CALL FOR PROPOSALS INSTRUCTION GUIDE

Conference on Postsecondary Learning and Teaching | May 3 – 5, 2020

December 2019

taylorinstitute.ucalgary.ca/conference
Conference on Postsecondary Learning and Teaching

CHECKLIST

In this instruction guide you will find all the information you need to complete your conference proposal submission. Here’s a checklist to get you started!

- Read and understand the theme and choose one to two threads that best align with your proposal *(pg. 4 - 6)*
- Choose a session format *(pg. 7)*
- Review the Proposal Requirements and the Proposal Selection Rubric *(pg. 8, 15)*
- Complete the Proposal Submission Form *(pg. 9)*
- Submit your proposal using the Open Conference System (OCS) *(pg. 11 - 12)*
Conference on Postsecondary Learning and Teaching

TIMELINE

- Call for Proposals opens – **October 15, 2020**
- Proposal submission deadline – **December 20, 2020**
- Authors notified of adjudication decisions – **January 31, 2020**
- Revisions/resubmit deadline – **February 20, 2020**
- Student volunteer registration deadline – **March 2, 2020**
- Early bird registration deadline – **March 5, 2020**
- Registration closes – **April 23, 2020**
- **Pre-conference** – **May 3, 2020**
- **Conference** – **May 4 – 5, 2020**
- PRISM submission deadline – **June 12, 2020**
- Papers on Postsecondary Learning and Teaching (peer-reviewed conference proceedings) submission deadline – **July 31, 2020**
Conference on Postsecondary Learning and Teaching

THEME

The University of Calgary Conference on Postsecondary Learning and Teaching provides an opportunity for academic staff, students, staff and postdoctoral scholars to share, critically examine and build on our collective knowledge related to the scholarship and practice of teaching and learning.

Mentorship in Higher Education

A great mentor often sees more potential within us than we see in ourselves. An engaged mentee can reinvigorate our practice with new questions and perspectives. There is both an art and science to engaging in meaningful mentoring relationships across the many roles and disciplines in higher education (Johnson, 2016).

Mentorship is relational, and it prioritizes people by creating a safe, inclusive and respectful culture of learning and growth. It can foster positive, mutually beneficial relationships that support development and growth through self-exploration, reflection, intellectual intrigue and identity formation (Lunsford & Baker, 2016). These relationships, both formal and informal, are found throughout the academy between teaching colleagues, instructors and students, and researchers and scholars.

They positively impact skill development, job performance, career satisfaction, pride and personal satisfaction (Eby, Allen, Evans, Ng & DuBois, 2008). When mentorship is interwoven into the campus culture, it supports the development of teaching, research, supervision and leadership practices, and ultimately improves student experiences (Grimes & White, 2015).

The 2020 University of Calgary Conference on Postsecondary Learning and Teaching invites faculty, instructors, administrators, librarians, staff, students and postdoctoral scholars to explore mentorship in higher education and the scholarship, approaches, practices and issues surrounding it.

This year’s conference theme will explore multiple aspects of mentorship:

- How does mentoring cultivate an inclusive academic community?
- What skills are needed to develop mentoring networks, to ask meaningful questions and to facilitate dialogue?
- How can we harness the power of positive mentoring to improve the student experience, as well as our research and teaching communities?
- What are the qualities and characteristics of effective mentorship?
- What do meaningful mentorships conversations and relationships look like?
- How can mentorship help improve supervision practices (of graduate students, postdoctoral scholars and undergraduate students)?
- How can mentorship be used by academic leaders to support career advancement and development?
- How can mentorship promote equity, diversity and inclusion?
- What does mentorship look like according to the perspectives, histories and worldviews of Indigenous peoples?
- How can mentorship unleash innovation and entrepreneurship?
- How can the impact of mentorship be assessed?
- What does mentorship look like through the eyes of a student?
References:


2020 Keynote Speakers

**Keynote Day 1 | May 4, 2020**
Dr. Laura Lunsford, PhD., University of North Carolina Wilmington

**Keynote Day 2 | May 5, 2020**
Dr. Lorelli Nowell, PhD., University of Calgary

Registration

All authors and co-authors who attend the conference are required to register and pay the conference registration fee. Complete registration details will be available on the conference website when early bird registration opens.

