

# Sample Proposal-General Education Session

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## More than Sympathy Cards & Flowers: Promoting and Practicing Self-Care, Providing Support, and Leading during Grief

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### Presenter(s)

#### Rick Rosenstengle

Director of Campus Recreation  
Texas A&M University-Commerce

**Role:** Lead Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

Rick has worked in collegiate recreation for over 20 years. During this time, he has served as Director of Campus Recreation for the past five (5) years at Texas A&M University-Commerce. In leading through grief, Rick has been the Director through a time when a direct report has experienced loss, when a longtime staff member passed away after a short battle with cancer, and when a beloved University president committed suicide unexpectedly. Rick's leadership during these times and insight he has to how grief can affect the person and the workplace is tremendous. On this topic, Rick can share how to take personal experiences of loss to be a more understanding Director that promotes self-care and practices it. Sharing on how it is key as a Director to be knowledgeable in human resource policy and procedures so that staff and direct reports understand during time of loss what their options are for time off is critical to be successful as a manager.

#### **Education Background**

Master's Degree

#### **Years in the Field**

Full time professional in the field of collegiate recreation (20+ years of experience)

#### **Presenter Accommodation Request**

N/A

#### Kari Osborne Albarado

Director of Campus Recreation  
East Tennessee State University

**Role:** Co-Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

Kari has worked in Campus Recreation for 9 years as a professional. Throughout this time, she has experienced personal loss--of both family and staff members--making her knowledgeable to speak to others on tips related to self-care and support during grief. In her first professional role, Kari replaced a staff member that had passed away in a car wreck and arrived on campus prior to the University memorial service for the staff member. From there, by the age of 34--Kari's mother, father, and sister--her nuclear family were all deceased--each occurring 1 week before or after the NIRSA Annual Conference in 2010, 2014, and 2018 and while she was in the entry level, associate level, and director role--making grief and the intersection of personal/professional lives a reality for her career in collegiate recreation. Her story of how to communicate needs to your supervisor, understanding of FMLA/University policy, and the impact a supportive environment can create is beneficial for others to hear. Additionally, the intersection of her and Rick's story related to the loss of a coworker and loss of a University president during their time together at Texas A&M University-Commerce is important moments in shaping leadership philosophy related to creating a team culture of care for young professional to hear.

#### **Education Background**

MS-Sport Management

#### **Years in the Field**

Full time professional in the field of collegiate recreation (6-10 years of experience)

#### **Presenter Accommodation Request**

N/A

### Learning Outcomes

1. Understand the intersection of personal and professional lives that may occur during grief for self and direct reports
2. Recognize how grief can affect wellness, job performance, and the workplace environment for self and direct reports

3. Identify on-campus resources for providing support and understand importance of knowledge of University policies related to FMLA and bereavement for self and direct reports

### **PROGRAM DESCRIPTION**

Many times as collegiate recreation professionals we have been exposed to the concept of “leaving personal problems at the door” when you walk into work. This mindset can create an environment where we fail to promote self-care—much less practice self-care—and may miss the mark in providing support to our staff members and direct reports as they experience grief. Additionally, there are times throughout our career when we are faced with crisis—both in our personal and professional lives—in which there is no manual to refer to for the answers of what to do. Experiencing loss and grief is one of those moments.

As collegiate recreation professionals, there are no guidelines for what to say or do when you have to tell your staff that the University President has committed suicide. No one can tell you what it will feel like to see a parent pass away two weeks after a cancer diagnosis—only to find out you were misinformed on FMLA policies by your supervisor and are now on unpaid time off. No one can prepare you for when a co-worker passes away and you will need to clean out their desk and eventually fill their position. No one will give you the answers for how to support your campus community when two star athletes pass away in a car wreck or when a student worker dies in an accident or when a patron passes away in your building. There are no guidelines when you are hired to replace someone who has died in a car wreck and you join a staff that is grieving. There is no “how to” manual on being a good supervisor to someone who is grieving the loss of a loved one.

Through the interwoven career paths of two Directors who will share their personal experiences of grief who experienced all the aforementioned situations—we will provide insight for creating an environment of comfortable communication and support, understanding University/FMLA policy, and what we have learned through each challenge we have been faced with during various stages of professional careers.

It is important to have an understanding of how grief can affect wellness, work performance, and how these moments are incredibly important in personnel management in creating an environment of comfortable communication and support—and for us to acknowledge and understand that who we are in our personal lives and professional lives are deeply intersected. We feel it is important that we share what we have learned and strategies for promoting and practicing self-care, providing support, and leading during grief to others.

