ASEE Annual Conference 2022
Minneapolis, MN June 26-29, 2022

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 2022 ASEE Annual Conference that challenge and confront processes, structures, and traditions that have harmed, intentionally or unintentionally, historically excluded groups in engineering spaces. In general, our focus is on highlighting factors that create marginalization, and encouraging action-taking to address this marginalization directly. ECSJ is a home for individuals who are interested in radical thinking as it relates to the role of violence, oppression, intersectionality, and decolonization in educational environments. How do these concepts interact in our research? How can we use knowledge to encourage socially just action? How do we confront our own complicity in the colonial enterprise? The division's membership aims to enrich the field of Engineering Education by leveraging our varied expertise and lived experiences to produce scholarship and practices that a) increase accountability for institutions that harm historically excluded groups, b) call attention to and dismantle 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, governing officials/policy makers, and community members. Papers that represent works in progress, information papers, research and practice findings, as well as works that can become foundational 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 – October 11, 2021
Abstract Submission Closed – November 8, 2021
Panel Session/Workshop/Special Session Request Deadline – November 22, 2021
Draft Paper Due – February 7, 2022 (Draft Papers can be submitted as soon as Abstracts are accepted)
Paper Revisions Due—March 28, 2022
Early Bird Registration Deadline – May 16, 2022
Final Paper Due – May 16, 2022

ECSJ 2022 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 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. These perspectives 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 mis-utilized in contexts of engineering education research and practice. We are interested in submissions that leverage these approaches, literature reviews that critique the 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 the 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:
- Using critical theories of race, gender, sexual orientation, ability, and/or intersectionality to understand structural inequalities
- Engaging and confronting de/colonial practices in engineering spaces
- Challenging anti-Black perspectives in engineering education
- Confronting violence and oppression within engineering education
- 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. 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 szywicki@purdue.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?
- 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 Stephanie Masta at szywicki@purdue.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

If you have a session or activity in mind that does not fit the above session types, please reach out to the contacts below. The ECSJ division is interested in exploring new forms of dissemination and discussion in service of our aims.

Feel free to send any questions to either Stephanie Masta (Program Chair) at szywicki@purdue.edu or James Holly, Jr. (Division Chair) at jhollyjr@umich.edu