

# The 2016 ABET Symposium

---

**Learn. Engage. Contribute.**

## **Technical Education Building a Better World**

The ABET Symposium is where leading minds come to learn and share their experiences in innovations in technical education and quality assurance. Bringing together hundreds of leaders in academia, industry, and government, our Symposium promotes peer-to-peer and expert interaction around best practices in program assessment and ABET accreditation.

The 2016 ABET Symposium will be held April 14-15 at the Diplomat Resort & Spa in Hollywood/Fort Lauderdale, Florida, U.S.A.



# Request for Presentation Proposals

## Deadline for Proposals

---

Tuesday, October 20, 2015, 11:59 PM Eastern Daylight Time (EDT)

## ABET

---

ABET is the global accreditor of approximately 3,500 technical programs at nearly 700 colleges and universities in 28 countries. We accredit programs in the disciplines of applied science, computing, engineering, and engineering technology. Our standards and the quality we guarantee inspire confidence in those who aim to build a better world—one that is safer, more efficient, comfortable and sustainable.

## 2016 ABET Symposium

---

Inspired by the successes of Silicon Valley, Research Triangle, and Hyderabad, universities around the world are increasingly being viewed as essential tools to fuel local, regional and even strategic national economic development. While no one can dispute the impact that universities have had in these cases, many institutions have struggled to match that level of achievement. This is leaving educators, public policymakers, entrepreneurs, and others to question what to expect from the social “return on investment” in higher education.

What are—and are not—appropriate roles for technical education in this environment? How do answers to this question differ, based on institutional mission and resources, location and other factors? The 2016 ABET Symposium will address these issues, and showcase success stories and “lessons learned” from a wide array of schools that operate within a variety of distinct social, geographic and economic contexts.

The program will provide practical advice and feature case studies that cover universities’ different roles in:

- facilitating technology transfer and commercialization,
- providing faculty and student consulting and technical assistance,
- hosting incubators,
- staging student competitions,
- linking faculty and student entrepreneurs with venture capital, or
- leveraging the local role of a school as a major employer and consumer of business products within its community.

The program will consist of presentations from invited speakers and those selected through this open call for abstracts.

## Program Committee

The 2016 ABET Symposium Program Committee will guide the selection process.

## The Venue

Diplomat Resort & Spa  
3555 South Ocean Drive  
Hollywood, Florida, 33019, USA

# Proposal Topics

---

Faculty, assessment leaders, and those shaping the future of technical education are encouraged to submit abstracts to three open tracks: *Global Accreditation*, *Best Practices in Program Assessment*, and *Disruption and Innovation in Technical Education*. Programs outside the U.S. are strongly encouraged to submit abstracts to one or all tracks.

## Track 1: Global Accreditation

Programs located outside the U.S. that have obtained, or are interested in obtaining ABET accreditation, are invited to share their experiences with a focus on:

- Overcoming challenges presented by local environments (educational, cultural, government, etc.) in obtaining ABET accreditation/meeting ABET criteria.
- Considering demonstrated benefits of ABET accreditation to the program's various constituents.
- Examining local economy's impact on higher education/quality assurance/accreditation.
- Weighing the advantages of seeking ABET accreditation in addition to local accreditation.

In addition to programs, this track will highlight accreditors of technical higher education operating in countries/regions outside the U.S.

## Track 2: Best Practices in Program Assessment

A well-developed assessment plan is a continuous process that gives educators an opportunity to select appropriate measures that can be administered, analyzed, and interpreted for evidence of student learning. Beyond serving as a means for accountability, best practices in program assessment allow faculty to use the resulting information to document, explain, and improve innovative efforts implemented to prepare students for the global workforce.

This track will highlight best practices in program assessment (defining goals, collecting information, and taking appropriate action based on evidence). Given the current climate in technical education, where more programs are including a business element in their curriculum, the 2016 ABET symposium will also highlight sessions on developing/assessing student outcomes beyond a-k and effective assessment outside the classroom (i.e., student competitions, service learning).

