**Page: Program Type**

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

Program proposals and meeting/reception requests may be edited as many times as you wish until the submission deadlines listed below.

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**. Completed submissions are still available for edits until the submission deadline.

### 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.

If you see the below message at the top of your screen during an editing session, it means a change was made to the form itself, not to your submission. Please use the quick links to get back to the page you were editing and continue your submission.



### **2024 NASPA Strategies Conferences Submission Deadlines**

All deadlines are at 11:59pm Pacific Time.

* **Pre-conference Workshop Submission Deadline:**August 15, 2023
* **Main Program Submission Deadline:**September 19, 2023
* **Meeting/Reception Request Deadline:**October 13, 2023

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 conference@naspa.org to your safe senders list.

**ACCEPTED SESSIONS WILL RECEIVE A REGISTRATION DISCOUNT FOR ALL PRESENTERS.**

**Please make sure your submission is as thorough as possible!**

### **Conference and 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 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 2024 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 2024 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** \*

Please enter a program or meeting/reception title. NASPA uses APA format for titles.

Please limit your title to 150 characters.

**Follow the guidelines below when listing your event title:**

* 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.

Note: Titles of accepted programs may be edited to adhere more closely to these guidelines.

☐ I acknowledge that I have read and understood the title guidelines.

### **Title** \*

### **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.

**Campus or Community Coalitions and Partnerships**

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

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

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

**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
* 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 substances and those in recovery communities, using innovative strategies, based on a foundational theory, model, or adaptation

**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 challenges, successes, and lessons learned in addressing administrative, financial, and other  barriers to student access to mental health services.
* Explore effective strategies to promote help-seeking and referral to mental health services.
* Explore innovative strategies to promote equitable access and inclusion in mental health service delivery across the prevention and intervention spectrum.
* Identify new and innovative strategies to promote increased awareness of and access to mental health services for students.
* Identify the unique challenges to recruiting and retaining mental health staff on college campuses.
* Develop strategies to enhance retention and recruitment of mental health staff on college campuses.

**Cross-Campus Collaboration and Coordination**

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

**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 institutional and other potential barriers and solutions to providing increased mental health services 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, 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 endemic (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.

### **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.

**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
* Learn specific topical content knowledge and current data that can inform programming and contribute to individual expertise
* Reflect on different leadership styles and how that supports and enhances individual and group development
* Develop leadership, supervision and mentorship skills centering diversity, equity, and inclusion for peer educators and/or advisors

**Adaptable Solutions and Creative Approaches to Student Programming**

* Identify innovative and promising approaches for prevention, harm-reduction, and risk-reduction programming
* Articulate how to support students through engagement using innovative strategies
* 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 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 that serve to amplify the voices and experiences of historically marginalized populations engaging in peer education work
* Identify changes and explore solutions in peer education group development, recruitment, 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

***\*\*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
* 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
* 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 around power-based violence and the impact of those scripts on youth. In the context of media, explore ways to increase media literacy and how this relates to the perpetuation of power-based violence

**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
* 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, to 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, and develop resources
* 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 and Essential Ecosystems for Health Promotion - Centering Well-being in Person, Place and Planet**

* 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
* 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

### **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

**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, program book, 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.

### **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

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 are no word limits on this section. 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.

### **Pre-conference Participation**

Please indicate the **maximum number of participants** for your Pre-conference Workshop, based on the content and format you provided in the Description and Outline. If your Pre-conference Workshop is accepted, this limit will be considered in setting up the registration for your program to ensure that the number of participants matches your design for the session.

\_\_\_\_\_\_\_\_\_\_\_

### **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, LGBTQIA+ students, international students, students with ability differences, undocumented students, etc.) or**systemic oppression** (e.g. colonization, racial oppression and trauma, restrictive statewide policy for trans students' rights, etc.).

**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

### **Student Affairs Certification Types** \*

Select **at least one and up to two Certification Type(s)** to which your program relates.

Visit the [Higher Education Consortium for Student Affairs Certification website](https://studentaffairscertification.org/certifications) to learn more about the different certifications. You may choose from the Core Student Affairs Educator Certification (CSAEd), the Social Justice and Inclusion requirement, or the six specialty certifications. These selections will be used to determine the eligibility of your session for CSAEd continuing education credit.

Select one or more options

☐ Core

☐ Social Justice and Inclusion

☐ Campus Activities

☐ Campus Housing and Residential Life

☐ Campus Recreation

☐ College Unions

☐ Fraternity and Sorority Life

☐ Student Conduct Administration

### **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** \*

Do you have additional people presenting with you? If yes, add each person in **by entering their email address** in the Presenter Search Tool, which will link their NASPA profile to your program. Please note that NASPA membership is not required to have a profile.

All co-presenters who will join you in presenting your session must be added to the submission. You do not need to add yourself as an additional presenter.

Each session may have no more than six presenters (including you as the coordinating presenter).

Select one or more options

☐ 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.

Once you have added all of your co-presenters to the presenter table, select **Yes** on the completion acknowledgment question below.

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

### **Your Background / Familiarity with Topic** \*

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 yourself and additional presenters so that the reviewers can understand your expertise in the topic at hand. It is NOT necessary to attach a complete CV or resume.

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

### **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. Once they submit their information, **you will be required to navigate back to this page and enter each individual into the table above using the Presenter Search tool.**

Select one or more options

☐ 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

**Page: Submitter Confirmation**

### **Notes/Special Requests**

Please indicate any special requests that you would like the Conference Planning Committees and NASPA staff to consider. Special requests are not guaranteed, but we will make every effort to reasonably accommodate specific needs.

If you have no special requests, please check the No Special Requests box below to complete this section.

Select one option

⭘ Special Request

⭘ No Special Request

### **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 2024 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.

When your proposal is complete, select **Save and Submit**.

Note: you may continue to edit your program proposal until the submission deadline. After the program submission deadline, you will no longer have access to edit your submission.

**ACCEPTED SESSIONS WILL RECEIVE A REGISTRATION DISCOUNT FOR ALL PRESENTERS.**

**Please make sure your submission is as thorough as possible!**