**Page: Program Type**

Welcome to the 2025 NASPA Strategies Conferences Submission Portal!

To begin your submission, choose a conference and program type at the bottom of this page and click "Save and Next" to continue. Please read the following guidelines carefully before you begin.

### Submission Process

Incomplete proposals and meeting/reception requests may be edited as many times as you wish until the submission deadlines listed below. Click **Save and Submit** to complete your proposal. Please note that edit access is removed after you click **Save and Submit.**

Incomplete submissions will not move on to the review process. A submission is considered "complete" when responses have been entered in all sections of the submission form, and you have clicked **Save and Submit**. You will receive a confirmation email when you have completed this step.

### Navigating this Form

Use the quick links at the top of the page to easily navigate between form sections. The quick links are where you see the page names in blue, underlined font, for example:

Program Type   Program Title and Format   Etc.

Use the **Save**or **Save and Next** buttons often while you are working on your submission, especially at the end of your editing session.

### **2025 NASPA Strategies Conferences Submission Deadlines**

All deadlines are at 11:59pm Pacific Time unless otherwise noted.

* **Pre-conference Workshop Submission Deadline:**August 6, 2024
* **Main Program Submission Deadline:**September 17, 2024
* **Meeting/Reception Request Deadline:**October 4, 2024

If you have any questions or need assistance with your submission(s), please email Strategies@naspa.org. To ensure you receive all email communications about your submission(s), please add naspa@naspa.org and Strategies@naspa.org to your safe senders list.

### **Program Type** \*

Select the appropriate conference and program type for your program proposal below. Use the Meeting/Reception Space Request program type to request a meeting, reception, or other event at the 2025 NASPA Strategies Conferences.

* Not sure what conference to submit to? [Click here](https://www.naspa.org/events/strategies#About) to read about the different conferences and their associated themes and learning outcomes.
* Not sure what program type to select? [Click here](https://www.naspa.org/events/strategies#CallforProposals) to see the different program formats for the 2025 NASPA Strategies Conferences. The program type that you select will determine the questions you must complete in your program submission.
* Select the meeting/Reception Request program type to request space at the 2025 NASPA Strategies Conferences for a meeting, reception, or other event. For any questions for Meetings/Reception, please email Strategies@naspa.org.

**Please select the BEST MATCHED conference 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.

Select one Type

⭘ Meeting/Reception

⭘ Alcohol, Other Drug, and Campus Violence Prevention Conference

--- ⭘ AODVP - Extended General Interest Session (90 minutes)

--- ⭘ AODVP - General Interest Session (60 minutes)

--- ⭘ AODVP - Poster Session

--- ⭘ AODVP - Roundtable Discussion Session (60 minutes)

--- ⭘ AODVP - Pre-Conference Workshop - Full Day (8 hours)

--- ⭘ AODVP - Pre-Conference Workshop - Half Day (3 hours)

⭘ Mental Health Conference

--- ⭘ MH - Extended General Interest Session (90 minutes)

--- ⭘ MH - General Interest Session (60 minutes)

--- ⭘ MH - Poster Session

--- ⭘ MH - Roundtable Discussion Session (60 minutes)

--- ⭘ MH - Pre-Conference Workshop - Full Day (8 hours)

--- ⭘ MH - Pre-Conference Workshop - Half Day (3 hours)

⭘ Sexual Violence Prevention and Response Conference

--- ⭘ SVPR - Extended General Interest Session (90 minutes)

--- ⭘ SVPR - General Interest Session (60 minutes)

--- ⭘ SVPR - Poster Session

--- ⭘ SVPR - Roundtable Discussion Session (60 minutes)

--- ⭘ SVPR - Pre-Conference Workshop - Full Day (8 hours)

--- ⭘ SVPR - Pre-Conference Workshop - Half Day (3 hours)

⭘ Well-being and Health Promotion Leadership Conference

--- ⭘ WHPL - Extended General Interest Session (90 minutes)

--- ⭘ WHPL - General Interest Session (60 minutes)

--- ⭘ WHPL - Poster Session

--- ⭘ WHPL - Roundtable Discussion Session (60 minutes)

--- ⭘ WHPL - Pre-Conference Workshop - Full Day (8 hours)

--- ⭘ WHPL - Pre-Conference Workshop - Half Day (3 hours)

⭘ Peer Education Conference

--- ⭘ PE - Extended General Interest Session (90 minutes)

--- ⭘ PE - General Interest Session (60 minutes)

--- ⭘ PE - Poster Session

--- ⭘ PE - Roundtable Discussion Session (60 minutes)

--- ⭘ PE - Pre-Conference Workshop - Full Day (8 hours)

--- ⭘ PE - Pre-Conference Workshop - Half Day (3 hours)

**Page: Program Title**

### **Program/Event Title** \*

Enter a program or meeting/reception title. NASPA uses APA format for titles. Your title needs to be limited to 12 words.

