

ASEE Annual Conference 2021
Long Beach, CA, June 27-30

Call for Papers
Equity, Culture, and Social Justice in Education Constituent Committee

The Equity, Culture and Social Justice in Education Division (ECSJ) invites submissions for papers and various sessions for the 2021 ASEE Annual Conference that present strategies that identify, describe, and reveal those processes, structures, and traditions that have caused groups to be underserved and minoritized, and ways to dismantle and mediate those processes, structures, and traditions. In general, our focus is on the underlying factors that are causing marginalization as well as on actionable strategies to push engineering education to be more socially just. ECSJ is a home for individuals who are interested in uplifting and inspiring under-resourced and disenfranchised people seeking to engage in education at any level. We aim to enrich the field of Engineering Education by leveraging our varied talents and experiences to produce scholarship and practices that a) increase resources and support for those with the greatest needs, b) uncover and dismantle systemically-oppressive educational barriers, and c) promote responsive pedagogy and transformative learning.

This Division is open to all educators, researchers, and scholars from any discipline, and we are especially interesting in welcoming voices that have not been heard (enough or at all), like non-tenure track faculty, adjunct faculty, individuals within corporate/industry and non-profit sectors, recruiters, trainers, and governing officials/policy makers. Papers that represent works in progress, info papers, research and practice findings, as well as works that can become seminal are encouraged. Furthermore, submissions accepted for presentation during the conference should be designed as a discussion of ideas rather than a one-way presentation. This Division will have ongoing conversations through an online discussion board that will continue after the conference sessions to allow broader participation.

Important Dates:

Abstract Submission Open – September 8, 2020

Abstract Submission Closed – October 12, 2020

Panel Session/Workshop/Special Session Request Deadline – October 26, 2020

Draft Paper Due – February 8, 2021

(Draft Papers can be submitted as soon as Abstracts are accepted)

Author Registration Deadline – April 12, 2021

Revised Paper Due – April 26, 2021

ECSJ 2021 Pillars

ECSJ welcomes submissions that are relevant to the aforementioned mission of this Division, though we highly encourage submissions that address four pillars of knowledge (specified below) that can enable the engineering community to acknowledge, share, and support truths that will further the value and understanding of equity, culture, and social justice in education.

- *Examining systems:* Addressing and exploring systemic and institutional structures, perspectives and practices that enable or disable engineering participation through the lifespan, as well as the innovation and impact of engineering on society are sought for this conference. Particularly, systems of inequity including imperialism, colonialism, capitalism, and identities (individual and socio-political) that require more equitable

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consideration of resources, access, and participation. Submissions may address issues experienced by people of various identities including, but not limited to: race, sexual identity and orientation, socioeconomic status, ability, culture, language, place, context and other topics that extend beyond general group underrepresentation and marginalization. This can include both explicit and implicit marginalization within communities and the unique complexities of interlocking systems of oppression and intersectional identities, seen and unseen. The purpose of these submissions will be to highlight unconsidered mechanisms behind the existing social justice gaps present in engineering education.

- *Theoretical perspectives:* Theories of social justice and equity in engineering education, specifically those not commonly leveraged in engineering education and those that are misused or problematic. This can be inclusive of human rights theories, critical theoretical frameworks, environmental justice perspectives, political and economic theories at the macro and individual level, natural rights, and other liberative theoretical frameworks, along with research and teaching methods/practices that are underutilized or misutilized in context of engineering education research and practice. We are interested in submissions that leverage these approaches, literature reviews that critique use of these theories, and/or exemplars of how to appropriately interpret and apply these theories in engineering education research.
- *Equitable practice:* Anti-deficit teaching practices aimed at helping engineering faculty address social justice topics and issues in their work. We particularly encourage engineering faculty engaging in social justice or equitable teaching practice to publish about their practice. This category includes curricula and activities that help students develop cultural competencies in all classes and at any level. These submissions should aid in transforming engineering education communities in becoming explicitly inclusive.
- *Action and activism:* Beyond formalized structures of institutional research and teaching, there are engineering opportunities and spaces in which equity, culture, and social justice have a presence or influence. Submissions that address socially-just praxis and activism in and around the engineering learning experience are encouraged. Exploring and analyzing the impact and/or birth of social movements in context of engineering learning, teaching and practice, particularly beyond formal engineering spaces, is welcome.

