

2019 Annual Meeting Call for Proposals



“The New Moonshot: A Giant LEAP for Education”

Houston, Texas • December 7–10, 2019

Deadline: March 19, 2019

As we progress into the 21st century, the higher education world is confronted with change and its ever-increasing pace. Data analytics gives us more information than ever before if we are wise enough to use it. We are preparing students for careers that may not exist at this moment, so the skill sets must be flexible. Expectations of what a higher education degree represents have become fluid. Even the SACSCOC standards have changed over the past year so, institutions are grappling with the new requirements.

In the midst of this changing environment, the 2019 Annual Meeting Program Planning Committee took inspiration for the conference theme from President John F. Kennedy’s bold challenge to land a man on the moon within a decade. As we travel to Houston, home of the Johnson Space Center, we wonder, what is the “moonshot” of higher education? What are the great leaps forward that will propel higher education in the decades to come?

How are institutions embracing the change necessary to meet the new higher education environment? Is there a tension between seeking bold, innovative approaches to our mission and the accreditation ecosystem that can be rule-bound and conservative?

The 2019 Annual Meeting Program Planning Committee is seeking the biggest, boldest proposals that directly address the challenges before us and that embrace change and innovation. We encourage submissions from a wide diversity of participants and institutions that address the varied modes of operation among us. Proposals should consider the following tracks:

- L** Learning Advancement
- E** Educational Innovation
- A** Analytical Insights
- P** *Principles* Adaptation

L Learning Advancement

At our heart, the mission of all our institutions is student learning.

- What are the advances, in and out of the classroom, that enhance student development and learning, which can be replicated on other campuses?
- What are the new measures of student learning?
- Have we changed our definition of what students should be learning?
- How are we managing the effects of our changing student population entering our institutions (different generations, different preparations)?
- How do institutions anticipate preparing a wider diversity of students in the future?

E Educational Innovation

Our membership is a great resource for exploring how giant strides forward have been taken in the higher education ecosystem.

- What new approaches have institutions taken to improve the outcomes associated with the delivery of student success initiatives?
- How are higher education institutions adapting to the new fundraising challenges?
- Have we changed our definition of what it means to develop faculty?
- How are higher education institutions innovating with new collaborations?
- How have accreditation standards inspired creative ways for institutions to approach student development?
- What innovations are needed to support institutions, employees, and students that have been historically under-resourced?
- How do we ensure that all students, of any background, have reasonable opportunities to succeed?

A Analytical Insights

The huge increase in the amount of information available to us has transformed much of society, and education is no exception.

- How are institutions using data analytics to transform how we evaluate student achievement? Faculty development? Research? Community involvement?
- How do data analytics transform operations? Admissions? Career placement?
- How are institutions teaching analytics to students?
- Who is using analytics to encourage and promote equity among stakeholders?

P Principles Adaptation

SACSCOC has responded to a changing landscape by revising the *Principles of Accreditation*.

- How have institutions successfully responded to the new *Principles*?
- What are the experiences, thus far, of institutions that have been reviewed under the new *Principles*?
- How are the new *Principles* empowering institutions to make bolder moves?
- Is there a tension between the desire to make large transformative change and the accreditation process?
- How do the new *Principles* help provide equity among the diverse types of institutions, or does the burden fall disproportionately?

Special Topics

A number of current issues in higher education dominate the cover stories of journals, periodicals, and websites. While considering the conference theme, proposals in this track should stimulate discussion and encourage participants to share methods to address these current issues facing higher education.

