

Proposal Submission Guide

2018 HLC Annual Conference Innovation and Transformation / April 6–10, 2018

The 2018 HLC Annual Conference will highlight **Innovation and Transformation**, addressing major changes in higher education brought on by new technologies, credentials, providers and public policy priorities. HLC invites presentation proposals exploring how institutions embrace the opportunities presented by transformative change, and how accreditation can facilitate this evolution while continuing to assure quality and promote student success.

Proposals are invited for the General Program and the Accreditation Workshop, which includes electives on the Standard, AQIP and Open Pathways. Preference will be given to proposals with presenters from two or more institutions discussing similar programs and practices.

DON'T DELAY—PROPOSALS DUE SEPTEMBER 8, 2017

Decisions on proposals will be sent in late November. Because presenters are eligible for a discounted registration fee for the General Program, do not register for the conference until you receive a decision on your proposal.

Guidelines for All Proposals

All proposals will be considered for the General Program and may come under additional consideration for the Accreditation Workshop depending on the content of the proposal and the workshop's needs.

Proposals should fit one or more of the following formats. When submitting a proposal, choose at least one presentation format. If your proposal is selected, HLC will make the final decision on the format based on the needs of the annual conference.

- **Informational Presentation (60 Minutes)**
A presentation on a recent institutional experience related to an accreditation process, regulatory complexity or improvement initiative that provides the audience with applicable takeaways and advice.
Standard room setup: Theater style
- **Panel Presentation (60 Minutes)**
A presentation by two to three presenters, each offering a different perspective on a single topic or collaboration/partnership. At the conclusion of the presentation, the audience is given an opportunity to ask questions of the entire panel.
Standard room setup: Theater style
- **Interactive Seminar (90 Minutes)**
A session in which a presenter or facilitator shares observations or experiences on a subject and leads participants in dialogue and active learning.
Standard room setup: Roundtables

Most presentations will have 150 or more attendees, while presentations on topics of particular importance or current interest in higher education may have 400 or more. The proposer should give strong consideration to the potential size of the audience when choosing the presentation format and style.

HLC encourages presentations that

- Foster interactive, engaging, open discussions
- Have clear and specific titles and descriptions
- Include the participation of the institution's CEO, a board member, a student or a member of the team that evaluated the institution

- Speak to the conference theme, “Innovation and Transformation”
- Feature practical, useful advice or offer adaptable models
- Share relevant research
- Feature multiple perspectives or representatives of multiple institutions, such as presentations focusing on institutional collaborations or partnerships

NEW THIS YEAR

HLC asks those submitting proposals to consider how the proposed topic corresponds to HLC’s Criteria for Accreditation. The Criteria have been designed to seek evidence of continuous improvement from accredited institutions. While not all presentations are expected to directly address writing to the Criteria, many sessions will discuss various topics and themes included in the Criteria. To help attendees make the connection between improvement efforts and accreditation processes, submitters are asked to select a Criterion that the proposal most closely supports. More information about the Criteria can be found on [HLC’s website](#).

General Program

Sunday, April 8–Tuesday, April 10

The General Program provides a forum in which affiliated institutions and others promote best practices, showcase innovations, examine issues and challenges, and report on recent developments affecting higher education. A hallmark of the annual conference is its reliance on representatives of HLC-accredited institutions to share their experience with others. This is a great opportunity to engage in discussions about current issues, to highlight your institution’s accomplishments and to help others by sharing lessons learned. To ensure a balanced and inclusive General Program, HLC seeks presentations from across the sector and from collaborations among different institutional types.

The following topics, which align with HLC’s strategic directions, are suggested. Submitters are welcome to propose other topics that fit the guidelines set out above.

TRANSFORMING ACCREDITATION PROCESSES AND POLICIES INTO MEANINGFUL PRACTICE

- Using the team report following a campus visit to foster continuous improvement
- Incorporating the results of a comprehensive evaluation into institutional planning
- Measuring the impact of a Quality Initiative on the institution
- Using feedback from a Systems Appraisal to kindle campus discussion and innovative strategies for improvement
- Leveraging evidence from specialized accreditation reviews for a Systems Portfolio or Assurance Argument
- Engaging the governing board in accreditation processes

FACILITATING INSTITUTIONAL PLANNING AND IMPROVEMENT

- Advocating for the future of higher education with state and federal governments
- Confronting substantial administrative change
- Dealing creatively with shrinking resources; doing not “more with less” but “different with less”
- Developing effective leaders
- Sharing resources and provision of services among institutions
- Improving institutional culture and infrastructure to support quality efforts
- Designing new programs with data-informed academic planning
- Closing programs responsibly
- Supporting the institution’s mission
- Creating space on campus to be innovative

