University of Northern Iowa and
Center for Educational Transformation

Culturally Responsive Pedagogy and Practices: 
Challenging Systemic Inequity and Injustice in Education and Health
November 11 & 12, 2019

Call for Proposals 2019
Due Date: Friday, August 23, 2019

Designed for education and health care providers or educators; K-12 teachers, parents, and students; community members; education leaders; university faculty, staff and students; faith leaders or organizations, and policymakers, the University of Northern Iowa’s (UNI’s) Education Summit will explore research, practices, and polices that underpin our current education and health care systems.

Providing strands of discussion focused on culturally and linguistically responsive pedagogy and practice; community, school, and university partnerships; inequity and injustice in education and health; and cultural and linguistic competence in school and health care systems, this Summit will feature presentations and panels, interactive workshops, and dialogue sessions led by experts from Iowa and the nation.

The 2019 Education Summit, a regional conference in Iowa, invites you to submit a proposal that shares the culminating knowledge about advocating, meeting challenges, elucidating what works, and operating for the public good. We ask you to (a) share research and scholarly perspectives on the theme, (b) offer innovative ways to think about how research and theory can inform practice and policy at national, state, and local levels, and (c) to discuss insightful ways in which the field can enhance excellence, equity-minded practices, cultural and linguistic competence in diverse contexts and systems.

The call for proposals encourages submission of efforts derived from and informed by education and health care providers or educators; K-12 teachers, parents, and students; community members; educational leaders; university faculty, staff and students; faith leaders, and policymakers and that exemplify effective, dynamic approaches to education and health.
I. Topical Strands (Select One)

_____ Culturally Responsive Pedagogy and Practice
The research and practice educational and health literatures describe the link among positive outcomes, competence, and culturally responsive pedagogy and practice. Importantly, community members, parents, clients, policymakers, and other diverse stakeholders also inform the extent to which school members, health providers, and the systems in which they are embedded are culturally responsive. Taken together, individuals and organizations that employ culturally responsive pedagogy and practice methods often engender a positive, warm, welcoming school and agency climate. We invite proposals that describe theories, programs, and practices that facilitate culturally responsive pedagogy and practice. We encourage submissions that describe empirical research that has investigated the correlates of culturally responsive pedagogy and practices and positive outcomes.

_____ Community, School, and University Partnerships
University researchers often develop and guide research that informs policies, practices, and decision-making in schools, communities, and agencies, although—oftentimes—missing from research teams are the individuals for whom the research is being conducted or for whom the research will be used. The nascent literature points toward the utility of research practice partnerships. Engaged educators, scholars, and activists move beyond mere community outreach, and instead demonstrate a commitment to reciprocity and shared knowledge-building where students, families, community members, and educators are recognized for the tremendous local expertise they hold. We encourage proposals that highlight and explore the potential for reciprocal partnerships across communities, families, public schools, agencies, and institutes of higher education.

_____ Inequity and Injustice in Education and Health
The negative effects of the long-observed inequities and injustices experienced in the US education and health care systems cannot be overstated. A confluence of human, environmental, structural, historical, and systems factors inform—in part—the extent to which equity and justice underpin all aspects of education and health. Additionally, systems (e.g., school, health care, and government) have the power to conduct research and evaluate procedures, practices, and policies that affect education and health equity and justice. We invite proposals that highlight programs and methods that have effectively challenged systemic inequity and injustice in education and health. We also encourage submissions about ways of being that engender an urgency for, knowledge about, skills in, and commitment to promoting equity and justice.

_____ Cultural and Linguistic Competence in Education and Health Care Systems
Given the diverse and ever-evolving demographics of schools and communities in Iowa and across the U.S., cultural and linguistic competence are important characteristics for the development of equitable and just communities. Cultural and linguistic competence involves developing a greater understanding of and appreciation for individuals and communities representing a variety of cultural, ethnic, racial, economic, and religious backgrounds, as well as genders, sexual orientations, languages, and abilities. Proponents of cultural and linguistic competence strive to create environments where contexts, pedagogy, and practice are made relevant and accessible to diverse individuals. We invite proposals that describe research that help foster theories, knowledge, skills, and awareness about the criticality of cultural and linguistic competence and education and health outcomes and processes.

Note: Proposals can be directed toward education and health separately and/or taken together.
II.  Session Categories

**Paper Sessions** - These sessions are intended for reporting research results or analyzing issues of practice and policy in an abbreviated form. The proposal summary should include a statement of purpose, theoretical framework, findings, and conclusions. For research papers, also describe data sources and methods. A discussion leader will be assigned to facilitate dialogue for the session.

**Conversations/Dialogues** - These sessions are intended to stimulate informal, lively discussions using a series of provocative questions or vignettes. Session organizers may organize a panel of participants who facilitate and guide the conversation about critical issues, concerns, and perspectives. Alternatively, these sessions may be organized as a dialogue where the participants and audience discuss together an issue or series of questions in small groups. The proposal summary should describe the purpose of the session, the ways in which participants will engage in conversation/dialogue, and examples of questions or areas to be addressed.

**Symposia** - A symposium should examine specific issues, research problems, or topics from several perspectives and allow for dialogue and discussion. Session organizers are expected to chair the session, confirm session panelist attendance, and facilitate discussion. There is a limit of three papers per symposia session. Accepted symposia sessions will have their final papers added to the conference proceedings.

**Poster Session** - These sessions are intended for individualized discussions of one’s research and/or development projects. Like a paper session, poster session proposal summaries should include a statement of purpose, rationale, findings, and conclusions. For research reports, also describe data sources and methods.
III. Proposal Information

The final proposal submission will include two separate documents - a cover sheet and a proposal narrative. These documents may be shared as PDF or word documents and should use 12 point New Times Roman font.

The Cover Sheet should include the following information:
- Presenter(s) Name(s), Title, Organization, and Contact Information
- Title
- Session Category (Paper, Conversations/Dialogues, Symposia, or Poster)
- Topical Strand (e.g., culturally responsive pedagogy and practice, community, school, and university partnerships, inequity and injustice in education and health, cultural and linguistic competence in education and health care systems)
- Abstract (150-word limit)
- Key Words
- Please answer the question, “Would you be willing to serve as a session chair or discussant?” on the Cover Sheet.

The proposal narrative should include the information listed below:
- Title
- Session Category
- Topical Strand
- Abstract (150-word limit)
- Proposal Narrative not to exceed 1,500 words, double-spaced
- References - one page, single spaced

IV. Criteria for Review of Proposals

All proposals will be subject to a masked, peer review process. The proposal must not include names or any identifying information of session organizers or presenters. Proposals for papers and posters will be evaluated for: (a) relevance of research topic to the convention theme and/or broader discourse in the field, (b) thoroughness and clarity of the proposal; and (c) theoretical framework, methods, and analysis (for empirical research). All other proposals will be evaluated for: (a) relevance of research topic to the convention theme and/or broader discourse in the field, (b) thoroughness and clarity of the proposal, and (c) the likelihood that the format of the session will support the purpose of the session. Accepted paper and symposia sessions will have their final papers added to the conference proceedings.

V. Proposal Submission Deadline

Proposals must be received by August 23, 2019, at 5:00 pm CST via email submission to edsummit@uni.edu. Only proposals submitted electronically to edsummit@uni.edu will be reviewed. You will be notified if your proposal is selected by Monday, September 13, 2019.