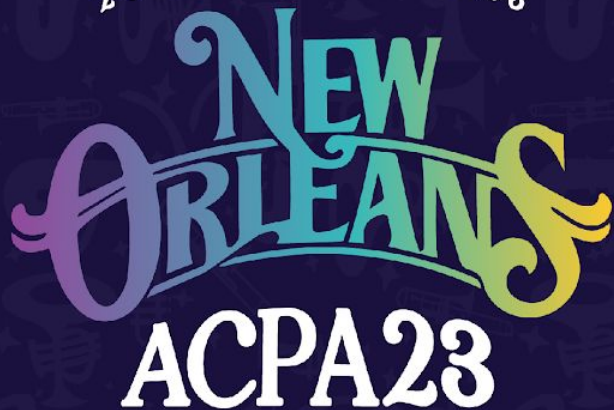


26-29 MARCH 2023



*find connection. build momentum.  
create the future.*

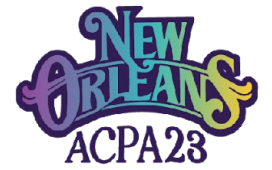
## **Program Reviewer Training**

**ACPA 2023 Convention - New Orleans**

**Eric Cottrell (he/him/his// UPenn**

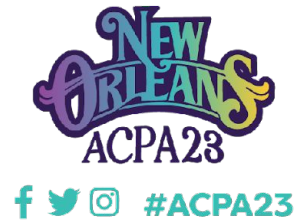
**Matt Hansen-Kuder (he/him/his) // GWU**

# Land Acknowledgement



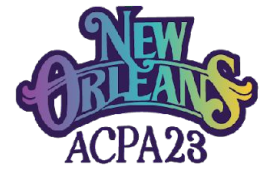
ACPA – College Student Educators International is the leading comprehensive student affairs association that advances higher education and engages students for a lifetime of learning and discovery. Although serving an international audience, our membership is primarily from the United States and our offices are headquartered in Washington, D.C. at the National Center for Higher Education.

# Land Acknowledgement



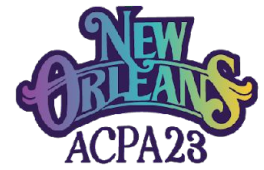
Related to our mission of supporting and fostering learning through the generation and dissemination of knowledge, ACPA acknowledges the painful history of genocide in the United States for native, aboriginal, and indigenous peoples. We honor and respect the many and diverse tribal nations and peoples who were forcefully removed from, as well as those still connected to, this land.

# Land Acknowledgement



We particularly acknowledge and recognize that the land upon which our international headquarters is located today has long served as a site of meeting and exchange amongst a number of Indigenous people, including the Accohannock, Pocomoke, Piscataway, Anacostank, Mattapanient, Nangemeick, Pamunkey, Tauxehent, Nanticoke, Chickahominy, Monacan, Mattiponi, Nansemond, Rappahannock, Ani-Stohini/Unami, and Assateague tribal nations as the original occupants of the Washington, D.C. region.

# Land Acknowledgement



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ACPA strongly advocates for higher education and student affairs professionals to honor the land, the original tribal occupants, and the history of the place where you are located. Further, we have a responsibility to continually self-educate, reflect, and listen to the histories and people in our areas. Including tribal land acknowledgements in practice, and understanding and acknowledging history, is not only respectful and educational, it is the justice-oriented advocacy necessary for continuing the work of dismantling the devastating effects of settler colonialism in our society.

# Importance of Program Reviewers



As a reviewer, you provide feedback to individuals submitting proposals, learn more about best practices and initiatives in higher education, and gain professional development experience in evaluating proposals.

ACPA continues to excel at member-driven experiences because of the commitment of members to reviewing Convention Programs. Attendees of the ACPA23 Convention will experience rich and meaningful professional development, evaluated and vetted by their own peers...you!

As we prepare you to create this meaningful Convention experience through your reviews, please take a moment to listen to a few words from ACPA23 Convention Chair Marc Lo.



f t i #ACPA23

Dr. Marc Lo, ACPA23 Convention Chair

# Overview of Program Review Process



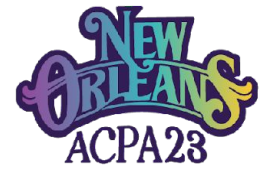
Each program reviewer should have received an email from the ACPA23 team sharing details about their assigned program reviews. You will be assigned up to 8 individual program proposals to review between September 12th and September 30th.

