

GMAC Speaker Policies
Annual Conference 2020
June 17-19, 2020
Baltimore, MD

By submitting a Speaker proposal, you agree to the following Conference Speaker policies and terms:

1. **Noncommercial/Non-Solicitation:** GMAC professional education and training programs are meant to be learning experiences and are not commercial. ***Speaker's presentations or materials will not be used to promote their products or services.*** As such, final content will be reviewed by a member of the GMAC Professional Education & Training department for final approval. GMAC reserves the right to cancel a session if content does not meet noncommercial/non-solicitation standards. Furthermore, all presentations and materials shall be consistent with the GMAC mission and values.
2. **Session Guidelines:** If selected, your presentation, including any materials will be developed and provided to GMAC in accordance with the [GMAC Session Guidelines](#). Speakers will provide all content portions of their presentations to a member of the GMAC Professional Education & Training department and make changes as reasonably requested by GMAC by the specified dates. A two-sentence session description is due to GMAC by February 17, 2020. All A/V and room requirements as well as full session descriptions for purposes of the event program book and website are due to GMAC by April 27, 2020. Failure to comply with the deadlines for submissions may result in your session being canceled by GMAC.
3. **Session Materials:** You have full ownership rights to your proposal and presentation materials (if selected) and you certify that your proposal and presentation is your own work; and further that it does not contain material that is inappropriate, indecent, obscene, hateful, discriminatory, defamatory, slanderous, libelous, or unlawful. If selected you agree that you will only use the presentation template provided to you by GMAC.
4. **Conference Cost and Expenses:** Speakers are responsible for the conference registration fee and all expenses (including transportation and lodging) related to participating in and attending the event. No honoraria or registration discounts will be provided by GMAC for session speakers.
5. **Conference Registration Deadline:** Session speakers are responsible for registering for the conference no later than April 3, 2020. Failure to comply with the registration deadline may result in your session being canceled by GMAC.
6. **Distribution:** GMAC has the right to distribute your session presentation slides and handouts to the conference attendees on the website starting the last day of the event.
7. **Privacy Policy:** By submitting a proposal, you consent to the [GMAC Privacy Policy](#). This includes information regarding the collection, processing, and transmission of your information to and from the United States, as well as information-sharing practices with third parties and other event attendees.

GMAC Session Guidelines

Outline of a Concurrent Session

Annual Conference concurrent sessions are each 75 minutes long. There are typically four to five concurrent session timeframes. It is important that the session grabs and holds the attention of the audience. Presenters should keep in mind that attendees are attending multiple sessions and networking events each day. The most successful sessions are interactive, relevant, and demonstrate how lessons learned can be adapted to benefit each attendees' unique situation.

The format of each session depends on the content and preference of session presenters. Previous formats that have been executed and which have worked well are:

- **Panel of Schools:** a common challenge/opportunity is addressed in different ways by different schools. A panel allows the audience to benchmark 2-4 best practices from a variety of schools. School variety can include geography, size, public vs. private, program formats: FT, PT, EMBA, specialized masters, etc.
- **Roundtable Discussion:** the audience shares best practices with each other in small groups best achieved when there is a common activity in which all engage; for example, a case study, a set of questions to be answered, etc.
- **Interactive Workshop:** a facilitator interacts with the audience and puts into practice a concept learned.
- **Expert Led Presenter:** the topic requires an in-depth description and framework that is best provided by an expert in the subject.
- **Other:** you may suggest another format for best presentation of your session.

If you represent a vendor or a company that does business with business schools, it is highly recommended that you submit a session idea that includes a school panelist, or a panel of school representatives, in addition to your company to help support the noncommercial/non-solicitation policy outlined in the [Annual Conference Speaker Policies](#).

A goal of each session should include ways to draw on the experience and examples of several schools in order to make the lesson(s) from the session applicable to our dynamic audience. This might include featuring several schools in one session, allowing an opportunity for the audience to share their input, or other creative solutions.

Audience Structure

The Annual Conference hosts over 700 professionals from business schools all over the world. Professionals attend the event from all functions and levels within graduate business schools. Most attendees work in admissions, marketing, program management, student services, and career services. Some attendees will be new to the industry while others will have been in the industry for over 20 years. To meet the challenge of catering to such a diverse audience, we suggest that you make it clear in the session description as to who the session is built for.

Questions to Consider

Consider who your attendees will be and their level of knowledge of the subject; what do you believe they should know? This question helps you distinguish between the “need to know” (what they really must know to succeed) and the “nice to know” (what you as the expert might like to tell them). One of the important considerations to keep in mind is that adults are motivated to learn when the subject is directly relevant and useful. Your challenge is to figure out these key relevant points for an audience that may be quite mixed in experience and level of knowledge.

What are the three or four key points you wish to share with the session attendees? The most successful sessions are interactive, allowing participants to ask questions and share their experience and insights; the time you have to introduce key issues is quite limited. By honing in on the three most important ideas, as well as their supporting points, you will distinguish between the need to know and the nice to know and accomplish what you have planned for the session with ample time at the end for Q&A.

What do you want them to be able to do differently when they return to their offices? Thinking through this question will determine the level of information you’ll try to share with them, as well as the way you’ll do it. For instance, to be able to ride a bike at the end of the session, attendees would need lots of in-session practice to reach that goal. If, on the other hand, they only need to know what a bike looks like, visuals and more general information is sufficient.

What is the best way they can learn what you wish to share with them? Going back to the analogy, unless attendees actually need to be able to “ride that bicycle,” you need to consider the different ways people prefer to learn: listening, seeing, discussing, or reading. You might consider incorporating multiple modes of learning into your presentation. For instance, you might present an issue (auditory), include a handout or slide of the key points (visual), as well as allow ample time for discussion and questions (verbal).

What are some interactive activities you might include in order to create a lively learning environment? A simple way to increase interaction is to turn a “lecture” into a “conversation” by simply asking open-ended “what if” questions, asking for opinions on a given topic or situation or for additional information. If you note the feedback on a flipchart, you will increase both interaction and energy level as well as learning.

You might also consider dividing a large group into smaller discussion or workgroups. A spokesman for each group could share the results with the whole group at the end.