



PRESENTATION PROPOSAL GUIDE

OVERVIEW

The NIRSA Annual Conference is an opportunity for professionals in campus recreation to engage in education and networking experiences that support their career development. The Conference Program Committee is inviting proposals for the 2021 conference that reflect innovative ideas in the field of recreation, backed by theory, research, and practice.

These are historic times in campus recreation and higher education! As professionals, how can we best reflect on recent challenges and innovation to power student success into the future? We invite you to contribute to the 2021 Annual Conference experience.

As you prepare your proposals, consider how you are being challenged to:

- *Shift resources and develop new and stronger partnerships with campus departments and colleagues*
- *Develop new programs and reimagine existing programs*
- *Consider the impact of evolving change to the mission/vision, values of your department/organization*
- *Strengthen your commitment to wellbeing practices, personally and as a campus community*
- *Approach social justice in your work as an individual and as a department*
- *Evolve your leadership practice as it relates to managing staff, developing students, and working collaboratively with campus colleagues*

TIMELINE

Please make note of key dates posted on the event website. Proposals will be due during the summer and presenters can expect to be notified that their proposal is accepted or not in late October. Once you submitted a proposal, you will receive updates about your submission from education@nirsa.org. Please adjust your email settings, if necessary, to ensure receipt of these messages.



PROPOSAL SUBMISSION INFORMATION

NIRSA receives over 200 excellent proposal submissions for the Annual Conference each year, so please understand that it is a difficult and highly selective process. It is recommended that you complete the submission information carefully and completely to ensure your proposal is the best it can be.

PRESENTER ELIGIBILITY

Presenters are required to be NIRSA members at the time of the proposal submission through the conclusion of the event and are required to register for the event, unless an exemption has been approved. Additional information and presenter resources may be found [here](#).

CONTENT AND PRESENTER EXPECTATIONS

Mission, Vision, and Strategic Values

We expect presenters to familiarize themselves with the Association's mission, vision, values, and strategic plan since doing so will help you better understand the organization and our audience. Visit our [2018-2021 NIRSA Strategic Plan](#) page for more information.

Commitment to Inclusive Excellence

We expect presenters to help us create a safe-and-harassment-free learning environment. The Association is strongly committed to the principles of equity, diversity, and inclusion for all members, attendees, speakers, exhibitors, staff, and volunteers. NIRSA events are inclusive of diverse social identities including gender, sexual orientation, gender identity or expression, age, disability, physical appearance, race, ethnicity, socioeconomic status, religion, and all other represented identities as well as the intersection of these identities. View [NIRSA's Statement for Equity, Diversity, and Inclusion](#) for more information.

PROPOSAL EXPECTATIONS

Proposals are expected to:

1. Be complete and clearly written. Proposals that are incomplete or list "to be determined (TBD)" will not be reviewed.
2. Demonstrate a presentation that will be innovative, informative, and interactive.
3. Be designed to support growth in NIRSA's Core Competency framework.



4. State 3 clear learning outcomes. For guidance on designing your presentation with clear learning outcomes, visit the [Presenter Information & Resources](#) section of the NIRSA website.
5. Be educational in nature, neutral, unbiased, and free of commercial motives.
6. Include a representation of diverse cultures, backgrounds, viewpoints, institutions, and regions, when co-presenting a presentation and/or facilitating a panel discussion.
7. Include a NIRSA professional member among the presenter group.
8. Presenters should have subject matter knowledge and experience facilitating learning experiences and/or speaking to groups.
9. Provide engaging plans for delivery, utilizing best practices in adult learning theory in their outline.
10. Adhere to published deadlines for full consideration. All proposals must be submitted using the proposal form, no exceptions.

Additional Information:

- Plan your submission in advance. We suggest that you first collect your thoughts for your proposal before going to the online form. Review this guide for tips.
- The primary point of contact is the person submitting the proposal. NIRSA will communicate with the point of contact for all communications.
- All proposed presenters must be listed. To help ensure a diversity of presenters, there is an effort to limit the amount of accepted submissions per presenter to not more than two. Exceptions may be made by the Program Committee.
- If accepted, presenters are required to present the program that was submitted. While slight modifications and refinement of your program may be needed between the time of your proposal submission and the presentation day, it is expected, and is very important to attendees, that the session description being communicated to attendees in the final conference program materials represents the actual presentation that will be delivered.
- All accepted presenters must observe intellectual property rights, and written documents of ownership or permission must be provided upon request. All information, illustrations, images, related materials or visual aids shall be factual and not be misleading



LEARNING FORMATS

The NIRSA Annual Conference Program Schedule supports a variety of learning formats and instructional methods that give attendees more control over setting priorities and choosing the right content, materials, and methods that match their learning styles and objectives.

Presentations

The backbone of the program schedule, NIRSA's various presentation-style sessions engage attendees through traditional lecture formats and interactive presentations. NIRSA Presentations range in length from multi-hour preconference sessions, to 60 minute education session blocks, and 10-minute showcase sessions.