Each program proposal can receive reviews from up to 3 different reviewers, from which the composite score and overall impressions will be considered when selecting the final slate of programming for Convention.

Program reviewers will utilize [the ACPA23 Program Reviewer Portal](#) to review each of their proposals and are encouraged to utilize [the ACPA23 Program Rubrics](#) for guidance in their reviews. Instructions on how to access and use the ACPA23 Program Reviewer Portal follow.



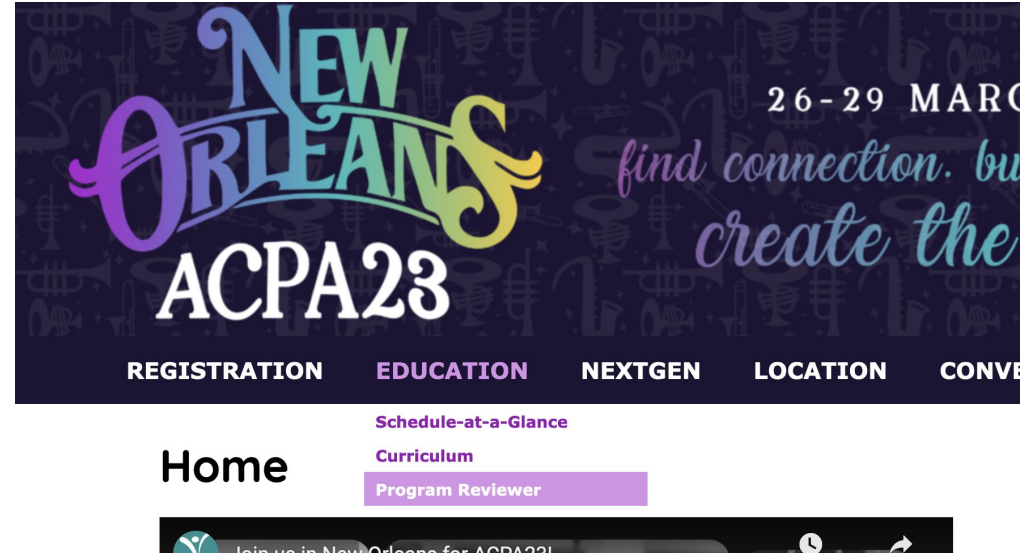
## Program Review Process | Step 1: Accessing the Reviewer Service Center

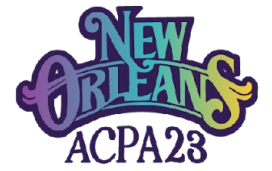


Reviewers can access the Reviewer Service Center by going to the ACPA23 Convention website, clicking on "Curriculum" and selecting "Program Reviewers."

Alternatively, reviewers may use this link directly:

[https://s1.goeshow.com/acpa/annual/2023/program\\_team\\_login.cfm](https://s1.goeshow.com/acpa/annual/2023/program_team_login.cfm)





## Program Review Process | Step 2: Signing Into the Reviewer Service Center

Reviewers can access the Reviewer Service Center by going to the ACPA23 Convention website, clicking on “Curriculum” and selecting “Program Reviewers.”

Alternatively, reviewers may use this link directly:

[https://s1.goeshow.com/acpa/annual/2023/program\\_team\\_login.cfm](https://s1.goeshow.com/acpa/annual/2023/program_team_login.cfm)

Proposal and Reviewer Login

A screenshot of a web login form titled "PLEASE SIGN IN". It contains two input fields: "Email:" and "Password:". Below the fields is a "Sign In" button. At the bottom of the form is a link that says "Forgot Password?". A large green arrow points from the right side of the form towards the left, indicating the direction of the login process.

# Program Review Process | Step 3: Review Information on Reviewer Process

The next page has information about the reviewer process. Select the “Please click HERE to begin reviewing proposals” link.

