ACPA23 CONVENTION PROGRAM PROPOSAL WORKSHEET

This worksheet serves as a guide to assist you in developing your proposal and is not an official proposal. You will need to follow this link to submit your official proposal for consideration as a part of the ACPA23 curriculum.

The due date to submit a Pre-Convention Workshop proposal is Friday, 29 July 2022.
The due date to submit a proposal for all other session types is Friday, 9 September 2022.

Please refer to the ACPA23 Curriculum webpage for more information, and if you have any questions about the ACPA23 Curriculum, please contact conventionprograms@acpa.nche.edu.

Thank you for your interest in submitting an educational session proposal for the ACPA23 Annual Convention in New Orleans, LA 26-29 March 2023.

ACPA23 takes place near the Mississippi River delta. As the river connects with another body of water – the Gulf of Mexico – it alters its pace. Over time, this change in flow allows sediment to build up and create new structures. In creating new land and smaller, interconnecting bodies of water, it offers new and future ecosystems for life to thrive.

Coming together as an association in New Orleans in 2023, we find our community in this place of both deep history and new beginnings. We build upon that which we carried over 99 years as an Association, and the rapid events of immediate history. As we consider the content for our program, we turn to wonder. In what ways are connections between colleagues, students, loved ones, research, and our profession evolving with the current moment? How are we leveraging the self-understanding from 6 years of Association-wide engagement with the Strategic Imperative for Racial Justice and Decolonization to build momentum in shifting the landscape of our work? Approaching ACPA at 100 - as Louisiana has been home for the creation of new cultures - how are we envisioning the future of our field and association?

The ACPA23 Convention Planning Team invites educational session proposals that seek to engage with these goals. This Call for Proposals includes the following session types:

Session Type	Session Time	Description
Career Snapshot	30 minutes	Presentation or skill-building sessions centering career development and advancement. Career snapshots will have a focus on the ACPA/NASPA Competencies

Convention Program	60 minutes	Presentation or panel sessions on a specific topic.
Pre-Convention Workshops	4 or 6 hours	Workshops meant for an in-depth discussion on current and emerging topics that transform higher education. 4-hour sessions will be Sunday morning (9:00 am – 1:00 pm). 6-hour sessions will be Saturday afternoon/evening (12:00 pm - 6:00 pm)
Experiential Program	60 minutes	ACPA23 is excited to once again offer Experiential Programs as a way to highlight the creative talents and ideas our members possess. We invite you to consider what you're passionate about & willing to share with others. As we dream towards what our time together will be and embark on a time of celebration in New Orleans, how can you use your gifts to engage learners in your session in ways that shift beyond lectures and slides? Then this space is for you! Come ready to present, share with others & engage in community with a unique modality that could include but is not limited to spoken word, art, film, and musical performances.

ACPA members of color, trans members, women, members with a disability, and members with other minoritized or silenced identities are encouraged to submit program proposals for the ACPA23 Convention in New Orleans.

The following sections are representative of information needed for ALL educational session types. Some sections are not needed for specific educational session types. Prior to filling out your proposal, we recommend clicking the radial button next to the session type as that will reveal sections required for that educational session. Please note the fillable content areas below do not have a word limit and will not restrict the amount of words you use. You will need to monitor the word count.

Presenter Information

Coordinating Presenter
On the online form, you will be asked to select a Coordinating Presenter who will start the initial online proposal form. You will need to search the Coordinating Presenter in the ACPA Member Database by either First Name, Last Name, or Email Address. If the Coordinating Presenter is not in

the ACPA Database, select Search Again to create a new profile for the Coordinating Presenter. The Coordinating Presenter will be asked to provide profile information including First Name/Family Name, Last Name/Family Name, Title, College/University/Organization, Address, Phone, and Email Address.

NOTE: You will have the opportunity to add the name and contact information for any co-presenters on the final proposal submission page titled Proposal Review.

Presenter Experience (300-word limit)

To aid the review process, describe each presenter's familiarity and/or experience with the topic.

