



Association of Proprietary Colleges 2010 Annual Conference

“Ensuring Student Success thru Quality and Service”

Call for Papers:

Faculty, Staff, Vendors, and Educational Partners

The Association of Proprietary College (APC) invites its members and colleagues to submit abstracts/papers for its annual conference, *Ensuring Student Success thru Quality and Service*, to be held June 15 – 17, 2010 at The Otesaga Hotel in Cooperstown, New York.

Invited speakers currently include The Honorable David M. Steiner, New York State Commissioner of Education and President of the University of the State of New York (USNY), and Mr. Harris Miller, President and CEO of Career College Association.

Conference Overview

Historically, the reputation of proprietary education in the United States has been built on two important principles: quality and service. The proprietary education sector has consistently provided quality education to a student population seeking new career opportunities as well as those students seeking to further their current career. The proprietary education sector has also provided high level service to its students marked by personal attention, small class sizes, and excellent customer service. An expected outcome of quality and service has been student success. This is evidenced by the sector’s strong graduation rates, high placement/employment rates, and the personal and professional accomplishments of its graduates in business and industry, at home, and in their communities.

The Association of Proprietary College celebrates these qualities of proprietary education. As such, the Conference Committee has selected “Ensuring Student Success thru Quality and Service” as its theme for the 2010 Association of Proprietary Colleges (APC) Annual Conference. Furthermore, the intent of the conference is to engage faculty, staff, administration, and our education partners alike about best practices in higher education that promote quality and service and ensure student success at member institutions.

The 2010 APC Annual Conference features a keynote address on “Ensuring Student Success thru Quality and Service”; a plenary session on “Optimizing Teaching, Learning, and Service by Understanding Our Audience”; and two distinct tracks of workshops, one focusing on the faculty experience and one focusing on the administrative experience, both integrating quality and service.

Each track of workshops will address two common themes: professional preparation and growth of our faculty and staff and the use of technology to maximize teaching and learning, and gauge student success. In addition, each track will address one unique theme distinct to the faculty or staff professional. For faculty, the theme is classroom management. For administrators, the theme is institutional effectiveness.

Topics of Interest

Plenary Session for All Participants –

- Optimizing Teaching, Learning, and Service by Understanding Our Audience

Faculty Track –

- Transitioning from Industry to the Classroom: Building Faculty to Become Better Teachers and Learners
- Fostering Deep Rooting Learning Thru Technology
- Effective Teaching and Classroom Management: Identifying and Dealing with Student Behavior

Administrative Track –

- Achieving Staff Optimization in the Workplace
- Enabling Student Success Thru Creative Technology Resources
- Transparency and Accountability: Improving Our Schools thru Institutional Effectiveness

A full description of the plenary session and concurrent conference workshops is located in the appendices.

Submission Guidelines

General Guidelines:

- APC member institutions are strongly encouraged to submit abstracts/papers
- Open to both academic professionals (Provosts and Vice Presidents, Chief Academic Officers, Deans, Department Chairs, and Faculty) and educational administrators and staff
- Open to vendors (in categories that are appropriate)
- Abstracts/Papers must be submitted by no later than March 31, 2010 to APC-SummerConference@bcl.edu
- Abstracts/Papers must be submitted in Microsoft Word
- Plenary session is 90 minutes in duration; concurrent sessions are 75 minutes in duration
- Submissions may include several presenters or a single presenter
- All proceedings and papers will be made available to the public via this website

Formatting Guidelines (please include the following):

- Preferred plenary session/track/workshop (please indicate the track in which your presentation is best categorized; please refer to the conference descriptions located in the appendices).
- Proposed title of presentation (please ensure that the title accurately reflects the content of the proposed plenary session/track/workshop).
- An abstract of no more than 500 words (the description should provide complete information as to the 1) content, 2) format, i.e., interactive, experiential, etc., and 3) learning outcomes).
- A brief biographical statement of the presenter(s) including institutional affiliation and title (not to exceed 100 words each). The submission of a resume or curriculum vitae is encouraged, but not required.
- Technical/audiovisual support required.
- Contact information by person submitting proposal, including email, telephone number and mailing address.