## Reviewer Responsibilities:

- Be available to evaluate and review programs from 11 – 23 October 2020
- Review our [Reviewer Training Video](#) and [Reviewer Training Slides](#) to ensure understanding of evaluation tools and the review process.
- Provide three hours of service to ACPA by reviewing no more than ten proposals.
- Use the Reviewer Rubric ([Education Session Rubric](#) or [Scholarship Session Rubric](#)) that corresponds to the type of sessions you are assigned to review, to review all proposals you are assigned ethically and consistently.
- Consider how the proposal connects to the [ACPA/NASPA Competencies for Student Affairs Practitioners](#), the #ACPA21 vision, and to relevant contextual and/or theoretical perspectives.
- Evaluate how proposals utilize [inclusive language](#), providing feedback on the use of any marginalizing language.
- Provide constructive, thoughtful, equitable, and inclusive feedback to the coordinating presenter(s).

## Reviewing Proposals:

Program proposals are matched with Reviewers based on Competency Areas and Program Topics. In an effort to support thoughtful and quality review of program proposals, each program proposal is assigned to and evaluated by a total of three reviewers. As a Reviewer, you are asked to use the Reviewer Rubric when evaluating proposals. Rubrics make assessing proposals efficient, consistent, and as objective as possible. Each criterion on the following reviewer form corresponds with the Reviewer Rubric and requires selecting a checkbox if the criteria is met or selecting a single radio button, depending on the question. The Reviewer Rubric comprises the rating questions on the following reviewer form but copies of the Reviewer Rubric are also available in document format for your reference at the following links:

- Reviewer Rubric for Education Sessions - use for Pre-Convention Workshops, General Convention Programs, Experiential Programs, Career Snapshot Sessions, and Career Focus Sessions
- Reviewer Rubric for Scholarship Sessions - use for Research-in-Process, Multimodal, Methods Workshops, and Research & Practice Posters

Reviewers are encouraged to leave detailed and constructive comments on the following reviewer form to clarify their rating and provide constructive feedback to the coordinating presenter. Please note that after the review process is complete and the Program Team has made final determinations on the status of proposals, presenters will be notified of their proposal status of accept, waitlist, or decline and will also receive the comments from the Reviewers provided in the text boxes.

All program reviews must be submitted online through this Reviewer Service Center.

## Accommodations:

Please contact the Program Team at [conventionprograms@acpa.nche.edu](mailto:conventionprograms@acpa.nche.edu) with any accessibility needs to receive access to proposal reviews in a different format.

## Conflicts of Interest:

If you are assigned to any program proposals you do not have the knowledge or experience to evaluate, or if you identify a conflict of interest please notify the Program Team at [conventionprograms@acpa.nche.edu](mailto:conventionprograms@acpa.nche.edu) so the Program Team can reassign the program to another Reviewer.

## Resources and Questions:

If you have questions throughout the process of reviewing proposals, please check out the [Reviewer Resources](#) on the Program Reviewers webpage or contact [conventionprograms@acpa.nche.edu](mailto:conventionprograms@acpa.nche.edu).

[Please select here to begin reviewing proposals.](#)

# Program Review Process | Step 4: Access Proposals to Review



On the Review Form page, you will have a list of all the proposals you are assigned to review. To begin reviewing, scroll down on the page, locate the proposal you would like to review, and select “Review.” The proposal will then appear in a new window.

## Review Form

Select	Role	Committee Name
✓	Reviewer	ACPA22 General Programs Committee
	Reviewer	NEW COMMITTEE

PDF(s) of All Abstracts Shown

**Search Options**

Title/Description  
Keyword Search

Abstracts Number

Topic

Status

Review Status

Search

Refresh

Clear

Click the Clear button to search again

Abstracts Reviewed: 3 of 175		Abstracts Not Reviewed: 172	
Abstracts	Title	Rating	Task
Academic Advising/Support			
1000	A Phenomenological Study of Summer Melt during the COVID-19 Pandemic	13.00	08/04/2021
Administrative Leadership			
1001	Trust Women of Color: The Future of Diversity Offices		Review
Orientation/First-Year Experience			
1002	"I am definitely not over it": Grief among first-year students		Review



## Program Review Process | Step 5: Evaluate Each Criterion



Each criterion requires a rating number on a scale (0-3 for most criterion). Reviewers should leave comments to clarify their rating at the end of the form. This is an opportunity to provide constructive feedback for the coordinating presenter.

### Criterion: ACPA Strategic Imperative for Racial Justice and Decolonization

Evaluate the clarity of the proposal's connections between the session and the ACPA Strategic Imperative for Racial Justice and Decolonization by reviewing the ACPA Strategic Imperative for Racial Justice and Decolonization section of the proposal. Select the button next to the criteria below that the proposal meets.