**Follow the guidelines below when creating your program or event title. Please note that the titles of accepted programs may be edited to adhere more closely to these guidelines.**

* Convey the main subject of your program in the title.
* Unless there is a compelling reason not to do so, use initial capital letters (aka Title Case) for your title, as in "Implications of Assessment Findings from Innovative Initiative."
* Ensure correct spelling and grammar.
* For meeting/reception requests, please do not abbreviate the name of your institution/organization or Constituent Group. Please use the following example formats for event titles: NASPA University Reception, Friends of NASPA University Reception, Sustainability Knowledge Community Business Meeting.

Click [here](https://www.naspa.org/events/program-submission-guidelines#ChoosingaProgramTitle) for tips on how to write a program title.

☐ I acknowledge that I have read and understood the title guidelines. I understand that my title may be edited to adhere more closely to the guidelines.

### **Title** \*

Word count: 0 / 12

### **Conference Confirmation & Theme Selection** \*

Please confirm your conference selection. You will then be prompted to select the associated conference theme.

Select one option:

⭘ Alcohol, Other Drug, and Violence Prevention Conference

⭘ Mental Health Conference

⭘ Peer Education Conference

⭘ Sexual Violence Prevention and Response Conference

⭘ Well-being and Health Promotion Leadership Conference

***\*\*If Alcohol, Other Drug, and Violence Prevention Conference is selected\*\****

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

The AODVP conference planning committee invites you to submit sessions that meet the themes and learning outcomes below. We ask that you consider the CDC’s published definitions of [*substance use*](https://www.cdc.gov/nchs/hus/sources-definitions/substance-use.htm) and [*violence prevention*](https://www.cdc.gov/violence-prevention/about/index.html) as you prepare your program submissions.

**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 alcohol and other drug use/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 for alcohol and other drug misuse and violence prevention through collective impact
* Explore how campuses are addressing violence prevention with an intersectional lens including (but not limited to) mental health, substance use/misuse, and health promotion.

**Current Trends and Emerging Issues in an Ever-Changing Environment**

* Analyze ongoing data and research surrounding alcohol and other drug misuse or campus violence prevention efforts, especially those addressing use patterns and implications for college students (including cannabis and its products, fake pills, and illicit fentanyl)
* Evaluate the scope of alcohol and other drug misuse on campus as well as its relationship to academic attainment, sense of belonging and retention
* Evaluate the scope of alcohol and other drug misuse and campus violence and the intersection with other prevention efforts (suicide prevention, sexual violence and harm, interpersonal violence, etc.)
* Explore considerations for health equity in prevention efforts for alcohol and other drug misuse and violence prevention
* Amplify the voices and experiences around alcohol and other drug misuse and campus violence of underrepresented populations
* Identify best practices for campus, local, state or federal policies surrounding alcohol and other drugs in the current socio political climate
* Explore innovative solutions and best practices from other fields to identify areas of application
* Understand the ways in which campus prevention staff are successfully educating students about general alcohol and other drug misuse and polysubstance use.

**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 evidence-based and evidence informed programs and strategies while navigating campus, local, state or federal policies surrounding alcohol and other drugs.
* Explore replicable and adaptable evidence-based policies, programs, and practices
* Evaluate the efficacy and fidelity of prevention strategies led through a variety of technical modalities
* Articulate how to support students who choose not to use alcohol and other drugs and those in recovery communities, using promising theory-based strategies, and provide guidance for replication within a variety of settings.

**The Strategic Prevention Framework**

* Use local data to assess drug misuse and related problems; risk and protective factors, and capacity for prevention
* Build capacity (i.e., resources and readiness) to take action to address prevention priorities
* Plan how to best address identified prevention needs and associated factors, ensuring it is designed to meet the specific needs of the campus and/or surrounding
* Implement evidence-based and evidence-informed programs and strategies according to a strategically developed prevention plan
* Evaluate the processes and outcomes of the prevention interventions to reduce uncertainty, improve effectiveness, and make decisions
* Address issues around cultural competency and cultural humility and their importance in prevention efforts
* Build sustainability into all efforts in the spectrum of prevention and health promotion to maintain desired long-term results

### **AODVP Theme Selection** \*

Select one option

⭘ Campus or Community Coalitions and Partnerships

⭘ Current Trends and Emerging Issues in an Ever-Changing Environment

⭘ Evidence-Based and Evidence Informed Practices

⭘ The Strategic Prevention Framework

***\*\*If Mental Health Conference is selected\*\****

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

**Creating Capacity**

* Explore new and innovative service models to address growing client waiting lists, increased demand, and limited or reduced provider capacity.
* Identify and explore the intersections among the multiple and very complex roles assumed by mental health professionals, including clinical, advocacy, administrative, and other roles.
* 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.
* Highlight 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.
* Identify the unique challenges to and develop strategies for recruiting and retaining mental health staff on college campuses.
* Explore approaches for preventing and addressing professional burnout, especially as it relates to intersectional identities.