ABSTRACTS

We invite abstracts for papers and proposals for special panel sessions and workshops on topics relevant to the ECSJ mission. We plan to make use of workshops and other special sessions to promote dissemination and understanding about equity issues for stakeholders within the engineering education community on topics that include, but are not limited to:

- Culturally relevant/responsive teaching
- Disability studies & accessibility in education
- Anti-deficit approaches in engineering instruction
- Classroom culture as connected to structural inequities
- Urban education - *specifically teaching engineering in inequitable educational contexts

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- Activist, interdisciplinary, and critical outsider perspectives on engineering education

Papers: Interested authors should submit an abstract of 250-500 words through ASEE's Monolith system. To aid in the review process please include three to five relevant keywords/search words for your paper, as well as whether the paper is a work in progress, research, theory, or evidence-based paper. Authors of accepted abstracts will be invited to submit full-length papers for peer review. All abstracts and papers must be loaded electronically through the ASEE paper management system. Additional information, including the Author's Kit with deadlines and formatting instructions, are available via the [ASEE website](#). Both abstracts and draft papers are reviewed using a double-blind process. Submissions of both abstracts and draft papers are not to include any identifying information regarding authorship or institutional affiliation; failure to comply with this directive may result in the rejection of the submission.

Interactive Poster Sessions: ECSJ poster sessions will be designed to encourage exchange of ideas and present content that is accessible to a broad audience, from those new to the community to those who have well-developed expertise. Posters will be grouped according to topics, and discussion leaders will be assigned to each group. To aid in the review process, please include three to five relevant keywords/search words for your poster. Sessions will begin with open discussions among poster presenters and discussion leaders around a central theme or themes. Discussion leaders will then present summaries of their conversations and what they have observed in the session, followed by a question-and-answer period for all participants (attendees, presenters and discussion leaders). Authors must include "(Poster)" at the end of their submission title and are encouraged to propose ideas for potential discussion leaders. The body of the proposal should include a clear topic related to the ECSJ mission, approach used to explore that topic, and actions that can be taken to follow through on the findings presented. Posters should be submitted through the Monolith system and follow ASEE format guidelines as provided in the Author's Kit. If a proposal is accepted, authors can then submit a draft paper that expands on the topic, methods, findings and actions related to the work.

Panel Session: These sessions should be centered around a specific topic and enlist 3-5 panelists and at least one moderator to share their experiences or work. We recommend engaging two moderators, one to moderate the panel and one to moderate alternative ways of engaging (e.g., live chat, live Q&As). The panel should be structured such that at least half of the Panel Discussion time is dedicated towards discussion with and across attendees. This could be done via Q&As, rotating roundtables, or various other formats, and should be enriched via the use of technology (e.g., a "chat" feature where attendees can continue/engage in dialogue throughout the panel discussion) to ensure that all can participate. Panel submissions should be sent directly to james.hollyjr@wayne.edu and include:

- Title
- Topic - Specifically discuss: Why is it important/relevant for the Division, how will it further the mission of the Division, what do the panelists/moderator(s) aim for the attendees to gain from this session.
- Names and short bios (100 words) for the panelists and moderators selected to participate in this session.
- Discuss how the panel was assembled. How were the panelists chosen? What efforts were made to ensure that an equitable set of experiences were reflected in this topic? Why is it that this particular group of people are chosen to discuss this particular topic?

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- Summarize how the panel will be facilitated, and how the panelists/moderator will ensure that at least half of the Panel Discussion time will be utilized towards engagement with attendees.

Workshops: Those interested in submitting workshop activities to assist attendees with developing new skills through hands-on experiences should design their workshop with sensitivity to the needs of all learners. The proposals should be sent directly to james.hollyjr@wayne.edu and include the following:

- Proposed activity with specific objectives
- Proposed chair/facilitator
- Target audience (academic, industry, graduate students, undergraduate students, K-12 teachers, etc.)
- Anticipated attendance
- Any special needs or resources requested

Feel free to send any questions to either James Holly, Jr. (Program Chair) at james.hollyjr@wayne.edu or Stephen Secules (Division Chair) at ssecules@fiu.edu.