



AHEPPP
FAMILY ENGAGEMENT
IN HIGHER EDUCATION

conference **PROPOSAL GUIDE**

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OVERVIEW OF PROCESS



RUBRIC FOR PROGRAM REVIEWERS

Here is the rubric used by program reviewers. Feel free to utilize it while crafting your proposal. All submissions will undergo evaluation by a minimum of two reviewers.

Category	4	3	2	1
Proposal makes a clear connection to AHEPPP value(s) and/or conference focus.	Clearly connects to at least one of the values and conference focus, well-developed with strong evidence and examples.	Discernible connection to at least one value or conference focus, provides some examples.	Vague or weak connection to a value or conference focus, provides no examples.	No connection to a value or conference focus.
Proposal addressed how the program will meet purpose/learning outcomes.	Exceptionally well-organized and connects back to audience learning outcomes.	Generally coherent organization, minor lapses in structure. Semi connects to audience learning outcomes.	Lack of consistent structure, unclear learning outcomes.	Disorganized and no defined learning outcomes.
Inclusion of assessment data or connection to literature when relevant.	Excellent use of best practices, theory, or data.	Generally appropriate use of best practices, theory, or data.	Limited or inconsistent use of best practices, theory, or data.	No use of best practices, theory, or data.
Intentionally addresses how information can be applied to other institution(s).	Provides a clear understanding of how content can be applied to other institutions.	Some consideration of application to other institutions, minor gaps in addressing needs.	Limited awareness of connection to other institutions, content not well-adapted.	No consideration of connection to other institutions, content irrelevant or confusing.
Proposal demonstrates participant engagement.	Clearly demonstrates how participants will engage with the educational program.	Somewhat demonstrates how participants will engage with the educational program.	Vaguely demonstrates participant engagement.	No mention of how the educational program will engage participants.

Other considerations:

Are you partnering with another institution or university department outside of parent and family programs? What is your target audience for your presentation and is your audience being reached? Does the title of your proposal match the description?



WHAT INFORMATION DOES THE PROPOSAL ASK

Who are the presenter(s) of the educational program?

Before submitting, you will need who you are presenting with and general information about them (i.e. names, pronouns, professional title, institution, email, etc.)

What is your educational program's title and audience?

Be sure that your title and your intended audience align with your abstract and educational program description

What AHEPPP values and conference focus topics are being addressed in your educational program?

Refer to the information on page 4 for the list of AHEPPP values, Conference Focus, and AHEPPP's mission.

What do you need?

Abstract (75 word max): Short, attractive description of your educational program. Think of it as your elevator pitch!

Description (400 word max): Longer description for reviewers to have a better understanding of your educational program.

Outline (400 word max): Timeline, structure, and game plan for educational program (don't forget audience participation!)

Program Format: Be sure to pick a program format conducive to your topic.



Other considerations:

Would you be willing to have a co-presenter added who had a similar proposal?
Would you want to host your educational program as a webinar post-conference hosted by AHEPPP?

TIPS AND TRICKS

Start with a brainstorming session	Get Organized	
<p>Before starting to write your proposal, start with a brainstorming session to define your outcomes. Think through:</p> <p>What are your goals?</p> <p><i>Why do you want to share this content?</i></p> <p><i>What are the key takeaways?</i></p> <p><i>Who are potential partners?</i></p>		<p>A lot of people find that it is helpful to create a shared online document for writing down your thoughts, time plan, and proposal. If you have co-presenters, this is crucial for you to have a shared workspace to add your thoughts and ideas.</p>
Think through the applicability of your content		
<p>When creating your proposal, think about what you hope to gain from attending AHEPPP educational sessions and ensure your presentation reflects those goals. Most folks are hoping to gain new, tangible ideas they can implement at their own institutions.</p>		<p>Engage with your audience: Even asking for a quick audience response or time to think, pair, share can go a long way!</p>
<p>Nervous to present? That's ok! Reach out to an AHEPPP colleague to practice and ensure you are confident for your educational program!</p>	<div data-bbox="483 1115 618 1255" data-label="Image"> </div> <p>Find ways to show how your educational program is applicable beyond parent and family programming. Some who attend AHEPPP are in other functional areas - think through how you can expand your idea in other areas (i.e. development, case management, residence life, etc.)</p>	
Start Early		
<p>Don't wait until the last minute. Allocate ample time for both crafting and revisiting your proposal before submission!</p>		<p>Note: if accepted, you'll be required to submit your presentation in advance. Be sure to keep track of important to-dos and the timeline so you don't get behind!</p>

