RespectCon 2018 Proposal Template

This template is provided to help you draft your proposal. You may NOT submit your proposals by sending this document via email. Copy and paste your answers from here into the online form.

Proposals must be submitted through the online form http://baseline.campuslabs.com/eu/respectcon2018proposal by February 12, 2018.

If you have questions, don’t hesitate to ask via respect@emory.edu!

1. Title of Session (12-word limit)

Stuck? The title is an invitation to conference attendees to attend your session. Aim for provocative but clear. If you are struggling, consider writing your title last.

WriteAnswerHere
2. **Narrative (500-word limit):**
   Please provide a 500-word or less descriptive narrative for your workshop. This should describe the background, basic message and outline, how your session touches upon the conference theme(s), and target audience.

   **Not sure where to start?**

   1) **Provide background information** that may help to contextualize your presentation and its value:
      a. Why is this topic relevant?
      b. What current needs, knowledge gaps, and/or competencies does your presentation address?

   2) **Basic message/outline**
      a. While the majority of your outline should reflect the unique content of your presentation (and we can’t really help you come up with that!), here are *typical* session components: Topic/personnel introductions, relevant background, goals of session, define key terms, activities (videos, discussions, audience participation, etc.), application other campuses, future directions, Q&A.
      b. Consider adding time estimates for sections, to be realistic about amount of content you cover

   3) **Connection to Conference Theme(s)**
      a. Social Justice and Sexual Violence are HUGE terms, and we all may use different definitions.
      b. We are not the authority on definitions, but we are reading your proposals. In the How To Guide we provided definitions we tend to use in the Respect Program. Review those if you are stuck here!

   4) **Target Audience**: Who will benefit *most* from your session?
3. Learning Goals:
   Please list at least 2, but no more than 4, learning goals for your session.

Learning Goals 101

A Learning Goal should be stated so as to complete the phrase:

“After this session, attendees will be able to…”

Rather than state what you (the teacher) will do, a learning goal is a specific statement detailing what attendees (the learners) will gain from your presentation. There are six general categories. Any session usually includes some learning goals from the first two categories, but an engaging session should include at least one learning goal from one of the latter four. Be realistic about time – 70 minutes does not allow you to achieve everything.

Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Verbs*</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge - related to the memorization of facts, terms, and definitions</td>
<td>Define, list, recall, name, recite</td>
<td>“Attendees will be able to list students' most common misconceptions about sexual assault on college campuses.”</td>
</tr>
<tr>
<td>Comprehension – related to understanding of concepts and facts; related to ability to explain</td>
<td>Describe, explain, identify, recognize</td>
<td>“Attendees will be able to describe the impact of students' common misconceptions about sexual assault on college campuses.”</td>
</tr>
<tr>
<td>Application - related to ability to use information in a new situation</td>
<td>Demonstrate, perform, implement, translate</td>
<td>“Attendees will be able to implement a web-based survey to assess students' understanding of sexual assault on college campuses.”</td>
</tr>
<tr>
<td>Analysis - related to the ability to break down information and understand its structure</td>
<td>Analyze, compare, differentiate, test</td>
<td>“Attendees will be able to test the effectiveness of social media campaigns versus posters displayed on campus in educating students.”</td>
</tr>
<tr>
<td>Evaluation - related to judgment or assessment</td>
<td>Evaluate, critique, assess</td>
<td>“Attendees will be able to assess the impact of a social media campaign in reaching college students.”</td>
</tr>
<tr>
<td>Synthesis - related to ability to bring together multiple concepts to create solutions to complex problems</td>
<td>Plan, construct, create design, manage</td>
<td>“Attendees will be able to design a social media campaign aimed at correcting students' most common misconceptions about sexual assault on college campuses.”</td>
</tr>
</tbody>
</table>

*This list is not exhaustive; do not feel confined to using these verbs when writing your learning goals.

