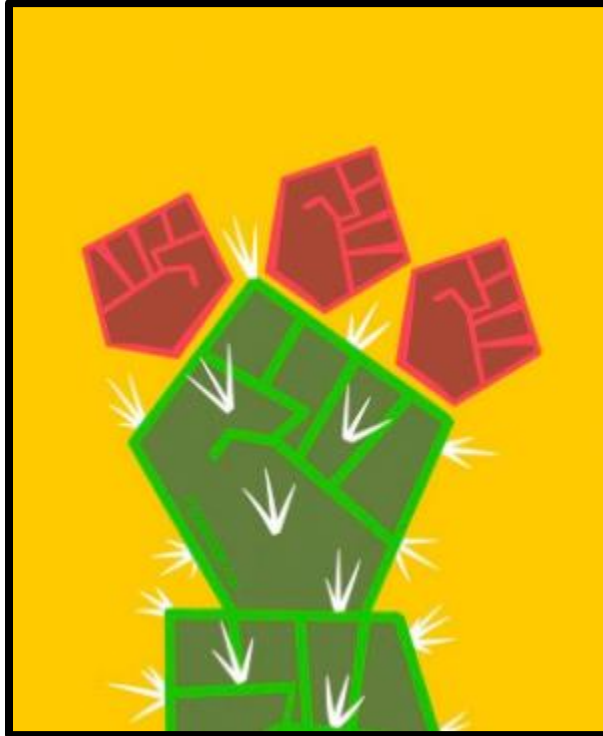


ANNOUNCING

The 20th Annual 2021 Region 5-Texas NAME Conference

Our Lives Still Matter: A Response to the Assault on Critical Race Theory



@gabaldonart

The Texas Chapter of the National Association for Multicultural Education Virtual Conference June 25-26, 2021

General Professional Rate - \$16.19*
EC-12 Educator Rate/ Student Rate - \$16.19*

*TXNAME stands in solidarity with the 1619 Project

The 1619 Project examines the role of slavery in America. For more information about the 1619 project, review the following resource: <https://www.nytimes.com/interactive/2019/12/20/magazine/1619-intro.html>

For more information: <http://www.txname.org/>, <http://www.facebook.com/txname>
or @texasname on Instagram

Contact Information

Dr. Osaro E. Airen, oairen@vt.edu or
Dr. Brandon Fox, foxbrand@sfasu.edu



TEXAS
NAME

National Association for Multicultural Education

Call for Proposals

~ Proposal Guidelines ~

Proposals received after 11:59 pm on **May 14, 2021** will not be accepted.
Send electronic submissions to [Texas NAME Proposal Submission Form](#) or
<http://bit.ly/TXNAME2021CFP>



Conference Theme

The theme for this year is **Our Lives Still Matter: A Response to the Assault on Critical Race Theory**. In the previous presidential administration, we have seen heightened criticism and attacks on critical race theory, especially at the federal levels. The Executive Office of the President released a memorandum on September 4, 2020 that attacked diversity trainings that centered from a Critical Race theoretical framework. The report details that federal agencies are to “cease and desist from using taxpayer dollars to fund these divisive, un-American propaganda training sessions” (Vought, 2020, p. 1). To elaborate, the memo states:

...all agencies are directed to begin to identify all contracts or other agency spending related to any training on “critical race theory,” “white privilege,” or any other training or propaganda effort that teaches or suggests either (1) that the United States is an inherently racist or evil country or (2) that any race or ethnicity is inherently racist or evil.”

The final statement of the document reads: “The divisive, false, and demeaning propaganda of the critical race theory movement is contrary to all we stand for as Americans and should have no place in the Federal government” (Vought, 2020, p. 2). In the same month, an executive order on combatting race and sex stereotyping that argued that Critical Race Theory is a “destructive ideology...grounded in misrepresentations of our country’s history and its role on the world” (The White House, 2020). Citing and twisting the late Dr. Martin Luther King Jr.’s words around his vision for a racially unified community, this sanction regulated federal grant money to be used for diversity, equity, and inclusion (DEI) training.

The National Association Multicultural Education knows firsthand that diversity and inclusion training helps adults — often for the first time — to understand the historical and ongoing effects of systemic racism in the United States. The sessions pull many people out of their comfort zone, enabling them to see how others who are disadvantaged must live. People in government agencies, businesses, colleges, universities, school districts, police departments, churches and community groups have benefited from such training promoting social justice and equity. They can see the tragedy and divisions that colonization, prejudices and discrimination have created against people of color. They become aware how creating a more equitable world benefits people with disabilities, women, individuals in the LGBTQIA community, people of color and other long-disadvantaged individuals. Empowered by diversity and inclusion training, individuals then have worked to undo the damage that explicit and implicit biases have on impairing the future of people in the United States and the country itself.

