**PURPOSE:** The purpose of this document is to (1) identify best practices for completing a WE proposal, (2) recognize the review criteria used for each proposal, and (3) identify the required nine questions.

**DIRECTIONS:** Answer each question based on the recommendations provided below. Please note that changes cannot be made once the Call for Participation (CFP) closes because proposals are scored based on the information submitted. As a result, we recommend preparing your proposal in Microsoft Word before entering the online submission portal, so you have a way to save a copy of your proposal, in addition to effectively proofreading the content. You have 60 minutes to complete your submission once you enter the online portal template.

- Please note that questions with an asterisk (*) are required to complete.

### IMPORTANT DEADLINES

- **WE19 CFP opens:** Dec. 3, 2018
- **Submission Deadline for WE19:** March 18, 2019 (11:59 p.m. EDT, USA)
- **Speaker Notification:** SWE staff will notify speakers accepted to speak at WE18 via email by: May 3, 2019.

### TIPS AND BEST PRACTICES TO IMPROVE THE QUALITY OF YOUR PROPOSAL

- Be sure that your description and learning outcomes are submitted in their final state. Learners expect your session to reflect the description and learning outcomes that were submitted to SWE. Failure to do so is the number one negative comment about sessions.
- Your proposal is more likely to be selected if you do not include company names in the title and description. Including your company name flags your session as a “sales pitch.”
- Presenter Limits - to provide a diverse exposure to speakers, a speaker will only be selected for one session, when possible (panel discussions may present special cases).
- Focus on practical solutions, strategies, and/or techniques that learners can easily apply.
- Keep in mind that each proposal is scored based on the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
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<tr>
<td><strong>TITLE</strong></td>
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<td><strong>DESCRIPTION</strong></td>
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<td><strong>SPEAKER QUALIFICATIONS</strong></td>
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<td><strong>TOTAL POINTS</strong></td>
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SESSION LOGISTICS

1. * Top lecture proposals are considered for the virtual conference and/or the option to provide continuing education units (CEUs). Are you interested in working with SWE, so your session can offer CEUs and be recorded? Please note that a special process and timelines are given for sessions that provide CEUs (Not graded/ 0-point).
   - Yes
   - No

2. * Do you agree to allow SWE to record your session to be used for the virtual conference? The purpose of the virtual conference is to record top sessions and then released a few months after the WE conference to allow virtual access to the sessions using SWE’s Advance Learning Center (Not graded/ 0-point).
   - Yes
   - No

3. * Day Conflicts: Indicate any days you would NOT be able to present at this event (Not graded/0-point).
   - Thursday AM
   - Thursday PM
   - Friday AM
   - Friday PM
   - Saturday AM
   - Saturday PM

SESSION CONTENT INFO - sessions are selected based on the following questions and scores.

1. **SESSION TITLE (7-points)** – The title is concise and captures interest.

2. **SESSION DESCRIPTION (7-points)** – Session descriptions are evaluated based on being concise (limit to 150 words), relevant, focused, interesting and/or compelling.
   - Make sure your description doesn’t just report what you’re going to talk about, but also clearly lets readers know what they should expect to get out of your session.
   - It’s not uncommon for SWE to receive multiple proposals on the same topic. Be sure that your description shares your unique take on the subject matter.
   - Be sure that your description and learning outcomes are brief and to-the-point.

3. **LEARNING OUTCOMES (14-points)** – Learning outcomes describe how learners will apply the information to their jobs or planning their career. Each session is evaluated based on the learning outcomes being clearly stated and achievable with instruction (7 points) and being clearly linked to the topic in the description (7 points).

To help with writing your learning outcomes, use the verbs listed in Table 1. It is also helpful to complete the sentence, BY THE END OF THE SESSION, PARTICIPANTS SHOULD BE ABLE TO ....:
   - Learning outcome (1)
   - Learning outcome (2)
   - Learning outcome (3) (lightning talks do not require a third learning outcome)
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<td>Select</td>
<td>Write</td>
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**TABLE 1 - Bloom’s Taxonomy Action Verbs**

**LEARNING PATHS - SELECT THE BEST (6) TRACK, (7) SPECIALIZED AREA OF FOCUS, & (8) CAREER LEVEL. ALL ARE REQUIRED.**

**TRACKS**
1. Career Management
2. Inclusion & Cultural Awareness
3. Innovation & Disruption
4. Self-Management & Development
5. Strategic Leadership

