**2022 NASPA Strategies Conferences Proposal Worksheet**

1/13/2022 -1/15/2022

Proposal Deadline: **September 20, 2021**

 Notification of Proposal Submission Status: October 12, 20201

***There is a lot of information within this process. Please be thorough in reading the instructions.***

For questions about proposal submission, including how to use this tool, contact David Arnold - darnold@naspa.org. For specific topic related questions, contact the conference lead for that part of the NASPA Strategies Conference.

2022 NASPA Alcohol, Other Drug, and Campus Violence Prevention Conference - Allison Tombros Korman - akorman@naspa.org

2022 NASPA Mental Health Conference - Mallory Jordan - mjordan@naspa.org

2022 NASPA Sexual Violence Prevention and Response Conference - Allison Tombros Korman - akorman@naspa.org

2022 NASPA Well-Being and Health Promotion Leadership Conference - Mallory Jordan - mjordan@naspa.org

**Every question included in the Call for Proposals (CFP) can be found below.**

**The CFP application can be found here:** <https://apps.naspa.org/engage/evt_frm_main.cfm?event_id=2453>

**SECTION ONE: Session Title**

*Please submit session title (limited to 12 words).*

*Title Tips:*

* *Limit your title to****12 words or less****. Sessions with titles longer than 12 words will be****disqualified****from consideration.*
* *Do not write your title in all caps.*
* *Use “title case,” meaning:*
	+ *Capitalize the first word of the title/heading and of any subtitle/subheading;*
	+ *Capitalize all “major” words in the title/heading; and*
	+ *Capitalize all words of four letters or more.*
	+ *Use lowercase only for “minor” words of three letters or fewer, namely, for conjunctions (words like and, or, nor, and but), articles (the words a, an, and the), and prepositions (words like as, at, by, for, in, of, on, per, and to), as long as they aren’t the first word in a title or subtitle.*
	+ *Avoid common and overused phrases (e.g. Lessons Learned, Takes a Village, New Normal).*

[Enter you Session Title]

**SECTION TWO: Session Type**

*Please select a program type.*

**General interest sessions** are the most common educational opportunity at the conference, usually consisting of the presentation of a program, data, research, or theoretical concept followed by audience questions and brief discussion.

**Roundtable discussion sessions** are less formal ways to engage other attendees around a central topic or program area. Roundtable discussion sessions will be held concurrently throughout the event in a specific space. Facilitators usually provide a brief introduction to a topic (5-10 minutes) and then lead a discussion with several prompting questions. Please note: because roundtables are meant to generate discussion and engagement among participants, there will be no A/V used in any roundtable sessions. This includes: no PowerPoint or similar presentations, audio or video clips, etc.

**Extended general interest sessions** provide additional time for audience engagement or discussion. This format is also appropriate for panel discussions, skill demonstration and practice, or multi-institutional case study presentations. There are a limited number of extended general interest session opportunities.

**Mini-burst sessions** will allow for participants to connect around a topic in a short, focused way. Topics discussed or connections made in mini-burst sessions can carry through the conference and beyond. Mini-burst sessions may also be utilized for networking with other attendees around a specific topic.

**All poster sessions** will be held Thursday evening in the same space as the opening reception. Poster sessions are appropriate for sharing research or program evaluation. Participants will visually represent their data and conduct several brief presentations for small groups of attendees (3-5 minutes, usually).

**Pre-conference sessions** are three hour sessions offered the day before the conference. Designed as highly specialized opportunities to discuss a specific topic or program. Pre-conference sessions will require participants to pre-register for a fee.

**Pre-conference institutes** are full-day (eight hours) programs held prior to the conference. These events are usually coordinated directly with the applicable conference committee or a related NASPA constituent group. Pre-conference institutes will require participants to pre-register for a fee.