Note: presentation outline is attached as supplemental document.

### **PROGRAM SHORT SUMMARY**

Many times as collegiate recreation professionals we have been exposed to the concept of “leaving personal problems at the door” when you walk into work. This mindset can create an environment where we fail to practice self-care and where we may miss the mark in providing support to our staff members and direct reports as they experience grief. From loss of a team member, to a student or patron, or the death of a family member—two directors will share their personal experiences during various stages of their careers related to grief. This session will explore the intersection of personal and professional lives and how to create an environment of comfortable communication where well-being, self-care, and support during grief are a priority.

### **Core Competencies & Topic Areas**

#### **1st CORE COMPETENCY AREA**

Human Resource Management

#### **Target Audience(s)**

**Please identify a MAXIMUM of two target audiences for your program** Mid-level Manager, Executive

### **Core Competencies & Topic Areas**

#### **2nd CORE COMPETENCY AREA**

Personal & Professional Qualities

#### **3rd CORE COMPETENCY AREA**

Philosophy & Theory

#### **1st TOPIC**

Leadership

**2nd TOPIC**  
Health & Wellbeing

**Program Format & Duration**

**PREFERRED DURATION**  
Standard

**Presenter Agreement**

**PRESENTER AGREEMENT**  
I agree

**RIGHT TO SHARE AUTHORIZATION**

I grant NIRSA the right to share this presentation for education purposes and member reference

# Sample Proposal-General Interest Session

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## **Know Your Value – Not Your Price: Effective Corporate Development Strategies for a Collegiate Recreation Program**

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### **Presenter(s)**

#### **Jennifer Speer**

Senior Director- Communications, Assessment & Development  
The University of Texas at Austin

**Role:** Lead Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

Jennifer has 19 years of experience in collegiate recreation. She currently serves as the Senior Director of Communications, Assessment and Development and has directly managed the development program for UT RecSports since its inception in 2007. Serving as the area lead, she works directly with corporate partners and closely with her Associate Director, Nicole Olmeda, on corporate sponsorships. She has worked on contracting, gift agreements and revenue share agreements which are all ways that UT has creatively worked with corporations to increase revenue and gifts. She serves on the NIRSA Services Corporation Board and has presented on fundraising at the NIRSA 2016 and 2018 National Conferences. She frequently serves as a resource on this subject for other collegiate recreation departments and professionals.

#### **Education Background**

BS in Exercise Science (1997) and MS in Sports Administration (1999) both from The University of Southern Mississippi

#### **Years in the Field**

Full time professional in the field of collegiate recreation (10-20 years of experience)

#### **Presenter Accommodation Request**

#### **Nicole Olmeda**

Associate Director for Communications, Assessment and Development  
The University of Texas at Austin

**Role:** Co-Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

Nicole has over 20 years of experience in the field of collegiate recreation. She currently serves as the Associate Director for Communications, Assessment, and Development at The University of Texas at Austin. She directly manages the department's relationship with IMG and assists with oversight of all corporate partnerships and sponsorships, annual giving and alumni outreach initiatives, and the continued progress towards the department's goal of establishing a \$10M endowment. Nicole presented on this topic at the 2016 NIRSA Annual Conference in Orlando, Florida and frequently serves as a resource on this subject for other collegiate recreation departments and professionals.

#### **Education Background**

Oregon State University Master of Education June 1998 Texas State University Bachelor of Science May 1996

#### **Years in the Field**

Full time professional in the field of collegiate recreation (20+ years of experience)

#### **Presenter Accommodation Request**

### **Learning Outcomes**

1. Upon completion, participants will be able to define the difference between corporate partner v corporate sponsor.
2. Upon completion, participants will understand the role of a marketing partner and how that model can work for campus recreation.
3. Upon completion, participants will be able to define assets and resources needed to make this model a success.

### **PROGRAM DESCRIPTION**

Many collegiate recreation programs are investigating and implementing corporate development programs or initiatives as alternative funding sources for their departments. In recent years – the number of phone calls and e-mail inquiries we have received from programs needing guidance has significantly increased. Our corporate development program was established approximately eight years ago. In that time – we have developed effective strategies and philosophies that have yielded steadily increasing and significant

financial income, as well as established some long-term relationships with corporations. This includes defining the difference between a 'partnership' and a 'sponsorship'. We will review our relationship with IMG, how and why it works, and how other collegiate recreation departments might investigate a direct contract with a marketing firm as an option. We will also review why we pursued corporate dollars, the resources we have aligned to make this model successful, and where we are in our pursuit of establishing a \$10M excellence fund for our department.

