CCAPS Program Committee Handbook

Handbook written in 2010 by Craig M. Woodsmall, with updates written6/2013 by:
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Purpose and Scope of the Committee:

The Program Committee's main task is to review and select program proposals seeking CCAPS sponsorship at ACPA's annual convention. We have 5 slots to give to sponsored programs.   Commissions are encouraged to submit proposals for "HEd talks", which can act as short presentations with a lot of time for discussion as a way to cover recent trends in the field. HEd talks proposals are to be written and submitted by the Program Committee.

Tasks and Projects:

The call for program proposals typically goes out from ACPA in early June. Sometime during this month, the Program Committee Chair needs to send out a call for reviewers which should go out to all CCAPS members via the commission list-serve. We have a "closed review process" for CCAPS sponsored programs. The Convention Planning Team will contact the Chair to ask if CCAPS is holding an open or closed review. The purpose of a closed review is to ensure that only CCAPS members can review and select program proposals for sponsorship by CCAPS; not just any ACPA member. All members of the program committee are expected to serve as a reviewer. Usually we need about 3 to 4 reviewers for each program proposal. The Chair needs to assign at least one member of our committee to every program reviewed. The rest will be volunteers from the general CCAPS membership or CCAPS Directorate members from other committees.

In early August, reviewers will be able to begin to officially register on-line for this process. ACPA will send out an email with instructions for volunteers on how to register. We can continue to recruit volunteers until early September but must have enough reviewers by the date Program proposals are due to ACPA (usually the first or second week of September). Once this deadline passes, the Program Committee Chair will receive a list of program proposals that are seeking CCAPS sponsorship. At that point, the Chair will start to assign reviewers. This whole process is electronic and requires you to log on to an ACPA website where you can see the programs seeking CCAPS sponsorship and the CCAPS members who volunteered to review. The Chair makes the assignments and ACPA sends out an email to each reviewer with a link to their assignments. This email includes the username and password needed to get on the website. It's a very easy process and depending on how many programs we have to review and how many reviewers who volunteered, it usually takes no more than an hour. During the review process, the Program Committee Chair should monitor the progress of reviewers; send any reminder emails as appropriate until all reviews are completed.

It is critical that the Program Chair work at the immediate start of the review process to secure any program co-sponsorship with other commissions or standing committees. Cosponsored programs only count as 0.5 programs towards our total of 5. This makes it possible for CCAPS to get more quality programs into the convention. The review process for co-sponsored programs requires members from each commission or standing committee to review the program and *both* have to agree to sponsor it. If CCAPS is not approached by anyone, look at the program ideas submitted by CCAPS members and think about contacting the appropriate commission about co-sponsorship. For example, a program on the assessment/treatment of eating disorders might ask the Standing Committee for Women to co-sponsor.

After all programs have been reviewed, the Chair should look at the results of the review process, tabulate the scores, and send the committee a ranked summary of the results. The committee works to come to a consensus about which programs to sponsor. Unless there are unusual circumstances, we choose the top 5 programs as ranked by the reviewers for sponsorship. If we have at least two co-sponsored programs accepted by both groups and ranked highly, then we can sponsor a total of 6 programs. The Chair submits final decisions to ACPA; programs accepted for CCAPS sponsorship are marked as "accept." Good programs that fall below the top 5 but should be considered for the convention are marked as "pending." Poor quality programs only should be marked as "reject."

To summarize the process and key dates here's an approximate timeline, check the ACPA website for that year's dates.

Timeline:
Aug. to Sept. - Recruitment, selection, and registration of program reviewers.
Second week of Sept. - Program submissions are due including roundtable proposals.
Remainder of September - Review of program proposals for sponsored slots.
Early Oct. - Chair designates programs reviewed as Accept, Reject, or *Pending**.

<u>Appendix A—ACPA Scoring Rubric</u>

ACPA Program Review Scoring Rubric

Program Evaluation Criterions

Criterion 1: Content

The proposal's content clearly illustrates thoroughness, quality, and clarity

Criterion 2: Innovative approach

The program proposal represents innovative and/or creative approaches to professional practice, theory or research.

Criterion 3: Theoretical Foundation

The program is firmly grounded in relevant conceptual and theoretical approach.

Criterion 4: Significance

The program proposal clearly demonstrates educational and professional significance.

Criterion 5: Relevancy

The program proposal articulates a clear connection to one or more professional competencies/critical issues. In cases where none are specified, the program proposal content still is relevant and beneficial for ACPA members.

Criterion 6: Organization

The program proposal describes a well-planned presentation that would be engaging to attendees.

Scale

0 - Poor - Criterion is not evident within content of proposal

1 –Adequate - Criterion is difficult to discern without further clarification

2 – Average - Criterion is evident but needs to be more clearly defined

3 – Good - Criterion is clearly met and well articulated

4 – Outstanding - Criterion is fully demonstrated in proposal, flawless adherence to proposal criteria

<u>Appendix B—General Proposal Writing Tips</u>

Overview:
The purpose of this document is to summarize the selection criteria and tips for getting your program proposal submissions accepted by ACPA for the convention. Incorporate these ideas and rubrics when revising the CCAPS Roundtable proposals or when writing your own program abstract.