**SPECIALIZED AREAS OF FOCUS**
1. Entrepreneurship
2. Organizational Development
3. Outreach
4. Pathfinders
5. Small Business
6. STEM Re-Entry
7. SWE Fellows Technical
8. SWE Leadership
9. Women in Academia
10. Women in Government & Military

**CAREER LEVEL**
1. Pre-College
2. Collegians & Graduate Students
3. Early-Career Professional
4. Mid-Career Professional
5. Experienced-Career Professional
6. Senior Leaders & Executives
7. Retired
4. **TRACKS (Not graded/ 0-point)** – SWE recently updated the tracks to include five core tracks. Identify the track that most closely relates to the subject matter of your proposed session.

- **CAREER MANAGEMENT**: this track addresses a variety of tools and best practices to assist women in STEM to manage and advance their careers while working in a variety of industries. Examples include resume and interview best practices, salary negotiations, understanding corporate culture, planning for retirement, etc.
  - Develop techniques to manage various professional transitions.
  - Identify best practices for successful professional relationships
  - Recognize techniques for effective communication in the workplace.

- **INCLUSION AND CULTURAL AWARENESS**: this track is inspired by SWE's strategic goal of diversity and inclusion and addresses the challenges and opportunities that women in engineering face within the context of diversity, globalization, and culture. Examples of topics within this track include:
  - Techniques and strategies to build and promote a culture of diversity and inclusion within your organization.
  - Research and hot topics concerning workplace diversity and globalization.
  - Developing skills to be a more inclusive leader and team member to work effectively with others from diverse backgrounds.

- **INNOVATION AND DISRUPTION**: this track evaluates new technology trends in engineering technology, including disruptive technologies. Thought leaders from a variety of disciplines will discuss:
  - Identifying techniques and best practices to assist with being more innovative and competitive.
  - Best practices for being an effective leader of innovative initiatives.

- **SELF-MANAGEMENT AND DEVELOPMENT**: this track addresses topics collegians and professionals can take to improve and grow personally. Examples include:
  - Developing wellness strategies (personal care, work life balance, etc.).
  - Self-reflection and assessment through recognizing strengths and weaknesses, seeking feedback from others, and learning from failure.
  - The importance of lifelong learning strategies and development.

- **STRATEGIC LEADERSHIP**: this track focuses on how decisions of leaders shape the performance and success of their organizations/sections. Participants will develop new skills and hone current ones that will prepare and equip them to be more effective leaders. Many of the sessions within this track are intended for mid-career professionals. Examples of themes within this track include:
  - Aspects of organizational behavior, market structure and forces, and organizational design.
  - Techniques to develop a greater capacity to grow as a professional by exploring the character and challenges successful women leaders face within highly technical STEM fields.
  - Develop new leadership skills and hone current skills to assist with meeting the myriad of opportunities, challenges, and demands of your profession.
5. **SPECIALIZED FOCUS AREA (Not graded/ 0-point)** – the specialized areas of focus are new to the WE program. The intent of the specialized areas of focus is to provide professional development for key areas of expertise. Select the specialized area of focus that most closely relates to your proposed session.

- **ENTREPRENEURSHIP**: the sessions may touch on (but are not limited to) themes like business planning, raising venture capital, developing your elevator/sales pitch, new venture structures, new technology development, strategies for product marketing and licensing, creating your startup team, and researching resources available to startups.

- **PATHFINDERS**: this program was created to be more intentional in meeting the needs of the late career and retired members.

- **ORGANIZATIONAL DEVELOPMENT**: this specialized content is used to identify techniques for organizational change.

- **OUTREACH**: the Outreach area of focus is for SWE’s members and engineering outreach practitioners who currently deliver, or want to begin delivering, outreach programs that inspire and support girls to study and pursue careers in engineering. Best practices and hot topics in K-12 outreach.

- **SMALL BUSINESS**: this focus area identifies sessions that would be relevant to employees, managers, and owners of small businesses, as professional development and the path to success in smaller organizations may look very different than large corporations. These sessions are not exclusive to small businesses and may be relevant to a more general audience as well.