#### UT RecSports Corporate Development

- What is it? Why did we get into this funding source?
- Definition of sponsor v partner. Who does what?
- What is a marketing partner and how to work with one
- Resources needed to be successful (asset inventory, personnel, etc.)
- What we have learned? Where we are going
- Necessary Steps to consider if pursuing corporate dollars
- Necessary Steps to consider if wanting to use a marketing partner

#### **PROGRAM SHORT SUMMARY**

Many collegiate recreation programs are investigating and implementing corporate development programs or initiatives as alternative funding sources for their departments. We will share our journey with corporate fundraising, review our relationship with our marketing partner (IMG), share how and why it works, and discuss how other collegiate recreation departments might investigate a direct contract with a marketing firm. We will also review why we pursued corporate dollars and the resources we have aligned to make this model successful.

#### **Core Competencies & Topic Areas**

##### **1st CORE COMPETENCY AREA**

Business Management

#### **Target Audience(s)**

**Please identify a MAXIMUM of two target audiences for your program**

Mid-level Manager, Executive

#### **Core Competencies & Topic Areas**

##### **2nd CORE COMPETENCY AREA**

Personal & Professional Qualities

##### **3rd CORE COMPETENCY AREA**

##### **1st TOPIC**

Marketing

##### **2nd TOPIC**

None of the topics listed above describe my program

#### **Program Format & Duration**

##### **DELIVERY**

Mostly lecture

##### **PRESENTATION FORMAT**

Standard

##### **PREFERRED DURATION**

Standard

#### **Presenter Agreement**



# Sample Proposal-General Interest Session

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## Quantifying Campus Rec's Impact on Retention and Campus Relevancy

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### Presenter(s)

#### **Sera Janson. Zegre**

Research Coordinator, Campus Recreation

West Virginia University

**Role:** Lead Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

Sera Janson Zegre has worked as the research coordinator for WVU Campus Recreation since July 2017; she has conducted social science research since 2006, and has taught research methods in social science to upper level undergraduates at WVU since 2011. Sera has presented research at various professional conferences, and published in peer-reviewed, agency, technical, and organizational publications. Sera is a social scientist and educator with a background in public land management, natural resource policy and law and asset-based community planning. She offers expertise in issues related to outdoor recreation and natural resources.

#### **Education Background**

Oregon State University M.S. in Natural Resource Social Science awarded 2008

#### **Years in the Field**

None of the above describes the presenter

#### **Presenter Accommodation Request**

n/a

#### **Andy Darling**

Director

West Virginia University

**Role:** Co-Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

I've spent the last 23 years focused on a variety of aspects of the recreation industry including Campus Recreation administration, student development programming, facilitation and training as well as consulting on the development of several campus recreation departments. I have served in a number of roles at four higher education institutions, including as director for two of them. In this capacity, I have collaborated in development and implementation of IRB approved research at both.

#### **Education Background**

Master of Science in Recreation Management, RCRSP

#### **Years in the Field**

Full time professional in the field of collegiate recreation (20+ years of experience)

#### **Presenter Accommodation Request**

#### **Decker Craig**

Associate Director

West Virginia University

**Role:** Co-Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

I received my Bachelors of Science from Indiana University and received my Masters in Sports Management at the University of Florida. I have been a member of NIRSA since 2005, a registered collegiate recreational sports professional since 2017, and currently serve as the Region II Representative. I have worked in the campus recreation field for over a decade, including positions at the University of Florida, the University of Virginia, Florida Atlantic University and West Virginia University. As the Associate Director of Campus Recreation, I supervise the Aquatics, Fitness & Wellness, Operations, Memberships and Research

areas. I am also involved in the overall administration, operations, technology and strategic planning of Campus Recreation. Throughout the years I have presented at multiple Annual and Regional Conferences on a variety of topics.