EXAMPLE

Title of Program : Engagement of families to and through their student's time in college

Educational Program Type:



Lecture

Roundtable

Panel

Other (explain)

Educational Program Abstract (75 words):

Higher education professionals continually adapt to the changing needs of students and ways to prepare, communicate, and engage family members. We must prepare to engage our families through multiple methods, including social media, emails, webinars, or in-person programs. We will dive into how two institutions developed a framework of support for families.

Educational Program Description:

Higher education professionals continually adapt to the changing needs of students and ways to prepare, communicate, and engage family members along the lifecycle of the student experience. Communication and engagement between a family member and the institution have evolved, information moves quicker, and demands are high. As professionals, we must prepare to engage our families through multiple methods, including social media, emails, webinars, or in-person programs. This presentation will dive into how two institutions developed and implemented a framework for families at multiple stages of their student's experience.

Additionally, we'll discuss collaboration with campus partners and including them in developing and delivering information. Finally, utilizing best practices and assessment results, we'll examine various family engagement opportunities, including webinars, newsletters, social media, in-person events, and publications. From pre-orientation to graduation, family programs professionals will leave with tangible concepts to enhance family engagement based on the lifecycle of a student.

By participating in this educational program, participants will:

- Explore the ways families of GenZ students want to be engaged and communicated with.
- Learn how to develop, implement, and assess family engagement plans that follow the lifecycle of a student.
- Examine how their institution can develop collaborative opportunities to engage campus partners in serving families.

Outline:

- Introduction to the topic (Audience: what are your current challenges in working with and communicating to your students' family members?) - 5 mins
- Institutional context - 5 mins
- Demographics of parents/family members of current students - 1 min
- How current family members desire to engage with institutions - 1 min
- Ways our institutions engage family members - 20 mins
- Methods for communication & Timeline of communication (i.e. Matching the lifecycle of the student) - 5 mins
- Assessing your communication (Formal vs. informal methods of assessment) - 5 mins
- Audience engagement - 8 mins
 - What strategies have you found successful in communicating with and serving parents/family members?
 - Beyond Orientation, what are successful practices at your institution?
 - What are two ideas you plan to take from this presentation and implement in the next six months?

Target Audience:

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1-3 Years in Family Programming | <input type="checkbox"/> Development/Advancement Officer |
| <input checked="" type="checkbox"/> 4-8 Years in Family Programming | <input type="checkbox"/> Mental Health Professionals or Case Managers |
| <input type="checkbox"/> 9-12 Years in Family Programming | <input checked="" type="checkbox"/> Communication & Marketing |
| <input type="checkbox"/> 12+ Years in Family Programming | <input type="checkbox"/> Residence Life |
| <input type="checkbox"/> Event Programming | <input type="checkbox"/> Admissions |
| <input checked="" type="checkbox"/> Orientation/Transitions Programs | Other (please explain): |

AHEPPP Values:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Supporting a collaborative environment | <input type="checkbox"/> Fiscal strength and responsibility |
| <input type="checkbox"/> Responsible and ethical behavior | <input type="checkbox"/> Continued professional development |
| <input checked="" type="checkbox"/> Leading innovation and ideas for the profession | <input type="checkbox"/> Research, assessment, and best practices |
| | Other (please explain): |

Conference Priority Topics:

- | | |
|--|--|
| <input type="checkbox"/> Family Philanthropy | <input type="checkbox"/> Professional Skill Development |
| <input type="checkbox"/> Innovative Campus Partnerships | <input checked="" type="checkbox"/> Shifting Family Dynamics & Generational Trends |
| <input checked="" type="checkbox"/> Lifecycle of Family Engagement | <input checked="" type="checkbox"/> Using a Variety of Methods to Engage Families |
| <input type="checkbox"/> Crisis Management/Mental Health Support | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Developing/Supporting councils and boards | Other (please explain): |