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2011 Call for Proposals



"Higher Education's Third Horizon"

April 6-8, 2011, Hyatt Regency San Francisco, CA

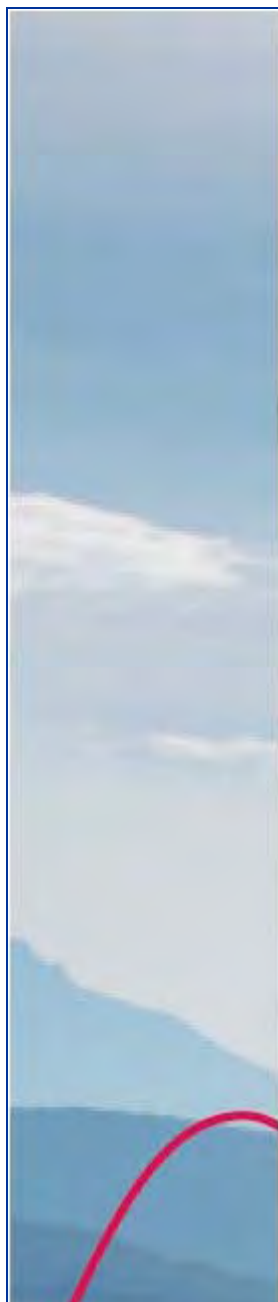
*Sponsored by the WASC Accrediting Commission for Senior Colleges
and Universities in collaboration with the WASC Accrediting
Commission for Community and Junior Colleges*

[CLICK HERE](#) TO SUBMIT YOUR PROPOSAL

Dear Susan,

Today, higher education finds itself at the nexus of technological, economic, political, and social forces. The call for higher education to transform itself has never been stronger, yet the goals of reform are unclear and obstacles seem insurmountable. At a time like this, it makes sense for us to focus on the question of how to sustain what is good in our current practices even as we work for long-term transformation. The **2011 WASC Academic Resource Conference (ARC)** is dedicated to supporting institutions of higher education as they identify their challenges, develop solutions, demonstrate results, and plan for the future. WASC invites 2-year and 4-year colleges and universities to share their work at the western region's pre-eminent meeting place for vision, values, and networking.

We invite you to submit a proposal for a presentation at the 2011 WASC ARC. The term "third horizon" entered our conversation at the 2010 ARC, when plenary speaker Graham Leicester used it to describe the problem of "redesigning the plane whilst flying it." His





“first horizon” is business as usual. The “second horizon” represents innovations that adapt our normal way of doing business to changing conditions. The “third horizon” is a completely new way of doing things. The challenge is to keep improving the current structures and processes of higher education – that is, to keep “flying the plane” – even as we prepare for more distant but necessary change. These three horizons are our conceptual framework for the 2011 ARC.

Share with your colleagues the ways in which your campus has defined its short-, medium-, and long-term issues, applied insights to teaching and learning, improved results, and strengthened the existing institution while preparing for deeper change. Discuss your experience, tell your stories, offer your advice - and present your findings. Help us all to understand better what institutional transformation means, how it intersects with academic quality, how progress can best be documented and communicated, and how regional accreditation can help.

You are invited to submit a proposal that fits into one of the tracks below. The questions under each track are merely suggestive; you are free to submit on other topics, as well. Please remember that whatever your topic, *findings or results*, not only process, should be a key part of your presentation. Think, too, about ways to make your session as interactive and engaging as possible using group work, case studies, instant feedback, or other techniques.

Track 1: Financial and Structural Transformation

- *What is the “new normal,” and how is your institution adapting to it?*
- *How are you cutting costs – and what are your plans for the future? What approaches can strengthen finances while sustaining or even improving quality?*
- *How are you linking strategic planning, budgeting, and educational effectiveness? How are data and evidence used to support improvement?*
- *How are you getting past short-term fixes? What are some models for fundamental redesign of structures and functions?*
- *How can outcomes, rather than just inputs, become the basis for funding? What are the current models, and how do they work?*
- *What innovations has your institution introduced to recruit, serve, retain, and graduate working, part-time, transfer, and swirling students – and enhance financial stability?*
- *What kinds of development do boards, administrators, and faculty need to support academic quality, accountability, transparency – and more fundamental change? How are you providing it?*
- *What are leaders at your institution doing to create a new “business model” for higher education? What is the third horizon for finance and structure?*

Track 2: The Curriculum, Co-curriculum, Learning, and the

Future

- *What does your institution see as key learning outcomes for the 21st century? What kinds of curricular and co-curricular change will prepare students for a world of uncertainty?*
- *What is the role of general education on your campus in preparing students for the 21st century? The major? Certificate programs and job training? Service learning? Workplace or life experience?*
- *How is your campus integrating institutional outcomes like multiculturalism, global awareness, social justice, ethical conduct, or spiritual development into the curriculum and co-curriculum? How are the outcomes documented?*
- *What are the benefits – and drawbacks– of online instruction for your institution? What works, and what doesn't?*
- *How is your institution approaching the growing availability of open courseware and the trend toward "de-institutionalized" learning?*
- *What special challenges do you face, coming from a junior or community college? From a research university or a graduate program?*
- *What is the third horizon for learning, and what is your institution doing to get there?*

