

Windsor-Oakland Teaching and Learning Conference Call for Proposals

Towards a Culture That Values Teaching

May 2-4, 2017

University of Windsor and Oakland University

Submission deadline: February 17, 2017

The purpose of the eleventh annual University of Windsor-Oakland University Teaching and Learning Conference is to explore and celebrate the many ways we can contribute to the enhancement of a culture that values teaching. A post-secondary institution's culture consists of its embedded patterns, networks, behaviours, shared values, beliefs, and ideologies (Cox et al., 2011; Kustra et al., 2014; Mårtensson & Roxå, 2016). Whether, and how, an institution values teaching can impact critical outcomes such as student learning, student engagement, and student retention as well as faculty motivation and behaviours (Berger & Braxton, 1998; Cox et al., 2011; Feldman & Paulsen, 1999; Grayson & Grayson, 2003).

We invite proposals that address how instructors, departments, students, and staff work to enhance cultures that value teaching, and how culture impacts these initiatives. Proposals may particularly address one of the three following streams:

Teaching Evaluation

- Fair and effective practices in teaching evaluation
- Multiple ways to evaluate teaching (e.g., peer evaluation, teaching dossiers, mid-way feedback)
- Frameworks, models, and case studies for effective teaching evaluation
- Data analysis, reporting, and visualizations tools
- Ethical use of teaching evaluation data
- Effecting change in teaching evaluation
- Policies and procedures in effective teaching evaluation

Educational Leadership

- Building or enhancing networks or communities of practice
- Supporting change and innovation
- Advocating for, modeling, expanding and implementing scholarly teaching
- Building capacity and resilience in others
- Leading cross-disciplinary development efforts
- Creating new initiatives, learning communities, communities of practice
- Successful leadership models in post-secondary institutions

Teaching Methods

- High-Impact Educational Practices
- Effective teaching and assessment strategies
- Engaging students as partners in teaching and learning
- New teaching and learning approaches, methodologies, or technologies
- Community outreach projects to create pathways for students into higher education, and into the workforce
- Strategic course, curriculum, and/or program development and refinement

While this annual conference is an initiative of the University of Windsor and Oakland University, we welcome the participation of individuals from other post-secondary institutions. We particularly encourage joint applications from individuals at different institutions.

Types of Conference Proposals

You may submit proposals for 90-minute workshops, 40-minute concurrent sessions, and poster presentations.

Workshops (90 minutes)

Workshops engage participants fully in active learning to develop ideas, and relate research results and innovative practices to their own contexts. Interaction and participant engagement are especially essential to a workshop, so elements of a traditional presentation should be kept to an absolute minimum. Proposals should be submitted using our online system, and include:

1. Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact. Indicate whether each presenter is attending the conference.
2. Workshop title.
3. Workshop abstract (**not to exceed 200 words**) outlining the objectives, content, and format for the session. Word your abstract with the needs of the participants in mind. This abstract will appear in the conference program.
4. A descriptive outline – seen only by reviewers – of what you will cover in your session including:
 - a. two to four goals that you hope your session will accomplish;
 - b. how your session will encourage participant engagement and interaction (discussion, video, group activities, etc.);
 - c. relevant research and scholarship that you will draw upon in your session;
 - d. how your session relates to the conference theme; and
 - e. how your session relates to the intended audience (i.e., faculty, sessional instructors, graduate and teaching assistants, administrators, and staff who support teaching and learning).
5. Audiovisual requirements.

Concurrent Sessions (40 minutes)

Concurrent sessions explore innovative practices and programs or discuss applied research findings. Interaction and participant engagement are key elements of these conference sessions, though there may be elements of more traditional presentations as well. Proposals should be submitted using our online system, and include:

1. Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact. Indicate whether each presenter is attending the conference.
2. Session title.
3. Session abstract (**not to exceed 200 words**) outlining the objectives, content, and format for the session. Word your abstract with the needs of the participants in mind. This abstract will appear in the conference program.
4. A descriptive outline – seen only by reviewers – of what you will cover in your session including:
 - a. two to four goals that you hope your session will accomplish;
 - b. how your session will encourage participant engagement and interaction (discussion, video, group activities, etc.);
 - c. relevant research and scholarship that you will draw upon in your session;
 - d. how your session relates to the conference theme; and
 - e. how your session relates to the intended audience (i.e., faculty, sessional instructors, graduate and teaching assistants, administrators, and staff who support teaching and learning).
5. Audiovisual requirements.