**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.
* Develop strategies to successful cross-campus collaboration in the delivery of mental health services.
* Explore how mental health intersects with violence prevention and response, substance use, and collegiate recovery efforts on campus.

**Diversity, Equity, Inclusion, and Belonging**

* 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 innovative and effective programming across the public health spectrum focused on supporting and enhancing student mental health.
* Examine current national trends and socio-political  issues and their relationship to the provision of mental health services on campus (e.g., abortion support access, transgender healthcare).
* 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 engagement of students, faculty, staff members, and administrators on campus.
* Examine barriers as well as solutions to providing increased mental health support and outreach on campus.
* Identify strategies to effectively communicate the need for increased resources to the institution.
* Discuss strategies to address and overcome institutional barriers.
* Explore strategies to address basic needs scarcity with college students (i.e., housing, food, transportation).
* Analyze the complex interplay between social, environmental, and individual factors that contribute to the mental health consequences of gun violence.

**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, students with families, students from equity deserving groups, survivors of trauma, 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 that reimagine the intersection of resilience among mental health professionals during an epidemic (e.g., COVID, social justice, opioid, mental health).
* Explore strategies for campus stakeholder collaboration aimed at developing unified and actionable mental health and wellbeing goals and messaging.
* Identify effective strategies for communicating to students the variety of mental health resources that exist on a college campus.

### **MH Theme Selection** \*

Select one option

⭘ Creating Capacity

⭘ Cross-Campus Collaboration and Coordination

⭘ Diversity, Equity, Inclusion, and Belonging

⭘ Current Trends and Emerging Issues

⭘ Successful and Innovative Solutions

***\*\*If Peer Education Conference is selected\*\****

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

For more detailed information visit the [Peer Education Conference website](https://www.naspa.org/events/peer-ed-conference).

**Individual Skill Building and Leadership Development**

* Develop individual hard and/or soft skills that will enhance an individual's capacity in their role as a peer educator and/or advisor.
* Evaluate current research and best practices around contemporary health education topics to build high impact programming
* Reflect on different leadership styles and how they support and enhance individual and group development.
* Develop leadership, supervision and mentorship skills centering accessibility, diversity, equity, and inclusion for peer educators and/or advisors.

**Adaptable Solutions and Creative Approaches to Programming and/or System-Level Change**

* Identify innovative and promising approaches for prevention, harm-reduction, and risk-reduction programming.
* Articulate how to train students to apply innovative strategies to problem-solving.
* Examine how successful programs or initiatives can be adapted to a variety of campus contexts.
* Illustrate through case studies how peer education groups can build collaborative campus relationships to support students engaging in high-risk behaviors.
* Utilize evaluation data to build capacity, inform programming, and promote campus engagement.

**Current Trends and Emerging Issues in an Ever-Changing Global Environment**

* Identify current and emerging issues impacting peer educators, groups, and/or advisors.
* Discuss campus, community, and digital wellness trends that peer educators and/or advisors need to be aware of.
* Highlight best practices for amplifying the voices and experiences of historically marginalized populations engaging in peer education work.
* Identify changes and explore solutions in peer education group development, recruitment, and retention due to societal, cultural, and political climate.

### **PE Theme Selection** \*

Select one option

⭘ Individual Skill Building and Leadership Development

⭘ Adaptable Solutions and Creative Approaches to Student Programming

⭘ Current Trends and Emerging Issues in an Ever-Changing Environment

### **2025 PE Audience** \*

Please indicate the intended audience for this session.

Select one option

⭘ Peer Education Advisors

⭘ Peer Educators

⭘ Both

***\*\*If Sexual Violence Prevention and Response Conference is selected\*\****

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

**Personal, Professional, and Community Sustainability and Development**

* Consider the implications of secondary trauma and explore opportunities to increase professional well-being and implement interventions to help prevent employee burnout.
* Explore strategies to establish personal and professional boundaries.
* Build institutional capacity through navigating external funding and/or internal institutional priorities.
* Develop cross-campus, local, state, and national relationships to build a network of creative and supportive professionals (advocates, prevention educators, etc.).
* Identify models of collaborative partnerships with diversity, equity, and inclusion efforts to increase effectiveness of prevention, response, policy, and advocacy efforts.