**Education Background**

M.S. Sport Management 2008

**Years in the Field**

Undergraduate student, Graduate student (Masters program), Full time professional in the field of collegiate recreation (10-20 years of experience)

**Learning Outcomes**

1. Upon completion, participant will be able to defend the importance of quantifying the value of campus recreation to academic success
2. Upon completion, participant will be able to organize and oversee research on the value of student recreation in retention and GPA at colleges and universities using secondary data analysis
3. Upon completion, participant will be able to summarize previous research in value of campus recreation; identify considerations of research process in secondary data analysis

**PROGRAM DESCRIPTION**

The program will offer an overview in quantifying the value of campus recreation in retention and GPA using secondary data analysis. West Virginia University presenters will share their experiences on background on staffing and institutional needs, as well as specific details related to data collection, management, and analysis. The session will also summarize differences and similarities of other approaches in quantifying the value of campus recreation. Presentation will include results from their research examining the relationship between student recreation center use and retention and GPA, including a demonstration of how to calculate the revenue from increased retention from recreation center use. This research uses secondary data analysis, including swipe card data from rec center users, various use groupings, and a robust model that includes outcome variables of GPA and retention, as well as a wide scope of demographic and financial aid and income variables. The session will utilize lecture and PowerPoint, as well as discussion based around handouts with detailed process steps to be used as a menu approach to future implementation.

**PROGRAM SHORT SUMMARY**

This program is geared toward those who seek to quantify the value of campus recreation in retention and GPA using secondary data analysis. Presenters from West Virginia University will share the story of their research process and findings, offer a process outline, and offer a menu approach of considerations for others to replicate at their own institutions. Presenters will also summarize previous research and offer methods and results from our approach.

**Core Competencies & Topic Areas**

**1st CORE COMPETENCY AREA**

Research & Evaluation

**Target Audience(s)**

**Please identify a MAXIMUM of two target audiences for your program**

Mid-level Manager, Executive

**Core Competencies & Topic Areas**

**2nd CORE COMPETENCY AREA**

Philosophy & Theory

**3rd CORE COMPETENCY AREA**

**1st TOPIC**

Research & Assessment

**2nd TOPIC**

**Program Format & Duration**

**DELIVERY**

Mostly lecture

**PRESENTATION FORMAT**

Standard

**PREFERRED DURATION**

Standard



# Sample Proposal-General Education Session

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## Communication Matters: Incorporating Inclusive language into all aspects of a Fitness Program

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### Presenter(s)

#### Christin Everson

Assistant Director of UREC, Fitness & Marketing  
Seattle University

**Role:** Lead Presenter

#### Qualifications & Experience (not to exceed 800 characters)

ACE Certified Health Coach, Group Fitness Instructor, Personal Trainer. YogaFit Level 1 and 2 Yoga Instructor, Adjunct Faculty in the Kinesiology Department at Seattle University, ACE Subject Matter Expert.

#### Education Background

MS in Kinesiology , BA in Psychology

#### Years in the Field

Full time professional in the field of collegiate recreation (6-10 years of experience)

#### Presenter Accommodation Request

#### Ben Kohler

Group Fitness Coordinator  
University of Minnesota

**Role:** Co-Presenter

#### Qualifications & Experience (not to exceed 800 characters)

ACE Personal Trainer, Health Coach and Group Fitness Instructor, Stages Master Educator. 6+ years of Group Fitness Experience

#### Education Background

MS and BS in Kinesiology

#### Years in the Field

Full time professional in the field of collegiate recreation (less than 5 years of experience)

#### Presenter Accommodation Request

### Learning Outcomes

1. Understand the role and scope that communication plays on the success of our Fitness programs, teams, and clients.
2. Learn and brainstorm practical approaches for Fitness programs to address changes in verbal and non-verbal language as it relates to client equity, diversity, and inclusivity.
3. Discuss how successful changes in communication can manifest in better community and connection for all participants of a Fitness program.

### PROGRAM DESCRIPTION

As fitness professionals, a lot of our value is put into the tangible results achieved by participants and clients. We succeed when they (perceive) success. The purpose of this educational session is to help fitness professionals understand that a huge component of clients success is in feeling safe to be who they are and feeling connected to the community and spaces we operate in. The cornerstone of creating those feelings is how we communicate to and with our clients and participants. The outline below describes the topic and process by which we hope to share this change in mindset and philosophy in order to create intangible, as well as tangible success for more Fitness facilities across the country.

