

Sample Conference Session Proposal

This fictional example is provided for illustrative purposes. All institutions, individuals, contact information, and results are fictional.

1. What challenge or opportunity did your institution face?

15 words or less

Our curriculum was not keeping pace with rapidly changing employer expectations.

2. Which conference are you submitting this proposal for?

Elevate: Americas

3. How did you solve it?

Maximum 250 words

Brindlewood University created a faster, more systematic way to identify and respond to emerging workforce needs.

We began by bringing together faculty, students, alumni, and employers to identify skills that were becoming increasingly important across several industries. Through employer roundtables and a review of recent job postings, we identified recurring gaps in areas such as AI literacy, data visualization, and communicating insights to nontechnical audiences. Rather than waiting for a full program review, faculty mapped these skills against existing courses to identify where content could be updated, short modules introduced, or new applied learning experiences added.

We piloted the approach in three programs, focusing first on areas where employer feedback showed the greatest gaps. Each program selected two or three curriculum changes that could be implemented within one academic year. Employer partners reviewed the proposed changes and helped develop several real-world assignments and projects. At the end of each semester, we gathered feedback from students, faculty, and participating employers to determine what should be continued or adjusted.

Westhaven School of Management later adapted the approach for its smaller institution. With fewer faculty and resources, the school focused on one program and worked with five regional employers to identify priority skills and incorporate them into existing courses.

One of our biggest lessons was that curriculum innovation does not always require launching a new program or redesigning an entire degree. Smaller, targeted changes can help schools respond more quickly while testing what works before making larger investments.

4. What was the outcome?

Maximum 100 words

Within one academic year, Brindlewood University introduced new content in AI, data analytics, and sustainability across three programs and added two employer-sponsored applied projects. Student feedback showed increased confidence in applying these skills, and participating employers reported stronger alignment between coursework and workplace expectations.

At Westhaven, the adapted process resulted in four course updates and a new employer-led project within one semester. Both schools have continued using the process to identify and prioritize future curriculum changes.

5. Why is this experience relevant to other schools?

Maximum 100 words

Business schools of all sizes are under pressure to keep curriculum relevant as workforce needs change. This approach does not require a major curriculum redesign or significant new resources.

By comparing implementation at a medium-sized U.S. university and a small European business school, we will show how the same basic approach can be adapted to different institutional contexts. Attendees will receive a simple framework for gathering external input, identifying priority gaps, and determining which curriculum changes can have the greatest impact.

6. What is the key takeaway attendees will leave with?

25 words or less

After this session, attendees will be able to identify practical ways to make their curriculum more responsive to changing workforce needs.

7. Proposed Session Title

Keeping Curriculum Relevant: From Employer Feedback to Action

8. How will you engage your audience?

Maximum 75 words

After briefly sharing the two schools' experiences, we will ask participants to identify one area where their curriculum may not be keeping pace with workforce needs. In small groups, they will use our framework to consider what external input they need, what changes could be made without a full program redesign, and what success would look like. Participants will leave with one specific action they can explore at their institution.

9. Presenter Information

Presenter 1

Name: Jane Example
Title: Associate Dean for Academic Programs
Institution: Brindlewood University School of Business
Country: United States
Institution size: Medium
Institution type: Public
Email: jane.example@example.edu

Brief Biography

Maximum 100 words

Jane Example is Associate Dean for Academic Programs at the fictional Brindlewood University School of Business, where she oversees curriculum development, program review, and academic innovation. She led the school's initiative to strengthen connections between employer input and curriculum development and works closely with faculty, students, alumni, and industry partners. Her work focuses on helping academic programs respond more quickly to changing learner and workforce needs.

Presenter 2

Name: Tomas Example
Title: Dean
Institution: Westhaven School of Management
Country: Netherlands
Institution size: Small — 35 or fewer full-time faculty
Institution type: Private
Email: tomas.example@example.edu

Brief Biography

Maximum 100 words

Tomas Example is Dean of the fictional Westhaven School of Management in the Netherlands. He leads the school's work in curriculum renewal, faculty engagement, and partnerships with regional employers. He adapted Brindlewood University's approach for a smaller institution with fewer faculty and administrative resources. His perspective will highlight which elements transferred successfully, which required modification, and what smaller schools should consider when adapting similar approaches.

10. Video Introduction

1–3 minutes (Attachment)

11. Professional Reference

Name: Celia Example
Title: Provost and Vice President for Academic Affairs
Organization: Brindlewood University
Email: celia.example@example.edu
Phone: +1 555 555 0147