**Evidence-informed Policy and Practice**

* Identify evidence-informed approaches to power-based violence prevention and response from a range of disciplines/fields.
* Explore strategic use of assessment and data to inform and influence policies, programs, organization, infrastructure, and other higher order change that helps build a culture in which power-based violence is eliminated.
* Discuss best practices in: implementing sustainable, evidence-informed prevention programs; improving campus response to violence and those who have survived acts of violence; and evaluating the impact of these efforts.
* Review strategies for developing or revising comprehensive campus sexual misconduct policies, including how they are impacted by the latest federal and state legislative policy changes.
* Identify gaps that exist within evidence-informed policy and practice and discuss ways to address them.

**Innovative 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 the initiatives listed above.
* Discuss innovative approaches to the prevention of and response to power-based violence in higher education, including discussions of lessons learned, assessment and evaluation, and replicability.
* Establish strategies for promoting trauma-informed activism and supporting students in creating meaningful change.
* Explore restorative and transformative justice and community based accountability practices.
* Identify strategies for introducing innovative approaches to prevention education.

**Transforming Social Narratives**

* Examine and interrupt the problematic dominant narratives of power-based violence (e.g., racism, sexism, heteronormativity, gender identity, ableism, U.S.-centrism), including narratives around those who experience violence and those who perpetrate violence.
* Describe the ways in which professionals who prevent and respond to violence participate in or shift dominant narratives (e.g., racism, sexism, heteronormativity, gender identity, ableism, U.S.-centrism) .
* Propose new perspectives, approaches, and strategies to honor all identities in power-based violence work.
* Identify practices that foster inclusive and equitable efforts to address power-based violence.
* Examine how society develops sexual scripts and the impact of those scripts. In the context of media, explore ways to increase media literacy and how this relates to the perpetuation of power-based violence.
* Propose ways to decolonize safety by challenging traditional security methods and instead utilizing indigenous and community-led approaches.

**Developing or Expanding Campus and Community Partnerships**

* Discuss the ways in which a diversity of stakeholders from within and across the campus and the larger community can work collaboratively to address power-based 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 power-based violence prevention and response.
* Describe collaboration and identify strategies for working with local, state, and national organizations to prevent and respond to campus power-based violence.
* Explore best practices for campus safety that go beyond the use of law enforcement to foster collaborative relationships with local organizations, implement preventive measures, and promote community engagement.
* Identify identity-specific resources within communities that specialize in serving marginalized communities.

### **SVPR Theme Selection** \*

Select one option

⭘ Personal, Professional, and Community Sustainability and Development

⭘ Evidence-informed Policy and Practice

⭘ Innovative Approaches to Prevention and Response

⭘ Transforming Social Narratives

⭘ Developing or Expanding Campus and Community Partnerships

***\*\*If Well-being and Health Promotion Leadership Conference is selected\*\****

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

**Engagement, Collaboration & Cross-functional Partnerships**

* Understand the importance of fostering engagement and collaboration for effective health promotion and well-being initiatives.
* Develop skills and strategies to establish, develop, lead, and maintain cross-functional partnerships for collaborative impact in promoting health and well-being.
* Learn effective communication and advocacy techniques to engage and mobilize stakeholders across different departments and disciplines.
* Gain insights into leadership approaches that support and enhance engagement, collaboration, and cross-functional partnerships for long-term success in advancing health promotion and well-being.
* Describe various models of partnership and collaboration advancing flourishing campuses
* Leadership, capacity building, grow mid level professionals

**Health Disparities, Biases, and Systemic Inequities of Well-being**

* Develop a comprehensive understanding of the ways in which health disparities, biases, and systemic inequities manifest in underrepresented and marginalized populations and communities.
* Analyze the impact of social determinants of health disparities and inequities in higher education settings, and explore strategies to address them through health promotion initiatives.
* 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.
* Explore innovative approaches and best practices for promoting health equity and well-being while reducing systemic inequities in diverse settings and communities.
* Discuss how social, political, and historical movements have shaped health promotion strategies to intentionally address systems of power, privilege, and oppression in higher education settings.
* Develop leadership strategies and advocacy skills to support a campus culture driven by diversity, equity, inclusion, and social justice.

**Current Trends, Promising Practices, and Emerging Issues**

* Identify promising practices that are theoretically grounded, evidence-informed and/or interdisciplinary to improve campus well-being.
* Compare and contrast mentorship, coaching, and organizational leadership models across institutions and their impact on well-being.
* Promote innovative practices addressing the social determinants of health, including health equity and environmental justice.
* Identify and share best practices that campuses have utilized, integrating new guidance, to create healthy and well communities.
* Describe future trends in systemic well-being on university campuses.
* Examine innovative programming in the field of health promotion.

**Data, Policies, Laws, and Research to Advance Well-being**

* Discover how data is gathered, disaggregated, contextualized, shared and utilized by campus community members for health promotion.
* Using data and research to tell stories of our campus communities to build champions, influence decisions, develop resources, and advocate for policy change.
* Describe the complexity of data and its use in building a salutogenic narrative.
* Identify institutional, local and national policy changes that are showing promise in their proposal or implementation stage.