Track 3: The "Third Horizon" and the World beyond the Campus

- *What is your campus doing to serve its local community – in terms of economic development, energy policy, urban planning, environmental health, or in other ways?*
- *What models can your institution offer for communicating with the world beyond the campus, e.g., policy makers, employers, and the media? How are you overcoming possible conflicts in values or cultures?*
- *What models do national organizations (e.g., AAC&U, AASCU, AACC, APLU, NAICU, ACE) offer you for fundamental transformation? What about smaller groups like the League for Innovation, CLCC, POD or ACAD?*
- *What experiences have you had with inter-institutional efforts like AAC&U's VALUE rubrics and LEAP outcomes? What have you accomplished with regard to shared standards, transparency, and communication with the wider public?*
- *How do rankings and data on web sites affect your institution? Can they promote or inhibit institutional change? What alternatives might better serve students, policy makers, and the public?*
- *What is the third horizon for interactions between the academy*

and the world beyond the campus, and what is your institution doing to get there?

Track 4: Assessment, Student Success, and Institutional Learning

- *How has your institution defined 21st century learning outcomes, and what innovative approaches are you using to assess them?*
- *What is "the next level" in assessment? How have you closed the loop, made efforts pervasive, and linked to planning and budgeting?*
- *How are you sustaining the momentum for assessment in times of financial stress? Where are there potential cost savings? Which efforts have the greatest impact and return on investment?*
- *What are you learning about retention, completion, and achievement? What can 4-year institutions learn from 2-year and community colleges? What models can you share for collaboration between sectors?*
- *Have you used assessment results used instead of – or in addition to – traditional course requirements and articulation agreements? What models are there?*
- *How has assessment energized faculty? Engaged students? How have you integrated part-time and contingent faculty into assessment and student success initiatives?*
- *How have assessment findings affected planning, budgeting, and decision-making on your campus?*
- *How are you providing transparency about students' learning and success? What are some promising practices?*
- *What is the third horizon for assessment and student success?*

Track 5: Evolving WASC Accreditation Processes

- *What successful models can you offer for meeting ACCJC and ACSCU expectations regarding a) program-level assessment, b) program review, c) student success, and d) integrated planning?*
- *How did your campus organize for accreditation review? Engage faculty? Involve students?*
- *What institutional practices can you share for responding effectively and economically to team findings and Commission action?*
- *How can momentum for improvement be maintained after the*

review? How have you used WASC guidance to sustain deeper conversations about learning, student success, or institutional transformation?

- *Since 2008, ACSCU taskforces have produced three reports: on program review, transparency, and student success. How has your campus used these reports? What other resources would be helpful?*
- *What role should WASC play in national and international conversations about educational quality, accountability, and transformation?*
- *What do you see as the third horizon for accreditation?*

How to submit a proposal

You can propose a 60-minute session; a 30-minute session (in this case you will be paired with another presenter on a related topic and share a 60-minute session); or a poster. Sixty- and 30-minute sessions should strive for a variety of perspectives and offer speakers from different institutions. If you don't want to be placed in a combined session, be sure that your own proposal includes representatives from at least two institutions. We especially encourage partnering between 2-year and 4-year institutions. The poster session offers an opportunity to present your work, particularly work in progress or work on a relatively narrow topic, in an informal setting that encourages one-on-one conversation and networking.

The standard presentation format - panel, slides, discussion, Q & A - is welcome. But we also *strongly encourage* alternatives. For example, you may want to demonstrate a pedagogy (e.g., inquiry- or problem-based learning), lead the audience through the nuts and bolts of a technique (e.g., creating a rubric, conducting a focus group); show a video, then have participants analyze it; or get everyone working on a wiki.

Proposals will be selected based on 1) overall quality (thoughtfulness, innovation, tangible *results*, etc.); 2) transferability to other institutions and situations; 3) relevance to the conference theme; 4) interactive format; and 5) appeal to the diverse interests of conference attendees. *Preference will be given to proposals that include representatives from different institutions.*

Presenters will be responsible for registering in advance for the meeting, paying the conference registration fee, and covering their own travel and lodging.

Presenters who wish to use PowerPoint slides or to connect to the web will need to bring their own laptop; an LCD projector and screen will be available in the meeting room. Presenters are encouraged to provide handouts either electronically or in hard copy. WASC cannot reimburse the cost of duplication; we will, however, be happy to post materials on the ARC website after the conference. Further logistical details will be provided to presenters closer to the time of the conference.

The deadline for submitting a proposal is Monday, October 4,

2010. Proposals must be submitted online. **Click on the following link to go to the [ARC Proposal](#).**

If you have problems with the above link, you can cut and paste the following into your web browser:

*[https://spreadsheets.google.com/viewform?
formkey=dEQ4YkVfeFczcG9XbFAwQm15X25ZbEE6MA](https://spreadsheets.google.com/viewform?formkey=dEQ4YkVfeFczcG9XbFAwQm15X25ZbEE6MA)*

For technical questions about online submission, contact Julie Kotovsky at 510 748-9001, ext. 307, or jkotovsky@wascsenior.org. For questions about content or format, contact Barbara Wright at 510 748-9001, ext. 313 or bwright@wascsenior.org. Presenters will be notified of the status of their proposal on or about December 1, 2010.

Barbara D. Wright
Vice President
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Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
Alameda, CA 94501

Questions?

For questions about content or format, contact Barbara Wright at bwright@wascsenior.org.

For technical questions about the online submission, contact Julie Kotovsky at jkotovsky@wascsenior.org.



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