Goal 1: WriteAnswerHere
Goal 2: WriteAnswerHere
Goal 3: WriteAnswerHere
Goal 4: WriteAnswerHere
We really do mean optional! Use this section if you feel that there are visual aids that you can point us to online which would help us understand your session. Or if you are discussing an interdisciplinary approach, provide a foundational reference for each of the converging theories. If your session is about collaboration between multiple stakeholders though, you may not have many citations and that’s ok! **Don't over think this** – great sessions don’t necessarily have lengthy bibliographies.
5. **Format:**
What format(s) will you use in your session (lecture, small group activities, gameshow, case study analysis, etc.)?

**Stumped?** Formats vary a great deal. We can only provide some questions for you to think about when considering your session, **only you know the best way to address your content:**
1) Who is speaking during your session?
2) Is it mainly presenter-to-participant or participant-to-participant?
3) How much information do you assume the participants have vs. how much will you communicate?
4) How will you communicate information?
   a. **Will you use visuals** (video, slides, etc.)? Using visuals in your presentation can be an effective way to emphasize key points, illustrate important concepts, and appeal to attendees who may learn best with visualization. Visuals should contribute – not distract from your content.
   b. **Will you have handouts?** These can help emphasize take-away messages. Handouts can also act as a reference later, particularly if your session includes a lot of details, or if you have compiled a list of helpful resources. Consider a space for attendees to make notes during the session.

WriteAnswerHere

6. **Topic Area(s):**
Which of the below topic area(s) describe the primary content of your session? (select 2 at most)

- Advanced-degree (graduate) student communities
- Advocacy/survivor support
- Athletes/coaches
- Awareness campaigns
- Bystander intervention
- Campus climate surveys
- Dis/ability and access specific research/programs
- Ethnicity/racial identities
- First-year programming
- Fraternity/sorority communities
- Harassment
- International students
- LGBTQI+ specific research/programs
- Online education
- Peer education
- Primary prevention
- Program assessment/evaluation
- Self-care
- Spiritual, religious, or faith-based communities
- Stalking
- Trauma-informed approaches
7. **Abstract (100-word limit):**
Provide a short description/abstract of your session to be used in the conference program.

No ideas? Summarize your topic (1-2 sentences) and what your presentation will give to attendees (1-2 sentences). What is the most important information that you have to say? It may be easier to circle back to writing the summary once you are finished writing everything else.

WriteAnswerHere

8. **A/V Needs & Supplies:**
Please indicate your room-audiovisual needs. While we will make every effort to accommodate specific requests, we cannot guarantee accommodations.

- LCD Projector
- Screen
- Laptop
- Speakers
- Flipchart & Markers
- Other (please specify) ____________
9-12. Presenter(s) 1-4 Contact Information & Bios

Never written a bio?

Whether you are new to the field or having been working in sexual violence prevention and survivor support for decades, help us understand the perspective that you bring to RespectCon. Presenters’ bios will be listed on the website and accessible in the digital program. Tell us a story. Why did you get involved with this work? What have you done in the field? What do you hope to do? You might also include some basic info such as:

A. Current position/roles and responsibilities and for how long you have served in this capacity. For students this might be organizations you are a part of, volunteer work, etc.
B. Background in the field: past projects/jobs, duration of time you have worked in this field, etc.
C. Research interests.
D. Professional affiliations.
E. Educational background (degrees, etc.).
F. Have you presented at RespectCon before? Other professional conferences?
G. Is there anything else you would like to RespectCon committee to know when reading your proposal?

(Primary) Presenter 1 Information
Name (First & Last):
Title (if student, indicate degree & field of study):
Institution/Organization:
Email:
Confirm Email:
Bio (75-word limit):
Phone:

Presenter 2 Information
Name (First & Last):
Title (if student, indicate degree & field of study):
Institution/Organization:
Email:
Confirm Email:
Bio (75-word limit):

Presenter 3 Information
Name (First & Last):
Title (if student, indicate degree & field of study):
Institution/Organization:
Email:
Confirm Email:
Bio (75-word limit):

Presenter 4 Information
Name (First & Last):
Title (if student, indicate degree & field of study):
Institution/Organization:
Email:
Confirm Email:
Bio (75-word limit):