

Sample Proposal-Preconference Session

Identity Exploration & Decision Making Behaviors: Useful Strategies for Engaging in Difficult Dialogue

Presenter(s)

Cara McFadden

Assistant Professor

Elon University

Role: Lead Presenter

Qualifications & Experience (not to exceed 800 characters)

I received my BS in Sport Management (Cum Laude) from Elon University, MA in Recreation Administration from Central Michigan University, and Ph.D. in Educational Leadership and Policy Studies from Virginia Tech. I am currently an Assistant Professor in Sport Management at Elon University. My personal and professional interests are in leadership studies, diversity and inclusion, development through the life span, and assessment.

Education Background

Ph. D in Educational Leadership

Years in the Field

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

Presenter Accommodation Request

Rachael Finley

Director of Campus Recreation

York College of Pennsylvania

Role: Co-Presenter

Qualifications & Experience (not to exceed 800 characters)

I have my B.A.A. in Recreation, Parks, and Leisure Services, from Central Michigan University and my Masters from James Madison University. I have studied and presented on leadership, the role campus recreation plays in preventing sexual assault, and navigating difficult conversations. Liz & I presented a 4 hour workshop on this topic at the 2018 NIRSA Annual Conference. I have been a member of NIRSA since 2005 and have served the profession in a myriad of ways. I've served on the Board of Directors, several committees, and presented multiple times at State, Regional, and Annual conferences. I worked with Liz on the Coordinated Community Response Team (CCRT) for York College of Pennsylvania.

Education Background

Masters in Campus Recreation Leadership

Years in the Field

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

Presenter Accommodation Request

Learning Outcomes

1. By the end of the workshop, Participants will be able to describe the cross sections of individual identity to understand self and others
2. By the end of the workshop, Participants will be able to demonstrate the differences between debate and dialogue
3. By the end of the workshop, participants will be able to identify decision making behaviors and use them to create solutions after difficult dialogue

PROGRAM DESCRIPTION

While engaging in difficult dialogue is a large component of being a campus recreation professional, very few professionals are formally educated or trained to develop the skills to do so effectively. Our proposed program will help close this gap.

Our program focuses on personal identity first, then uses that information for practical application and strategies for difficult dialogue.

The goal of the workshop is to challenge us to gain new understanding about ourselves, guide us to understand others better, and ultimately, be a more effective professional and human.

This presentation will be valuable to any NIRSA member, regardless of their experience, status, or title.

Program Outline

I. Introduction & Outcomes

a. By the end of the workshop, participants will be able to:

- i. Describe the cross sections of individual identity to understand self and others
- ii. Demonstrate the differences between debate and dialogue
- iii. Identify decision making behaviors
- iv. Use decision making behaviors to create solutions after difficult dialogue

b. Focus on 3 different things:

- i. Comprehension – what is intersectionality and what is difficult dialogue?
- ii. Interpretation – now that we know what it is, what does it mean in the context of the work we do on our campuses?
- iii. Application – what does my understanding teach me, how does this change self, and how do I respond?

c. Circles of Comfort Activity

II. Exploring Identity

a. Introduction:

- i. Definitions of terms
 - ii. Ground Rules
 - iii. Brave Spaces
- b. Social Identity Activity (Application)
- c. Intersectionality
- i. Compare & Contrast Rachael & Cara
- d. Power of Vulnerability - Owning our story
- e. Bring awareness so people do not feel attacked
- i. Cara being a working mom vs. a stay at home mom
 - ii. “Having another pair at the table”
 - iii. Activators of emotional response

III. Decision Making

a. Typically comes from one of these places:

- i. Rules, Cares, Ends
- ii. Examples
- iii. Participants explore which behavior is most natural

IV. Debate Vs. Dialogue

a. Sticky Note activity

i. Each person write 3 sticky notes for debate & 3 for dialogue. Stick to a Large Poster. Have a

b. Provide scenarios/case studies to have dialogue or debate over

- i. Toilet Paper Roll – Over the top or under?
- ii. OSU Pitcher - Would you recruit or hire him?

