CALL FOR PROPOSALS:
High-Impact Teaching for Transformative Learning
DePaul University Teaching and Learning Conference
Friday, May 20th, 2016 | Lincoln Park Student Center, Room 120AB

All DePaul faculty and staff members are invited to submit proposals and register for the 21st Annual DePaul Faculty Teaching and Learning Conference. The theme of this year’s conference, “High-Impact Teaching for Transformative Learning,” invites participants to examine High-Impact Practices (HIPs) that have a significant, positive effect on student retention and learning.

The National Survey of Student Engagement notes that HIPs share the following traits: they demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration across disciplines and cultures, and provide frequent and substantive feedback.

Examples of high-impact teaching practices could include, but are not limited to, the following:

- Learning communities
- Service-learning, community-based projects
- Writing-intensive courses
- Collaborative assignments and projects, team-based learning
- Undergraduate research
- Diversity/global learning
- Internships
- Experiential learning
- Culminating senior experiences
- Learning portfolios
- Learning-centered course design
- Career advising
- Student reflection on personal and social impact of learning

Presentations on this year’s theme could address, but are not limited to, questions such as:

- How have you encouraged intercultural collaboration or integrated diverse perspectives into your courses?
- What challenges have you encountered in implementing HIPs and what suggestions do you have for overcoming them?
- How have you collaborated with other faculty and/or staff to implement transformative learning activities?
- How have you used technology to create meaningful interactions and provide feedback outside the traditional classroom?

The conference is jointly sponsored by Faculty Instructional Technology Services (FITS) and the Office for Teaching, Learning and Assessment (TLA). Student Affairs, the University-Center for Writing-based Learning (UCWbL), and Faculty Council’s Committee on Learning
and Teaching (COLT) contribute to the planning of the conference. The Quality of Instruction Council (QIC) provides financial assistance.

SESSION TYPES

We welcome proposals for three types of presentations:

1. **Sixty-minute panel.** Presentations by two or more individuals on a related theme. Panel organizers must allow at least fifteen minutes for discussion and audience response.
2. **Sixty-minute workshop.** A session where participants develop teaching materials or learn to implement a specific teaching strategy. Workshop proposals must dedicate at least twenty minutes of the session to planned active learning exercises (beyond time for audience questions) that will engage session participants.
3. **Twenty-minute individual presentation.** Two individual presentations will be combined into one sixty-minute session by the conference planning committee. Each presenter will have 10 minutes of Q&A time following his or her presentation.

PROPOSAL COMPONENTS

Proposals should include a session title and an abstract of 50 words or less that can be included in the conference program. In addition to the title and abstract, the proposal should include the following information:

1. **Learning outcomes.** List 2-5 expected outcomes for session participants. What will participants be able to do after participating in this session? Example: "By the end of the session, participants will be able to summarize best practices for using classroom response systems." Need help? Check out TLA's resource page on writing learning outcomes.
2. **Adaptability across disciplines.** Explicitly state how broadly your topic is adaptable—either for colleagues in your discipline, in your school or division, or across the university. Describe how you will guide participants from various disciplines in thinking about how the session topic can be put into practice in their teaching context.
3. **Originality.** Explain how your proposal ties to, builds upon, or diverges from existing research and practices.
4. **Fit with conference theme.** Identify which high-impact practices align with your proposal.
5. **Interactivity.** Indicate how you will engage session participants (e.g., small group discussions, demonstrations). Please note that workshop proposals must dedicate at least twenty minutes of the sixty-minute session to planned active learning exercises (beyond time for audience questions) that will engage session participants.

DEADLINE FOR PROPOSALS

The deadline for proposal submissions is **Monday, February 1st, 2016.** Notification of selection decisions will go out to presenters by Monday, April 4th, 2016. If your proposal is accepted, you and your co-presenters (if applicable) will be automatically registered for the
PROPOSAL EVALUATION CRITERIA

Proposals will be blind-reviewed by faculty volunteers. As you consider presentation topics, please bear in mind the following selection criteria:

- Clarity: Do the outcomes provide a clear, specific description of what participants will learn at the session? Do the title and abstract concisely summarize the session’s focus?
- Adaptability: Can the topic be put into practice by conference participants from different disciplines?
- Originality: Does the proposal feature innovative ideas, models, or approaches to teaching?
- Fit: Does the proposal align with the conference theme?
- Interactivity: Does the proposal describe structured learning activities that will engage session participants?

ROOM CONSIDERATIONS

Presentations will take place in smart classrooms, which are equipped with a computer, projector, and Internet connection. Presenters can indicate preference for chairs to be arranged in rows or at round tables.