- **General Education Sessions** (60 or 90 minutes)

These sessions feature engaging lectures, structured learning activities, and interactive presentations facilitated by up to 3 presenters. Content is connected to the Core Competencies

- **Showcase Sessions** (10 minutes)

An individual showcase presentation is a 10-minute presentation by no more than 2 presenters that focuses on new initiatives or promising practices in the topic area chosen for the session. Presenters are encouraged to showcase ideas with practical tips.

- **Workshops/Preconference Programs** (3 or 6 hours)

Workshops provide a deeper exploration and discussion of specific issues with a smaller group of attendees. They are intended to be opportunities that offer skill-building tools focusing on participants' growth in NIRSA's Core Competencies, career advancement education, and overall professional development. Full-day (6 hours) and half-day (3 hours) sessions are available. Workshops may be scheduled during the preconference program day, or during other days of conference. Attendees pay a separate fee to participate in workshop programs

- **Career Services Center Sessions** (25 minutes)

NIRSA members share career preparation tips with fellow conference attendees in short mini-sessions in association with the Career Services Center.



- **Poster Presentations**

A poster presentation showcases research and/or an institutional program. An effective poster serves as a source of information, a conversation starter, and summary of the presenter's work.

Conversations

These feature multiple perspectives on particular topics through dialogue and discussion amongst presenters and attendees. NIRSA Conversations range in structure and formality from moderated panels to informal discussions.

- **Panel Discussions**

Designed around a central topic for a specific audience of conference attendees, these sessions are organized and moderated by NIRSA members and feature a discussion amongst a small group of panelists with a balance of predetermined discussion topics and audience questions.

Proposals should include information regarding the moderator, panelists, and key discussion points. Panels may be reviewed and conditionally accepted without specific panelist information. However, the submitter of the panel proposal must submit panelist names by November to confirm the panel presentation acceptance into the conference

- **Roundtables**

Designed around a general topic area for a medium sized audience (50-200) of conference attendees, these sessions are structured to provide opportunities for audience members to pose questions to the group and receive varied answers from fellow session attendees.

Topic areas are preselected by the Program Committee. Members are recruited to be roundtable organizers, moderators, and recorders in the fall.

COMPETENCY LEVELS

To assist attendees with selecting educational sessions that best meet their learning objectives, each general education & panel discussion proposal will be required to select a single competency level that represents the base level of knowledge of the session topic area that is recommended for session attendees.

Foundational



Sessions provide broad information, awareness and understanding of a topic with limited or no prior knowledge or experience of the subject required. This level is appropriate for students or coordinators with limited experience of the subject area seeking to learn fundamentals and mid-career managers and directors looking to fill in gaps to solidify their skill set.

Practical

Sessions focus on practical application, comprehension, and implementation of ideas with some knowledge and experience in the subject area required. This level is appropriate for coordinators, mid- level managers, and directors in their fields with an established degree of competence and for those seeking to build on, apply, or enhance existing knowledge.

Strategic

Sessions focus on strategic management and leadership skill development for attendees with significant expertise, knowledge and experience in their fields. This level is appropriate for mid-level managers and directors and those aspiring to attain the knowledge to advance to such positions.

PROFESSIONAL COMPETENCIES FOR LEADERS IN COLLEGIATE RECREATION

The education content at NIRSA Annual Conference is designed to provide attendees with the opportunity to gain knowledge, skills, and experiences that support their growth in the competencies of the profession. Presenters will be asked to identify up to three core competency domains represented in their educational session. Learning outcomes should be written to articulate the knowledge and skills an attendee will gain as a result of participating in the session. Visit the [NIRSA Core Competencies](#) page for additional information.

Programming	<p>Program delivery to our communities is a core purpose for collegiate recreation professionals, and often appears in departmental and divisional missions. Although specific programs may vary from one institution to another, professionals need to be able to develop and administer high quality programs and to appropriately apply associated resources.</p> <ul style="list-style-type: none">• Specialized programming or programming for special population.• Effective program development, scheduling, and delivery. <p><u>Examples of programming:</u></p>
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<p>Philosophy & Theory</p>	<p>Involves knowledge and skills that connect the philosophy and theory to professional practice. Informing our practice through the use of existing frameworks and development of new frameworks provides the context for best practices. As we operate in a higher education environment, our work gives us the high-powered opportunity to apply the process of praxis.</p> <ul style="list-style-type: none"> • Trends in recreational sports, and health and wellness theories and models • Professionalism and ethics • Student development theory • Participation-based philosophical perspectives • The CAS Standards for Recreational Sports Programs • Standards of Practice, issues of equity and diversity, and Student Affairs issues and theories
<p>Personal & Professional Qualities</p>	<p>Involves the knowledge, skills, and attitudes to inform individual conduct and apply these tools toward productive work and interaction; awareness of one's own areas of strengths and areas for development; be committed to lifelong learning; to assimilate integrity and ethics into all aspects of personal and professional self.</p> <ul style="list-style-type: none"> • Problem solving • Prioritization • Adaptability • Networking • Analytical skills
<p>Legal Liabilities & Risk Management</p>	<p>With the inherent risk involved with collegiate recreation activities and the litigious nature of our society, collegiate recreation professionals must be able to identify and manage risks. With experience, professionals will need to be able to understand liability and manage risk at more sophisticated levels.</p> <ul style="list-style-type: none"> • Risk management/crisis management • Injury liability • Sports waivers/consent • The legal process