* General interest sessions (1 hour)
* Roundtable discussion sessions (1 hour)
* Extended general interest sessions (90 minutes)
* Mini-burst sessions (20 minutes)
* Poster sessions (3-5 minutes during opening reception (5:30p – 7:00p))
* Pre-conference sessions (3 hours)
* Pre-conference institutes (8 hours)

**If your conference proposal is reviewed by the conference committee and approved in its content as a different type of session, would you be agreeable to present in a different program type than you submitted?**

* Yes
* No

**Are you interested in reviewing proposals for the NASPA Strategies Conferences?**

* Yes
* No

**SECTION THREE: Conference Submission**

**Please select the conference which is the *best match* for your submission**. Note: you may only submit to one conference. Our conference committees recognize and will consider programs which are collaborative and work between conferences.

* Alcohol, Other Drug, and Violence Prevention
* Mental Health
* Sexual Violence Prevention and Response
* Well-being and Health Promotion Leadership

**SECTION FOUR: Conference Theme**

**Depending upon which conference was selected, it’s associated Conference Themes will populate. Please select a theme associated with the conference selected above.**

**AOD THEMES**

**Please select *one theme* that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme.**

Campus or Community Coalitions and Partnerships

* Understand the ways in which diverse stakeholders across the campus and the larger community can work collaboratively to address substance misuse or violence prevention and best serve the needs of campus community members
* Analyze models of collaboration, case studies from integrated systems, successful partnerships, and efforts to engage all stakeholders in prevention efforts, including individual and environmental level strategies
* Identify and evaluate health promotion efforts

Current Trends and Emerging Issues in an Ever-Changing Environment

* Analyze ongoing data and research surrounding substance misuse or campus violence prevention efforts, especially those addressing use patterns and implications for college students
* Evaluate the scope of alcohol and other drug misuse on campus as well as its relationship to academic attainment
* Explore considerations for health equity on prevention efforts
* Amplify the voices and experiences around substance misuse and campus violence of underrepresented populations

Evidence-Based and Evidence Informed Practices

* Examine how evidence-based prevention strategies can be modified to fit varying institutions, communities, populations, and resource levels
* Identify sources and repositories for identifying evidence-based programs and strategies
* Explore replicable and adaptable evidence-based policies, programs, and practices
* Identify best practices for campus policies surrounding alcohol and other drugs

Innovative Solutions and Changing Practices

* Evaluate the efficacy and fidelity of prevention strategies led online/virtually
* Identify changes in prevention strategies due to COVID-19 and the long term impact for students and staff
* Articulate how to support students who choose not to use substances and those in recovery communities, using innovative strategies, based on a foundational theory, model, or adaptation

The Strategic Prevention Framework

* Create sustainability into all efforts in the spectrum of prevention and health promotion
* Discuss an understanding of cultural competency and its importance in evidence-based prevention efforts
* Discuss efforts to build capacity to implement prevention strategies on campus
* Campus or Community Coalitions and Partnerships
* Current Trends and Emerging Issues in an Ever-Changing Environment
* Evidence-Based and Evidence Informed Practices
* Innovative Solutions and Changing Practices
* The Strategic Prevention Framework

**MH THEMES**

**Please select *one theme* that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme.**

Access to Services

* Explore new and innovative service models to address growing client waiting lists and limited or reduced provider capacity
* Identify  challenges, successes, and lessons learned in addressing administrative, financial, and other  barriers to student access to mental health services
* Explore effective strategies to promote help-seeking and referral to mental health services
* Explore innovative strategies to promote equitable access and inclusion in mental health service delivery across the prevention and intervention spectrum
* Identify new and innovative strategies to promote increased awareness of and access to mental health services for students

Cross- Campus Collaboration and Coordination

* Highlight successful interdisciplinary and interdepartmental collaboration models
* Explore models of successful collaborations with local, state, and national organizations aimed to promote mental health on campus
* Identify keys to successful cross-campus collaboration in the delivery of mental health services
* Explore how mental health intersects with violence prevention and response,  substance misuse, and collegiate recovery efforts on campus
* Identify and explore the intersections among the multiple and very complex roles assumed by mental health professionals, including clinical, advocacy, administrative, and other roles

Cultural and Identity Considerations

* Identify barriers to mental health and well-being among traditionally underserved and historically marginalized populations and strategies to address social justice and identity-related stress;
* Highlight models supporting the provision of inclusive services, as well as the recruitment, hiring, and retention of diverse staff members to respond to current and emerging student needs;
* Discuss the strategic, ethical, and practical aspects of diversity, equity, and inclusion on the delivery of mental health services and the promotion of a healthy environment for all members of the campus community;
* Explore the mental health needs of students representing individual and cultural diversity and best practices to respond to these needs within the contextual framework of power and privilege.

