ANNOUNCING

The 14th Annual 2015 Region 5-Texas NAME Conference

Multicultural Education as Social Advocacy:
Communities, Conversations, and Collaborations

The Texas Chapter of the National Association for Multicultural Education

Texas Tech University
Lubbock, Texas
April 23-25, 2015
Registration: Student - $75 Professional - $100 On-Site - $125

For more information: www.txname.org

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AND JUSTICE FOR ALL
BY EDDIE DIXON
Call for Proposals
~ Proposal Guidelines ~
Submit Proposals through midnight January 30, 2015

Send electronic submissions to proposals2015@txname.org

Conference Theme
The Board of The Texas National Association for Multicultural Education invites you to our 2015 conference at Texas Tech University in Lubbock, Texas. Texas Tech has the second largest contiguous campus in the United States at 1839 acres. Texas Tech is one of few universities in the country housing a full academic campus, law school, and a medical school—The Texas Tech University Health Sciences Center—at the same location. This year’s theme is “Multicultural Education as Social Advocacy: Communities, Conversations, and Collaborations” focuses on the reflective and responsible actions and advocacy that is promoted through the varied layers presented in best practice pedagogy, community engagement, and the shared understanding gained from collaborative activities. Meaning, actions grounded in not only research and praxis, but steeped in grassroots organizations, community, and collaborations and partnerships stakeholders and social advocacy. Research is encouraged from scholars, community leaders, teachers, and students. We will highlight the community engagement and partnerships for the purpose of better serving the diverse needs of students, families, caregivers, community activists, and advocates.

While highlighting the multicultural practices throughout the State of Texas and Region 5, this year’s conference will also profile the community, conversations, and collaborations that support education. Through our conference proceedings, stakeholders (students, educators, agency workers, policy-makers, families, community members) will share their work on closing the academic achievement gap for marginalized students, and shared strategies to empower students, families, and communities to become effective advocates for education and ultimately the betterment of society.

Types of Sessions
There are four types of conference sessions for which you can submit: regular concurrent sessions, paper presentations, poster sessions, and ideas and issues. All sessions must address the conference theme. See below for information that should be included in the proposal summary.

• **Workshop/Panel Sessions** – Regular concurrent sessions focus on topics linked to the conference theme. These sessions address curriculum, special programs, innovative instructional methods, policy issues, or research projects. Concurrent sessions may be organized as short workshops, as presentations, as panels, or in other formats conducive to the presentation’s focus.

• **Paper Presentation** – Paper presentations represent a formal report of research completed or underway that invites reactions. Please allow for audience questions and reactions during presentation time. Paper presentations may be grouped with other related presenters at the same time in the same room, sharing the time allotted. Each session will contain 2-3 presenters on the same or related topic.

• **Poster Session** – Posters will display research, best practices, novel approaches or current projects on a large poster board. The poster session will allow for informal discussions and attendees to speak with the presenters on an individual basis in an interactive style.

• **Ideas and Issues** – Ideas and issues are a presentation of current practices and/or research in a way that allows for interactive dialogue and ideas from the audience.
CONFERENCE STRANDS AND DESCRIPTORS

I. Multicultural Education Research: This strand emphasizes the following areas: 1) graduate programs; 2) effectiveness of undergraduate multicultural education courses; 3) use of multicultural education in response to academic achievement differences or gaps; 4) the role of multicultural education research in border crossings; 5) the use of multicultural education to examine changing demographics; 6) the role of multicultural education research in enhancing global competitiveness; and 7) how multicultural education research is integrated in other disciplines.

II. Professional Development in Multicultural Education: This strand seeks to highlight best practices in Multicultural Education. Proposals should focus on career-enhancing skills and knowledge that improve educational materials and practices so that students experience heightened equity, cultural justice and health.

III. Culturally Responsive Teaching Best Practices: The strand examines pedagogical strategies that include diverse learners’ cultural knowledge, prior experiences and learning styles should be the focal point of this strand. Proposals that discuss these concepts for institutions of higher learning will be considered. Emphasis on pedagogical strategies for public school students, teachers, and afterschool programs is expected.

