

## CALL FOR PROPOSALS

### 2021 Virtual HETS Best Practices Showcase

**Celebrating Innovation, Retention and Online Learning and Technology Integration  
to Promote Hispanic Student Success in Higher Education  
February 4 to 12, 2021**

#### Introduction

The Hispanic Educational Technology Services Consortium (HETS) would like to highlight and celebrate the outstanding work of its member institutions meaningfully and strategically using technology to achieve Hispanic student success. Taking place on **February 4 to 12, 2021**, the **Virtual HETS Best Practices Showcase will focus on three main tracks: Innovation, Retention and Online Learning and Technology Integration Education in Higher Education**. This event will be a combination of live and asynchronous online presentations with forums to interact with presenters and participants.

**HETS has defined a “best practice” as an innovative approach or strategy** that, with the effective use of technology, has proven to **promote student success, improve student retention and completion, and provide institutions with viable, effective, and efficient approaches for Online Learning and Technology Integration Education in Higher Education**. Overall, it will be a showcase of innovative technology strategies in Higher Education focused on impacting the Hispanic student population by enhancing retention, college completion, and successful learning outcomes.

Certainly, **HETS member institutions are experts in dealing with the Hispanic population and finding ways to provide them with opportunities to succeed**, and we want to open a space for them to share this expertise. Once again, **online participants** will be not only able to learn from the showcased works, but also find solutions to many common issues and even establish new opportunities for collaboration with other institutions and potential partners.

#### Showcase Tracks

##### Innovation

This track is intended to showcase innovative practices that strategically use technology to promote or enhance regular programs or activities that have been adapted or transform into distance education offerings to serve students during the COVID-19 pandemic. Some examples include:

- Hispanic-focused projects that use technology tools and resources to increase access to Higher Education and increase student flexibility during the COVID-19 pandemic.
- Best practices focused on inclusion strategies, and facilitating broader access to disadvantaged populations, including the technology-assessment gap.
- Best practices that showcase positive aspects of diversity in your current offerings and/or the new scenario due to the COVID-19 pandemic
- Projects that demonstrate how the top leaders or administrators at your institution adapt their services and offerings to support and increase student retention during the COVID-19 pandemic

### Retention

This track is intended to showcase innovative practices that strategically use technology to support, drive, and optimize retention of students in online courses, and promoting the effective development and implementation of assessment efforts through the innovative and strategic use of technology in Distance Learning. Some examples include:

- Initiatives to create, modify or enhance support services to promote a higher level of motivation among students in the online environment and/or the new scenario due to the COVID-19 pandemic
- Projects that demonstrate how your institutions manage/perform student assessment in distance education
- Best practices using technology to assess student's performance in online environments, and its features and effectiveness
- Strategic use of technology to manage/deal/support student body diversity in distance education and cultural shock avoidance in the online environment
- Projects that demonstrate the usefulness of new technologies like mobile technology and social media, tablets, lecture capture, podcasts, among others, to increase retention among Hispanics
- Best practices using technology to deal with student motivation and engagement in the online environments
- Implementation of technology-based remediation, counseling, tutoring, or mentoring services in English, Spanish or Bilingual
- Identify risk factors associated with financial crisis, to develop online support services to help students overcome them

### Online Learning and Technology Integration

This track is intended to showcase innovative practices that strategically use technology to support, drive, and optimize courses or programs, and promoting the effective development and design through the innovative and strategic use of technology for online teaching and learning. We seek presentations with one of the following topics:

- Projects that demonstrate how your institution promotes quality in the online environment and its focus on closing the student learning deficit gap
- Projects that demonstrate how your institution trains faculty and administrators to design online courses and offer Distance Learning
- Projects that demonstrate how your institution manages/assures the integration of new technologies, such as tablets and smartphones, interactive tools for discussion used in classrooms and online, digital publication and learning experience, Cloud Services, design and delivery of online and hybrid programs, and Mobile Learning, focusing on demonstrations of technology usage.
- Projects that demonstrate how your institution address cultural diversity among students in virtual learning environments, with emphasis on immigrant Hispanic students, and providing for the acquisition and development of coping and adaptive strategies such as resiliency.

## Evaluation Criteria

The Evaluation Committee will evaluate submitted proposals based on the following criteria. Each area will be rated on a scale from 1 to 7 (1= non-satisfactory; 7 =outstanding), for a maximum of 63 points.