Introduction to Depth and Importance of Communication in Fitness facilities (5-10 min)

How Language can hurt our reputation and connection (10-15 min)

Microaggressions, Connecting with Participants, Understanding Competition and Connectedness

Intent Vs Impact

Gender binary issues, assumptions based on the gender binary, programming based on gender binary

Theoretical Approaches to Communication with Fitness Clients (10 min)  
 Self-efficacy and Self-Determination Theory  
 Emotional Intelligence  
 Different Communication Strategies (10 min)  
 Body Language vs. Verbal Language  
 Multi-media  
 Intentional communication: Marketing  
 Creating a Community/Safe Space (10 min)  
 Discuss the components and tools needed to create a community and connection in our Fitness Spaces  
 Questions (5 min)

### **PROGRAM SHORT SUMMARY**

Communicating with participants and clients is vital to a Fitness program, especially with a lens of equity, diversity, and inclusion. The method, style and language used to communicate can have strong impacts on the comfort and connection we provide our clients, participants, and staff teams. In this session, we will use a theory-based approach to support Fitness professionals in understanding how verbal and nonverbal communication affects successful relationships and ultimately, successful programs. Topics include microaggressions, representation, body language, and gender binary issues.

### **Core Competencies & Topic Areas**

#### **1st CORE COMPETENCY AREA**

Philosophy & Theory

### **Target Audience(s)**

**Please identify a MAXIMUM of two target audiences for your program**

Student, New Professional, Mid-level Manager, Executive

### **Core Competencies & Topic Areas**

#### **2nd CORE COMPETENCY AREA**

Personal & Professional Qualities

#### **3rd CORE COMPETENCY AREA**

#### **1st TOPIC**

Fitness

#### **2nd TOPIC**

Health & Wellbeing

### **Program Format & Duration**

#### **DELIVERY**

Mostly lecture

#### **PRESENTATION FORMAT**

Standard

#### **PREFERRED DURATION**

Standard

### **Presenter Agreement**

#### **PRESENTER AGREEMENT**

I agree



# Sample Proposal-General Education Session

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## **“No One Does it Alone: A Conversation about Female Leaders and Male Allyship”**

Submission Type: Concurrent Education Program-General Interest Session

Submission Status: Complete / Locked

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### **Presenter(s)**

#### **Beth Glazer**

Assistant Facility Manager

UCLA Recreation

**Role:** Lead Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

I have had the privilege of being in the field of Recreation for almost the last 10 years with my student employee experience included, but as a professional for the last 5. I have been a training and development coordinator for over 450 student staff and am currently an assistant facility manager participating on many work teams in the field. I have a masters in comparative education having studied critical race theory and the model of oppression much researched by Paolo Freire. This particular presentation resonates with my experiences as a female in the field of Sports/ Recreation as well as my past as a basketball player for the last 20 years. I have always felt a unique connection to my feminism and became inspired by Pat Summit's book to finally know how to define my own Feminist views and working with my colleague Nathan Wolf to investigate and share the significance of female/ male partnerships within Recreation and Professional Sports. My goal is to provide an opportunity for discussion, discovery and dialogue with resources and training ideas to help our student staffs and professionals build workshops to discuss the significance of women leaders and the male allies who assisted in creating opportunities where in previous history there may not have been. I have also had the honor of presenting at multiple regional and national NIRSA conferences over the past few years.

#### **Education Background**

M.A. Comparative Education and Social Science

#### **Years in the Field**

Full time professional in the field of collegiate recreation (less than 5 years of experience)

#### **Presenter Accommodation Request**

Speakers if Possible but we can provide our own if needed

### **Nathan Wolf**

Operations Supervisor

San Diego State University

**Role:** Co-Presenter

#### **Qualifications & Experience (not to exceed 800 characters)**

Over the past five years I have worked in the field of collegiate recreation beginning as an undergraduate student then moving into a graduate assistant role and now as a professional staff member. In addition, I have been able to attend a number of state, regional and national conferences through NIRSA and other like associations. Further, I have been able to present on a couple topics at prior conferences including a presentation at NIRSA 2018 in Denver Colorado. As it pertains to our topic about female leaders and male allyship, I have had a unique experience going from three different universities and having only female direct supervisors at each respective university. I feel as though this unique background coupled with educational talks, articles and books that I have been able to listen to, watch and read; make me all the more knowledgeable and skilled in this important topic about developing and empowering our female leaders of today and tomorrow. Being able to have a female/male presentation on such a topic really hits our point of not only acknowledging there is a significant lack of women in leadership positions but how men can be allies and help break this stigma.