<table>
<thead>
<tr>
<th>Registration Option</th>
<th>Fee ($CDN)*</th>
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<tbody>
<tr>
<td>Pre-conference – General</td>
<td>$125</td>
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<tr>
<td>Pre-conference - UCalgary staff, retired staff &amp; alumni</td>
<td>$125</td>
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<tr>
<td>Pre conference – Students &amp; postdocs</td>
<td>$100</td>
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<tr>
<td>Full conference– General</td>
<td>$375</td>
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<tr>
<td>Early bird** – General</td>
<td>$325</td>
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<tr>
<td>Full conference– UCalgary staff, retired staff &amp; alumni</td>
<td>$325</td>
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<tr>
<td>Early bird–UCalgary staff, retired staff &amp; alumni</td>
<td>$275</td>
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<tr>
<td>Students &amp; postdocs</td>
<td>$175</td>
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</table>

* GST will be added to the registration fee.
** Early bird deadline – March 5, 2020
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THREADS

**Student Inquiry:** Scholarship driven by curiosity and passion in students can lead to transformative, life-long learning. This thread explores the possibilities, challenges and outcomes of student-directed inquiry and research.

**Learning Partnerships:** Learning is a reciprocal process at the course, program and curriculum levels for both the instructor and the student. For example, formative feedback takes the form of a constructive partnership where both the student and instructor benefit from ongoing and continuous improvement. This thread examines what these partnerships can look like in various teaching and learning contexts.

**Interdisciplinary Collaborations:** Instructors and students view learning through their own unique disciplinary lenses. Understanding these lenses forms the foundation of the interdisciplinary collaboration necessary for solving real world challenges. This thread examines what this learning looks like in the different disciplines, and in the spaces where different disciplines meet.

**Digital Pedagogies:** Technology facilitates the discovery of knowledge, expression of voice and collaboration across time and space. The interaction between technology, instructors, students, and often our digital communities, forms the foundation of digital pedagogies. In a student-driven classroom, it can make Shakespeare real for the Twitter generation or enable new forms of creative expression for a final project. This thread explores how the relationship between learning and technology can put the student at the forefront of their learning experience.

**Mental Health and Wellness:** The construction of safe, caring learning environments that embrace diversity and collaboration is essential for nurturing creativity and the development of resilient and flourishing individuals. Young people who see the world’s issues not as overwhelming problems, but rather challenges and opportunities. This thread examines how teaching and learning approaches and practices can empower students to identify opportunities for self-development and self-awareness, and promote mental health and well-being.

**Indigenous Perspectives + Equity, Diversity and Inclusion (EDI):** Equity, diversity and inclusion (EDI) is about valuing human difference, removing barriers that impede equal access, and ensuring that all are able to participate meaningfully. Indigenous perspectives honour the histories and worldviews of Indigenous peoples, and create cross-cultural learning and communities around truth and reconciliation. This thread explores how EDI and Indigenous perspectives can be woven into teaching and learning to enhance both faculty and student experience.
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SESSION FORMATS

The online conference submission (OCS) system requires authors to identify the preferred session format from the four choices below.

During the peer-review process, reviewers may suggest another session format than the one selected by the author. Based on the peer-review process, you may be asked to revise your proposal to accommodate another session format type, and you will be given a deadline to resubmit.

90-minute interactive sessions
These workshops provide a forum for collaborative interaction and discussion of ideas. These sessions may be designed to critically examine topics, explore issues and develop strategies related to the conference theme. Workshop proposals should clearly indicate intended outcomes and how participants will be engaged and actively contribute to the session.

45-minute interactive sessions
These sessions provide a focused opportunity for delegates to interactively present and facilitate dialogue and discussion on a topic or issue related to the conference theme. For example, presenters could share highlights of research findings, showcase a best practice or profile an initiative or partnership. All presentations should include opportunities for discussion and dialogue.