Current Trends and Emerging Issues

* Highlight research on current and emerging trends in college mental health and its implications for practitioners, administrators, faculty members, and allied professionals in delivering comprehensive services supporting healthy campuses;
* Examine current national trends and socio-political  issues and their relationship to the provision of mental health services on campus;
* Identify effective treatment strategies to address depression, anxiety, post-traumatic stress, substance misuse, risk for suicide, and other mental health concerns experienced by college students;
* Explore professional and ethical considerations in the delivery of mental health services;
* Explore new and innovative strategies to support the re-engagement of students, faculty, staff members, and administrators on campus as the nation emerges from the COVID-19 pandemic.

Successful and Innovative Solutions

* Explore innovative and effective strategies that are relevant and responsive to a range of target populations, including first-year students, student-athletes, veterans, international students, first-year students, and other groups
* Highlight  innovative and effective programming across the public health spectrum focused on supporting and enhancing student mental health
* Explore new and innovative strategies, programs, and policies to promote student resilience, connection,  and belonging
* Identify strategies and practices to address the challenges facing campus community members who are supporting students (e.g., mental health providers, student affairs staff, faculty, administrators, etc.) through the COVID-19 pandemic and beyond
* Access to Services
* Cross- Campus Collaboration and Coordination
* Cultural and Identity Considerations
* Current Trends and Emerging Issues
* Successful and Innovative Solutions

**SVPR THEMES**

**Please select *one theme* that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme.**

Evidence-based Policy and Practice

* Identify evidence-based approaches to sexual violence prevention and response
* Demonstrate strategic use of assessment and data to inform and influence policies, programs, systems, infrastructure, and other higher order change that helps build a culture in which sexual violence is eliminated
* Discuss best practices in: implementing sustainable, evidence-based prevention programs; improving campus response to violence and victims; and evaluating the impact of these efforts
* Describe strategies for developing or revising comprehensive campus sexual misconduct policies, including how they are impacted by the latest federal and state legislative policy changes

Innovative or Promising Approaches to Prevention and Response

* Identify strategies, programs, and policies which are innovative and whose grounding in foundational theories, models, or frameworks make them promising in their efficacy
* Describe project implementation and program evaluation associated with these initiatives
* Discuss innovative/promising approaches to the prevention of and response to sexual violence in higher education, including discussions of lessons learned, assessment and evaluation, and replicability

Disruption of Dominant Social Narratives

* Examine and interrupt the problematic dominant narratives of sexual violence (e.g. racism, sexism, heteronormativity, gender identity, ableism), including narratives around those who experience sexual violence; those who perpetrate sexual violence; as well the ways in which those who work to prevent and respond to sexual violence participate in these dominant narratives
* Create and propose new perspectives, approaches, and strategies to honor all identities in sexual violence work
* Examine societal and institutional systems and structures that contribute to, are complicit in, or perpetuate violence, and identify practices that foster inclusive and equitable efforts to address sexual violence

Developing or Expanding Campus and Community Partnerships

* Discuss the ways in which diverse stakeholders from within and across the campus and the larger community can work collaboratively to address sexual violence and best serve the needs of campus community members
* Describe models of collaboration, case studies from integrated systems, successful partnerships, and efforts to engage all stakeholders in sexual violence prevention and response
* Describe collaboration with local, state, and national organizations to prevent and respond to campus sexual violence
* Identify strategies to expand and strengthen relationships among and between campuses and community service providers, in an effort to augment support for reporting and responding parties and increase communication around and collaboration in prevention and response
* Evidence-based Policy and Practice
* Innovative or Promising Approaches to Prevention and Response
* Disruption of Dominant Social Narratives
* Developing or Expanding Campus and Community Partnerships

