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

The Equity, Culture, and Social Justice in Education Division (ECSJ) invites submissions for papers and sessions for the 2024 ASEE Annual Conference and Exposition in Portland, Oregon.

OVERVIEW

ECSJ welcomes submissions that challenge and confront systems, structures, and practices that have intentionally or unintentionally harmed historically excluded groups in engineering education. Our focus is on highlighting factors that create and/or maintain marginalization, as well as encouraging researchers, educators, administrators, students, and community members to become co-conspirators who are compelled to take action against oppressive systems in engineering education and beyond. ECSJ is a home for individuals who are interested in radical thinking as it relates to the role of non-violence, anti-oppression, anti-racism, anti-sexism, 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 knowledge, 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, and d) expand and challenge the idea of "valid truth" in research. We are working to make ECSJ a place that is more careful about the idea of "research rigor." We are working to be a safe place to express many different ways of knowing and to center Indigenous research practices. We do not always live up to our goals, and we hope you will join us in these efforts and help us be better.

This Division is open to all educators, researchers, students, and scholars from any discipline, and we are especially interesting in welcoming voices that have not been heard (enough or at all), like staff, non-tenure track faculty, adjunct faculty, individuals within corporate/industry and non-profit sectors, recruiters, trainers, governing officials/policy makers, graduate and undergraduate students, 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. ECSJ facilitates the following opportunities during the ASEE Annual Conference and Exposition:

- Technical Sessions (Paper Submissions)
    - WIP Research, Critical Theory, Arts-Based Research (e.g., photovoice), and Practice Papers in Technical Sessions
    - Interactive Poster Sessions
    - Joint Technical Roundtable Sessions with other Divisions
- Special Sessions
    - Panel Sessions
    - Workshops

For questions about submitting to this call, please contact Program Chair Marissa Tsugawa (marissa.tsugawa@usu.edu) or ECSJ Co-Division Chairs Trevion Henderson (Trevion.Henderson@tufts.edu) or Robin Fowler (rootsr@umich.edu).

IMPORTANT DATES
- **October 1:** Abstract Submission Open
- **November 1:** Abstract Submission Closed
- **November 21:** Abstract decisions
- **November 30:** Panel Session/Workshop/Special Session Request Deadline
- **January 31:** Draft Paper Due (Draft Papers can be submitted as soon as Abstracts are accepted)
- **February 28:** Paper draft decisions
- **March 21:** Paper Revisions
- **April 30:** Final Paper manuscript due
- **May 10 (ish):** Early Bird Registration Deadline

ECSJ 2023 PILLARS

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

- **Examining systems:** Projects 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. Submissions may address issues experienced by marginalized groups along various aspects of social identity including but not limited to: race/ethnicity, gender identity, sexual identity and orientation, socioeconomic status, ability, religion, culture, language, place, context and other topics that extend beyond general group underrepresentation and marginalization. Work 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:** Work leveraging, critiquing, or engaging deeply with 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.
- **Equitable practice:** Work highlighting 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.

- **Decolonizing and centering Indigenous research practices:** Work that challenges "traditional" research practices and forms of scientific knowledge. Generating knowledge is a social process and multiple perspectives of such knowledge should be considered. These submissions can leverage Indigenous research practices, creativity, methodological activism, community-based research, and more.

GUIDELINES FOR TECHNICAL SESSIONS
Papers
We invite abstracts for papers on topics relevant to the ECSJ 2023 Pillars listed above. Submission types are listed above which include

- **WIP Research:** What does it mean to do research? Who is involved and has access? Research in itself is a social activity that shifts with time and context. As such, our goal this year is to encourage work in progress research papers to cultivate a space to initiate conversations that develop your ongoing research projects. Further, WIP research should have space to examine and support growth of research practices that challenge oppressive systems. This submission type can also include research that you have done to challenge oppressive systems. The WIP research paper sessions will serve as an opportunity to discuss what and how data is collected and analyzed, theoretical or conceptual frameworks, research method design, and/or other areas of your research project that you are developing or share practices and theories that challenge "traditional" research practices and the challenges and successes of implementing such research. (Paper length max = 5 pages; not including references)
- **Critical Theory:** Many critical theories exist outside of engineering education research. What are critical theories that you have applied to engineering education research? This submission type can include a description of such critical theories and how you envision their implementation in engineering education research. (Paper length max = 10 pages; not including references)
- **Arts-Based Research:** Our goal this year is to offer a space for non-traditional research submissions that support the ECSJ 2023 Pillars. This type of research submission can include self-narratives, photovoices, poetry, visual representations of engineering education research topics, and more. The abstract should describe what the final submission will look like, how it aligns with or supports the ECSJ 2023 Pillars, and how this work provides another perspective or reality to understand experiences in engineering. (Written work paper length max = 10 pages; not including references; paper format of visual work should include the accepted abstract (refined if applicable) and images of the proposed visual work with descriptions, page length max = 10 pages not including references)
- **Practice:** The purpose of the practice paper submissions is to share practices and actions taken that challenge oppressive systems. These papers should describe the specific actions and practices so others can easily implement such actions and practices in their own contexts. Such papers should also include descriptions of the challenges and successes of the experience in implementing such actions and practices ending with advice for others. (Paper length max = 10 pages; not including references)