This year’s conference is dedicated to providing a space that celebrates the notion that, Our Lives Still Matter, and that Critical Race Theory is a vital framework and praxis for a multicultural society.

Types of Sessions

This is a Virtual Conference taking place via Zoom

All sessions must address the conference theme and each session will last 50 minutes. Please see below for information that should be included in the proposal summary.

- **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 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.
- **Poster Session** – Posters will display research, best practices, novel approaches or current projects on a large poster board/PPT slide. 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 citizenship; and 7) how multicultural education research is integrated in other disciplines.

II. Professional Development in Multicultural Education:

This strand seeks to highlight research and evidenced based 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 wellbeing.

III. Teaching for Change: Supporting Social Justice, Resistance, & Hope:

This strand is designed to highlight culturally responsive lessons, activities, and pedagogical approaches that transform our classrooms into liberated anti-oppressive spaces.

IV. Health, Human Development & Sustainable Communities:

This strand emphasizes research, effective practices and current issues related to culturally relevant and socially responsive community-focused programs and practices. The strand provides a platform to explore solutions to disparate practices and programs that may hinder the wellbeing, education, and growth and development of communities in Texas, the United States, 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.

V. Policy and Practice:

This strand is designed to explore studies of classroom and/or school reform practices promoting multicultural education, citizenship education and comparative/international education while building scholarship related to multicultural education. Also, important to this strand are policies and practices associated with access, opportunity, and PK-20 preparedness that promote equity, access and/or social justice in education. Presentations exploring the prison industrial complex (school-to-prison pipeline, school discipline, zero tolerance, etc.) in the U.S. and around the world, as well as other impediments to social equity, are welcomed.



Submission Instructions

All proposals must be submitted to [Texas NAME Proposal Submission Form](#). Please have the following information accessible to complete the submission process: Contact information for all presenters, Session Abstract (50 words max), Type of Session, 500-700 word proposal summary that includes (content and relationship to conference theme, significance of content, objectives, and process).

1. Contact Information

- Complete **contact information** for the lead presenter, including email, affiliation, and phone.
- Full names** of all co-presenters, their email addresses, and affiliation(s).
- 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 of no more than 500-700 words in length. The summary must respond to the following areas:

- Type of session.** (Panel Session, Paper Presentation, Poster Session, Ideas and Issues).
- Primary Conference Strand Addressed.** (Multicultural Education Research; Professional Development in Multicultural Education; Teaching for Change: Supporting Social Justice, Resistance, & Hope; Digital Competencies for Global Citizenship; Health, Human Development, & Sustainable Communities; or Policy and Practice)
- Content in relationship to conference theme.** Briefly describe the content of your presentation and clearly connect to the conference theme.
- 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.
- Objectives.** What does the presentation seek to accomplish? Please state any guiding questions and/or objectives. How will the presentation be of use to conference participants? What should participants learn during the session?
- Process.** What is the format of the session? (i.e.: simulation/role play, group discussion, lecture, artistic performance, etc.) How will the audience be engaged in the session? What resources will be distributed?

NOTE: Please DO NOT include names or institution(s) on the proposal summary page.

Evaluation and Acceptance of Proposals:

Proposals will be peer-reviewed by up to 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 the 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 CFP (Call For Proposals).
- **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 ability, class position, gender, ethnicity, linguistic, race, religion, and sexuality. 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 **June 11, 2021**. This policy includes anyone who is listed in the program as a presenter, co-presenter, panelist, moderator, or other participant in the session.

Submission of a proposal is a *commitment to register* for the Texas NAME's 2021 virtual conference. After the lead presenter has received an acceptance notice, the lead presenter must ensure other presenters in the session are notified and registered.

Acceptance of notifications will be sent by May 28, 2021.

Presenters will be expected to include supporting visuals via PowerPoint, Google Slides or comparable format.



All presenters must be registered for the conference by June 11, 2021.