**Foundations for Health Promotion**

* Learn effective strategies for developing leadership qualities and promoting professional growth.
* Apply foundational frameworks and principles for health promotion strategies in higher education.
* Describe the progression of health promotion in higher education leading for a clear understanding of current industry standards.
* Develop marketing and communication strategies to model effective health and well-being initiatives.
* Sustaining hope, resiliency, and impact through cultivating community within health promotion

**Essential Ecosystems and Infrastructure for Change- Centering Well-being in Person, Place and Planet**

* Discover ways to synergize sustainability, equity and health using a settings and systems approach.
* Foster a viable infrastructure to impact system change and create a culture of well-being.
* Explore how planetary health serves as a primary driver of well-being.
* Describe opportunities for systems change through coalition-building, collective impact, or other collective-minded approaches
* Apply theories and practical principles of the settings-based approach

### **WHPL Theme Selection** \*

Select one option

⭘ Engagement, Collaboration & Cross-functional Partnerships

⭘ Health Disparities, Biases, and Systemic Inequities of Well-being

⭘ Current Trends, Promising Practices, and Emerging Issues

⭘ Data, Policies, Laws, and Research to Advance Well-being

⭘ Foundations and Essential Ecosystems for Health Promotion - Centering Well-being in Person, Place and Planet

### **Would you be interested in having this proposal considered for additional virtual presentation opportunities?** \*

NASPA is seeking proposals for virtual learning opportunities throughout the year, including webinars, courses, and the NASPA Virtual Conference (April 8-10, 2025). Select "Yes" to indicate your interest in having this proposal considered for additional virtual presentation opportunities.

Your response to this question does **not** influence the outcome of your proposal for the 2025 NASPA Strategies Conferences.

Proposals will be considered for virtual opportunities for **12 months from the date of submission**. If your program is selected for a virtual presentation opportunity, you will receive a follow-up communication from NASPA with additional details, the option to accept or decline the invitation to present in the virtual space, and action items to complete should you choose to accept.

Select one option

⭘ Yes, I am interested in having this proposal considered for additional virtual presentation opportunities.

⭘ No, I am only interested in having this proposal considered for the NASPA Strategies Conferences.

**Page: Program Submission Detail**

### **Abstract** \*

The abstract is the description of your program that conference attendees will use to learn about your session. The text you provide here will be used in the conference mobile app and online schedule.

(550 character MAX, approximately 75 words)

TIPS:

* Use language that accurately reflects the content and the tone of the session you will present or facilitate.
* Use "The presenter will share..." language rather than "This program will..." language.
* Focus on the main points of your program content.
* Do not include citations in your abstract.

Click [here](https://www.naspa.org/events/program-submission-guidelines#WritingtheProgramAbstract) for tips on how to write a program abstract.

**Please note that the abstracts of accepted programs may be edited to adhere more closely to NASPA guidelines.**

Character count: 0 / 550

### **Session Room Guidelines:** \*

Please review the following information about the standard session room setup. As you complete the submission questions below, consider how your proposed program will work within the parameters of this setup.

**Room Set**

Session rooms at the NASPA Strategies Conferences will be set in theater (rows of chairs only) or rounds (8-10 chairs at a round table). There will be a podium at the front of the room equipped with **one wired microphone attached to the podium** and **one head table with three chairs**. Each room will have a screen and LCD projector with an HDMI connection. Presenters must bring their own laptop and any necessary adapters.

**Technology**

Presenters will be able to connect their laptops to the sound system to play video and audio. Wifi is not guaranteed, so all presentation media (including slide decks) should be downloaded locally in advance or saved on a flash drive.

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**Panel Programs**

A limited number of session rooms will be set up to accommodate panel-style programs with multiple wired handheld microphones. If your proposal is a panel-style program, check the box below to be considered for placement in one of these rooms if your program is accepted.

**Please note that preferences for a panel-style setup with multiple microphones will be taken into consideration as much as possible during the scheduling process, but are not guaranteed.** In the event that we cannot accommodate your preference, we encourage you to think about alternate ways to accomplish the goals of your session within the parameters of the standard session room setup, described above.

Please note that we are also unable to accommodate requests for the panel-style setup received after the selection and scheduling process has been completed.

☐ My proposal is a panel-style program with multiple speakers and a facilitator.

### **Learning Outcomes** \*

**The three learning outcomes will be listed in the event program book, website, mobile app, and other locations.**

**Please follow the below requirements to ensure consistent quality content.**

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.

Click [here](http://www.naspa.org/events/program-submission-guidelines#section4) for tips on how to write a learning outcome.

Please submit **three** learning outcomes.