25-minute roundtable discussions
Concurrent roundtable discussions will occur at different tables in one room on topics or projects that can be facilitated through a short discussion. Roundtable discussion facilitators should set a context and provide ideas and information to shape a rich dialogue. Facilitators will host the same roundtable discussion with two different groups during the one-hour event. Audio-visual equipment will not be required.

Digital poster presentation
A digital poster is an electronic presentation of a research or topic. Digital posters can be static, like a conventional academic poster, or dynamic and interactive. They will be displayed on a 55” touch screen. Digital poster presentations provide an opportunity to visually communicate and share practices, research findings or early-stage research projects relevant to the conference theme. Authors will be present during the digital poster session to engage interested colleagues in discussion, and may wish to provide a handout that further elaborates on the poster. Digital posters can be interactive. Building upon the theme of this conference, students must be involved as active contributors in the development of the poster and included as authors. During the Best Poster Awards, conference delegates will vote for the best poster. Prizes for the top three posters will be awarded.
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PROPOSAL SUBMISSION

Submission requirements

- The submission has not been previously published, nor is it before another conference for consideration (or an explanation has been provided in the Comments to the Chair/Director field).
- The submission file is in Microsoft Word document file format.
- All URL addresses in the text (ex. http://pkp.sfu.ca) are activated and ready to click.
- The text is single-spaced, uses a 12-point font and employs italics (instead of underlining with the exception of URL addresses). All illustrations, figures and tables are placed within the text at the appropriate points, rather than at the end.
- For peer review purposes, authors' names are removed from the submission file, with “Author” and year used in the bibliography, instead of author name, title, description, etc.
- For peer review purposes, authors’ institution names and cities are removed from the submission file, with “University” and “City” used instead.
- All Microsoft Office documents have been saved by going to File and selecting Save As, then click Tools (or Options in Mac), click Security, select Remove personal information from file properties on save and then click Save.
- All authors listed on the proposal are aware that the proposal is being submitted under their name(s). Authors can be listed as primary author on a maximum of two proposal submissions.
- Include the author name(s) and 50-word bio(s) in the OCS at the time of submission (add an author during metadata step).
- All authors agree that if accepted, they will register, pay and attend the conference to present their work at the designated time.
- The proposed title is no more than 70 characters in length. Titles that surpass 70 characters may be changed at the discretion of the conference committee, without notification to the author(s).

It is the author’s responsibility to ensure the proposal submitted meets these requirements. Proposals that do not meet these requirements may be classified as ineligible during the adjudication process.
Submission form

Please complete all information in the Open Conference System (OCS). You will also need to submit this form in the OCS as a blinded copy for peer review purposes. See the next section for more detailed instructions.

<table>
<thead>
<tr>
<th>Title (max 70 characters):</th>
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<table>
<thead>
<tr>
<th>Type of Session: Select one (1)</th>
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<tbody>
<tr>
<td>90-minute interactive session</td>
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<tr>
<td>45-minute interactive session</td>
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<tr>
<td>25-minute roundtable discussion</td>
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<tr>
<td>Digital poster presentation</td>
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<table>
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<tr>
<th>Authors Name and Bios</th>
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<tbody>
<tr>
<td>To ensure anonymity of your submission, please ensure you include all author information in the OCS only. Only author names and bios in the OCS will be included in the conference program. When entering the metadata for your submission in the OCS, please ensure the primary author is listed first. Click on “add author” to include other authors.</td>
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<tr>
<th>Session Description (max. 250 words)</th>
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<tr>
<td>This will be printed in the Conference Program if your proposal is accepted, so be sure it is in the OCS as you would like it printed. To ensure anonymity do NOT include names of institutions and author names. Instead say “our university” and “Author,” for example. Copy and paste this in the OCS.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
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<tbody>
<tr>
<td>Please include relevant references. To ensure anonymity for references that may identify you or your institution, please do NOT include names of institutions and author names. Instead say “our university” and “Author,” for example.</td>
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</table>
Learning Outcomes
List two to three learning outcomes. At the end of this session, participants will be able to...

Theme
Describe the connection of your session to the conference theme (max. 75 words).