Format of Proposed Session

The 2019 Annual Meeting Program will feature more than 200 different sessions offered by approved proposal submissions, including concurrent sessions, group discussions, poster sessions, and workshops. Consider the appropriate format of your session that will best ensure participants are able to achieve the desired learning outcomes. Below is a description of each session format:

- **Concurrent sessions** offer practical applications (what worked and what did not work). It is imperative that the content extend beyond “this is how we did it” to the discussion being generalizable to other institutions. Concurrent sessions will be 60 minutes and should include at least 5–10 minutes for questions from the audience. Some topics may warrant 90 minutes, provided they are fully justified and include an active learning component.
- **Group discussions** feature an open discussion between a knowledgeable facilitator and a small group. While the group discussions are 60 minutes, formal presentations will not be considered.
- **Poster sessions** feature a visually appealing presentation consisting of results from a research project that includes implications for a wider audience.
- **Workshops** incorporate active learning during sessions led by experienced professionals in full-day (6 hours) and half-day (3 hours) time frames. A schedule of activities to be conducted during the allotted time must be included in the proposal. In addition, the content must include both didactic and applied instruction that is relevant to accreditation and/or the theme. Workshop presenters should be knowledgeable in their fields and capable of presenting the content in creative ways and applying it to real problems in academia.

Proposals must be submitted on or before March 19, 2019.

Target Audience and Content Level

Each proposal should identify the target audience that will benefit most from participating in the session (QEP Leadership Teams, Accreditation Liaisons, academic administrators, faculty, assessment officers, etc.).

Each proposal should also indicate the anticipated content level of the topic as defined below:

- **Beginner** content covers basic topics in accreditation or higher education. Familiarity with the *Principles of Accreditation* may be helpful; however, in most cases, prior knowledge is not assumed.
- **Intermediate** content covers theory and practice in topics in accreditation or higher education for participants with some related work experience.
- **Advanced** content covers highly developed or complex topics, knowledge, or skills for participants with several years of related work experience. Usually advanced sessions provide an opportunity for participants to apply the content to a real problem or to analyze some of the concepts presented.

Below are the accreditation tracks and levels that reflect the membership institutions:

- **Track A** Institutions offer undergraduate degrees only (Levels I and II).
 - Level I** Institutions accredited to award the associate degree as the highest degree.
 - Level II** Institutions accredited to award the baccalaureate degree as the highest degree.
- **Track B** Institutions offer undergraduate and graduate degrees or graduate degrees only (Levels III – VI).
 - Level III** Institutions accredited to award the master’s degree as the highest degree.
 - Level IV** Institutions accredited to award the specialist degree as the highest degree.
 - Level V** Institutions accredited to award doctoral degrees in three or fewer academic or professional disciplines as the highest degrees.
 - Level VI** Institutions accredited to award doctoral degrees in four or more academic or professional disciplines as the highest degrees.

Components of Proposal Evaluation

All proposals should be well developed with thorough responses. Incomplete documentation will not be reviewed. Proposals will be evaluated on how well the questions below are answered.

1. **Proposal title** Does the title accurately describe the session and enhance interest?
2. **Session description (to appear in the mobile app/program)** Does the description accurately and concisely describe what will be covered in the session while piquing the interest of an attendee?
3. **Relevance of the topic and its appropriateness to the theme** Does the proposal make a compelling argument and represent an issue of immediate importance to the field of higher education? Is the topic relevant to the conference theme?
4. **Organization of session** Is there a well-structured, descriptive outline (with realistic time frames) of the session content? Does the outline reflect coherence with the title, description, and participant learning outcomes?
5. **Participant learning outcomes** Are the participant learning outcomes realistic, clearly stated, and reflect what participants will learn, instead of what the presenter will do during the session? Will the participants receive practical, transferable knowledge?
6. **Professionalism** Does the proposal reflect the professionalism expected of SACSCOC presenters?
7. **Active learning (workshops and 90-minute concurrent sessions only)** Does the proposal include meaningful, varied activities for participants that appropriately support the participant learning outcomes?

If a proposed session has been presented before at an Annual Meeting, evaluation results from the prior session(s) may also be considered.

Proposal Submission

To submit a proposal, please go to www.sacscoc.org/aamain.asp and click on **Proposal Submission Form**.

Proposals must be submitted on or before **March 19, 2019**.

2019 SACSCOC Annual Meeting Program Planning Committee

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