### **Description & Outline** \*

Provide a program description that addresses the following points:

* Goals of the presentation
* Detailed information about your program
* Evidence of the conceptual foundation for proposal content including ways the program content is grounded in research, relevant experience, a cogent model, and/or appropriate theory. You should include references to the primary sources that are the foundation of your presentation.
* Identification of the program format (e.g., lecture, panel, debate)
* Methods for participant involvement (e.g., discussion, effective practice sharing, case study analysis)
* Time spent on various activities (example breakdown below)
1. Introduction - 5 minutes
2. Icebreaker - 5 minutes
3. Review of data - 20 minutes
4. Discussion - 20 minutes
5. Q&A - 10 minutes

Click [here](https://www.naspa.org/events/program-submission-guidelines#TheProgramDescription) for tips on how to write a description.

TIPS:

* Draft and save your work in a word processing program to ensure you keep a copy for your records. When you are ready, copy and paste the your description and outline into the text box below.
* There is a 10,000 character limit on this section. Within this limit, please provide enough details so that program reviewers can understand the breadth, depth, and scope of your program.
* Ensure correct spelling and grammar. Note that formatting (bold, numbering, etc.) may not copy correctly from Word and other programs.

Character count: 0 / 10000

### **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](https://apastyle.apa.org/style-grammar-guidelines/references/basic-principles).

**Page: Conference Focus Area**

### **Relevance to Justice, Equity, Diversity, and Inclusion** \*

In a reflection of NASPA's continued strategic commitment to contribute to justice, equity, diversity, and inclusion, conference committees for the NASPA Strategies Conferences will consider how presentations integrate concerns related to systemic oppression and health inequities. Please describe how your presentation will include conversations about populations historically marginalized by systems of higher education (e.g. students of color, LGBTQIA2S+ 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.).

**Power and Place Symposium Presenting** \*

The [**NASPA Power and Place Symposium**](https://www.naspa.org/events/naspa-power-and-place-symposium) will be held as a pre-conference event at the 2025 NASPA Strategies Conferences. The goal of the event is to invite, center, and privilege Indigenous perspectives on student success, health, safety, and well-being, as well as professional and leadership development experiences in higher education.

Please indicate If you are interested in your session being considered as part of the Power and Place Symposium pre-conference event, taking place all-day Wednesday January 15.

⭘I am interested in presenting at the Power and Place Symposium

⭘ I am NOT interested in presenting at the Power and Place Symposium

**Power and Place Symposium Consideration** \*

If your work includes themes or topics related to the symposium please outline them below so we can highlight your session if accepted to the 2025 NASPA Strategies Conferences.

Questions to consider include:

* **How does your session content relate to serving Indigenous students?**
* **How are Indigenous worldviews incorporated into the work being presented?**
* **Does your session highlighting Indigenous research or innovations?**

If selected, you will be notified directly by the Power and Place Symposium Planning Committee.

For further information, please visit the [Power and Place Symposium](https://www.naspa.org/events/naspa-power-and-place-symposium)website or contact Monica Nixon.

**Page: Program Submission Data**

### **Professional Competencies** \*

Select **two** Professional Competencies and the appropriate level ([Foundational, Intermediate, or Advanced](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf)) for the content of your session. View or download the [Professional Competency Areas for Student Affairs Educators](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf) for more information.

Select one or more options

☐ Advising and Supporting - Foundational

☐ Advising and Supporting - Intermediate

☐ Advising and Supporting - Advanced

☐ Assessment, Evaluation, and Research - Foundational

☐ Assessment, Evaluation, and Research - Intermediate

☐ Assessment, Evaluation, and Research - Advanced

☐ Ethical Professional Practice and Personal Foundations - Foundational

☐ Ethical Professional Practice and Personal Foundations - Intermediate

☐ Ethical Professional Practice and Personal Foundations - Advanced

☐ Law, Policy, and Governance - Foundational

☐ Law, Policy, and Governance - Intermediate

☐ Law, Policy, and Governance - Advanced

☐ Leadership - Foundational

☐ Leadership - Intermediate

☐ Leadership - Advanced

☐ Organizational and Human Resources - Foundational

☐ Organizational and Human Resources - Intermediate

☐ Organizational and Human Resources - Advanced

☐ Social Justice and Inclusion - Foundational

☐ Social Justice and Inclusion - Intermediate

☐ Social Justice and Inclusion - Advanced

☐ Student Learning and Development - Foundational

☐ Student Learning and Development - Intermediate

☐ Student Learning and Development - Advanced

☐ Technology - Foundational

☐ Technology - Intermediate

☐ Technology - Advanced

☐ Values, History, and Philosophy - Foundational

☐ Values, History, and Philosophy - Intermediate

☐ Values, History, and Philosophy – Advanced

### **Content Areas** \*

To ensure for the best reviewer matching process, please select one of the following Content Areas to align with the conference submission.

| **Content Area** | **Conference** |
| --- | --- |
| Alcohol and Other Drug Education | Alcohol, Other Drug, and Violence Prevention Conference |
| Counseling and Mental Health Services | Mental Health Conference |
| Peer Education | Peer Education Conference |
| Sexual Violence Prevention, Response, and Education | Sexual Violence Prevention and Response Conference |
| Health and Well-being | Well-being and Health Promotion Leadership Conference |

Select **the Content Area that aligns with your conference submission.**You may select **up to four**.