Your abstract should include enough information for the reviewers to determine the alignment of your planned submission with the ECSJ 2023 Pillars. For example, if you plan to submit a non-traditional paper such as a photovoice, arts-based research, or narrative, then the abstract can be treated like a proposal such as describing a non-traditional approach *and* how it aligns with the pillars. Full paper drafts should include a complete description of your work or, for WIP, include discussion points or questions to bring to the session during the conference.

Interactive Posters

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 beginning 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 NEMO 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 (5 pages max, not including references).

Joint Technical Sessions

This year, ECSJ is collaborating with other ASEE divisions for joint technical sessions. The purpose of the joint technical sessions is to 1) create space for other engineering disciplines to submit their related work with a social justice lens (or in alignment with the ECSJ 2023 Pillars) and 2) network across disciplines to initiate such conversations (mix groups of people who do not normally mix during the conference). Paper drafts should be no longer than 10 pages not including references. The following joint technical sessions are available:

- **Engineering Design Education for Social Justice:** ECSJ will hold a special joint technical session with the Design in Engineering Education Division (DEED) for ASEE. **If you would like for your abstract to be considered for the ECSJ-DEED joint technical session, please indicate so in the first sentence of your abstract (e.g., "The purpose of this ECSJ-DEED joint technical session is to…").** Those interested in reviewing for this joint technical session should indicate so by completing the following form: [ECSJ-DEED Reviewers](#).

SUBMISSION AND REVIEW PROCESS FOR TECHNICAL SESSIONS

Abstract Format and Submission

Abstracts must be between 250 to 500 words and submitted through ASEE's new system, "NEMO" (NEw MOnolith). The first sentence of your abstract must indicate the type of paper you are submitting (e.g., "The purpose of this *WIP research paper* is to…" or "The purpose of this *interactive poster* is to…"). Your submission must also include 3 to 5 keywords in the "Tags" entry box on the submission form. Abstracts should follow the ASEE Abstract Format guidelines provided by ASEE. Additional information, including the Author's Kit with deadlines and formatting instructions, are available via the [ASEE website](#). Abstracts that do not follow this formatting may be subject to rejection. Authors of accepted abstracts will be invited to submit full-length papers for peer review.

Paper Draft Format and Submission

Similar to the abstract, the first sentence of your paper draft must indicate the type of paper you are submitting (e.g., "The purpose of this *WIP research paper* is to…" or "The purpose of this *interactive poster* is to…"). All submissions should adhere to the ASEE Author's Kit formatting guidelines. Read the Guidelines for Technical Sessions section above for specific paper lengths and content relevance. Paper drafts that do not meet formatting guidelines (e.g., first sentence requirement, ASEE formatting, paper lengths) may be subject to rejection or request for revisions.

Review Process
Both abstracts and paper drafts are reviewed using a double-anonymized 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. Submissions will be generally evaluated based on
- How much the work aligns with the ECSJ 2023 Pillars
- Clarity of the purpose of the work
- Potential for continuing social justice discourse beyond the conference

Reviewers should be open-minded about how authors choose to represent their research or knowledge as two of the main goals of this division is to deconstruct research practices and challenge what is considered valid knowledge when understanding and challenging oppressive systems.

GUIDELINES FOR SPECIAL SESSIONS
Workshops and other special sessions will be used to promote dissemination, conversation, and understanding about ECSJ 2023 Pillars 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
- Providing activist, interdisciplinary, and critical outsider perspectives on engineering education

Panel Session
These sessions should be centered around a specific topic and enlist three to five 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 Marissa Tsugawa (Program Chair) at **marissa.tsugawa@usu.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 attendees. The

proposals should be sent directly to Marissa Tsugawa (Program Chair) at **marissa.tsugawa@usu.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 Marissa Tsugawa (Program Chair) at marissa.tsugawa@usu.edu or Division Co-Chairs Trevion Henderson **Trevion.Henderson@tufts.edu** or Robin Fowler rootsr@umich.edu.