1. Level of innovation
2. Meaningful use of technology - demonstrates not only how technologies were put in place, but also how effectively those technologies were to achieve the goals in performance in online or traditional environments
3. Demonstrated benefit to overall student success and institutional effectiveness
4. Contribution to decision-making and improvement processes
5. Usefulness and cost-effectiveness
6. Use of specific examples, evidence, or indicators to demonstrate success
7. Quality of the proposal
8. Focus on Hispanic/Latino-a education
9. Lessons learned

## Evaluation Committee

Evaluation Committee members are selected from HETS Member Institutions, based on their expertise with the nominated track to validate their peers' proposals.

## Process to submit your proposal

Submit a short proposal (no more than five pages long) using the electronic platform that will be available at: <https://hets.org/>. Include the following information:

- Track
- Name and your position at your institution
- Institution
- Department
- Language: the proposal can be submitted and presented (if selected) in English or Spanish
- Title and general description of the project including:
  - Demonstrated benefit to overall student success and/or institutional effectiveness
  - Contribution to decision-making and improvement processes
  - Usefulness and cost-effectiveness
  - Use of specific examples, evidence, or indicators to demonstrate success
  - Hispanic focus
  - Lessons learned
- Description of the technology or technologies used (up to 200 words)
- Explain your project results or accomplishments based on the topic or track selected
- Discuss why this project should be considered a "best practice"
- Highlights of your proposed presentation and outcomes
- Brief bio of the presenter(s) – (up to 100 words each) profile photo is optional, but highly recommended

Make sure to take into account the above-mentioned **evaluation criteria** when writing your proposal. The deadline to submit your proposal is **November 30, 2020**, and the **expected date to notify the applicants of the status** of their proposal is **December 16, 2020**. **Presentations of up to two presenters will be considered**. Allotted **time for live presentations will be 30 minutes for presentation and up to 15 minutes** for participants' questions. Allotted **time for upload/asynchronous presentations will be up to 30 minutes** and participants' questions will be submitted online and sent by email to be answered by presenters.

**Live online presentations:**

The **highest scored presentations** (two per track) will be presenting live upon speakers’ availability. Presentations will be recorded to have them accessible to all participants after the session. Presenter is responsible of technical requirements and to coordinate tests prior the presentation to guaranty the connection to HETS platform. These presentations will be selected based on the total evaluation scores.

**Asynchronous presentations:**

Selected additional **scored presentations besides the top scored** will be uploaded in asynchronous format at the designated virtual area on the opening date. Presenter is responsible of recording a video in .mp4 format and **required to upload it by January 29, 2021** with the Power Point presentation. The video **will be up to 30 minutes** long. Presenters will have access to the system where presentations are uploaded to read questions and be able to answer them for the benefit of all participants. Participants will have the option of seeing the presentation online or downloading it to view it offline.

**Date and Location**

The 2021 Virtual HETS Best Practices Showcase will take place **February, 4 to 12, 2021**, fully **online**, and will be a combination of live and asynchronous presentations.

**Who Should Participate**

Academic leaders, Distance Learning Directors, Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs or Deans, faculty, technology staff, investigators, corporate representatives related to technology and education, students and general public.

**Registration Fees**

- HETS Members: **free of charge** (need to register with their institutional email account)
- Regular Fee: **\$50.00** (per track) / **\$100.00** (all tracks)

Additional details on webcast access, as well as the final program, will be available shortly.

**Proposed Schedule per week  
 February 4 to 12, 2021**

**1st Week – February 4, 2021**

<b>February 4, 2021</b>	<i>Live Opening Presentation</i>	<b>1:00 - 3:00 pm (EST)</b>
<b>Asynchronous presentations will be uploaded and available from February 4 to 12, 2021.</b>		

**2nd week – February 8 to 12, 2021**

<b>February 10, 2021</b>	<b>Track 1: Innovation</b> (two highest scored presentations)	<b>3:00 - 4:30 pm (EST)</b>
<b>February 11, 2021</b>	<b>Track 2: Retention</b> (two highest scored presentations)	<b>3:00 - 4:30 pm (EST)</b>
<b>February 12, 2021</b>	<b>Track 3: Online Learning/Technology Integration</b> (two highest scored presentations)	<b>3:00 - 4:30 pm (EST)</b>
<b>Live webcasted presentations will be archived at the platform and accessible with the rest of asynchronous presentations.</b>		