



EACE

Eastern Association
of Colleges and Employers

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Call for Proposals Tip Sheet

1

GIVE IT TIME

A good proposal takes time to create! Set aside a few hours to review past proposals, draft out your presentation outline, and craft your title and session description.

2

TAILOR YOUR SESSION

Increase your chances of being selected - aligning with one of our topics: *Assessment & Strategic Planning, Career Coaching & Counseling, Diversity & Global Issues, Employer Relations & Recruiting, Marketing & Technology, and University Partnerships*. Think about a format that involves the audience and stimulates discussions (instead of straight lecture).

EACE PR says:

Be USEFUL to the reader, provide a sense of URGENCY, show how the topic is UNIQUE, and be ULTRA-SPECIFIC.

3

MAKE IT CATCHY

The title and description you create now will be listed in the app and website so consider the audience, topic area and relevance to your presentation. Use action verbs and results-oriented words. Your title must be both attention-grabbing and give a good description of your session.

4

GET CREDIT

Sessions that are SHRM and/or HRCI accredited tend to have an increased likelihood of being selected for the conference, and tend to have higher attendance.

5

SHARE TAKEAWAYS

Think about the learning outcomes. What information will attendees learn? What new insights will you cultivate? What best practices or how-to's will you share? Answer the following: "By attending this session, attendees will gain..."

FAQS

WHO CAN SUBMIT A PROPOSAL?

Anyone who has a relevant topic to share! We've had submissions from graduate assistants, faculty, career counselors, VPs, Directors, and more.

WHEN/WHERE IS THE CONFERENCE?

Hartford, Connecticut June 24-26, 2019

HOW LONG SHOULD MY PRESENTATION BE?

Break-out sessions are 60 minutes, speed learning sessions are 20 minutes.

WHEN ARE PROPOSALS DUE?

Proposals are due by November 30, 2018.

Submit your proposal at www.eace.org/EACE19_callforproposals

Questions? Not sure where to start? Contact the Programming Co-Chairs, Kristin Eicholtz (kristin.eicholtz@desales.edu) and Joe Santacroce (jsantacroce@salemstate.edu)

SAMPLE PROPOSALS

Use a
descriptive title

Start with
a hook

Explain the
relevance

Give
examples

Share
takeaways

Creating Career Courage & Resiliency Using Mindfulness & Positive Psychology

Have you ever met with a student or alumni and sensed right away that they are stuck? Your best tactical advice falls flat, and you can tell there's something deeper to address. Perhaps it's the individual's mindset that is affecting their progress? To be effective in anything, we need both the right strategy and a healthy, resilient state of mind to carry it out. **In an era of constant innovation and iteration, career counselors need to be skilled in helping clients develop both a proper course of action and the mental strength to move forward.** So, how do we effectively coach people through these "stuck" moments? In this session, we'll explore techniques that draw upon the research behind **two of psychology's trending and most promising developments of the last decade: mindfulness and positive psychology.** **Learn about the ABCDE exercise, combatting limiting beliefs and the benefits of mindfulness** through the lens of career development in an interactive hour with Kevin and Sabrina that **promises to get you thinking deeper about the career courage and inner wisdom needed to succeed today.**

Are Students Learning Professional Skills? Helping Our Students Become Professionals

According to NACE's Professional Standards, part of a Career Services office's role is to help students with job-search competencies and tools to present themselves effectively as candidates for employment. But are we accomplishing this? **How can we assess that we are teaching students the skills and tools to become employable?** Five years ago, Bridgewater State University's Career Services Office created a simple system to include and assess skill development in their programming. Through an employer survey, **they developed a list of 28 professional competencies, revamped the office's mission and student learning outcomes, and imbedded opportunities to learn these skills in programming and materials.** **Last but not least, the office altered their evaluation process to assess whether students were learning and/or practicing these skills.** During this workshop, Carol Crosby, Assistant Director, **will describe the Student to Professional System and explain how you can duplicate it on your own campus.**