Check us out on Facebook for important updates and conference information at <http://www.facebook.com/txname>

Texas NAME Proposal can be submitted [HERE](#) or <http://bit.ly/TXNAME2021CFP>



~ Texas NAME Award Nominations ~

DESCRIPTION OF AWARDS

The Texas Chapter of the National Association for Multicultural Education (TXNAME) currently accepts nominations for four (4) annual awards:

1) Outstanding Teaching Award, EC-12 Education

Award granted to an individual that has taught in an EC-12 (Early Childhood - 12th Grade) educational setting for at least five years. The award nominee advocates for the advancement of multicultural education in their courses and demonstrates culturally diverse and responsive teaching practices. The award nominee clearly values education for all students. Nominee does not necessarily have to be a NAME member, but the Nominator should be a current, active NAME member. Self-Nominations are acceptable.

2) Outstanding Teaching Award, Postsecondary Faculty

Award granted to an individual that has taught in a Texas postsecondary setting for at least five years. The award nominee advocates for the advancement of multicultural education in their courses and demonstrates culturally diverse and responsive teaching practices. The award nominee clearly values education for all students. Nominee does not necessarily have to be a NAME member, but the Nominator should be a current, active NAME member. Self-Nominations are acceptable.

3) Service Award

Award granted to an individual, group, or entity that advocates for the advancement of multicultural education in the community, work settings, and/or TXNAME. The award nominee has demonstrated a strong commitment to valuing education and social justice and strives for social equity. Nominee does not necessarily have to be a NAME member, but the Nominator should be a current, active NAME member. Self-Nominations are acceptable.

4) Research Award

Award granted to an individual that has provided significant scholarly contributions to the field of multicultural education or closely related area of study. Nominee does not necessarily have to be a NAME member, but the Nominator should be a current, active NAME member. Self-Nominations are acceptable.

***Nominations should be submitted by May 28, 2021**

Nominations can be submitted [HERE](#) or <https://bit.ly/TXNAMEawards2021>

Why is Diversity and Inclusion Training Important?

NAME Response to Trump Admin Stopping Diversity/Inclusion Training (dated September 9, 2020)

NAME knows firsthand that diversity and inclusion training helps adults — often for the first time — to understand the historical and ongoing effects of systemic racism in the United States. The sessions pull many people out of their comfort zone, enabling them to see how others who are disadvantaged must live. People in government agencies, businesses, colleges, universities, school districts, police departments, churches and community groups have benefited from such training promoting social justice and equity. They can see the tragedy and divisions that colonization, prejudices and discrimination have created against people of color. They become aware how creating a more equitable world benefits people with disabilities, women, individuals in the LGBTQIA community, people of color and other long-disadvantaged individuals. Empowered by diversity and inclusion training, individuals then have worked to undo the damage that explicit and implicit biases have on impairing the future of people in the United States and the country itself.

NAME realizes that diversity and inclusion training, in all spaces, including educational institutions, faith-based centers and law enforcement, is needed now more than ever as Black Lives Matter protests continue nationwide after the May 25 killing by Minneapolis police of unarmed African American [George Floyd](#). Such killings of Black people include [Daniel Prude](#) (2020), [Jacob Blake](#) (2020), [Breonna Taylor](#) (2020), [Sean Reed](#) (2020), [Atatiana Jefferson](#) (2019), Botham Jean (2018), [Charleena Lyles](#) (2017), Philando Castile (2016), Terence Crutcher (2016), Keith Lamont Scott (2016), Michelle Shirley (2016), Delrawn Small (2016), Sylville Smith (2016), Alton Sterling (2016), Sandra Bland (2015), Jamar Clark (2015), Freddie Gray (2015), Eric Harris (2015), Walter Scott (2015), Michael Brown (2014), Eric Garner (2014), Laquan McDonald (2014), Tamir Rice (2014), Barrington “BJ” Williams (2020), [Trayvon Martin](#) (2012). The list of other people of color killed by police is too long include in this statement. However, NAME is fully aware that people of color are disproportionately stopped, searched, and even killed by police. This often starts with people of color being disproportionately targeted for harsh discipline in schools.

NAME knows that more diversity and inclusion training is needed, not less. Such vital education promotes peace, a greater understanding among different people in the United States and helps the nation to finally realize that its strength is in its diversity, and not the exclusion of that difference.

TXNAME recognizes that a discussion about the lives lost can serve as a trigger for some, but we still have a responsibility to ensure that we recognize those who should still be with us.

If you have been triggered in any way, we encourage you to reach out to your local mental health professional. You can locate a mental health professional through sources such as Psychology Today.