Topics will include but are not limited to:

- Developing/assessing student outcomes beyond a-k.
- Effective assessment outside the classroom (i.e., student competitions, service learning).
- Learning analytics as a tool in the assessment process.
- Developing sustainable assessment and evaluation processes.
- Leading the assessment process in a program/college.
- Integrating proven teaching and learning methodologies into international education.

### Track 3: Disruption and Innovation in Technical Education

Policymakers and other key stakeholders believe that technical programs are distinctively positioned to help institutions respond to growing demands to contribute to local and regional economic development. This track showcases practical initiatives at schools with a wide range of missions, resource bases and locations that respond to this imperative. The track also highlights a cross-section of instructional and outreach initiatives that aim to help institutions maintain and enhance their own competitiveness in an era of rapid changes in supporting economic models, learning methodologies, student demographics and the entry of non-traditional educational providers.

Topics will include but are not limited to:

- Re-envisioning curricula to meet simultaneously constituency and accreditation requirements.
- Implementing creative or research-driven approaches related to the ABET Criterion 3: Student Outcomes.
- Initiatives by higher education institutions with a range of missions and geographic locations to provide outreach aimed at supporting local and regional economic development. Examples from a wide range of institutional missions, resource bases and geographic locations will be considered.
- Case studies of new institutional models and/or instructional methods that make technical education more accessible to students, more relevant to professional practice and society at large, and more effective in achieving desired learning outcomes and degree completion
- Efforts to enhance the global perspectives and competencies of faculty and students
- Other (e.g.: developing the “professional” skills and abilities of students, such as communications, leadership, ethics, working on cross-cultural teams, entrepreneurship, understanding the social and political context of professional activity)

# Proposal Preparation

---

## Presentation Types

### Sessions

Sessions are 25 minutes long, with 20 minutes for the presentation and 5 minutes for questions and answers. Sessions are open to all conference participants, with audience sizes ranging generally from 50 to 100. A good session covers one topic in depth rather than giving an overview of many topics.

### Interactive Workshops

Workshops are 50 minutes long and are open to all conference participants. They feature a highly interactive, participant-centered approach. Workshops cover topics and skills that are important to educators today — recent changes, new approaches, and timely content — and also provide opportunities for practice and critical discussion.

## Presentation Title

The title should:

- Accurately reflect the content.
- Be clear to the intended audience.
- Contain no more than 115 characters (including spaces). Please do not use hyphens and slashes to circumvent the character count. The title should not contain colons. Do not use exclamation marks or quotation marks around the title.
- Capitalize all nouns, pronouns, verbs, adjectives, and adverbs, regardless of word length. Do **not** capitalize conjunctions, articles, or prepositions that are fewer than four letters. For hyphenated compounds, capitalize both words.

## Presentation Abstract

The abstract that you provide is used to highlight your session both online and in the printed program booklet.

The abstract describing the session:

- Gives a brief description of the proposed session and states the intended learning outcomes.
- Has clearly stated objectives.
- Demonstrates the session's relevance to the respective track.
- Should be written to draw the most appropriate audience to the presentation.
- Contains evidence of current practices and/or research, any results, and next steps.
- Includes supporting details and examples.
- Articulates the interactive techniques to be used during the session (e.g. activities, visuals).
- Does not contain references to the presenter(s)' published works or reveal the presenter(s)' name(s) or their institutions/organizations.

In addition, the abstract:

- May be prose and/or incorporate bulleted lists.
- Must be written in the third person (without using words such as “I,” “we,” or “you”).
- Should describe the session itself in the present tense (“presenters demonstrate,” “participants work together”) rather than the future tense (“presenters will demonstrate,” “participants will work together”). Information about previous research or experiences may be written in the past tense (“the team discovered,” “students improved”) where appropriate.
- Should not exceed 500 words.
- Should spell out acronym(s) or abbreviation(s) used in the title or the abstract on first reference within the abstract. For example, the first mention of IDEAL would be written as “Institute for the Development of Excellence in Assessment Leadership (IDEAL).”
- Should be provided to someone not involved in the presentation who can carefully edit and proofread the text before submission.

**Abstracts highlighting an interactive experience for audience members are strongly encouraged.**

## Experience

Indicate the author’s experience with the topic being proposed. Do not cite information that allows the Symposium Program Committee to identify the presenter(s)’ name(s) nor their institutions/organizations.