Include pertinent information, but DO NOT INCLUDE ANY NAMES OR OTHER CHARACTERISTICS THAT CLEARLY IDENTIFY THE PRESENTER(S). Here are two examples of how to craft the description without including identifying information:

- Presenter one is an academic advisor in a business school at a large public university. They engage in an intrusive advising model in their workspace, and they have been presenting on the efficacy of this model for underrepresented students over the past four years.
- The presenter is a tenured faculty member at an urban research extensive university in the midwest. Their research focuses on the influence of family on first-generation students of color in predominantly white institutions. They have published over 20 articles on the topic in various research journals.

If your session has multiple presenters, the ACPA23 Program Team encourages you to include individuals with differing institutions, functional areas, or professional experiences. The ACPA23 Convention Team may connect individual session presenters with similar topics and ask for those proposals to be combined into one session.

Session Information

ACPA Equity and Inclusion Statement

ACPA -- College Student Educators International actively promotes and recognizes principles of fairness, equity, and social justice in relation to, and across, intersections of race, age, color, disability, faith, religion, ancestry, national origin, citizenship, sex, sexual orientation, social class, economic class, ethnicity, gender identity, gender expression, and all other identities represented among our diverse membership.

By appreciating the importance of inclusion, we acknowledge that the collective and individual talents, skills, and perspectives of members, constituent groups, and partners foster a culture of belonging, collaborative practice, innovation, and mutual respect. ACPA seeks to empower and engage professionals, scholars, and partners in actions that productively contribute to accomplishing the goals of our association.

For more information about ACPA's Equity and Inclusion Statement, please visit: https://www.myacpa.org/equity-and-inclusion-statement.

❏ I acknowledge my proposal meets the expectations reflected in the ACPA Equity and Inclusion Statement. This is a required field.

Session Type

Please select the type of educational session you are submitting a proposal for:

Session Type	Session Time	Description
Career Snapshot	30 minutes	Presentation or skill-building sessions centering career development and advancement. Career snapshots will have a focus on the ACPA/NASPA Competencies
Convention Program	60 minutes	Presentation or panel sessions on a specific topic.
Pre-Convention Workshops	4 or 6 hours	Workshops meant for an in-depth discussion on current and emerging topics that transform higher education. 4-hour sessions will be Sunday morning (9:00 am – 1:00 pm). 6-hour sessions will be Saturday afternoon/evening (12:00 pm - 6:00 pm)

| Experiential Program | 60 minutes | Creative program with dynamic delivery on a specific topic. |

Session Title (10-word limit)

Create a short yet impactful title that accurately describes your topic and is also reflective of the goals set forth by ACPA23.

Session Abstract (80-word limit)

This session description will be used in the ACPA App and will not be printed in the program book. The abstract serves as context for attendees on your topic area. Attendees use the ACPA App to decide which sessions to attend during the Convention. Make sure the abstract is consistent with your presentation.

Learning Outcomes (25-word limit each)

Learning outcomes and goals should outline what participants will gain from your session. Each learning outcome should be specific and measurable. They should be relevant to the topic and achievable in the outline of the session. Please limit each Learning Outcome to 25 words.