**WHPL THEMES**

**Please select *one theme* that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme.**

Foundations and Essential References in the Field of Health Promotion

* Discuss the ways in which power differentials operate, are experienced, and are reinforced in the health promotion process at individual, group, community, institutional, and global levels
* Apply foundational frameworks and principles for effective health promotion in higher education as a public health setting
* Describe the evolution of health promotion practice in higher education leading to a clear understanding of current industry standards
* Discuss core knowledge and relevant case studies of quality health promotion practice

Research and Data that Informs Our Work

* Discuss implications for health promotion with historically underrepresented populations
* Discover how data is gathered, contextualized, shared and utilized by campus community members for health promotion actions
* Describe the complexity of data and its use in building the narrative of well-being on campus
* Compare and contrast key terminology and the impact of the language we use
* Build sustainable infrastructure and evolving systems to create a culture of well-being

Partnerships and Collaborations to Advance Well-being

* Discuss through a health equity lens how social, political, and historical movements within public health have shaped and created systems of power, privilege, and oppression
* Discover ways to synergize environmental factors using settings approaches
* Describe how to lead coalition building to collectively strive for a flourishing campus community
* Foster a sustainable infrastructure to impact system change and create a culture of well-being
* Articulate how to develop and maintain meaningful external and internal partnerships

Leadership Development for Health & Well-being

* Discover leadership and supervision skills that promotes diversity, equity and inclusion
* Compare and contrast leadership models and their impact on well-being
* Describe the characteristics of leadership styles that are effective for non-linear, communal outcomes
* Discuss the role of restorative practice in change management

Promising Practices, Innovations and Emerging Trends

* Discuss innovative practices that are addressing issues of health equity
* Discuss the practices that campuses have utilized, integrating new guidance from the field, to create healthy and well communities
* Identify promising practices that are theoretically grounded
* Discover policy changes that are showing promise in their proposal or implementation stage
* Describe future trends in systemic well-being on university campuses
* Apply learning from the pandemic response to the future of the field
* Foundations and Essential References in the Field of Health Promotion
* Research and Data that Informs Our Work
* Partnerships and Collaborations to Advance Well-being
* Leadership Development for Health & Well-being
* Promising Practices, Innovations and Emerging Trends

**SECTION FIVE (*Option 1*): Session Information**

**ONLY COMPLETE THIS SECTION IF ‘General Interest Session’, ‘Extended General Interest Session’, ‘Pre-Conference Session’, or ‘Pre-Conference Institute’ IS SELECTED ABOVE**

**DO NOT COMPLETE SECTION IF ‘Roundtable Discussion’, ‘Poster Session’, or ‘Mini-burst Session’ IS SELECTED ABOVE – SKIP TO SECTION FIVE OPTION 2, 3, or 4**

**Session Information**

The conference planning committee encourages program proposals regarding proven practices with content that will engage participants in fruitful discussions and provide meaningful content to bring back to their campuses.

Successful proposals should include:

* Lengthy description about session content that you will present.
* Relationship of the program to the conference themes outlined on the website.
* Identification of the program format (e.g., lecture, panel, debate) including methods for participant involvement (e.g., discussion, effective practice sharing, case study analysis).
* Evidence of the conceptual foundation for proposal content including ways the program content is grounded in research, relevant experience, a cogent model, or appropriate theory. Program proposals should **establish a clear connection** to the research, framework, model, or theory included in their discussions. A list of references to relevant research, models, or theory must be listed in the "References" section at the bottom of this page.
* Discussions of replicability: to what extent can the information presented in this program be replicated at other institutions?
* PRE-CONFERENCE SESSIONS ONLY:
	+ Participation in a pre-conference sessions should allow attendees opportunities for skill building or foundational basics to apply to their work on campus.

