

# AALHE 2020

TENTH ANNUAL CONFERENCE

NEW ORLEANS, LA  
JUNE 8 - JUNE 11, 2020



## Tips and Tricks for Creating a CFP

Association for the Assessment of Learning in Higher Education

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## General advice for writing a successful proposal

1. **Identify your focus.** Start off by considering the learning outcomes you would like to achieve during your session. Use these outcomes to guide your proposal.
2. **Articulate learning outcomes.** A clear set of learning outcomes will guide your proposal and be useful to your intended audience.
3. **Think of your audience.** The AALHE conference attracts assessment professionals, faculty, student affairs professionals, institutional research professionals, and graduate students. Be sure that your plans are written in language that will explain your ideas to these groups and that your proposed session would be valuable for them to attend.
4. **Be focused—but not too focused.** Be sure to explain the importance of your proposal to the themes of the 2020 Conference. Provide evidence to support the relevance, timeliness, and contribution of the session to the scholarship and practice of assessment of learning. Also be sure to provide a detailed outline of your session.
5. **Make your session engaging.** Describe a viable strategy for engaging participants. Consider using techniques such as think-pair-share, fist-to-five finger rating, or technologies such as Kahoot, AnswerGarden, or Poll Everywhere.
6. **Understand the purpose of different elements of your proposal.** Remember that if your proposal is accepted conference attendees will only see your title and brief description. Write these to attract the audience that will be most interested in your work.
7. **Don't write your proposal online.** Instead, write it in your own word processing application. Then, copy and paste it into the online template. This will ensure that you have a copy of the document and help you to catch typographical errors.
8. **Let it sit for a while.** Returning to a draft proposal after a few days will help you to see the elements that may be unclear and to catch errors.
9. **Read the instructions.** Reading instructions before you begin and then again before you submit will ensure that your proposal has the greatest chance of acceptance.
10. **Check your proposal against the rubric.** As in prior years, session proposals will be subjected to a peer review by multiple readers. View the **evaluation rubric** as you prepare your proposal and then check your draft using the rubric before submission.

## Excellent proposals will focus on:

### **Knowledge**

- Research on the effectiveness of specific assessment models and practices in impacting learning outcomes.
- Research on the impact of systematic assessment on organizational learning and development.
- Research on the impact of assessment on patterns or cycles of disruption and innovation in higher education.

### **Practice**

- Methods, models or tools that enhance the impact of assessment on intended learning.
- Relevant skills that support cycles of change and development in programs, institutions, or higher education.
- Methods and tools that support design thinking and strategic planning in learning assessment for current and future models of higher learning.
- Innovative and exemplary models designed to support evidence-based change.

### **Dialogue**

- Emerging questions, issues, concepts and theories about the relationship between learning, assessment and change in higher education.
- The future of learning assessment in higher education in response to change in models of higher education.

Not sure about what – or if – to submit? Here are some questions to jog creative thinking!

- How are design thinking principles guiding assessment of student learning outcomes and of whole-program assessment?
- How are faculty using assessment models and processes to create a sense of coherence and shared expectations in the higher learning experience?
- How are faculty assessing the quality of student outcomes in ways that are transparent and useful to students?
- How are educators collecting and analyzing data and using it to improve student learning?
- How are faculty communicating about the role of assessment in improving student learning and equity with each other, across disciplines, and with students?
- How are educators connecting course-based assessment findings to overall campus assessments in meaningful ways?
- How are faculty designing in-class assignments and assessments that connect student experiences to learning outcomes across the curriculum?
- How are teaching and learning centers connecting learning outcomes assessment with faculty development?
  - How is intentional design informing faculty workshops on assessment, calibration, and the practice of disconnecting assessment from grades?
- How to cultivate assessment leaders on campus?
- How to use assessment to investigate educational equity?
- How can the assessment process take place that promote equity among faculty and students?

## Who attends AALHE conferences and what interests them?

For the past 10 years, AALHE has served as a premier organization with the mission of “developing and supporting a community of educators and informing assessment practices in higher education to foster and improve student learning and institutional quality.” The organization provides a wide range of formative and summative assessment tools that assessment practitioners may use to determine student learning and to improve teaching practices.

Assessment practitioners include:

- Assessment directors who organize and manage program assessment,
- Faculty leaders (coordinators, committee members) who have direct responsibility involving program or institutional level learning assessment,
- Faculty who teach in classrooms and labs,
- Student Affairs professionals who use assessment strategies to understand student learning in the co-curriculum,
- Graduate students and others who conduct research on the effectiveness of assessment processes and instruments, and
- Institutional researchers who develop effective learning data systems.