Learning Outcome 1

Learning Outcome 2

Learning Outcome 3
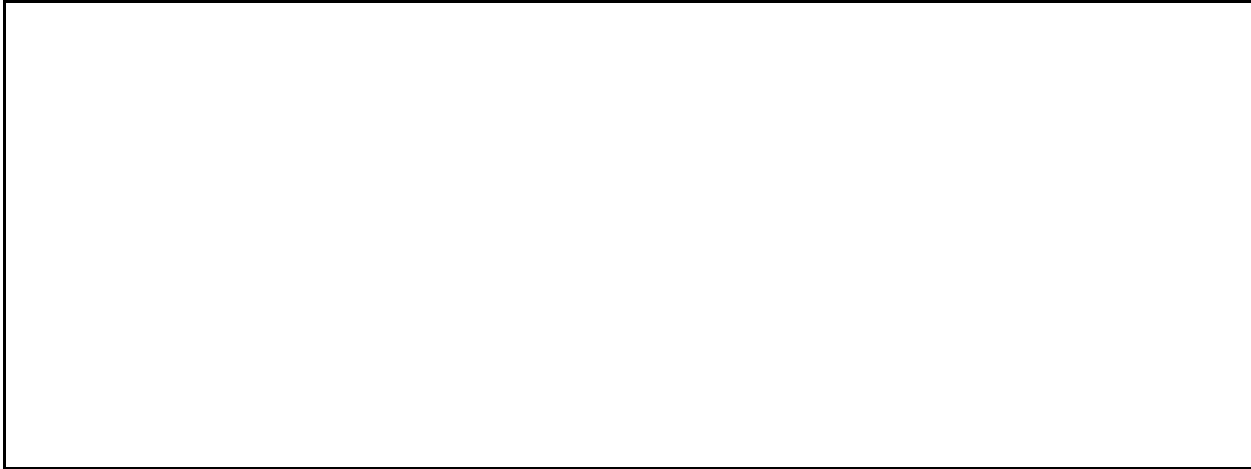
Relevance to the Profession (400-word limit)

Provide a brief overview of this session's relevance to the student affairs profession. This can include relevant literature, theoretical frameworks, general observations from your campus which may be applicable broadly, OR ways of knowing/being in/understanding the world that explain why your topic matters to higher education, student affairs and/or college students.

Citations (if applicable)

Please use APA formatting for your citations. Citations should be provided if you reference work that is not your own or your work that is also published in outside sources (e.g. scholarly journals, dissertations, etc.). Citations should also be used if your presentation is heavily influenced by or based on the work of someone else (e.g presentations based on theories, programs from other schools/departments, research studies, etc.) For more information on formatting citations in APA, please visit:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

---

Outline of Session Presentation
Component Descriptions and Time Allotments (100-word limit)

Provide a detailed outline of the session via bullet points.
Include:
- What the session will cover,
- Time allocations to each component.

The following session types have unique needs to be addressed below.

A. Convention Program Session (60 Minutes) or Career Snapshot Session (30 minutes)- Provide a detailed outline including opportunities for participant engagement in active learning and application.

B. Pre-Convention Workshops - Please provide a detailed agenda/outline and rationale for proposing this content as an extended session, including opportunities for attendee engagement

C. Experiential Programs - Please provide a detailed agenda/outline and rationale for proposing this content in this format, including logistical and technical needs for the format (i.e. projector, stage, display boards, etc.).

Participation Component (100-word limit)

Describe how attendees will be encouraged to actively participate during the program and how the program components will be informed by principles of Universal Design. Examples of engagement during previous programs include Q&A sessions, small group discussion time, time for individual reflection and sharing with the group, and worksheets.

Synthesis and Application of Knowledge (100-word limit)
Describe how the various components of the program will translate to direct application and synthesis of learning by those that attend the program.

Target Audience for your Session

Please identify the ideal target audience for your session (which audience would benefit most from your session). These should connect in some way to your expressed learning outcomes. As you develop your session, please note that your session will still remain open to all participants. This section will better help participants identify sessions to guide their professional development. Select all that apply

- ❏ Adjunct Faculty Member
- ❏ College/University President or CEO
- ❏ Entry Level
- ❏ Faculty Member
- ❏ Graduate Student
- ❏ Mid Level
- ❏ Senior Level
- ❏ Senior Level Academic Affairs Officer
- ❏ Senior Student Affairs Officer
- ❏ Undergraduate Student

- ❏ Two-year institution
- ❏ Four-year institution
- ❏ Public Institution
- ❏ Private Institution
- ❏ Institution size up to 5,000 students
- ❏ Institution size 5,001-25,000 students
- ❏ Institution size 25,001-40,000 students
- ❏ Institution size more than 40,000 students
- ❏ Other

Connection to ACPA's Strategic Imperative for Racial Justice & Decolonization (400-word limit)

ACPA is committed to helping our members develop competencies to engage in this work within their respective roles and responsibilities in student affairs. We encourage each of our members and all of our colleagues in student affairs and higher education to reflect on this essential question, "How does my work contribute towards advancing racial justice and decolonization work?"