Select one or more options

☐ Alcohol and Other Drug Education

☐ Counseling and Mental Health Services

☐ Peer Education

☐ Sexual Violence Prevention, Response, and Education

☐ Health and Well-being

☐ Academic Affairs Administration and Services

☐ Adult Learners / Non-traditional Students

☐ African-American and Black Diaspora

☐ Asian Pacific Islander and Desi American

☐ Assessment, Evaluation, and Research

☐ Campus and Student Activities

☐ Campus Bookstores

☐ Campus Media

☐ Campus Ministry

☐ Campus Safety

☐ Career Development and Employability

☐ Civic Learning and Democratic Engagement

☐ College Unions

☐ Commuter Students

☐ Conference and Event Programs

☐ Crisis Management

☐ Development, Grant Writing, and Fundraising

☐ Dining Services

☐ Emergency Aid

☐ Enrollment Management, Financial Aid, and Admissions

☐ Equity, Inclusion, and Social Justice Programs and Advocacy

☐ Financial Well-being

☐ First-generation Students

☐ Former Foster Youth and Homelessness

☐ Formerly Incarcerated Students and Justice System Impacted Families

☐ Fundraising, Development, and Communications

☐ Fraternity and Sorority Life

☐ Gender and Sexuality

☐ Graduate and Professional Student Services

☐ Graduate Student Experiences

☐ Honor Society Programs

☐ Housing and Residence Life

☐ Indigenous Peoples

☐ Intercollegiate Athletics

☐ International / Global Initiatives

☐ Judicial Affairs, Ethics, and Integrity

☐ Latinx/a/o

☐ Leadership Development

☐ Management and Leadership

☐ Men and Masculinities Initiatives

☐ Multicultural Initiatives

☐ Multiracial

☐ Orientation, Transition, and Retention

☐ Parent and Family Programs

☐ Partnerships and Collaborations in the Academy

☐ Persons with Disabilities

☐ Policy and Governmental Affairs

☐ Recreation and Physical Well-being

☐ Resource Management and Fiscal Administration

☐ Service Learning and Community Engagement

☐ Socioeconomic and Class Issues

☐ Spiritual, Religious, and Secular Initiatives

☐ Student Academic Advising

☐ Student Affairs Professionals' Experiences

☐ Student Government

☐ Student Success

☐ Students Who Are Parents

☐ Sustainability

☐ Technology

☐ Transfer Student Initiatives

☐ TRiO, Access, and Bridge Programs

☐ Transracial and/or Transnational Adoptees

☐ Undergraduate Student Experiences

☐ Undocumented Immigrants and Allies

☐ Veterans and Military-connected Students

☐ Virtual and Hybrid Student Services

☐ Violence Prevention

☐ Womxn's Initiatives

### **Target Groups** \*

Select **exactly** **two Target Groups** to which your program content relates. This selection should reflect the relevance of your program for student affairs professionals who are members of a particular group or professional level.

Select one or more options

☐ Community College Professionals

☐ Graduate Preparation Faculty

☐ Graduate Students

☐ Mid-level Student Affairs Professionals

☐ New Professionals

☐ Senior-Level Student Affairs Professional

☐ Undergraduate Students

☐ Vice President for Student Affairs.

### **Institution Types** \*

Select**Institution Types** to which your program content relates. This selection should reflect the relevance of your program for student affairs professionals at a particular type of institution.

Select one or more options

☐ Community Colleges

☐ For-Profit Institutions

☐ Large Universities

☐ Mid-Size Colleges & Universities

☐ Minority Serving Institutions

☐ Small Colleges & Universities

### **Certification Domains** \*

Select **exactly two Certification Domain(s)** to which your program relates.

Visit the [Higher Education Consortium for Student Affairs Certification website](https://conference.naspa.org/images/uploads/CSAEd_Domains.pdf) to learn more about the domains. This selection will allow Certified Student Affairs Educators and those pursuing the CSAEd credential to focus their learning on a particular domain.