Threads
Please check one or two threads that your session best aligns with.

<table>
<thead>
<tr>
<th>Student Inquiry</th>
<th>Digital Pedagogies</th>
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<tbody>
<tr>
<td>Learning Partnerships</td>
<td>Interdisciplinary Collaborations</td>
</tr>
<tr>
<td>Mental Health and Wellness</td>
<td>Indigenous Perspectives + Equity, Diversity and Inclusion</td>
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</table>

Please note here any comments for the Conference Chair/Director, such as accommodation requirements or additional needs for your session. If you cannot make a certain day of the conference due to a teaching or travel commitment, please let the Chair/Director know. Every effort will be made to accommodate needs. All rooms will be equipped with a computer, projector and screen, tables and chairs, and whiteboards. Copy and paste this in the OCS.
Using the Open Conference System (OCS)

NEW USERS

2. Click on the LOG IN tab in the top menu.
3. Click on Not a user? Create an account with this site.
4. Under Profile, create your username and specify a password.
5. Complete your profile by filling in the information requested, keeping in mind the following:
   a. The information that you enter will be used in the conference program for your name, title and institutional affiliation.
   b. The email that you submit will be used for correspondence regarding your proposal submission or review assignments. Please use your professional, not personal email account.
6. When you create your account, please check all the applicable boxes:
   a. Reader: Notified by email on publication of presentations.
   b. Author: Able to submit items to the conference.
   c. Reviewer: Willing to peer review proposal submissions to the conference. Do not identify reviewing interests (substantive areas and research methods). Leave this section blank. You may volunteer to be a reviewer at a later time if you change your mind.
7. To begin your proposal submission, click New Submission. You will now complete a series of steps to submit your proposal.

RETURNING USERS

2. Click on the LOG IN tab in the top menu.
3. Enter your username and password and click Log In. If you’ve forgotten your password you can click on Forgot your password?
4. Under USER HOME in the top menu, click on Edit My Profile at the bottom.
5. Under Edit My Profile, edit any information you need to, keeping in mind the following:
   a. The information you enter will be used in the conference program for your name, title and institutional affiliation.
   b. The email you submit will used for correspondence regarding your proposal submission or review assignments. Please use your professional, not personal, email account.
8. At the bottom of the page, click on Reader, Author and/or Reviewer (see above for descriptions).
9. Click Save to finish updating your account. This will take you to USER HOME.
10. To begin your proposal submission, click New Submission under the 2020 Conference. Please double-check that you are logged into the 2020 conference site (if not, please log out and follow this link to log in to the 2020 site https://ocs.ucalgary.ca/index.php/TaylorInstitute/2020/). You will now complete a series of steps to submit your proposal.
Submit your proposal in OCS

Step 1: Starting the Submission

- Select Session Type.
- Check all items on the Submission Checklist.
- Check Copyright Notice if you agree to the terms.
- Enter Comments for Conference Chair/Director such as accommodation requirements or additional needs for your session. If you cannot make a certain day of the conference due to a teaching or travel commitment, please let the conference chair/director know. Every effort will be made to accommodate needs. All rooms will be equipped with a computer, projector and screen, tables and chairs, and whiteboards.
- Click Save and continue.

Step 2: Upload the Submission (2019 Proposal Submission Form)

- Click Choose File and select the file from your computer. You will have created this file in Microsoft Word.
- Click Upload.
- Click Save and continue.

Step 3: Enter the Submission’s Metadata

- Enter Author details. Include affiliation and a short bio statement (max. 50 words) as you would like it to appear in the conference program if your proposal is accepted.
- Click Add Author to add additional authors and repeat the step above. You can toggle the order of the authors. The primary author needs to be listed first.
- Copy and paste your Title and Abstract from your proposal submission form
- Leave Identify Supporting Agencies blank if not applicable.
- Click Save and continue

Step 4: Is not applicable and has been eliminated. Continue to Step 5.

Step 5: Confirming the Submission

- If you need to interrupt the proposal submission process, you may save your work, log in at a later time and continue any proposals you have started as long as the proposal is not yet submitted.
- Once you are satisfied with your proposal submission Click Finish Submission to submit your proposal for review.