	<ul style="list-style-type: none"> • Insurance coverage and plans
<p>Human Resources Management</p>	<p>Involves the knowledge, skills and abilities to be an effective supervisor/ manager for human resources; to create a productive workplace with efficient policies and procedures and to train and develop staff.</p> <ul style="list-style-type: none"> • Ethical behavior, customer service principles, or motivational skills • Applying current technologies to your organization • Governance structures such as due process • Application of the following skills: • Staff/student development • Leadership development • Budgeting/accounting • Staff selection & training • Personnel/human resources management • Organizational development • Conflict resolution • Group facilitation
<p>Facility Management, Planning & Design</p>	<p>Facility Management in the field of campus recreation covers a broad scope of skill sets needed to successfully operate, maintain and plan new attractive, safe and fully operable built environments. Administration, facility operations, energy/utilities management, building design and construction are essential skills at every level of employment.</p> <ul style="list-style-type: none"> • Development of policies and procedures • Event management • Facility operations/management • Facility life-cycling (maintenance, renewal, enhancement) • Equipment knowledge, including replacement principles • Facility planning & design • Identifying appropriate vendors
<p>Business Management</p>	<p>Business Management in the field of campus recreation covers a broad scope of skill sets needed across disciplines within our field. Communicating, planning, marketing, managing resources, strategic relationship building, and utilizing appropriate technology are essential business management skills at every level of employment.</p>



	<ul style="list-style-type: none"> • Verbal/written communication skills • Establishing partnerships • Administrative/executive leadership development • Strategic planning & analysis principles • Policy of development & implementation • Public Relations and marketing techniques/principles • Resource acquisition and allocations • Debt management, financing, building reserves, revenue generation, and development • Understanding of sustainability, such as the interconnections of economy/society/environment
<p>Research & Evaluation</p>	<p>Accountability in higher education is achieved through data-informed decisions and objective reporting of program outcomes. As a profession, collegiate recreation must continue generating research that increases knowledge that advances the profession. The general trend of increasing complexity of knowledge and skills in research and evaluation shows a progression from being able to participate, interpret, and apply findings to being able to conceive of and direct research, assessment, and evaluation processes. At the more complex level, one should be able to direct others in conducting research, assessment, and evaluation activities, participate in more sophisticated studies, conduct meta analyses of multiple data sets, and communicate results to garner program support and resources.</p> <ul style="list-style-type: none"> • Program Assessment • Organization • Assessment/evaluation techniques or applications • Benchmarking/best practices • Applied recreational sports research • Disseminating results in writing • Data analysis processes/procedures

PROPOSAL REVIEW AND SELECTION CRITERIA

NIRSA combines the input of peers, volunteer conference program committee members, and professional staff to ensure members have significant input in the creation of the Annual Conference educational program.



The peer review process is double blind, meaning the identities of the presenter (s) and the reviewers are kept hidden. This means that submissions are considered on their individual merit rather than on who presenter is. Please refrain from including information in your proposal materials (including any attachments) that would identify you.

The second review process is by the Conference Program Committee. During this process, the presenter information is considered as well as the feedback from the peer review process.

For general education sessions, please keep in mind that your proposal is reviewed on the following criteria:

- **Relevance to Target Audience**

0=Very Poor, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Please review the general description of the session and selected knowledge/audience level. For Foundational sessions, evaluate the session on its foundational approach to the session content for an entry level audience. For Practical and Strategic sessions, evaluate the session on its originality or innovative approach to the session content for more experienced audiences.

- **Relevance to Competency and Topic Area**

0=Very Poor, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Please review the competency domain and primary and secondary topic areas selected for the session, then rate the session on its relevance to those selections.

- **Program Design**

0=Very Poor, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Please review the general description, outline or discussion questions, and supporting resources, then rate the session on overall program design for the designated session type and audience.

- **Ability to Inspire Growth or Action**

0=Very Poor, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent



Please review the stated learning outcomes, designated core competencies, and selected knowledge/audience level, then rate the session on how well you believe the content and program design will serve the designated audience in meeting those outcomes and competency areas.

Overall Quality

0=Very Poor, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Please give an overall score to this presentation.

PROGRAM COMMITTEE

Content is timely, relevant, and optimally targeting our attendees' needs is prioritized in the selection process. While proposals are selected through the open call process, the conference committee may also directly recruit presenters from outside the open call submission pool in order to address content gaps. The conference educational program is finalized with the notification of proposers of accepted sessions during approximately 4-5 months prior to the conference date.

Thank you for considering being a presenter at the NIRSA Annual Conference!

If you have questions about information related to submitting an educational content proposal for the NIRSA Annual Conference, please email education@nirsa.org

RESOURCES

The [Presenter Information and Resources](#) site has additional information as well as proposal sample. Presenters are encouraged to use the resources provided.