Announcing:
HOW AN ENGAGED AND INCLUSIVE CLASSROOM PREPARES STUDENTS FOR THE CONTEMPORARY WORKFORCE

CALL FOR PRESENTATION PROPOSALS
(see guidelines following)

A Celebration of Teaching and Learning at Marquette
May 16, 2012—Eckstein Hall 4th floor conference center

Race and gender matter in every discipline because retention and preparing students to be effective members of a diverse workforce begins in the classroom.

Faculty in every discipline face challenges either in establishing a classroom culture in which all present feel welcome to participate, in designing course materials that appeal to a broad range of student backgrounds, and/or in creating opportunities for students to recognize and make the most of differences among them.

The day will include interdisciplinary dialogue addressing how race and gender are pertinent in every classroom. While race and gender may not always be relevant to course content, the students bring their own cultural differences to the classroom.

This event is designed to facilitate and enhance continuing conversations about improving teaching and learning at Marquette as related to race and gender justice.

Keynote
“Because Race and Gender Matters: Creating Inclusive Classrooms To Optimize Student Success"

Presented by invited guest, Dr. Kris Renn,
Associate Professor of Higher, Adult, & Lifelong Education (HALE) at Michigan State University.

Tentative schedule
8:30 a.m. Coffee
9 a.m. Keynote with interdisciplinary dialogue
10:30 Faculty-led breakouts
Noon Lunch (FREE)
1:00 Faculty-led breakout sessions
2:30 Faculty-led breakout sessions

Proposal Guidelines follow
Call for presentation proposals

Reflect on how you have addressed race and gender in your teaching in your classroom and/or in your discipline. How has what you have done in the classroom better prepared all students for success at Marquette and for entry into a diverse, global workforce. Prepare a 20 minute interactive presentation in which you talk about your own experiences (best practices and/or teaching challenges) as you have designed course content and managed your classroom. Collaborative presentations are invited as well.

Consider for instance:

- efforts to involve underrepresented students in your class structures (for instance in engineering, nursing, business, dental, and education, health care);
- assumptions about the context of students’ lives: economic, racial and gender identity;
- efforts to break down traditional segregation patterns;
- jokes, stories, and behaviors;
- attempts for honest and open classroom conversations;
- use of reflection in the classroom;
- scholarship of community engagement practices; examples of service learning;
- use of technology;
- quantitative reasoning across the curriculum; writing assignments;
- community-based research, undergraduate research recently completed or in progress;
- Ignatian pedagogical practices; contemplative practices;
- active learning modules, and other methodologies that engage students;
- ways to break down natural segregation to allow for honest and open conversation;
- assumptions about who is in your classes; ways to explore the context of students’ lives.

Proposals of no more than 2 pages must include each of the following parts to be considered.

I. NAME and department(s) of presenter(s)
II. Proposal topic and title (will be used in promotion)
III. Abstract of no more than 40 words (also will be used in promotion)
IV. Description of presentation (no more than 2 pages)
V. Preferable room set up: e.g. lecture, roundtables; AV requirements
VI. List of courses regularly taught

PROPOSAL DEADLINE: Monday April 30, 2012

Selected presenters will be notified by e-mail

Submit proposals in campus mail to: Center for Teaching and Learning, Raynor 326 or e-mail to mary.grant@marquette.edu

All participants must register for the seminar. Register through the Center for Teaching and Learning website: http://www.marquette.edu/ctl/