iii. My student example - Would not officiate IM game (Oct 2016) because a Team was called, "Trump the Competition"

c. Other potential topics to discuss

- i. Rape Culture on campus
- ii. Active Shooter
- iii. Environmental Sustainability

V. Closing

- a. Bringing everyone back together
- b. Reflection on Comprehension, Interpretation, & Application
- c. Review Outcomes

PROGRAM SHORT SUMMARY

Understanding self and personal decision making behaviors is critical to solving challenging problems in the higher education environment and society as a whole. Participants will be challenged to explain the “why” for understanding intersections of identity and personal decision making behaviors to engage in productive dialogue around challenging subject matter. The facilitators and participants will journey together through three critical stages of understanding: comprehension of terms, interpretations of meaning, and application of material. The goal of the workshop is to challenge us to unlock new understanding of ourselves and to guide us to understand others better. Pre-registration is required.

PROGRAM PARTICIPANT INFORMATION

PROGRAM PREREQUISITES

No prerequisites need to be met.

Core Competencies & Topic Areas

1st CORE COMPETENCY AREA

Personal & Professional Qualities

Target Audience(s)

Please identify a MAXIMUM of two target audiences for your program

New Professional, Mid-level Manager

Core Competencies & Topic Areas

2nd CORE COMPETENCY AREA

Human Resource Management

3rd CORE COMPETENCY AREA

1st TOPIC

Leadership

2nd TOPIC

Equity, Diversity & Inclusion

Preconference Program- Format & Logistical Needs

DELIVERY

Mostly interactive (i.e-facilitated by presenter, some group discussion, group work)

PREFERRED DURATION

Preconference Program - Half Day

Please identify your preferred room set

Discussion groups (round tables with chairs all around)

Other Information & Budget

We will need Audio/Visual equipment.

Food & Beverage Requests

I am interested in offering a coffee break

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-Preconference Session

Youth Programs Bootcamp

Presenter(s)

Jeff Heiser

Associate Director

UC Davis, Campus Rec

Role: Lead Presenter

Qualifications & Experience (not to exceed 800 characters)

I have over fifteen years of experience in the camp and recreation profession developing innovative programs and services, seven of which are on a college campus. I have developed annual, multi-day training programs for both day and residential camps, covering all aspects of camp employment including mandatory training topics as defined by the American Camp Association. I have been a volunteer American Camp Association Accreditation visitor for over 10 years, annually visiting 2-3 camps to review their operations and procedures. I proposed and taught a 2-unit elective course preparing summer camp staff for their role in Youth Programs. I am also an Instructor for American Camp Association's "New Director Orientation" a one day course for new camp directors covering risk management, staff training and overall camp management. Finally, I have been a workshop presenter at Regional and National conferences on topics related to youth programs management.

Education Background

M.S. Recreation and Leisure Studies

Years in the Field

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

Trish Dorman

Associate Director for Business Operations

University of Oregon

Role: Co-Presenter

Qualifications & Experience (not to exceed 800 characters)

I have 12 years of experience working with youth camp programs in a campus recreation setting, including 9 years in day camp management. For the first 9 years, I was fortunate to work with a highly successful and in-demand program at UC San Diego. In the last 3, I took an opportunity to build programs from the ground up at the University of Oregon, including laying out the vision for programs, developing policies and procedures, hiring and training part time and full time staff, marketing and promoting programs, and providing full oversight. I have attended numerous American Camp Association conferences, spent countless hours refining trainings and programming based on the latest research and best practices, and provided guidance for many other professionals starting campus rec camp programs. Additionally, I wrote my Master's thesis on the implications of working at a day camp program for personal and professional growth of student staff members. My breadth of experience presenting includes being the lead presenter at the NIRSA Region VI Conference, NIRSA Oregon State Meetings, and the Oregon Women of Higher Education Conference. I facilitate multiple workshops at the University of Oregon, including top rated HR trainings on Leadership in Student Supervision Practice and Creating a Mentoring Based Partnership with Student Staff.