For more information about ACPA's Strategic Imperative for Racial Justice and Decolonization, please visit: https://www.myacpa.org/sirjd.

For more information about ACPA's Equity and Inclusion Statement, please visit: https://www.myacpa.org/equity-and-inclusion-statement

---

In what ways does your session contribute to this goal of advancing racial justice, healing, and decolonizing practices and/or promotes inclusion and equity in the field?

Professional Competencies (Choose 2)

An essential component of the Convention experience is for all educational sessions to address the ACPA/NASPA Professional Competencies. Select no more than two competencies your program session engages:

- ❏ Advising and Supporting (A/S)
- ❏ Assessment, Evaluation, and Research (AER)
- ❏ Law Policy and Governance (LPG)
- ❏ Leadership (LEAD)
- ❏ Organizational and Human Resources (OHR)
- ❏ Personal and Ethical Foundations (PEF)
- ❏ Social Justice and Inclusion (SJI)
- ❏ Student Learning and Development (SLD)
- ❏ Technology (TECH)
- ❏ Values, Philosophy, and History (VPH)

Program Session Endorsement

You have the option to request endorsement by an ACPA entity group (Commissions, Coalitions/Networks, Communities of Practice) for your program. Endorsed sessions are promoted by the entity groups that align with their missions. All programs, regardless of whether you choose this option, will receive equitable assessment by program reviewers. Only Convention Program Sessions are available for endorsement. Be intentional in determining if your program proposal clearly aligns with an entity group. Before deciding, review the list of ACPA entity groups by

clicking on the Commissions, Coalitions/Networks, and Communities of Practice links on this page: http://www.myacpa.org/getinvolved.

- ❏ I am requesting this proposal be reviewed as a possible endorsed session by one or two ACPA Entity Groups (Commissions, Coalitions/Networks, Communities of Practice)
- ❏ I am not requesting this proposal be reviewed as a endorsed session

If you request endorsement, the online form will present you with a list of ACPA entity groups. You may select no more than two.

- ❏ Coalition for (Dis)ability
- ❏ Coalition for Sexuality & Gender Identities (CSGI)
- ❏ Coalition on Men and Masculinities
- ❏ Coalition for Women's Identities
- ❏ Coalition for Multicultural Affairs
- ❏ CMA Asian Pacific American Network (APAN)
- ❏ CMA Latin@/x Network (LN)
- ❏ CMA Multiracial Network (MRN)
- ❏ CMA Pan African Network (PAN)
- ❏ Native, Aboriginal, and Indigenous Coalition (NAIC)
- ❏ Indigenous Student Affairs Network (ISAN)
- ❏ Commission for Academic Affairs
- ❏ Commission for Academic Support
- ❏ Commission for Admissions, Orientation, and First-year Programs
- ❏ Commission for Assessment and Evaluation
- ❏ Commission for Campus Safety and Emergency Preparedness
- ❏ Commission for Career Services

- ❏ Commission for Commuter Students and Adult Learners
- ❏ Commission for Counseling and Psychological Services
- ❏ Commission for Global Dimensions of Student Development
- ❏ Commission for Graduate and Professional Student Affairs
- ❏ Commission for Housing and Residential Life
- ❏ Commission for Professional Preparation
- ❏ Recreation, Athletics and Wellness Commission
- ❏ Commission for Social Justice Educators
- ❏ Commission for Spirituality, Faith, Religion, and Meaning
- ❏ Commission for Student Conduct and Legal Issues
- ❏ Commission for Student Involvement
- ❏ Commission for Two-year Colleges
- ❏ Graduate Students and New Professionals Community of Practice
- ❏ Mid-Level Community of Practice
- ❏ Senior Level Community of Practice

Topics (Choose 2)

Select no more than two options among the following list of topics to provide guidance to participants as to the type of knowledge shared in the session you have proposed.