- **STEM RE-ENTRY**: this specialized content is intended to provide valuable resources to any engineering professional who has taken a career break for two or more years and wants to re-join the STEM workforce. The sessions in this area of focus are for both the individual reentering the workforce and for organizations considering launching a reentry program.

- **SWE LEADERSHIP**: this focus area relates to topics on SWE governance and volunteer leadership. Many of the presenters are active SWE volunteer leaders within their section and/or are members of SWE’s leadership coaching committee (LCC).

- **SWE FELLOWS TECHNICAL**: these sessions are given by SWE’s most experienced members, often, but not-exclusively, SWE Fellows, sharing the variety of their technical expertise including technical updates in cutting-edge technologies, reviews of diverse viewpoints, and examples of emerging techniques, engineering crossovers, discipline evolutions and emerging techniques in diverse engineering disciplines. The presentations are curated by SWE Fellows.

- **WOMEN IN ACADEMIA**: this specialized area of focus examines various career paths and opportunities for women in academia. Administrators, faculty, and graduate students within the academic community will share insights, research, and experiences.

- **WOMEN IN GOVERNMENT AND MILITARY**: this area of focus examines various career paths and opportunities for women in government and the military.

- **N/A**

6. **TARGET CAREER LEVELS (Not graded/ 0-point)** – select the most relevant target career level for your proposed session.

- **PRE-COLLEGE**: a student who has not entered a college or university.

- **COLLEGIANS & GRADUATE STUDENT**: a student in, or recent graduate of, a college or university.

- **EARLY CAREER PROFESSIONALS**: a professional who is a recent graduate who may/may not have prior experience in a field or profession.
MID-CAREER PROFESSIONALS/MANAGERS/EMERGING TECHNICAL LEADERS: an individual who has 10-20 years of professional experience, generally with others reporting to them.

EXPERIENCED-CAREER PROFESSIONALS: an experienced professional with over 20 years of professional experience and increasing levels of responsibility. This individual is often seen as a thought-leader and/or mentor of a subject.

SENIOR LEADERS/EXECUTIVES: an experienced professional in executive leadership positions within an organization.

RETIRED: An individual who has ended working in a professional career.

SESSION INFORMATION AND SPEAKER INFORMATION

7. *SESSION FORMAT (Not graded/ 0-point) – select the format that provides a high-quality learning experience to achieve the stated learning outcomes. To the adult learner, the delivery method is as important as the content.

- LECTURE/WORKSHOP PRESENTATION: (45 minutes for lecture including Q&A for 45-60 minutes total): lectures are the standard conference session type where subject matter experts (SME) share an overview and best practices on an identified topic to a large session, as many as 200 attendees may attend, so there are minimal group discussions.

- PANEL DISCUSSION (60 minutes): panel discussions are designed to provide opportunities to learn from multiple subject matter experts (SMEs) on their past experiences and personal views on identified topics or themes.

- LIGHTNING TALKS (short format – 15 minutes each): A Lightning talk is a short, thought-provoking presentation lasting only 15 minutes with 5 minutes provided for Q&A. SWE typically schedules 3-6 talks in a row – this grouping is called a block. Lightning Talks are arranged into blocks according to identified themes.
  - * Lightning talks only – enter one work that best describes your overall proposed lightning talk.

8. PRIMARY CONTACT INFORMATION (Not graded/ 0-point) – if you are not the speaker, please provide your name and email address.

- Name
- Email
9. **SPEAKER QUALIFICATIONS (7-points)** – enter the speaker(s) credentials and experience indicating subject matter expertise.

<table>
<thead>
<tr>
<th>Primary Speaker</th>
<th>Secondary Speaker Contact Information</th>
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<tbody>
<tr>
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<td>Primary Presenter Photo</td>
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<tr>
<td>Presenter(s) biographical information, degree(s) and institution(s). You may also provide links to past recorded presentations by the presenter to be considered by reviewers. Include any information that supports why this presenter brings a unique perspective to the topic. Please limit this description to 50 words for each presenter.</td>
<td>Presenter(s) biographical information, degree(s) and institution(s). You may also provide links to past recorded presentations by the presenter to be considered by reviewers. Include any information that supports why this presenter brings a unique perspective to the topic. Please limit this description to 50 words for each presenter.</td>
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