Education Background

M.S. Recreation Management (Cal State East Bay); EdD Educational Leadership (Portland State University, in progress)

Years in the Field

Undergraduate student

Graduate student (Masters program)

Graduate student (Doctoral program)

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

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

Learning Outcomes

1. Upon completions, participants will be able to have an understanding of the main aspects of a camp director's role including leadership, staff training, staff supervision, risk management, and camper development.
2. Upon completions, participants will be able to walk away with specific tools and resources that can be implemented in staff training and staff supervision.
3. Upon completions, participants will be able to begin assessing their own program needs in areas of risk management.

PROGRAM DESCRIPTION

Youth camp programs are becoming an increasingly regular programmatic feature of campus recreation departments. The addition of youth camps can provide a vital service to the campus community, help activate underutilized spaces during the slower summer months, and provide a unique revenue-generating opportunity for campus recreation departments. However, running a summer youth program can be a daunting responsibility for staff members who have minimal training or preparation.. Across college campuses, child abuse prevention and reporting continue to trend as concerning topics, and the need for proper preparation for and oversight of camp programs has never been greater. This course will provide camp administrators the tools to develop youth camp programs and confidently take on the responsibility of summer camp management.

The first session will take the wide-angle view of developing the mission and goals of your camp. Whether your department is looking to camps as a recruitment tool, revenue generator, or student development experience, we will help you begin to define the reason your program exists.

The second session provides an overview of staff recruitment and training. We will cover recruitment best practices to identify the members of a successful camp team and eliminate potentially harmful staff, including interview questions to ask that will help to identify the staff needed for working in this environment. Additionally, we will outline the topics that must be covered in staff training and provide tools for delivering the information in engaging formats.

The next session is on staff supervision. In addition to discussing setting expectations and providing ongoing feedback, we will introduce the need for layers of supervision to ensure that staff are supported and carefully monitored throughout the summer.

The next session will build on the previous topics and cover risk management in greater depth. This session will look at specific campus recreation emergency action plans and how to adapt to the needs of youth programs. Additionally, we will cover the special considerations for managing risk in activities involving youth that differ from our typical work with adults.

After lunch we will shift our focus to camper development and behavior. This is often the topic that staff without much experience working with youth feel the least confident in and have the hardest time training. We will cover growth and development, developing age appropriate activities, managing behavior and documentation.

Finally, we will conclude with a summary by helping participants develop their own to-do list as they prepare for the summer.

This is a highly interactive training with several activities and tools that participants can implement in their own staff orientations. Participants will leave with resources, ideas of where to gain more knowledge and a clear timeline they can use to prepare for the upcoming summer.

PROGRAM SHORT SUMMARY

Campus recreation has increasingly embraced the opportunity to provide a service for campus partners and the greater community by offering a diverse array of youth camp programs. This can be an exciting time of brainstorming possibilities and engaging in creative program exploration! However, assuming this huge responsibility can also pose some challenges. Throughout this interactive training, we will cover basic camp management, including your camp mission, developing comprehensive staff training, reviewing risk management and implementing camper development and behavior management techniques. If you are running or considering to run a camp program in your own department, this pre-conference will provide you with tools and resources necessary to develop an outstanding youth camp program.

PROGRAM PARTICIPANT INFORMATION

Ideally, we need 20 participants for group work and discussion. We can take up to 50.

PROGRAM PREREQUISITES

None.

Core Competencies & Topic Areas

1st CORE COMPETENCY AREA

Programming

Target Audience(s)

Please identify a MAXIMUM of two target audiences for your program

New Professional, Mid-level Manager

Core Competencies & Topic Areas

2nd CORE COMPETENCY AREA

Legal Liability & Risk Management

3rd CORE COMPETENCY AREA

Human Resource Management

1st TOPIC

Family/Youth Programs

2nd TOPIC

Preconference Program- Format & Logistical Needs

DELIVERY

Mostly interactive (i.e-facilitated by presenter, some group discussion, group work)

PREFERRED DURATION

Preconference Program - Full Day

Please identify your preferred room set

Discussion groups (round tables with chairs all around)

Other Information & Budget

Food & Beverage Requests

I am interested in offering a lunch