- ❏ Academic Advising/Support
- ❏ Academic Affairs
- ❏ Administrative Leadership
- ❏ Admissions/Enrollment Management
- ❏ Adult Learners
- ❏ Alcohol and Other Drugs
- ❏ Asian America and Native American Pacific Serving Institution (AANAPISI)
- ❏ Assessment and Evaluation
- ❏ Athletics/Recreation
- ❏ Career Development and Services
- ❏ Career Planning/Job Searching
- ❏ Colonization in Higher Education
- ❏ Community Service/Service Learning/Civic Engagement
- ❏ Commuter Students
- ❏ Compliance/Legal Issues
- ❏ Counseling and Psychological Services
- ❏ Crisis Response and Campus Safety
- ❏ Disability and Disability Awareness
- ❏ Diversity and Inclusion
- ❏ Doctoral Students
- ❏ Entry-Level Professional
- ❏ Faculty/Teaching
- ❏ Faith/Spirituality
- ❏ Fraternity/Sorority Life
- ❏ Gender Identity/Gender Expression
- ❏ Global Dimensions of Student Development/International Education and Issues
- ❏ Graduate and Professional Schools / Graduate and Professional Student Affairs
- ❏ Graduate Students
- ❏ Higher Education Associations/Non-Profit Management
- ❏ Hispanic Serving Institutions (HSI)
- ❏ Historically Black Colleges and Universities (HBCU)
- ❏ Housing and Residential Life
- ❏ Leadership Development
- ❏ Men's Identities and Masculinities

- ❏ Academic Advising/Support
- ❏ Academic Affairs
- ❏ Administrative Leadership
- ❏ Admissions/Enrollment Management
- ❏ Adult Learners
- ❏ Alcohol and Other Drugs
- ❏ Asian America and Native American Pacific Serving Institution (AANAPISI)
- ❏ Assessment and Evaluation
- ❏ Athletics/Recreation
- ❏ Career Development and Services
- ❏ Career Planning/Job Searching
- ❏ Colonization in Higher Education
- ❏ Community Service/Service Learning/Civic Engagement
- ❏ Commuter Students
- ❏ Compliance/Legal Issues
- ❏ Counseling and Psychological Services
- ❏ Crisis Response and Campus Safety
- ❏ Disability and Disability Awareness
- ❏ Diversity and Inclusion
- ❏ Doctoral Students
- ❏ Entry-Level Professional
- ❏ Faculty/Teaching
- ❏ Faith/Spirituality
- ❏ Fraternity/Sorority Life
- ❏ Gender Identity/Gender Expression
- ❏ Global Dimensions of Student Development/International Education and Issues
- ❏ Graduate and Professional Schools / Graduate and Professional Student Affairs
- ❏ Graduate Students
- ❏ Higher Education Associations/Non-Profit Management
- ❏ Hispanic Serving Institutions (HSI)
- ❏ Historically Black Colleges and Universities (HBCU)
- ❏ Housing and Residential Life
- ❏ Leadership Development
- ❏ Men's Identities and Masculinities

- ❏ Mid-Level Professionals
- ❏ Minority Serving Institutions (MSI)
- ❏ Multicultural Affairs
- ❏ New Professionals
- ❏ Orientation/First-Year Experience
- ❏ Parents/Families
- ❏ Personal Development
- ❏ Professional Preparation
- ❏ Religious/Faith-Based Institutions
- ❏ Senior Student Affairs Officers
- ❏ Sexual Assault and Violence/Title IX
- ❏ Sexual Orientation/Sexuality
- ❏ Social Justice
- ❏ Student Conduct and Legal Issues
- ❏ Student Involvement
- ❏ Supervision/Management
- ❏ Sustainability
- ❏ Technology/Social Media
- ❏ Trans Identities
- ❏ Tribal Colleges and Universities
- ❏ Two-year Colleges/Community Colleges
- ❏ Veterans Services
- ❏ Wellness
- ❏ Women and Women's Identities
- ❏ Other

Continuing Education Units (CEUs)

Some programs may be eligible for Continuing Education Units (CEUs). Is this program psychological in nature so that it can be considered for CEUs?

