dashboard shows historical (semester/year) data on courses offered, enrollment trends, and student demographics. This information will allow better understanding of student access to this HIP across time, including participation by student characteristics such as race/ethnicity, gender, and rural and first-generation status. This dashboard will serve as a template for dashboards for writing-intensive and undergraduate research courses. The team will begin discussions with OIR this summer about creating these additional dashboards and about ways to pull some of the information, especially demographic information, together for a more holistic view of our HIPs work. These dashboards will, we believe, help us identify equity gaps in our targeted courses. In the

meantime, we will begin to craft some guidelines to help faculty address such gaps; the equity dashboards at the University of California Santa Cruz will provide an important model for this work.

In Spring 2021, we surveyed students who had participated that semester in UGA's Center for Undergraduate Research Opportunities (CURO) Symposium and R-suffix courses, asking them about other HIPs courses they had taken and how well they exemplified the eight key elements of HIPs. The survey also gathered their opinions on the impacts of the undergraduate research HIP vis-à-vis other HIPs and non-HIP courses they had taken. For Fall 2021, we have included items assessing the presence of the HIP elements in S-designated courses, as part of the standard end-of-semester student survey for these courses. W-designated courses will be included in Spring 2022.

UGA intends to create a HIPs website for UGA faculty (tentatively, highimpact.uga.edu) to serve as a landing page for HIPs context and resources. This site will have information on HIPs more broadly, including the USG short course, as well as providing campus-specific guidelines and links to resources, policies, and supports for our targeted HIPs, and eventually other HIPs at UGA.

In Spring 2022, the team will contact faculty who are teaching courses with the relevant HIPs prefix or suffixes about the USG short course and invite them to take the course to deepen their understanding of the eight key elements of HIPs. The Center for Teaching and Learning (CTL) is offering two writing-intensive workshops for faculty during Spring 2022, and the Office of Service-Learning is hosting three workshops related to service-learning best practices as well. The team will also offer a campus-wide workshop on HIPs as an equity strategy, to introduce faculty to HIPs resources and the UGA implementation plan. Workshop participants will be invited to take the USG short course. During spring semester, our team will also discuss with the CTL about possible options for a Faculty Learning Community on HIPs during the 2022-23 academic year.

The Vice President for Instruction briefs the Provost on our HIPs work.

The above implementation plans (e.g., dashboards, workshops, website, etc.) can be supported with UGA internal resources.