Select only one option from the radio buttons below for each of the questions under this criterion. This section has a total of five points available.

Visit the links below for more information to evaluate if the proposal meets the criteria of:

- [ACPA's Strategic Imperative for Racial Justice and Decolonization](#)
- [ACPA's Equity and Inclusion Statement](#)

We ask that you DO NOT evaluate this section on your perception of the merit of the presenter's response or determine whether or not you believe the program actually connects to the Strategic Imperative for Racial Justice and Decolonization OR ACPA Equity and Inclusion statements. Instead, we are asking you to assess whether not:

- Their rationale is written clearly and in a format that is easily understood;
- They used data, scholarship, observations, or lived experiences to inform their rationale as to how their session connects to ACPA's Strategic Imperative for Racial Justice and Decolonization and/or ACPA Equity and Inclusion statements;
- Did they follow the guidelines for this section?

Description Provided for Proposal Authors: "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?"

#### clear selection

- ☐ 2 points = Has a strong and clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field.
- ☐ 1 points = Has a clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field.
- ☐ 0 points = Does not have a clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, and decolonization practices OR how the session promotes inclusion and equity in the field.

## Program Review Process | Step 6: Provide Constructive Feedback



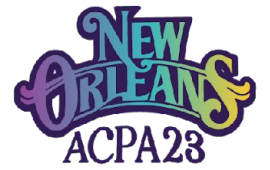
Provide statements that identify the strengths and/or weaknesses of a proposal and share recommendations for what to consider in future proposals. Your feedback should be complete sentences that are grammatically correct and free of any errors.

The feedback should directly relate to the program proposal content. Try to address each criterion. You should address each criterion where the proposal did not receive full points.

Remember a goal of feedback is to help strengthen those programs that are not selected this year for a future convention while helping those accepted strengthen their program for this year.



# Program Review Process | Step 7: Indicate Your Final Recommendation



At the end of the reviewer form, we will ask you to provide us a final indicator of your recommendation on the proposal. We also ask that you provide overall thoughts about the proposal, focused on the specific criterion you evaluated, which will go to the reviewer regardless of their acceptance status for Convention.

Additionally, to assist the Convention Planning Team in choosing programs, we will ask you provide us **up to 3** specific statements in support of the program being accepted for the annual convention. This information **WILL NOT** go to the proposal authors.

**Assessment Summary**

Based on this assessment of the proposal, what is your recommendation to the Program Team regarding this proposal being accepted for the annual convention?  
**[REQUIRED]**

clear selection

☐ Recommend (14-20 points)

☐ Recommend with Reservations (9-14 points)

☐ Do Not Recommend (0-9 points)

Please share your overall thoughts related to the evaluation of this proposal and the final recommendation. **[REQUIRED]**

## Program Review Process | Step 8: Submit Review & Edit (If Needed)

Once you have made all final edits to your program, click “Save” to submit your review.

You can return to make edits by logging back into the Reviewer Service Center and selecting the date hyperlink under the “Task” column. Ensure you scroll to the bottom of the page and select “Save” to retain any changes you have made.

Search Options

Title/Description  
Keyword Search

Abstracts Number

Topic

Status

Review Status

Search

Refresh

Clear

Click the Clear button to search again

Abstracts Reviewed: 3 of 177

Abstracts Not Reviewed: 174

Abstracts	Title	Rating	Task
Academic Advising/Support			
1000	A Phenomenological Study of Summer Melt during the COVID-19 Pandemic	13.00	08/04/2021





# Rubrics

To make the work of reviewing easier and more straight forward, the ACPA23 team has provided a variety of rubrics to assist reviewers in determining whether a program meets the criteria set by the team for inclusion in the ACPA23 Curriculum.