- ❏ Yes
- ❏ No

Inclusive Language Check

- ❏ I agree that this session utilizes inclusive language and have reviewed this proposal for, and removed, any marginalizing language (e.g., ableist, gendered, racist). Please note

the ACPA23 Equity & Inclusion (E&I) team will review the title and abstract for any language that may be problematic. If any such language is found, you will be contacted by the E&I or Program team.

Universal Design Principles

The purpose of Universal Design Principles for Presentations is to support the design of materials, discussions, and educational activities that are accessible to all participants. Examples of implementing Universal Design Principles include but are not limited to: using the provided microphone during a session, designing presentations with contrasting colors and sans serif fonts, and providing opportunities for participants to engage content in multiple ways (e.g. presentation, discussion, activities). Additional information about Universal Design Principles and resources will be provided to ACPA23 presenters.

❑ I agree, should this session be accepted, I will use Universal Design Principles in designing and implementing this session.

Confirm Spell Checking

Check the box below to confirm that you have proofread the submissions for spelling, punctuation, capitalization, and language that may be problematic. What you enter here is exactly what will appear in the convention app, with the exception of any changes that need to be made to address problematic language/word choice.

❑ I have proofread all content for correct spelling, punctuation, capitalization, and problematic language.

Special Program Track Consideration

ACPA23 is excited to offer two special tracks in relation to the work of the association on the Strategic Imperative for Racial Justice and Decolonization and ongoing priorities in higher education for Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions (MSIs). Additionally, ACPA23 will offer a special track for sessions that specifically focus on navigating new boundaries and opportunities in higher education and student affairs/on your campus and their impact on practice.If you believe your session would be a good fit for one of these tracks, please indicate so below. The Convention team will review the session information you have provided to determine if the session would be a good fit for one of the special tracks.

❑ This session focuses on the application and implementation of the Strategic Imperative for Racial Justice and Decolonization into practice on campus.

❏ This session focuses on navigating new boundaries and opportunities in higher education and student affairs/on your campus and/or practice at an HBCU, HSI, TCU, or MSI.

❏ I am not proposing this session to be a part of either special track.

Your information will not be saved until you have completed all of the required information on this page and the next page. You will be able to make changes to your submission up until Friday, 9 September 2022 at 11:59 pm EST. Please click the CONTINUE button.

Important Reminders for Presenters

Proposal Review:

On the online form, you will be asked to review the information that you entered above.

Adding Co-Presenters:

If the Co-Presenter(s) will join you at your proposed session, you will need to add the Co-Presenter(s) to your proposal before submitting it. To add Co-Presenter(s) select the icon that has a person and a plus sign (when hovering on the icon it says "Add Another Presenter"). You will need to search each Co-Presenter in the ACPA Member Database by either First Name, Last Name, or Email Address to add them to the proposal. If the Co-Presenter(s) are not in the ACPA Database, select Search Again to create a new profile for the Co-Presenter. You will need to provide the Co-Presenter's profile information including First Name/Family Name, Last Name/Family Name, Title, College/University/Organization, Address, Phone, and Email Address.

Save and Edit Later:

Select the "Save and Edit Later" button if you plan to return to the proposal to make edits.

Submit:

When you are satisfied the information in your proposal is correct and finalized, select the "Submit" button on the program submission form. Please note you will still be able to edit your information after you click Submit until the proposal due date by returning to the Educational Session Service Center.

REMINDERS: This worksheet serves as a guide and is not an official proposal. You will need to follow this link to submit your official proposal for consideration as a part of the ACPA23 curriculum.

The due date to submit a Pre-Convention Workshop proposal is Friday, 29 July 2022.
The due date to submit a proposal for all other session types is Friday, 9 September 2022.

Please refer back to the ACPA23 Curriculum webpage for more information and if you have any questions about the ACPA23 Curriculum please contact conventionprograms@acpa.nche.edu.