Abstracts/Papers are due no later than March 31, 2010 to APC-SummerConference@bcl.edu. Decisions will be made by April 14, 2010. Questions and concerns should be forwarded to this email address as well. If you have difficulty with the online submission, abstracts/papers may be forwarded to:

Dr. George Santiago, Jr.
Office of the President
Briarcliffe College
1055 Stewart Avenue
Bethpage, NY 11714

Receipt of your abstract will be acknowledged electronically. When submitting an abstract/paper, the author(s) agree that APC has the right to publish the paper in the conference proceedings (at the conference and on the APC web site); and in any other APC journal or publication without any other agreement or compensation. The copyright of the paper remains by the author(s).

APPENDICES

I. Detailed Information about the Plenary Session and Concurrent Conference Workshops

Plenary Session

Optimizing Teaching, Learning, and Service by Understanding Our Audience

Excellence in teaching, learning and service begins with a fundamental understanding of the students that we teach. The students that are being served within the proprietary sector are becoming increasingly diverse with regard to age, generation, race, ethnicity, academic aptitude, learning styles, special needs, behavior and technological savvy. Educating such a heterogeneous population in the classroom and engaging them through a variety of transactions with functional service departments such as academics, admissions, bursar, career services, financial aid, registrar, and student advisement can present a challenge to the professorate and to the staff who provide services to students.

This session will explore the wide range of learning styles, communicative techniques, innovative pedagogies, teaching habits and strategies for student engagement in the classroom and the functional service departments that can assist new and seasoned faculty and staff in bridging the learning and communication divide and thus positively affecting the quality of the learning experience for all students.

Faculty Track

Transitioning from Industry to the Classroom: Building Faculty to Become Better Teachers and Learners

A hallmark of proprietary education is the utilization of industry experts in the classroom. However, subject matter experts do not necessarily translate into effective educators. A challenge that institutions and faculty experience is the transition from subject matter expert to productive faculty member. Specifically, many new faculty members struggle with how to fully and effectively engage within the classroom environment and with colleagues and other college and departmental activities.

This session will explore innovative approaches of indoctrinating and integrating new faculty into the fabric of proprietary education including, but not limited to, on boarding, orientation, and mentoring programs; professional development activities including workshops, seminars, and in-service education on effective teaching and the use of technology; effective evaluation and assessment of new faculty including classroom observations and feedback; and the use of critical thinking and reflection as a means of improving their practice. Both experienced and new faculty members will be able to dialogue and share best practices with each other about what tools are necessary to become an effective teacher and a more productive citizen within the education community.

Fostering Deep Rooted Learning thru Technology

Technology integration has become paramount in many colleges and its usage in the K-12 arena continues to expand. The National Educational Technology Standards (NETS) has mandated specific technology skills for students and teachers within the elementary level; therefore, those in higher education must oblige and build upon these standards. In contrast, the Educational Testing Services has revamped their critical thinking assessments (*iCritical Thinking*) to include more technology skills, thus making technology integration and access a necessary endeavor. Technology must therefore be placed into the hands of our teachers and students as a way of assisting them in the development of new learning and teaching styles.

This session will explore best practices in technology integration as well as a hands-on view of various technologies and their uses within the classroom

Effective Teaching and Classroom Management: Identifying and Dealing with Student Behavior

Today's classroom reflects a diverse student body with a complex myriad of academic, emotional, social, psychological, and medical needs. As an instructor, assessing and understanding the specific and special needs of students is key to effective classroom engagement. An unfortunate consequence of this diversity and varying student needs is disruptive classroom behavior. Disruptive student behavior becomes an impediment to the teaching and learning process.

This session will explore strategies for identifying students with special needs; tips and advice on establishing rules and incorporating effective behavior techniques and protocols in the classroom; advice for handling disruptive behavior and environmental interventions for minimizing its effect on other students; and model institutional policies and procedures that minimize such behaviors.

