Table . HIP-DEE RFP review rubric.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *REQUIRED* | Selection Criteria | Exemplary(4) | Proficient(3) | Developing(2) | Undeveloped (1) | Absent(0) | Points earned |
| 1. \*Proposed activity is effortful and requires students to engage in activities beyond normal scope of academic tasks
 |  |  |  |  |  |  |
| 1. \*Participating students engage mentors and peers outside of the typical classroom setting
 |  |  |  |  |  |  |
| 1. \*Activity involves repeated feedback (both formative and summative) for communication skills
 |  |  |  |  |  |  |
| 1. \*Student self-reflection or self-evaluation is a core component of the communication skills demonstrated
 |  |  |  |  |  |  |
| 1. Topic aligned with department, college, or university (as appropriate) strategic plan or academic learning plan
 |  |  |  |  |  |  |
| 1. Associated professional communication skill activity is integrated with curricular content/ activities
 |  |  |  |  |  |  |
| 1. Professional communication skills will be specifically addressed by the HIP mentor or agent within HIP
 |  |  |  |  |  |  |
| 1. HIP impact extends academic curriculum
 |  |  |  |  |  |  |
| 1. Commitment by mentor to present and discuss HIP-DEE results at annual QEP workshop immediately following funded period
 |  |  |  |  |  |  |
| 1. Appropriate budget and budget narrative support the proposed activities
 |  |  |  |  |  |  |
| \* Common elements of an HIP per Kuh (2008) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Selection Criteria | Exemplary(4) | Proficient(3) | Developing(2) | Undeveloped (1) | Absent(0) | Points earned |
| *RECOMMENDED* | 1. \*HIP helps students engage a diverse community
 |  |  |  |  |  |  |
| 1. \*HIP facilitates student engagement with off-campus communities or on-campus communities outside of academic major
 |  |  |  |  |  |  |
| 1. Opportunities for student peer-review of communication products
 |  |  |  |  |  |  |
| 1. Incorporation of communication product into student professional portfolios
 |  |  |  |  |  |  |
| 1. Proposal for including HIP or related assessment activities in research or scholarship of teaching and learning (SoTL) manuscripts
 |  |  |  |  |  |  |
| 1. Description of dissemination plan for HIP activities and professional communication skills development
 |  |  |  |  |  |  |
| \* Common elements of an HIP per Kuh (2008)  |  |

Questions for fall faculty Forum participants:

1. What type of activities in your program might make good candidates for HIP-DEE funding?
2. How will your program address the QEP goals of improving professional communication skills amongst your majors?
3. Are there any components of this HIP-DEE RFP rubric that will preclude consideration of good HIPs from your program?

**Please contact Matt Schwartz or Greg Lanier with any concerns, questions or ideas.**