



THEMED ISSUE ON

High-Impact Practices in Undergraduate Philanthropic and Nonprofit Studies

Guest Editor:

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The *Journal of Nonprofit Education and Leadership (JNEL)* invites manuscripts for consideration for publication in a Spring 2020 themed issue on the use of high-impact practices (HIPs) in undergraduate philanthropic and nonprofit studies. Manuscripts may be philosophical, conceptual, theoretical, or historical in nature and may be within general education or disciplinary contexts directly related to philanthropic and nonprofit studies (e.g., liberal arts, public administration, business). These include studies at the course, program/department, or institutional level and may also reflect the teaching, learning, or assessment perspectives of faculty, students, administrators, or other stakeholders. A limited

number of reviews of scholarly books or resources about teaching HIPs may be considered when examined from the perspective of implications for philanthropic and nonprofit studies.

As a field at the nexus of theory and practice, philanthropic and nonprofit studies has long used pedagogies and approaches now identified as HIPs, such as service learning and internships. But a review of literature reflects that the field has not formally engaged the national conversation surrounding HIPs and their increasingly important role in undergraduate student success, retention, and teaching and learning assessment. Further, simply offering one or more HIPs does not guarantee their positive effects on student outcomes and success—they must be “done well” (Kuh, O’Donnell, & Reed, 2013). This volume seeks to examine HIPs within the context of undergraduate philanthropic and nonprofit studies education (and related general education contexts) to formally connect the two and explore their broader implications for teaching and learning.

HIPs are a specific set of 11 pedagogical practices and opportunities that have been empirically demonstrated to enhance student learning and retention based on analysis of data from the National Survey of Student Engagement (Kuh, 2008). Furthermore, students who participate in more HIPs over time have higher academic success than those who do not, and underrepresented and underserved students benefit the most in such cases, but are less likely to participate in HIPs (Finley & McNair, 2013). These studies prioritize the need for not only quality and fidelity in the use and offering of HIPs, but also equity and access to ensure broad student engagement.

The specific HIPs are

1. First-year seminars and experiences
2. Common intellectual experiences
3. Learning communities
4. Writing-intensive courses
5. Collaborative assignments and projects
6. Undergraduate research
7. Diversity/global learning

8. ePortfolios
9. Service learning, community-based learning
10. Internships
11. Capstone courses and projects

One or more of these 11 practices must be the focus of manuscripts. For descriptions, visit <https://www.aacu.org/leap/hips>. Manuscripts could explore a number of topics related to the use of HIPs in undergraduate philanthropic and nonprofit studies, including, but not limited to,

- Impact on student learning and development
- Strategies for increasing equity and access in the offering of HIPs
- Case studies or analyses of specific HIP assignments, experiences, projects, courses, or programs
- Student or faculty perspectives on the value, use, or access of HIPs in undergraduate education
- Instructional design and pedagogical strategies for incorporating HIPs into the classroom or across a curriculum
- Cocurricular engagements with HIPs
- Resources necessary to implement HIPs successfully within a course or across a curriculum or campus
- Effects of HIPs on student transitions into the workforce or graduate school

Questions can be addressed to Tyrone McKinley Freeman at tyfreema@iupui.edu.

Timeline:

August 31, 2019	Full manuscript due (submissions accepted on rolling basis up to deadline)
October 30, 2019	Results of double-blind peer reviews communicated to authors
December 20, 2019	Final revised manuscript due

Please note that final decisions regarding publication will be made by *JNEL* editors. The submitted papers will need to conform to *JNEL*'s guidelines for submissions: <https://js.sagamorepub.com/jnel/about/submissions#authorGuidelines>.

ABOUT JNEL

The mission of the *Journal of Nonprofit and Education Leadership* is to improve nonprofit education and leadership through the publication and dissemination of peer-reviewed manuscripts centered on professional practice, research, and theoretical discussions. Manuscript submissions are encouraged from authors inside and outside of academia.

The journal publishes quality manuscripts to disseminate the latest knowledge related to philanthropic and nonprofit education and leadership to help develop theory and practice. The journal seeks quantitative and/or qualitative research findings, conceptual or theoretical discussions, program best practices, and teaching and research notes.

Relevant topic areas (centered on nonprofit education and leadership) for the journal include, but are not limited to, nonprofit governance, fundraising, volunteer management, operations, legal framework, philanthropy, program planning, implementation and evaluation, and financial management.

The journal provides a forum for authors interested in philanthropic and nonprofit education leadership to exchange information via quality, peer-reviewed articles. This exchange is designed to advance theory and improve practice.

Bibliography

- Finley, A., & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. Washington, DC: Association of American Colleges and Universities.
- Kuh, G. (2008). *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter*. Washington, D.C.: Association of American Colleges & Universities.
- Kuh, G. D., O'Donnell, K., & Reed, S. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, DC: Association of American Colleges and Universities.
- Watson, C. E., Kuh, G. D., Rhodes, T., Penny Light, T., & Chen, H. (2016). Editorial: ePortfolios - The eleventh high impact practice. *International Journal of ePortfolio*, 6(2), 65-69.