IV. Health, Human Development & Sustainable Communities: This strand emphasizes research, best practices and current issues related to culturally relevant community-focused program and practices. The strand provides a platform to explore solutions to disparate practices and programs that may hinder the well-being, education, and the growth and development of communities in Texas, the US, and around the world. The impetus for this strand is to provide viable solutions that: (1) increase overall knowledge and skills associated with medical practices specific to ethnic, cultural, religious, socioeconomic, linguistic and other dynamics that contribute to health disparities; and (2) that provide comprehensive community-focused practices and programs that promote connections to local, national and international leaders with the goal of providing present and future generations with opportunities to benefit from historical and/or transformative practices. Issues related to cultural competence in the delivery of health, wellness and human care services may be considered. As well, those exploring the utilization of human community capital are welcomed (e.g., Using personal narratives of community elders to teach concepts).

V. Policy and Practice: This strand seeks presentations that explore studies and analyses of classroom and/or school reform practices promoting multicultural education and comparative/international education while building scholarship related to border crossings. Also, important to this strand are policy and practice associated with poverty, equal opportunity and PK-20 preparedness that promotes equity, access and/or social justice in education. Presentations exploring zero tolerance, restorative discipline and drop-out in the U.S. and around the world, as well as the DREAM Act, are welcomed.
Submission Instructions

All proposals must be submitted to proposals2015@txname.org. Please make sure to include the following information:

1. Cover sheet including:
   a. Complete contact information for the lead presenter, including email, regular mailing address, and phone.
   b. Full names of all co-presenters, their email addresses, and regular mail address.
   c. An abstract of the presentation, no more than 50 words in length, that will be included in the conference program if the presentation is accepted.

2. A proposal summary of no more than two pages in length. This summary can be attached as a Word file. The summary must respond to the following areas:
   a. Type of session. (Workshop/Panel Session, Paper Presentation, Poster Session, Ideas and Issues).
   b. Content in relationship to conference theme. Briefly describe the content of your presentation. How will it address the conference theme?
   c. Significance of Content. Why is the presentation significant? How will it advance our knowledge of or capacity for multicultural education? Include any relevant data or research supporting the presentation.
   d. Objectives. What does the presentation seek to accomplish, what are its objectives? How will the presentation be of use to conference participants? What should participants learn during the session?
   e. Process. What is the format of the session? (i.e.: workshop, simulation/role play, group discussion, lecture, artistic performance, etc.) How will the audience be engaged in the session? What handouts will be distributed?

   Do not include names or institution(s) on the proposal summary page.

Evaluation and Acceptance of Proposals: Proposals will be reviewed by three (3) readers using the following criteria:

• Conference Strand/Theme (15%) – Clearly addresses strand/theme. Overall proposal is clear as to relation to strand/theme.
• Significance of Content (50%) – Rationale based on current research, knowledge, or practice in field. Timely. In-depth.
• Objective and/or Purpose (10%) – Clearly stated purpose related to an aspect(s) of multicultural education.
• Audience (5%) – Proposal explains why various groups of attendees would be interested. Describes audience interaction.
• Format (5%) – All parts of format present as listed in “call for papers.”
• Process of Presentation (5%) – Time frame of presentation broken down. Types of audience interaction described. Materials and handouts described.
• Participant Outcomes (10%) – Provides an explicit statement of participant outcomes and how they will be achieved.
~ Information for Presenters ~

Conference presenters are volunteers and are not compensated for their presentations or travel. The program policies listed below apply to all organizers, authors, panelists, moderators, discussants, and other session participants.

Diversity
The vitality of Texas NAME flows from its diverse membership. Thus, it is Texas NAME’s policy to ensure presentations by and about diverse ethnic, racial, gender, language, religious, socioeconomic, sexual orientation, disability, and geographic groups. Presentations by teachers, school administrators, community activists, government and organization officials, higher education faculty, and others interested in the conference theme are encouraged. Students (high school, undergraduate, and graduate) and international scholars, practitioners, and activists are also encouraged to submit proposals.

Registration Required
To guarantee being listed in the conference program, all presenters must register for the conference no later than February 27, 2015. This policy includes anyone who is listed in the program as a presenter, co-presenter, panelist, moderator, or other participant in the session.

Audiovisual Equipment
Each presentation room is equipped with personal computers, projectors, and internet connections. Additional audiovisual equipment will need to be provided by the presenter. Guest internet access will be provided at registration.

Interactive Format
Workshop formats usually involve participants in related activities. Presenters of papers should use part of the time to present their main ideas or research findings and plan time for discussion.

Submission of a proposal is a commitment to register for the Texas NAME’s 2015 conference. After the lead presenter has received an acceptance notice, she/he must ensure other presenters in the session are notified and registered.

Acceptance of notifications will be sent February 13, 2015

All presenters must be registered for the conference.