**Session Timeline**

*Please submit a session timeline, including a high level overview of the proposal. A successful proposal format offers potential for a stimulating session that involves attendee participation, as well as time for questions and discussion.*

[Enter Session Timeline]

**Panel Session**

*Will your breakout session be a panel discussion and need additional seating at the head of the session room?*

* Yes
* No

**Session Description**

*Although the submitted abstract and learning outcomes will be published on the event website and in the program book, please provide a detailed session description that will provide an in-depth look at the submitted proposal.*

*Program proposals should****establish a clear connection****to the research, framework, model, or theory included in their discussions. It should also clearly communicate the selected conference theme selected. A list of references to relevant research, models, or theory must be listed in the "References" section at the bottom of this page.*

*Reviewers will rely on information provided below to enhance their understanding of the content and goals of the session. This description will not be printed in the program book, website, or otherwise.*

[Enter Session Description]

**Relevance to Equity, Inclusion, and Social Justice**

*In a reflection of NASPA's continued strategic commitment to contribute to equity, inclusion, and social justice, conference committees for the NASPA Strategies Conferences will consider how presentations integrate concerns related to systemic oppression and health inequities.*

*If your session will include aspects of equity, inclusion, and social justice, please describe how your presentation will include conversations about****populations historically marginalized by systems of higher education****(e.g. students of color, LGBTQIA+ students, international students, students with ability differences, undocumented students, etc.) or****systemic oppression****(e.g. colonization, racial oppression and trauma, restrictive statewide policy for trans students' rights, etc.).*

[Describe how session will or will not include EISJ]

**References**

*To help conference committees select and assign sessions for continuing education, please provide a list of citations relevant and germane to your submission. If you made citations in your submitted abstract, please return to the abstract and remove them.*

*To qualify for continuing education, please list at least****three****references that meet the following guidelines:*

* *Published within the past 10 years;*
* *Relevant and aligned with submitted abstract and learning objectives;*
* *Listed using APA formatting guidelines.*

[Enter References]

**SECTION FIVE (*Option 2*): Roundtable Session Information**

**ONLY COMPLETE THIS SECTION IF ‘Roundtable Discussion’ IS SELECTED ABOVE**

**DO NOT COMPLETE SECTION IF, ‘General Interest Session’, ‘Extended General Interest Session’, ‘Pre-Conference Session’, ‘Pre-Conference Institute’, ‘Poster Session’, or ‘Mini-burst Session’ IS SELECTED ABOVE – NAVIGATE TO SECTION FIVE OPTION 1, 3, or 4**

**Roundtable Session Information**

**Roundtable discussion sessions** are less formal ways to engage other attendees around a central topic or program area. Roundtable discussion sessions will be held concurrently throughout the event in a specific space.

Facilitators usually provide a brief introduction to a topic (5-10 minutes) and then lead a discussion with several prompting questions.

Please note: because roundtables are meant to generate discussion and engagement among participants, there will be ***no A/V*** ***used in any roundtable sessions***. This includes: no PowerPoint or similar presentations, audio or video clips, etc.

**Discussion Description**

*Please describe the main theme of the session, who would benefit, and what attendees would gain from attending this session. Reviewers will rely on this description to enhance their understanding of the goals for the discussion.*

[Enter Discussion Description]

**Prompting Questions**

*Please submit three to eight prompting questions that will the guide conversation and allow for exploration of the identified topic.*

[Enter Prompting Questions]

**Relevance to Equity, Inclusion, and Social Justice**

*In a reflection of NASPA's continued strategic commitment to contribute to equity, inclusion, and social justice, conference committees for the NASPA Strategies Conferences will consider how presentations integrate concerns related to systemic oppression and health inequities.*

*If your session will include aspects of equity, inclusion, and social justice, please describe how your presentation will include conversations about****populations historically marginalized by systems of higher education****(e.g. students of color, LGBTQIA+ students, international students, students with ability differences, undocumented students, etc.) or****systemic oppression****(e.g. colonization, racial oppression and trauma, restrictive statewide policy for trans students' rights, etc.).*

[Describe how session will or will not include EISJ]

**SECTION FIVE (*Option 3*): Poster Session Information**

**ONLY COMPLETE THIS SECTION IF ‘Poster Session’ IS SELECTED ABOVE**

**DO NOT COMPLETE SECTION IF, ‘General Interest Session’, ‘Extended General Interest Session’, ‘Pre-Conference Session’, ‘Pre-Conference Institute’, ‘Roundtable Discussion’, or ‘Mini-burst Session’ IS SELECTED ABOVE – NAVIGATE TO SECTION FIVE OPTION 1, 2, or 4**

**Poster Session Information**

Poster sessions will be presented Thursday evening, 5:30 p.m.-7:00 p.m., during the reception. Presenters are expected to be present at the session to present information and answer questions, so **please ensure there are no conflicts with being at the reception at that time**. The space available for a poster (dimensions) is eight feet long and four feet high.