The rubrics (linked below) are for reference only and all program reviews must be submitted by Reviewers online. In addition, reviewers are encouraged to answer other questions and provide additional feedback outside of the rubric to assist in determining the best programming for the ACPA23 Curriculum. Rubrics can be access at the link below:

- [General Program Rubric](#)
- [Scholarship Session Rubric](#)

ACPA 2023 Convention Program Review Rubric

Criterion	Exemplary – 3	Acceptable – 2	Needs Improvement – 1	Not Acceptable – 0
<b>Learning Outcomes</b> The proposal provides specific learning outcomes clearly connected to the session. Note that learning outcomes should describe measurable ways for evaluating the knowledge, skills, abilities, or attitudes of participants as a result of attending the session. The following section of the proposal submission is relevant to this criterion and should be reviewed: Learning Outcomes.	Includes clear, specific, and measurable learning outcomes relevant to the topic and goals of the proposed session.	Includes learning outcomes, but not all are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Includes learning outcomes, but most are not clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Does not include learning outcomes OR none of the learning outcomes included are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.
<b>Relevance</b> The proposal provides an overview of this session's relevance to the student affairs profession. This can include relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world that explain why the topic matters to higher education, student affairs and/or college students. The proposal aligns with ACPA's Equity and Inclusion Statement. For more information about ACPA's Equity and Inclusion statement, visit: <a href="http://www.myacpa.org/about-us-and-inclusion-statement/">http://www.myacpa.org/about-us-and-inclusion-statement/</a> . The following section of the proposal submission is relevant to this criterion and should be reviewed: Relevance to the Profession	Includes a direct explanation of session relevance to higher education, student affairs, and/or college students. Includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world. Aligns with ACPA's Equity and Inclusion Statement.	Does not succeed in one of the following criteria: includes a direct explanation of session relevance to higher education, student affairs, and/or college students; includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world; aligns with ACPA's Equity and Inclusion Statement.	Does not succeed in multiple of the following criteria: includes a direct explanation of session relevance to higher education, student affairs, and/or college students; includes relevant literature, theoretical frameworks, general observations from the presenter's campus which may be applicable broadly, OR ways of knowing/being in/understanding the world; aligns with ACPA's Equity and Inclusion Statement.	Contains no direct explanation of session relevance to higher education, student affairs, and/or college students.
<b>Sequence</b> The order of topics/activities is articulated and clearly explained. The following sections of the proposal submission are relevant to this criterion and should be reviewed: Component Descriptions and Time Allotments.	Includes a session timeline that demonstrates a logical order of clearly explained topics/activities.	Includes a session timeline of topics/activities; exploration of one or more topics/activities is absent or unclear, thus making it difficult to assess whether the order makes sense.	Includes a session timeline of topics/activities; none of which are clearly explained.	Does not provide an outline of the sequence of topics/activities.
<b>Time Allotment</b> The proposal includes a clear, realistic, and commensurate (e.g., not too much or too little) allotment of time for each topic/activity. The following sections of the proposal submission are relevant to this criterion and should be reviewed: Component Descriptions and Time Allotments.	Specific amounts of time are allotted for each topic/activity; all allocations are realistic and commensurate with the corresponding topics/activities.	Specific amounts of time are allotted for each topic/activity; some but not all allocations are realistic and commensurate with the corresponding topics/activities.	Specific amounts of time are not allotted for all topics/activities; OR allocations are not realistic and commensurate with the corresponding topics/activities.	No specific amounts of time are allotted for topics/activities.
<b>Engagement</b> The proposal explains the methods used to actively engage participants and is informed by Principles of Universal Design. For more information about the Principles of Universal Design, visit: <a href="https://disabilityinclusion.org/index.php/inclusive-design/principles">https://disabilityinclusion.org/index.php/inclusive-design/principles</a> . The following sections of the proposal submission is relevant to this criterion and should be reviewed: Participation Component.	Describes multiple methods (e.g., small-group dialogue, instant poll, etc.) to actively engage participants during the session; explains how each method supports active engagement for the intended audience and is informed by Principles of Universal Design.	Describes multiple methods (e.g., small-group dialogue, instant poll, etc.) to actively engage participants during the session; explains how some but not all methods support active engagement for the intended audience and is informed by Principles of Universal Design.	Describes one or more methods (e.g., small-group dialogue, instant poll, etc.) to actively engage participants during the session; does not explain how the methods support active engagement for the intended audience and is not informed by Principles of Universal Design.	Does not specifically describe any method to actively engage participants during the session.

# Rubrics

The rubric helps standardize the evaluation process by providing presenters and reviewers with a clear understanding of what is expected. Each section of the rubric includes a criterion for evaluation, an explanation of that criterion, and evaluative descriptions with assigned point values from 0 to 3. Reviewers are highly encouraged to consult each part of the rubric for the corresponding criterion they are evaluating for the individual program proposals they are assigned. Doing so ensures that assessing proposals is efficient, consistent, and as objective as possible.