Interactive Poster Session

Posters are a vibrant way to showcase research findings, innovative practices, and programs. To emphasize the value and importance of posters as a way to disseminate information, network with others interested in similar topics, and access rich feedback, a prestigious international award will be presented for the best poster. The poster session will take place in conjunction with a reception. Although posters should be self-explanatory, presenters must be in attendance during the time allocated to the poster presentation. We strongly encourage interactive,

creative, and innovative approaches to poster presentations. Proposals should be submitted using our online system, and include:

1. Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact. Indicate whether each presenter is attending the conference.
2. Poster title.
3. Poster abstract (**not to exceed 200 words**) outlining the objectives, content, and format for the poster. This abstract will appear in the conference program.
4. A descriptive outline – seen only by reviewers – of what you will cover in your poster including:
 - a. two to four goals that you hope your poster will accomplish;
 - b. how your session will encourage participant engagement;
 - c. relevant research and scholarship that your poster draws upon; and
 - d. how your poster relates to the conference theme; and
 - e. how your poster relates to the intended audience (i.e., faculty, sessional instructors, graduate and teaching assistants, administrators, and staff who support teaching and learning).

Submission of Proposals

Submission Deadline: **February 17, 2017**

View the [review criteria](#), [submit a proposal](#), or [sign up to be a reviewer](#).

The peer review process will include feedback and, possibly, specific suggestions for each submission. Submitters will be notified by March 2017 of the selection of sessions. You may be asked to take such feedback into account, and to revise and resubmit your proposal before a final decision is made. If you are not available in March to participate in this integral part of the selection process, please let us know in advance.

Registration for Oakland University and University Windsor students, faculty and staff is waived by each University's provosts.

If you have questions regarding the proposal process, please contact us at tlconf@uwindsor.ca

Review

Review Process

Each proposal will be reviewed by two members of a blind review committee. The peer review process will include feedback and, possibly, specific suggestions for each submission. Submitters will be notified by March 2017 of the selection of sessions. You may be asked to take such feedback into account, and to revise and resubmit your proposal before a final decision is made. If you are not available in March to participate in this integral part of the selection process, please let us know in advance.

Review Criteria

Reviewers will rate each proposal in five categories (each worth five points):

1. Goals. Are the presentation's goals clear and valuable?
2. Engagement. Does the proposal appear to be interactive and engaging?
3. Relevant literature. Is the proposal supported with relevant literature?
4. Relevance. Does the proposal address the conference theme? Is the proposal relevant for the audience?
5. Meaningful content. Does the proposal provide meaningful information/research to the intended audience, and make a contribution to our understanding of teaching/learning?

A Program Committee will select the proposals that have the highest point values overall:

- Proposals scoring between 21 and 25 points are likely to be accepted.
- Proposals scoring between 16 and 20 points may require minor revisions in order to be accepted.
- Proposals scoring between 10 and 15 points may require major revisions in order to be accepted.
- Proposals scoring fewer than 9 points are unlikely to be accepted to the conference.

We encourage reviewers to provide comments intended to help proponents improve their submissions. Please note that any text included in the comments section will be shared with proponents. Please use the following guidelines when writing suggestions and comments:

- Be concrete and specific. Focus on particular things the presenter could work on, and give examples whenever possible.
- Comment on the proposal, not the person who wrote it.
- Include suggestions for resources or references that may be of use to the proponents.
- Be constructive. Let presenters know which aspects of their proposals are effective and/or ineffective in a supportive manner.

The peer review process for this conference is anonymous: proposals are forwarded to reviewers without identifying information in as much as that is possible.

If you have any questions about the conference, please contact the Conference Planning Committee at tlconf@uwindor.ca.

Resources

Towards a Culture that Values Teaching Conference Website: uwindsor.ca/tlconf

- Submit Proposals, volunteer to review
- Resources on poster design, and preparing presentations

Pat Hutchings (1996). Building a new culture of teaching and learning

(<http://onlinelibrary.wiley.com/doi/10.1002/abc.6190010502/abstract>)

Teaching Culture Perception Survey Website: <https://qualityteachingculture.wordpress.com/>

- Includes report, and list of references

Kustra, E., Doci, F., Gillard, K., Dishke Hondzel, C., Goff, L., Gabay, D., Meadows, K., Borin, P., Wolf, P., Ellis, D., Eiliat, H., Grose, J., Dawson, D., & Hughes, S., (2015). Teaching culture perception: Documenting and transforming institutional teaching cultures. *Collected Essays on Learning and Teaching*, 8, 231-244.

<http://celt.uwindsor.ca/ojs/leddy/index.php/CELT/article/view/4267>.<http://celt.uwindsor.ca/ojs/leddy/index.php/CELT/article/view/4267>

Torgny Roxå publications: https://www.researchgate.net/profile/Torgny_Roxa/publications

- Microcultures at departmental levels
- Evaluation of Teaching
- Educational Leadership