HARNESSING NEW AND CHANGING TECHNOLOGY

- Delivering online and/or hybrid education; promising practices to facilitate online interaction between students and faculty
- Using technology to assess and/or support students
- Designing curricula for new technology-related courses and programs, as well as evaluating such offerings and getting them accredited

- Using social media and websites for marketing and recruitment
- Tracking alumni
- Understanding and using data already collected
- Employing predictive analytics, and choosing what to do with the data
- Developing and implementing effective faculty training and professional development

TEACHING AND LEARNING IN THE 21ST CENTURY

- Assessment of student learning
- Delivering high-quality General Education
- Faculty credentialing (badges, competency-based education, stacking, etc.)
- Engaging and training adjunct faculty
- Designing workforce training for the next generation

PROMOTING STUDENT SUCCESS

- Supporting a transforming student body (including adult learners and online, part-time, international and graduate students)
- Serving special populations
- Scaling up or adapting a proven student intervention
- Delivering excellent co-curricular learning and experiences supporting student persistence
- Providing effective living-learning communities that promote student success and retention
- Creating and maintaining partnerships and community collaborations

SPECIAL INVITATION FOR ACADEMY TEAMS

The General Program will also highlight the work of institutions enrolled in HLC's Academies. HLC seeks proposals from Assessment Academy and Persistence and Completion Academy teams for presentations sharing their project plans, promising practices and results.

reaffirmation of accreditation. HLC seeks proposals for this workshop from institutions that have recently completed an accreditation process.

The following topics are suggested, but other ideas are welcome.

REAFFIRMATION

- Developing the Federal Compliance Filing
- Preparing the credit hour worksheet
- Participating in multi-campus reviews
- Including an embedded change in a comprehensive evaluation
- Building evidence to support the Criteria
- Delegating responsibilities to campus representatives using the Assurance System
- Organizing materials in the Assurance System's Evidence File
- Preparing for a comprehensive evaluation, including the campus visit

OPEN AND STANDARD PATHWAYS

- Using the team report following a campus visit
- Deciding on a Quality Initiative topic and writing the Quality Initiative Proposal
- Conducting a Quality Initiative and writing the Quality Initiative Report

AQIP PATHWAY

- Sustaining a continuous quality improvement model
- Solving serious problems, capitalizing on opportunities, or shifting the institution's improvement culture with Action Projects
- Stimulating improvement thinking and activity with a Systems Portfolio
- Preparing and executing a successful comprehensive evaluation, including the Comprehensive Quality Review

Accreditation Workshop Saturday, April 7

The Accreditation Workshop is intended to help institutional faculty members, administrative leaders and Accreditation Liaison Officers (ALOs) prepare for accreditation reviews in all pathways for

Additional Reminders

When submitting a proposal, please remember:

1. The title, description, keywords, target audience and target institutional types selected should appropriately identify the content and purpose of the presentation.

2. The maximum number of speakers allowed for a presentation is three.
3. HLC will not select a proposal submitted by an institution if it has a focused visit, monitoring report or other follow-up activity scheduled.
4. Proposals that feature tools, products or services available for purchase by colleges and universities are not appropriate for this proposal process. They may be submitted as exhibitor showcase presentations (for more information, visit www.hlcommission.org in fall 2017).
5. When registering for the conference, attendees may request space for informal meetings of Special Interest Groups. Such meetings may be targeted toward, for example, groups of institutions within a state that are on the AQIP Pathway, institutional administrators in a certain role, attendees who wish to discuss specific HLC processes or challenges in higher education, or others who would like to reserve space to meet at the conference. These meetings are not formally considered presentations, may be listed separately from the presentations in the General Program and will not have audiovisual support.

6. Due to the size of the conference, HLC has limited capacity to support requests for special arrangements, such as alternative seating plans or limited audience size. Such requests can be noted on the proposal and will be considered if possible.
7. Presentations cannot require advance setup.

AUDIOVISUAL SUPPORT

LCD projectors and screens will be provided for most meeting rooms upon request. Computers will not be provided; those wishing to use PowerPoint or other presentation software must bring their own computers. Additional audiovisual equipment, such as microphones, is provided at HLC's discretion. Presenters may be asked to cover the cost of additional equipment.

SUPPORTING DOCUMENTS

Plan to submit an electronic handout or presentation slides in advance of the conference if your proposal is selected. Supporting documents will be posted in the conference mobile app and made available to attendees before, during and after the conference.