

Improve your accreditation planning to increase organizational impact

Improving Accreditation Planning for Positive Organizational Impact

Conference:

SCUP 2023 Annual Conference

Session Type:

Concurrent Session

Session Length:

60 minutes

Main Contact Presenter:

Name Redacted

Organization - Job Title

Session Content

What is your session about? Briefly describe your session's topic.

250 CH limit. If accepted, this will be used in your abstract.

This interactive session provides participants with hands-on activities to improve integrated planning across functional areas in preparation for an accreditation visit, including as an opportunity to develop rising academic leaders.

Why does this content matter?

250 CH limit. Focus on your target audience. If accepted, this will be used in your abstract.

Accreditation visits can be time- and resource-intensive endeavors with high stakes outcomes. This presentation provides tips for assuring that such visits are leveraged for long-term positive impact.

How will your session improve attendees' day-to-day work lives, solve problems, or keep attendees current?

250 CH limit. If accepted, this will be used in your abstract.

Accreditation provides an urgent and important opportunity for building camaraderie and the next generation of campus leaders to participate in and improve the day-to-day work of those tasked with accreditation leadership.

Imagine your session's participants **AFTER** the conference when they are back to work. What are four (4) things they will be able to **DO** back at their campus or place of work because they attended your session? What **ACTIONS** can they take?

DO NOT use the words "learn, understand, recognize, gain an understanding, etc." If one of your answers is "understand," ask yourself, "what can individuals do because they understand?" Write that down.

| Learning Outcomes | |
|--------------------------|--|
| 1. | Construct a revised timeline for accreditation activities that incorporates multiple open review opportunities. |
| 2. | Identify two or more new members to invite to participate in the accreditation process as a professional development activity. |
| 3. | Identify 4 key data points for focusing the narrative of the self-study. |
| 4. | Create a bulleted list of key strengths and areas for improvement by accreditation standard. |

Agenda Items (500 CH limit per)

| | Topic | Description | Presenter | Timeframe | Learning Outcome Achieved |
|----|--|--|--------------------------|--|---|
| 1. | Creating a visible accreditation timeline with built in open review of content | Presenter will provide a model of a multi-year accreditation timeline and hand-out blank timelines for the audience. Audience members will discuss the content they would include for their institution with a partner | Presenter Names Redacted | 5 min of presenter template share and narrative, including reasons for including open review 5 min of individual completion of template and 5 min of partner collaboration sharing potential benefits and challenges for | Construct a revised timeline for accreditation activities that incorporates multiple open review opportunities. |

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| | | | | using the template for their respective home institution accreditation processes. | |
| 2. | Accreditation as investment in future academic leadership | Presenter models examples of rising academic leader development using accreditation. Participants pair and share campus early career and rising leaders to further engage. | Presenter Names Redacted | 5 min of presenter share of how accreditation can be used for investment in future academic leaders. 5 min of individual reflection and 5 min of sharing with a partner re: whom on their home campuses they could tap that was not previously involved and why. | Identify two or more new members to invite to participate in the accreditation process as a professional development activity. |
| 3. | Key data for coalescing a narrative | Presenter will provide 4 examples of key points of data and data comparison that elevate a self-study narrative. Participants will discuss possible data from their campuses that could provide | Presenter Names Redacted | 5 min of presenter sharing of data examples. 10 min - 5 of individual brainstorm and 5 of partner sharing of ideas for data points that could be pillars for narrative analysis. | Identify 4 key data points for focusing the narrative of the self-study. |

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|----|---|---|--------------------------|---|--|
| | | similar narrative coherence. | | | |
| 4. | Bulleted strengths and weaknesses by standard | Presenter will provide template for illustrating how a bulleted set of strengths and weaknesses organized by accreditation standard can elevate the institution's understanding of key issues. Participants will plan with a partner for how to use the template at their home institution. | Presenter Names Redacted | 5 min of presenter modeling the use of the template. 5 min of individual use of the template and 5 min of sharing with partner whether/how such a template could be useful. | Create a bulleted list of key strengths and areas for improvement by accreditation standard. |