#### **Education Background**

M.S. Sport Management

#### **Years in the Field**

Full time professional in the field of collegiate recreation (less than 5 years of experience)

#### **Presenter Accommodation Request**

### **Learning Outcomes**

1. Through creating a critical gender framework, participants will be able to identify and analyze what part male allyship plays in the success of women in Recreation, Mentorship and Sports.

2. Participants will be able to recognize and integrate multiple resources into training objectives and curriculum development for student leadership.
3. Participants will partake-in research-based activities that help them to develop their own definitions of gender allyship and strategically plan for how this conversation could be helpful at their own institutions.

### **PROGRAM DESCRIPTION**

-Personal Testimonial from myself and Nate sharing experiences in Recreation with this concept and any other relevant stories.

-Fill in the blank activity which will be discussed and debriefed.

Critical framework we are setting is to view a previously male dominated world of Sports and Recreation through the lens of male allyship. Women are capable and strong leaders, but we are investigating and starting the conversation about how strong male partners in the field who believe in strong female leadership can further the cause. This includes reaching out to someone they know is qualified for the position and creating more professional development options to develop more female leadership.

Partner Talk:

-What does being a male ally vs. being a male hero mean? (Debrief)

Becky Hammon video: [https://www.youtube.com/watch?v=a\\_yLKJ7s5TA](https://www.youtube.com/watch?v=a_yLKJ7s5TA)

-Male Allyship and the part Coach Greg Papovich played in Becky Hammon's leadership within the NBA as a female. Debrief: Were there other male allies as well?

-quick written survey within the group, questions like:

1) "Do you feel that you are able to talk about social issues in your work space"?

-Upon reflection, we will move forward with what we have found about strategies and theories are important to consider when thinking about gender bias in the workplace. (Including Imposter Syndrome)

Strategies to Manage Subconscious Gender Bias:

Take Personal Responsibility, discuss bias with women, discuss bias with men, extend the conversation, create awareness, examine policies and procedures, identify gender bias, utilize equity metrics, encourage mentoring, model leadership of inclusivity, recruit women, share your success story, listen believe and be accountable. (Northern Arizona University)

-Share suggestions for programmatic possibilities

-Share evidence of successful male ally relationships

-Anchor Chart of how audience wants to build new relationships with a male coworker based on a leadership skills and/or career competency

Touch on gender fluidity/ recognize one can identify with either gender or neither but it is the concept of marginalized and opening opportunities that is the purpose of this critique. Consider the idea of intent and that most of these positive and/ or negative interactions are based on what the initial intent of the person behind them is. If you are looking to help others succeed because you believe they are capable and qualified, then that is how you will act.

As Pat Summit said, "The fact was that we couldn't fight these battles by ourselves: it was important for women to lead women, but we needed powerful male allies too, men like Bill Wall and Dr. Ed Boling" (Summit, 132).

Concluding Letter Writing- If you are male thinking of a female in your life who has set a standard or who you identify as a leader and if you are female think of a male who has been not a hero, but an ally. Write one sentence on your card of what you want to say to that person and why.

### **PROGRAM SHORT SUMMARY**

What is male allyship? From the gym, to the field, to the rec center to the board room, it takes relationship building, strong decision making and efficient goal setting to create beneficial partnerships between men and women in the field of Sport. We will discuss multiple texts including Sum It Up, Athena Rising: How and Why Men Should Mentor Women, Bad Feminist, Shooting from the Outside, Developing Women Leaders: A Guide for Men and Women in Organizations by Anna Marie Valerio and research articles to share some inspiring testimonials and strategies for development among Recreation staffs.

### **Core Competencies & Topic Areas**

#### **1st CORE COMPETENCY AREA**

Philosophy & Theory

#### **Target Audience(s)**

**Please identify a MAXIMUM of two target audiences for your program**

Student, New Professional

### **Core Competencies & Topic Areas**

#### **2nd CORE COMPETENCY AREA**

Personal & Professional Qualities

**3rd CORE COMPETENCY AREA**

Programming

**1st TOPIC**

Equity, Diversity & Inclusion

**2nd TOPIC**

Leadership

**Program Format & Duration**

**DELIVERY**

Mix of both

**PRESENTATION FORMAT**

Standard

**PREFERRED DURATION**

Standard

**Presenter Agreement**

**PRESENTER AGREEMENT**

I agree

**RIGHT TO SHARE AUTHORIZATION**

I grant NIRSA the right to share this presentation for education purposes and member reference