Select one or more options

☐ Foundations of the Student Affairs Profession

☐ Student Learning, Development, and Success

☐ Assessment and Evaluation

☐ Social Justice and Inclusion

☐ Leadership

☐ Talent Management

☐ Crisis and Risk Management

☐ Ethics

☐ Financial and Facility Management

**Page: Additional Presenters**

### **Add Additional Presenters or Meeting/Reception Attendees** \*

Do you have co-presenters, or key individuals who need to attend your meeting/reception? If yes, select "Yes" below to open to Search Tool and add each person in **by entering their email address, which will link their NASPA profile to your submission. Please note that NASPA membership is not required to have a profile.**

**PROGRAM PROPOSALS**

All co-presenters who will join you in presenting your session must be added to the submission. Each session may have no more than **six presenters** (including you as the coordinating presenter). You do not need to add yourself as an additional presenter.

**MEETING/RECEPTION REQUESTS**

Use the Search Tool to add key individuals to a meeting/reception request (e.g., the committee chair who will be facilitating the meeting) just as you would add a co-presenter to a program proposal. This information will be used in the scheduling process to ensure that individuals are not double-booked.

### **Would you like to add more individuals to this submission?** \*

☐ Yes, I have additional presenters who need to be added to this submission

☐ No, I will be the only presenter

### **Additional Presenters**

Click **Add Presenter** below to get started.

**PROGRAM PROPOSALS**

Program proposals may have up to 5 additional presenters. You do not need add yourself as an additional presenter.

**MEETING/RECEPTION REQUESTS**

You may add key individuals to your request (e.g., the committee chair who will be facilitating the meeting) just as you would add a co-presenter to a program proposal. This information will be used in the scheduling process to ensure that individuals are not double-booked.

### **Completion Acknowledgment** \*

### All co-presenters must be listed in the above table before your program is considered final. Please indicate whether you have added all co-presenters.

### If you were not able to find one or more of your co-presenters using the Presenter Search tool, please select **No**. This will open a section in which you can enter information for any individuals you were not able to find. You will use this section of the form to send a request for information to those individuals.

☐ Yes, all of my co-presenters have been added and are visible in the presenter table above

☐ No, I was not able to find a NASPA account for one or more of my co-presenters

**Additional Presenters Information Request**

**All presenters are required to have a free NASPA profile in order to be included on a program submission.** If you were not able to find your co-presenter(s) using the Search Tool, you may send up to five Additional Presenter Information Requests below. Enter the full name and email address for the presenter(s) you were not able to find in the Search Tool. You do NOT need to re-enter information for co-presenters already added in the section above.

Once you've added information for presenters you were not able to find in the search, click **Send Request Now**.

Here’s what will happen next:

1. Your co-presenter will receive an automated email at the address you entered, prompting them to either create a free NASPA profile, or to verify the information associated with an existing profile. The email will include instructions for doing this.
2. They will complete a brief online form to provide their NASPA ID number and the email address associated with their NASPA account.
3. NASPA will use the information provided to add them to your submission.

Please note that the Additional Presenters Information Request process uses the letter of recommendation feature of the submission system, so you and/or your co-presenter may see references to “Letter of Recommendation” in the system as you are going through the steps above.

### **Presenter(s) Background Information** \*

The NASPA program review process is not a blind review. Volunteer reviewers are matched to your program based on content areas, target groups, and other information provided in your application.

Please add a **brief bio for the FOR EACH PRESENTER** (giving bios for additional presenters here does not add them to your session - please complete that process above). This information is used to help reviewers understand your expertise in the topic at hand. It is NOT necessary to attach a complete CV or resume.

Additionally, for your session to be eligible for continuing education credits we need the following included in the bio(s) below:

* Degrees earned
* Any licensure or certifications the presenter holds related to the topics presented on
* Years in the field
* Brief summary of experience

This information will be used only for the review process, and will not be visible to conference attendees

**Page: Submitter Confirmation**

### **Next Steps**

### All program submissions will receive reviewer feedback via the submission portal. Once reviews are completed, the Conference Planning Committees will review all feedback of completed proposals in late August for pre-conference sessions and in early October for all other program types. Decisions will be made by early September for pre-conferences sessions and by mid-October for all other program types.

### Accepted program decisions will include the following:

* Content edits required by the Planning Committees
* Scheduled date, time, and format
* Next steps required of all presenters

### Coordinating presenters of accepted programs will have one week to confirm their intent to register for the conference and present the accepted program.

### **Confirmation of Submission** \*

Select one or more options

☐ As the coordinating presenter for this program proposal, I agree to have my proposal reviewed by the volunteer reviewers and planning committees for inclusion in the 2025 NASPA Strategies Conferences. If this proposal is accepted, I understand that I and any co-presenters must register for the conference in order to present this session.

**Ready to Submit?**

When your proposal is complete, select **Save and Submit**. Please note that edit access is removed after you submit. If you wish to continue editing your program through the submission deadline, please click **Save** instead.

If you have any questions or concerns, please reach out to Strategies@naspa.org.