## Factors Affecting Proposal Selection

---

The 2016 ABET Symposium brings together individuals from around the world working in diverse roles to continuously improve the value of education for students in applied science, computing, engineering, and engineering technology. Therefore, an important factor in selection is program balance. The ABET Symposium seeks such balance in:

- Range and significance of topics.
- Level of presenter expertise with the topic being proposed.
- Interests covered.
- Professional and geographic distribution of the attendees.
- Proposal relevance to the needs of technical education professionals.
- Representation of programs from outside the U.S.

Another important factor is a well-written session description. Session descriptions should be clear and concise and should convey the session’s importance and appropriateness to the tracks. They should show:

- Significance to the intended audience.
- Evidence of a high standard of research and/or practice (where applicable).
- Evidence that the presentation will be well-prepared.

Carefully read and refer to the *2016 ABET Symposium Proposal Evaluation Criteria (Appendix A)* while drafting the proposal.

## Factors Disqualifying a Proposal

---

- The abstract is not completed according to the guidelines outlined in this *Request for Presentation Proposals*.
- The abstract contains reference to any of the presenters or their institutions/organizations.
- The proposal was not received by the **Tuesday, October 20, 2015**, deadline.
- The proposal was e-mailed or mailed rather than submitted through the proposal submission system.

## Proposal Submission

---

The submission system opens on Tuesday, September 8, 2015, and closes on Tuesday, October 20, 2015, at 11:59 PM Eastern Daylight Time (EDT). **No late submissions will be accepted, and abstracts received after the deadline will not be considered.**

All participants are required to submit their abstracts online. A separate online submission must be completed for each proposed session.

You may access submission and deadline information via the following website: [www.abet.org/symposium](http://www.abet.org/symposium).

## Proposal Acceptance/Rejection Notification

---

Notification of acceptance or rejection will be sent by **Friday, November 20, 2015**. Notification will be sent to the primary presenter only.

## Appendix A

### 2016 ABET Symposium Proposal Evaluation Criteria

	<b>Not Evident</b>	<b>Somewhat Evident</b>	<b>Evident</b>	<b>Strongly Evident</b>
<b>Appropriateness</b>	The topic is not appropriate for the proposed track.	The topic is loosely related to the track.	The topic is current, of interest to the profession, and appropriate to the track.	The topic is cutting-edge, immediately relevant, groundbreaking, or significant to the track.
	Session title does not align with the abstract.	The title gives little information about the session's content.	Session title is clearly describes the session's content.	Session title is succinctly written to attract an audience while clearly describing the session's content.
	Session description does not align with the abstract.	The description generally explains the session, but could use additional details and information.	Session description is clearly written and provides adequate details to attract an audience.	Session description is specific and detailed, providing evidence of audience engagement.
<b>Outcomes/ Purpose of Session</b>	The intended outcome/purpose of session is not stated in the session description or abstract.	The intended outcome/purpose of session is implied, but not clearly stated in both the session description and abstract.	The intended outcome/purpose of session for attendees is clearly stated in both session description and abstract.	The intended outcome/purpose of session is clearly stated in both the session description and abstract, providing specific examples as to how intended outcome will be achieved.
<b>Quality of Abstract</b>	The abstract is unclear; contains a significant number (5 or more) of grammar, spelling, and punctuation errors that detract from being able to read with ease and understanding.	This abstract is somewhat clear, containing a few (2-4) grammar, spelling and punctuation errors.	This proposal is organized, clear, and well written. Using proper grammar, spelling and punctuation (no more than one error).	This proposal is organized and clear. Written to allow the reviewer ease in reading and understanding, while demonstrating promising or emerging practices appropriate to the track.
<b>Expertise</b>	Presenter make claims regarding level of expertise with no evidence to support those claims.	There is some implied reference to experience, but does not directly indicate the presenter has sufficient experience to support claims.	The submission provides evidence that the presenter experience/ accomplishments listed will support the proposed topic.	The abstract provides details indicating that the presenter experience/ accomplishments listed will support and reinforce the proposed topic to the audience.  Details include, but are not limited to: references to courses taught, previous conference presentations and/or peer-reviewed publications.