# Sample Proposal-General Interest Session

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## **Moving from Anecdotal to Evidence Based: Demonstrating the Value of the Campus Health and Well-Being Revolution.**

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### **Presenter(s)**

**Todd Misener**

Chief Wellness Officer

Oklahoma State University

**Role:** Lead Presenter

### **Qualifications & Experience (not to exceed 800 characters)**

With over 20 years of experience working in Higher Education, I began my role as Chief Wellness Officer at Oklahoma State University in August 2016. Prior to arriving at OSU, I worked at Western Kentucky University for over 18 years, serving in multiple roles: as chair of the employee wellness program (7 years), Assistant Director of Health & Fitness (15 years), and Director of the Student Wellness program (8 years). Earned a Bachelors' of Science in Physical Education from the University of Saskatchewan, Master's in Public Health from Western Kentucky University, and PhD in Health Promotion from the University of Louisville. I have held many certifications in fitness including ACSM's Health & Fitness Instructor, and NSCA's Certified Strength & Conditioning Specialist, and is currently a certified health education specialist through the National Commission for Health education Credentialing Inc. I am a member of the American College Health Associations research committee and served on the National Intramural and Recreational Associations research and assessment committee for 4 years, 2 of which as the Chair. I have presented at several national conferences including ones hosted by the American Public Health Association, American College Health Association, and National Intramural Recreational Sports Association, on topics ranging from research and assessment methods, to health and wellness promotion strategies on college campuses. Research interests include: employee wellness outcome assessment, stress and resilience, college student engagement and success, and the roll that various health behaviors play in the success of college students and employees.

### **Education Background**

Bachelor's of Science in Physical Education, Masters in Public Health, and Doctorate in Health Promotion

### **Years in the Field**

Full time professional in the field of collegiate recreation (20+ years of experience)

### **Presenter Accommodation Request**

### **Learning Outcomes**

1. List at least 3 available data sources to build your campus specific data-base.
2. Describe at least three value outcomes from health, well-being and recreation program engagement.
3. Describe the results from a multi-year value assessment of campus, health, well-being and recreation programs and facilities.

### **PROGRAM DESCRIPTION**

The purpose of this program is to outline achievable, data-driven methods to demonstrate the value of campus health, wellness, and recreation programs, services and facilities. Due to increased demand for program efficiency and shared infrastrucutres, health and well-being programs and facilites have merged with many campus recreation programs around the country. This presentation will outline methods to demonstrate the individual and collective value of these programming areas. The content of the program will outline the importance of sound data collection methods using facility management software, institutional data, and validated health assessments. Strategies will be presented describing achievable ways to integrate, organize, and analyze data from accross the recreation, health, and wellness spectrum. The presenter will describe strategies to develop campus partnerships to improve the efficiency of data collection and analysis. The presenter will share the results from multi-year data analyses outlining the value of health, well-being, and recreation, discuss lessons learned, and ways to improve the data collection, and analysis process. Ultimately, this presentation will seek to enable and empower campus health, well-being and recreation professionals to conduct similar research and assessment procedures on their campus to further strengthen the evidence base supporting the value of campus health, well-being and recreation.

### **PROGRAM SHORT SUMMARY**

For many years, campus health, wellness, and recreation professionals have relied on anecdotal information and national data-sets to demonstrate the value of these programs. As resources have dwindled, the demand for more rigorous, campus centric methods to demonstrate value have risen. This presentation will discuss achievable methods to collect campus specific data, integrate data-

sources, and ways to demonstrate the value of campus health, well-being and recreation programs.

**Core Competencies & Topic Areas**

**1st CORE COMPETENCY AREA**

Research & Evaluation

**Target Audience(s)**

**Please identify a MAXIMUM of two target audiences for your program**

Mid-level Manager, Executive

**Core Competencies & Topic Areas**

**2nd CORE COMPETENCY AREA**

Business Management

**3rd CORE COMPETENCY AREA**

Philosophy & Theory

**1st TOPIC**

Research & Assessment

**2nd TOPIC**

Health & Wellbeing

**Program Format & Duration**

**DELIVERY**

Mostly lecture

**PRESENTATION FORMAT**

Standard

**PREFERRED DURATION**

Extended

**Presenter Agreement**

**PRESENTER AGREEMENT**

I agree

**RIGHT TO SHARE AUTHORIZATION**

I grant NIRSA the right to share this presentation for education purposes and member reference