Administrative Track

Achieving Staff Optimization in the Workplace

Institutions spend considerable resources in the hiring process of its personnel, and they expend additional resources to orient, train, and nurture them. In fact, the benefits in retaining employees far outweigh the costs of losing a valuable employee and subsequently having to rehire and retrain a replacement. What are institutions doing to appropriately orient, train, and nurture our personnel so that they become valued, productive, content, and successful career employees? All organizations can benefit from a comprehensive approach to identifying critical talent. This session will explore employee retention strategies and best practices, including orientation programs, internal and external professional development activities and opportunities, mentoring, meaningful performance evaluation practices, talent review, and succession planning.

Enabling Student Success thru Creative Technology Resources

Many companies outside of higher education, such as Neiman Marcus, American Express, and Southwest Airlines have made customer service a core component of their business models for obtaining new customers and retaining existing clients. The lessons learned in "Big Corporate America" extend to proprietary education. Most progressive U.S. colleges and universities, including proprietary schools, have proven that executing a formal service strategy can have a profound impact on key institutional objectives such as yield, retention, and program completion rates.

This session will explore a variety of concrete and measurable ways in which institutions have creatively deployed technologies such as text messaging to improve yield and reduce loan default rates, CRM platforms to identify, engage, and track students from prospect through alumni, and to shrink the timeframe from admission to financial aid award; predictive outbound auto-dialers for lead qualification and verification to identify students with greater probability for persisting; and live chat and self-help for providing students multiple contact methods.

Transparency and Accountability: Improving Our School thru Institutional Effectiveness

State regulators, national, State, and programmatic accrediting agencies, the political establishment at all levels, and our communities demand that colleges and universities become transparent about the degree to which students are achieving intended institutional and programmatic outcomes and the degree to which institutions operate in an effective and efficient manner.

This session will explore techniques and strategies on how institutions are addressing their operational effectiveness in areas such as admissions and marketing, placement and career services, finance and resource allocation, financial aid, persistence, retention, and graduation. Participants will learn about specific assessment tools and technologies that can better gauge the effectiveness of processes, programs, and services at their institution from varying perspectives including faculty, staff, and our education partners

II. About the APC



Founded in 1978, the Association of Proprietary Colleges represents 26 accredited, degree-granting institutions on 37 campuses throughout New York State. APC educates state and federal decision makers and advocates in favor of legislation and policy that supports the goals of higher education in New York and helps make college more affordable and accessible for all students.

From the hands-on education by experienced faculty, to the small class sizes and generous grant programs, to the extensive career counseling and placement services, APC Colleges provide students with a clear path to career opportunities and offer the business community an employable, highly educated graduate.

APC member colleges provide significant economic benefits to New York. Our colleges are taxpaying institutions that receive no direct state financial assistance, invest millions of dollars annually in capital improvements, employ thousands of New Yorkers and account for millions of dollars in economic impact in their communities. APC Colleges also provide millions of dollars in annual scholarships. Learn more about the APC. Visit us online at www.apc-colleges.org

III. About The Otesaga Hotel



The Otesaga provides the perfect setting for the APC Annual Conference on Ensuring Student Success thru Quality and Service. A historic grand dame resort since 1909, The Otesaga Hotel is a magnificent, Federal-style structure with an imposing front portico supported by massive 30-foot columns. The Otesaga occupies 700 feet of lakefront on the southern shore of Lake Otesaga, the famed “Glimmerglass” of James Fenimore Cooper’s novels.

Selected as a member of the Historic Hotels of America by the National Trust for Historic Preservation, The Otesaga is reminiscent of a more genteel era when a gracious welcome was the standard. The Otesaga continues to receive the coveted AAA Four Diamond Award, for providing exceptional accommodations, excellent service and an elegant atmosphere. It blends perfectly with the Village of Cooperstown, New York, a culturally rich repository of American, where the country’s past is traced and preserved by its hometown cultural institutions – The National Baseball Hall of Fame and Museum, Fenimore Art Museum, The Farmer’s Museum, the Glimmerglass Opera House – and by the town itself. Learn more about The Otesaga Hotel. Visit them online at www.otesaga.com.