A. General Tips for proposal writing:

1. **Proposal** - Your program proposal should include a clear rationale for why it is important and how it relates to the theme and professional competencies and/or critical issues. Program reviewers will be considering this important information when they provide their recommendations. In addition, your proposal should be supported thoroughly by relevant theories and research. Theory should consistently inform our practice so if you have ever heard someone say, "that's too much theory," they would be wrong in the context of program proposals! That is not to say we are avoiding or diminishing practitioner-based programs, we want these programs to be fully supported by the relevant literature as practice should be informed by research. Lastly, ensure that your learning outcomes are clear, concise, and measurable and are supported in the body of your proposal.

2. **Presentation as it relates to your proposal** - Think seriously about what you can fully cover in one hour. While the program slots are 75 minutes, introductions and Q&A time (very important) really allow for approximately 60-65 minutes of material presentation. So think about what you can realistically cover without rushing or not leaving time for questions. Also, think about the multimedia that you will truly need. Many of us have gotten into the habit of using PowerPoint as an overhead outline to help presenters remember what we need to address next. While not a bad way to manage the material, is it essential to the participants? We are asking you to consider this important issue as a way to be more sustainable financially as the cost of an LCD projector at Conventions is tremendously expensive. If you need to show photos or important data, then by all means use the tools your need. We are just asking you to be thoughtful about your technology needs.

3. **Proofing** - As a final point, proof your submission for completeness, typos, and other errors. By planning ahead you can have colleagues, faculty, or others who have not

helped you write it, review it with "fresh" eyes. If you a work to the midnight deadline, there may not be the same resources at your disposal. Error-free submissions reduce the distraction of reviewers so that they can focus on content and connection to theme instead of incomplete sentences.

B. Tie program to the Convention theme:

1. **Innovative Ideas** - inspires and empowers us to imagine and to act as agents of change • **Revolutionary Results** - commits and challenges us to demonstrate our effectiveness as educators.

2. While the title of your program does not have to have the theme embedded, the content of your proposal should focus on the Convention theme and tie as closely to the professional competencies and/or selected critical issues as possible. This action provides an important level of coherence to educational programs at the Convention. The 2010 Convention theme, "Innovative Ideas • Revolutionary Results" does more than connect us to the historic legacy of our meeting in Boston. Our convention offers us a framework to re-think how we approach our work with students. How do our services and programs engage students in and out-of-the classroom? How do we know if we provide outstanding service and programs? We have an opportunity to seek creative solutions and consider how we can best leverage resources in order to serve students holistically and globally. This includes moving beyond seeking collaboration to creating synergistic relationships with partners across the globe.

C. Tie program to one or two Professional Competency areas:

1. **Advising and Helping:** Application of theories and skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

2. **Assessment, Evaluation, and Research:** The design and implementation of quantitative and qualitative techniques and tools focused on student learning and satisfaction, organizational issues and development, professional development and training, student development, and other emergent issues.

3. **Ethics:** The ability to assess daily activities from an ethical perspective as well as understanding and applying ethical standards to one's work.

4. **Legal Foundations:** The ability to assess daily activities from a legal perspective as well understanding and applying knowledge of legal issues to one's work environment and relationships.

5. **Leadership and Management/Administration:** Organizational competencies such as influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organizations of which they are members; and the deployment and manipulation of resources to advance institutional or organizational mission, goals, and initiatives.

6. **Pluralism and Inclusion:** An understanding and valuing of diverse groups and views, civic engagement and social responsibility, as well as recognizing the importance of language and culture in pursuit of creating and maintaining more pluralistic and multicultural campuses.

7. **Student Learning and Development:** Knowledge and understanding of concepts and principles of student development and student learning theories, and ability to apply theory to improve student affairs practice.

8. **Teaching:** Knowledge and understanding of concepts and principles of teaching, learning, and training theory and how to apply these theories to improve student affairs practice and education.

D. Tie program to one of these Critical Issues:

Global Citizenship: Creating services and learning opportunities for students to understand themselves as citizens of their communities and the world; understanding how our day-to-day decisions affect people around the world; engaging in practices that promote social justice and strong communities; developing practices that lead to the implementation of institutionally-sustainable programs; increasing our cultural competence as individuals and student educators.
Serving Veterans: Increasing our capacity to work with growing numbers of veterans; best practices for recruiting and retaining veterans and active-service personnel; recognizing and identifying means to address the challenges veterans face in the higher education environment; understanding and developing the skills necessary to meet veterans' personal, social and educational needs.
Strategic Partnerships: Consideration of the ways in which the economic situation has affected various aspects of campus life; innovative practices for managing and responding to economic challenges; meaningful partnerships with other associations and companies, aligning services, programs and innovative models of student success; Student Affairs staff involvement in fund-raising and development; helping cultivate a culture of giving, seeing crises as opportunity in the midst of economic downturn.