Criterion	Exemplary – 3	Acceptable – 2	Needs Improvement – 1	Not Acceptable - 0
<b>Learning Outcomes</b> The proposal provides specific learning outcomes clearly connected to the session. Note that learning outcomes should describe measurable ways for evaluating the knowledge, skills, abilities, or attitudes of participants as a result of attending the session. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Learning Outcomes.</b>	Includes clear, specific, and measurable learning outcomes relevant to the topic and goals of the proposed session.	Includes learning outcomes, but not all are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Includes learning outcomes, but most are not clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.	Does not include learning outcomes OR none of the learning outcomes included are clear, specific, measurable, and/or relevant to the topic and goals of the proposed session.

# Rubrics

Additionally, some program proposals will require additional review criterion based on additional considerations selected by the presenter.

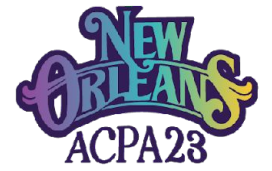
As an example, this criterion may correlate to 3 special tracks offered at ACPA23:

1. Strategic Imperative for Racial Justice and Decolonization
2. Policy development, research, and/or practice at HBCUs, HSIs, TCUs, or MSIs
3. Policy development in general

Reviewers will assign an extra point to program proposals that meet criterion under the appropriate additional consideration **as selected by the presenter**. Proposals from presenters who have not indicated their interest in this additional consideration **should not** use this evaluative criterion.

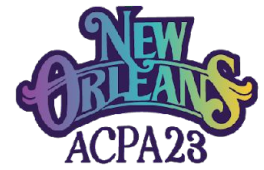
Convention Special Focus Criterion	N/A	N/A	Session Focuses on Special Convention Focus – 1	Session Does Not Focus on Special Convention Focus - 0
<b>Strategic Imperative for Racial Justice and Decolonization</b> This proposal incorporates elements that are directly related to ACPA's Strategic Imperative for Racial Justice and Decolonization. <b>The following section of the proposal submission is relevant to this criterion and should be reviewed: Special Program Track Consideration &amp; Relevance to the Profession</b>			This session focuses on the application and implementation of the Strategic Imperative for Racial Justice and Decolonization into practice on campus.	This session does not focus on the application and implementation of the Strategic Imperative for Racial Justice and Decolonization into practice on campus.

# Recognizing & Accounting for Bias



Just as we bring a variety of personal and professional experiences into our daily work, we bring those same experiences and background into the review of programs for the Annual Convention. As program reviewers committed to building a Convention centering attendees' experience, focusing on skill and knowledge development as professionals, and advancing our collective work towards Racial Justice and Decolonization, recognizing and accounting for our own biases born from those experiences and backgrounds helps us critically construct a program slate that honors the diverse perspectives and voices strengthening our field.

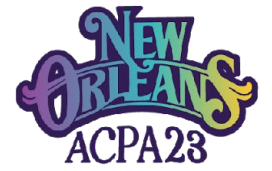
# ACPA's Equity & Inclusion Statement



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

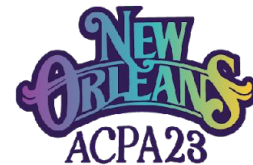
# Recognizing & Accounting for Bias



The ACPA23 Convention Team asks program reviewers to consider the following questions when reviewing each of their assigned program proposals:

1. What identities do you hold and how have those identities influenced your professional socialization in higher education?
2. What value do you place on certain narratives and perspectives of others in your work?
3. What areas of your knowledge limit your capacity to review certain topics or program subjects?
4. In what ways do your expectations and vision of a good program for Convention contradict with the previously mentioned vision for ACPA23?

# Reviewing from a Decolonizing Lens



The different ways of knowing/being in/understanding the world is never more apparent than at Convention. When reviewing Convention Program Proposals, it is critical that we consider the application of these different ways of knowing/being in/understanding the world to the work of Higher Education Professionals to enrich the learning, developmental, and collegial opportunities that define Convention as premier professional development for the field.

To frame the work of Reviewing from a Decolonizing Lens, we encourage you to review the following slides.