Successful poster sessions will include relevant research, informed practice, and implications of data.

**Session Topic**

*Please describe the research to be presented during your poster session. Additionally, please cite relevant research and sources.*

[Enter Session Topic]

**Session Description**

*As presenters will visually represent their data and conduct several brief presentations for small groups of attendees (usually 3-5 minutes), please describe how the poster content is relevant to the identified conference track.*

[Enter Session Description]

**Relevance to Equity, Inclusion, and Social Justice**

*In a reflection of NASPA's continued strategic commitment to contribute to equity, inclusion, and social justice, conference committees for the NASPA Strategies Conferences will consider how presentations integrate concerns related to systemic oppression and health inequities.*

*If your session will include aspects of equity, inclusion, and social justice, please describe how your presentation will include conversations about****populations historically marginalized by systems of higher education****(e.g. students of color, LGBTQIA+ students, international students, students with ability differences, undocumented students, etc.) or****systemic oppression****(e.g. colonization, racial oppression and trauma, restrictive statewide policy for trans students' rights, etc.).*

[Describe how session will or will not include EISJ]

**SECTION FIVE (*Option 4*): Mini-burst Session Information**

**ONLY COMPLETE THIS SECTION IF ‘Mini-burst Session’ IS SELECTED ABOVE**

**DO NOT COMPLETE SECTION IF, ‘General Interest Session’, ‘Extended General Interest Session’, ‘Pre-Conference Session’, ‘Pre-Conference Institute’, ‘Roundtable Discussion’, or ‘Poster Session’ IS SELECTED ABOVE – NAVIGATE TO SECTION FIVE OPTION 1, 2, OR 3**

**Mini-burst Session Information**

Mini-burst sessions will allow for participants to connect around a topic in a short, focused way. Topics discussed or connections made in mini-burst sessions can carry through the conference and beyond. Mini-burst sessions may also be utilized for networking with other attendees around a specific topic

**Discussion Topic**

*Please describe the main topic of the discussion, who would benefit, and what attendees would gain from attending. Reviewers will rely on this description to enhance their understanding of the goals for the proposal.*

[Enter Discussion Topic]

**Relevance to Equity, Inclusion, and Social Justice**

*In a reflection of NASPA's continued strategic commitment to contribute to equity, inclusion, and social justice, conference committees for the NASPA Strategies Conferences will consider how presentations integrate concerns related to systemic oppression and health inequities.*

*If your session will include aspects of equity, inclusion, and social justice, please describe how your presentation will include conversations about****populations historically marginalized by systems of higher education****(e.g. students of color, LGBTQIA+ students, international students, students with ability differences, undocumented students, etc.) or****systemic oppression****(e.g. colonization, racial oppression and trauma, restrictive statewide policy for trans students' rights, etc.).*

[Describe how session will or will not include EISJ]

**A/V Needs**

*Will you require a screen and projector to introduce your topic?*

* Yes
* No

**SECTION SIX: Advertised Session Information**

**The abstract, learning outcomes, competencies, and intended audience will be advertised in the event program book, website, mobile app, and other locations. Please follow the below requirements to ensure consistent quality content.**

A well-written abstract and clear learning outcomes will help define the goals and outcomes of your session and convey what new knowledge or skills participants can expect to leave with. Additionally, the Planning Committees will be examining proposed learning outcomes when considering program submissions. Their assessment of the learning outcomes will contribute to their overall consideration of a program’s inclusion in the conference.