If you encounter any problems during the submission process, or have questions, please contact: 
ti.conference@ucalgary.ca or refer to the FAQs section in this guide.
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PROCEEDINGS

Authors will have the opportunity to submit to the conference proceedings in two formats:

**PRISM: University of Calgary Digital Repository**
PRISM is the University of Calgary’s Digital Repository used to collect, preserve and disseminate the academic works of faculty, students and research groups. You can submit your presentation as a PowerPoint presentation, poster or handout (with an explanation). Instructions on how to submit will be posted on the conference website.

Deadline to submit to PRISM is June 12, 2020.

**Papers on Postsecondary Learning and Teaching (PPLT)**
Papers on Postsecondary Learning and Teaching (PPLT) is a peer-reviewed and open-access publication of proceedings from the University of Calgary Conference on Postsecondary Learning and Teaching. Further details on how to submit papers for peer review will be posted on the conference website.

PPLT submissions will be accepted until July 31, 2020.
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FAQS

1. Can I submit two proposals?
   Yes, authors can submit a maximum of two proposals as primary author.

2. How do I submit another proposal?
   Once you’ve completed the process of submitting your first proposal, return to the USER HOME page and begin the process again for the second proposal.

3. I can’t see where to submit a proposal.
   Click My profile in the top right menu and ensure you have checked off Author at the bottom of the Edit Profile page. This will give you permission to submit a proposal.

4. How do two (or more) authors create an account?
   Only one author can create an account, although the account information and password can be passed along to other authors in order to track the submission through the review process. Additional authors can be added to the proposal during the submission process by editing the submission metadata.

5. Do I need to register for the conference before I submit a proposal?
   No.

6. If my proposal is accepted am I required to register for the conference?
   Yes, all authors who attend the conference are required to register and pay for their conference attendance.

7. Are my co-authors required to register for the conference?
   Yes, co-authors are required to register and pay if they attend the conference.

8. Who can volunteer and how does that work?
   Undergraduate students, graduate students and postdoctoral scholars can apply to volunteer by emailing ti.conference@ucalgary.ca before February 28, 2019. All volunteers must commit to volunteering for a full day of the conference and attend an orientation session a few weeks prior to the conference. Registration fees are waived for volunteers.
# Conference on Postsecondary Learning and Teaching

## PROPOSAL SELECTION RUBRIC

This rubric form is to be used as a guide/tool for the peer-review process. Reviewers do not submit this rubric form to the Conference Chair/Director as part of the peer-review process.

### Session type:
- 90-minute interactive session
- 45-minute interactive session
- 25-minute roundtable discussion
- Digital poster presentation

### Reviewer rating:
- 5 – Strongly agree
- 4 – Agree
- 3 – Neither agree nor disagree
- 2 – Disagree
- 1 – Strongly disagree

### Proposal Selection Criteria

<table>
<thead>
<tr>
<th>Proposal Selection Criteria</th>
<th>The proposal meets the selection criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposal includes all of the required components (refer to proposal requirements).</td>
<td>Rate 5, 4, 3, 2, 1</td>
<td></td>
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<tr>
<td>The topic would be of interest to the teaching and learning community.</td>
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<tr>
<td>The topic is relevant to a broad audience from a wide variety of disciplines.</td>
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<tr>
<td>The proposal situates the topic within the scholarly literature.</td>
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<tr>
<td>The proposal demonstrates how it relates to the conference theme.</td>
<td></td>
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<tr>
<td>The proposal states how the session will encourage participant engagement and interaction (with the exception of digital poster proposals).</td>
<td></td>
<td></td>
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<tr>
<td>The proposal states clear learning goals/outcomes for participants.</td>
<td></td>
<td></td>
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<tr>
<td>Comments on the proposal submission overall.</td>
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☐ Accept as proposed
☐ Accept with revisions
Proposal needs more work (e.g. complete references or correcting typographical errors).
☐ Accept as a different session type
Please specify:
☐ Do not accept
Proposal does not meet selection evaluation criteria, or is not suitable.