# Reviewing from a Decolonizing Lens



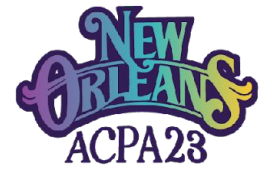
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Initially framing the process of Reviewing from a Decolonizing Lens, ACPA's [\*A Bold Vision Forward: A Framework for the Strategic Imperative for Racial Justice and Decolonization\*](#) provides some context around critically questioning the knowledge we use:

“In addition to thoughtful consideration of language in our written and spoken word, as student affairs educators, in and out of the classroom, we must critically consider the knowledges we use in practice and research and the paradigms on which our assumptions for both activities are based. One example of questioning the knowledges we use is based in the historical context of colonialism...Another way to question the knowledges we use is through citational audits and review of research practices found in the literature.”



# Reviewing from a Decolonizing Lens



f t i #ACPA23

Dr. Leigh Patel, in her seminal work *No Study Without Struggle: Confronting Settler Colonialism in Higher Education*, shares with us that  
“Narratives don’t just tell a story; they structure material realities...Despite so many facts to contrary, her [mother’s] story is testimony to the power of pervasive narratives that materially shape peoples’ lives and life pathways. These narratives hold tremendous power even when they don’t have a basis in reality but rather in the specter of domination.” (2021, p. 104)

# Reviewing from a Decolonizing Lens

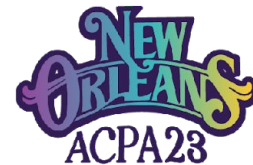


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“The stories that we tell about ourselves, our people, our nation, other people, and success or failure all have material force in the shape and functions that institutions perform in society. *Because higher education is a key place where settler colonialism is conveyed, it would be profound mistake to overlook the learning that happens beyond and with education that departs from settler principles of individualism...* [emphasis added]” (Patel, 2021, p. 105)

**The ACPA23 Convention Planning Team welcomes you to critically evaluate how your own learning rooted in “settler principles of individualism” affects your perceptions on what constitutes an excellent program proposal and work toward honoring the narratives that depart from this pervasive colonial structure.**

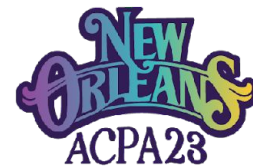
# Reviewing from a Decolonizing Lens



In your reviews, we encourage you to utilize this framework to consider the following questions:

1. How do you define your own way of knowing/being in/understanding the world?
2. How does your own way of knowing/being in/understanding the world align with the generally accepted paradigms of the field?
3. In what ways might your own way of knowing/being in/understanding the world be limiting or paint only part of the picture?
4. In comparison how does the proposal author's way of knowing/being in/understanding the world provide an insightful or unique perspective on theory or practice in the field?
5. What sources of knowledge/being in/understanding the world were centered in the proposal that aren't traditionally part of the narrative? What would these sources add to the Convention Education Programming?

# Universal Design



In designing a program for Convention, it is important proposal authors have considered the [Principles of Universal Design](#):

- Equitable Use
- Flexibility in Use
- Simple, Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Space for Approach & Use

# Tips & Strategies

Your reviews are critical for ACPA23's programming slate to be in excellent shape! Below are some tips & strategies to use your time reviewing in the most efficient manner:

- Review the rubrics in advance & familiarize yourself with what you are looking for
- Review and consult the example proposals prior to and during your program review
- Set aside 30 minutes each day to complete 1 review, saving time and ensuring you finish all program reviews assigned to you





# Tips & Strategies

## Coffee & A Review Sessions

Is a shared space of accountability, productivity, and commitment to excellent program review.

An ACPA23 team member and your fellow reviewers will convene over Zoom to answer any questions you have about completing a review.

Wed 14 Sept @ 12 PM EST

Thurs 29 Sept @ 3 PM EST

Zoom details and more information is available in your program review assignments email.

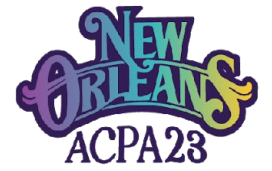


# Questions - Contact Us!



As always, please do not hesitate to contact us by email at [conventionprograms@acpa.nche.edu](mailto:conventionprograms@acpa.nche.edu) with questions or concerns regarding the program reviews assigned to you.

Be sure to access this and other valuable reviewer resources on [the ACPA23 Reviewer Hub](#).



# Thank you!!!!

On behalf of ACPA23 team, we are so thankful you are pitching in to make this year's convention an impactful and meaningful experience!

We hope to see you in New Orleans!