Abstract and Learning Outcomes Requirements:

* Abstracts are limited to **75 words or less**.
* Abstracts may be edited for clarity in the final program by the Planning Committee or NASPA staff, as needed.
* Do not include citations in your abstract.
* Each proposal must include three learning outcomes.
* No individual outcome can be longer than **30 words**.
* Consider the [NASPA Professional Competencies](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf) when crafting learning outcomes.
* Learning outcomes must begin with a verb. **Do NOT include** statements such as “presenters will” or “participants will.” A sample learning outcome would read: Explain how the Social Ecological Model can be used as a framework for addressing sexual and interpersonal violence.

For additional tips on writing abstracts and learning outcomes, please visit NASPA’s Program Submission Guidelines: <https://www.naspa.org/events/program-submission-guidelines>.

**Abstract**

*Please submit a well-written abstract to identify the purpose and intent of the program.*

*Please be concise, organized, and specific.*

***Abstracts must be under 75 words.***

[Enter Abstract]

**Learning Outcomes**

*The conference planning committee will use learning outcomes to select programs and assess applicability of continuing education credits for attendees. Provide three learning outcomes that participants will gain from attending the proposed session.*

* *Learning outcomes must begin with a verb.*
* *Learning outcomes must be****under 30 words****.*
* ***Do NOT****include statements such as “presenters will” or “participants will.”*
	+ *A sample learning outcome would read: Explain how the Social Ecological Model can be used as a framework for addressing sexual and interpersonal violence.*

[Enter Learning Outcome #3]

[Enter Learning Outcome #2]

[Enter Learning Outcome #1]

**Intended Audience**

*Please identify the most appropriate audience for your session.*

* ***Foundational****sessions are appropriate to attendees who are new to this topic or this work, typically including planned time around building an understanding of underlying theories, models, and frameworks for individuals who may not have been exposed to them.****Foundational sessions focus on filling gaps in knowledge.***
* ***Intermediate****sessions are for attendees who have already been exposed to and may be conversational to this topic or this work, referencing but not explaining theories, models, and frameworks.****Intermediate sessions focus on providing skills or strategies for work.***
* ***Advanced****sessions assume expert conversation with a high functioning and engaged audience around this topic or this work.****Advanced sessions create new knowledge for the field.***
* Foundational
* Intermediate
* Advanced

**Professional Competencies**

*Please select a****maximum of 2****Professional Competencies.*

*Learn more about the ACPA/NASPA Professional Competencies here:*[*https://www.naspa.org/images/uploads/main/ACPA\_NASPA\_Professional\_Competency\_Rubrics\_Full.pdf*](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf)

* Advising and Supporting
* Assessment, Evaluation, and Research
* Law, Policy, and Governance
* Leadership
* Organizational and Human Resources
* Personal and Ethical Foundations
* Social Justice and Inclusion
* Student Learning and Development
* Technology
* Values, Philosophy, and History

**SECTION SEVEN: Lead Presenter Information**

Please submit information for the lead presenter and complete all of the fields below.

First Name:

Last Name:

E-Mail Address:

Professional Title:

Institution:

**SECTION EIGHT: Qualifications & Additional Presenters**

Note: **ALL** presenters must be fully registered for the NASPA Strategies Conferences. Day-only registrations or speaker passes will **NOT**be available.

If your presentation requires more than three additional presenters, please contact Allison Tombros Korman at akorman@naspa.org.

**Summary of Presenter Qualifications**

*For the lead presenter and any additional presenters below, please enter brief biographical information about the presenter(s). Please describe experience, education, or knowledge that the presenter(s) have in order to provide an educational session on this topic.*

[Enter Presenter Qualifications]

**Additional Presenter - First Name:**

**Additional Presenter - Last Name:**

**Additional Presenter - E-mail Address:**

**Additional Presenter - Professional Title:**

**Additional Presenter 2 - Institution:**

**Additional Presenter 2 - First Name:**

**Additional Presenter 2 - Last Name:**

**Additional Presenter 2 – E-mail Address:**

**Additional Presenter 2 – Professional Title:**

**Additional Presenter 2 - Institution:**

**Additional Presenter 3 - First Name:**

**Additional Presenter 3 - Last Name:**

**Additional Presenter 3 – E-mail Address:**

**Additional Presenter 3 – Professional Title:**

**Additional Presenter 3 - Institution:**