CREA VIII

8th International Conference
April 8th - 11th 2025

Relational Responsibilities in Culturally Responsive Evaluation and Assessment

Call for Proposals

Deadline
October 15, 2024

I ILLINOIS
COLLEGE OF EDUCATION
Center for Culturally Responsive Evaluation and Assessment

Conference Theme

Relational Responsibilities in Culturally Responsive Evaluation and Assessment

This year's CREA conference highlights how **our commitments to various forms of relationships ground the extent to which we are culturally responsive in our work.** CREA's mission continues to be influenced by attention to culture in the United States and around the world. In this Call for Proposals, we encourage contributions from culturally responsive researchers and practitioners across global contexts.

In the words of Stafford Hood, **"We are compelled and responsible to raise questions about what is being done to correct inequities and aggressively translate this evidence into action that has meaningful impact on our collective people" (Hood, 2019)**. Culturally responsive evaluation and assessment embrace relational responsibilities that are both compelling and humbling. These include:

Responsibilities to self. To practice ethically and effectively, evaluators and assessment practitioners and assessment practitioners need to know themselves and the cultural identities that ground them. Self-awareness precedes use of self-as-instrument in evaluation (Symonette, 2009). Citing Walker (2007), Visse et al. (2012) pose the questions: "How do I as an evaluator see myself, and how do others see me, and what moral expectations of myself flow from this narrative?" (p. 99). Likewise, assessors need to ask how their work in assessment contributes to or aligns with their moral stances.

Interpersonal responsibilities. CREA's foundation is relational practice. This means treating people fairly in both the design and conduct of CREA. Broadly envisioned, stakeholders must be respectfully engaged and included.

Responsibilities to community. Beyond interpersonal interactions and commitments, relationships are formed within and among collectives. These collectives are defined by their members and may have geographic markers, such as sovereign nations, cities, towns, villages, and neighborhoods throughout the global community. The CREA community consists of colleagues with shared values, knowledge, and skills; it is not a formal membership organization.

Responsibilities to organizations. Formal organizations often depict responsibilities in hierarchical structures, inclusive of sections, departments, or units. For example, the Center for Culturally Responsive Evaluation and Assessment holds a designated status within the University of Illinois Urbana-Champaign.

Responsibilities to social institutions. Political, economic, or legal institutions provide broad rules and norms that shape human behavior. In the United States, democracy is one such institution.

Responsibilities to place. Beyond responsibilities to people who work or reside in these spaces, there are responsibilities to the environment—land, air, and water—and to its non-human residents.

Responsibilities for global well-being. CREA's reach is international, and with that comes responsibilities for relationships that transcend specific cultures, locations, and structures. Responsibilities now extend beyond our planet and into space.

Call for Proposals

The CREA VIII Conference welcomes contributions on culturally responsive evaluation and assessment that explore these relational responsibilities. Proposals may address one or more of the following:

Reports of interventions - We invite proposals that describe interventions/programs that address inequity and that include discussions of outcomes and impacts.

Reports of new assessment initiatives - We invite proposals that describe the purpose, design, implementation and outcomes of new assessment efforts that center and advance cultural responsiveness.

Development of an evidence base - We invite proposals that discuss new ways of thinking about evidence of effectiveness, program impact, and interventions that address the needs of people of color, including members of Indigenous communities.

Reconceptualizing validity - We invite proposals that take new and critical looks at how to think about and operationalize the idea of validity in assessment.

Theories of change - We invite proposals that explore the plausibility and testability of various theories of change that address inequities in specific, local circumstances.

Instrumentation - We invite proposals that address issues in the development of measures and indicators that are sensitive to capturing changes in underrepresented individuals and communities that are the focus of programs and interventions. We are also interested in exploring how advances in artificial intelligence can enhance and/or threaten the development and implementation of measures used in evaluation and assessment.

Critical reflection - We invite proposals that deconstruct dynamics of power and privilege surrounding evaluation and assessment while closely examining the cultural location of our work as well as its ethical and moral complexities.

Historical analysis - We invite scholarly reviews of the history of a relational responsibility and how it has been addressed in either culturally responsive assessment or evaluation. Knowing history informs who bears responsibility.

Submission Deadline

All proposals for symposia, papers, and roundtables can be submitted by logging into the conference proposal management system (https://www.conftool.com/crea8) with the ability to make changes until the submission deadline at **11:59 PM (Central Time) on October 15, 2024**. Notification of proposal decisions will be made in December 2024.

Session Formats

All proposals should detail the presentation's focus and the way(s) in which it contributes to the body of knowledge in culturally responsive evaluation and assessment and reflects the conference theme. **Proposals shorter than 250 words or longer than 500 words will not be reviewed.**

Paper - Paper presentations are individual submissions (with one or multiple authors). In paper sessions, authors present abbreviated versions of their papers. Session chairs then invite comments, critiques, and audience discussion. Accepted papers will be grouped on a common theme and allocated 15 minutes for a 45- or 90-minute session. A session chair will be appointed by the conference committee. A typical structure for a session with three or four papers allows approximately 5 minutes for the chair's introduction to the session, 15 minutes per author presentation, 10 minutes of critique, and 15 minutes of discussion.

Roundtable Session - Roundtable sessions offer maximum interaction among presenters and attendees. Roundtables are 45-minute oral presentations and discussion with attendees seated around a table. Roundtable sessions typically include 15 minutes of presentation, followed by 30 minutes of discussion and feedback. Roundtable presenters bring targeted questions to generate conversation and critical exchange among those attending. Roundtables are ideal for networking and in-depth discussion on a particular topic. Because of this type of session's physical configuration, no additional audiovisual equipment, such as a screen or LCD projector, is provided. Authors wishing to display information may do so from their laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as a power source may not be provided.

Symposium - A symposium examines specific research issues, problems, or topics from various perspectives. Proposals should include the name(s) of a chair and discussant plus descriptions of each presentation. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive: A large portion of the session may be devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e. g., town hall) can be proposed under this rubric.

Symposia will be assigned either a 45-minute slot (for two presentations) or a 90-minute slot (for more than two presentations). Session submissions for symposia are limited to five (5) participants for 90-minute sessions, inclusive of presenters, and discussant(s). These limits are in addition to the session chair. The proposer should allocate time among the multiple papers to ensure an opportunity for audience questions. **Proposals for a symposium are limited to 250 words for a session summary and 250 words for each paper included within the symposium. No more than 4 papers can be submitted for a single symposium.** Symposium proposals are reviewed as a whole, and the full proposal will be accepted or rejected..

General Conference Schedule

Tuesday, April 8th
      Pre-Conference Workshops
            Full Day Sessions (9:00am - 5:00pm)
            AM Half Day Sessions - 8:00am - 12:00pm)
            PM Half Day Sessions - 1:00pm - 5:00pm)

Wednesday, April 9th
      Pre-Conference Workshops (8:00am - 12:00pm)
      Opening Ceremony and Keynote Speaker
      Conference Sessions

Thursday, April 10th
      Morning Plenary
      Edmund W. Gordon Senior Distinguished Lecture and Luncheon
      Conference Sessions

Friday, April 11th
      Conference Sessions
      Luncheon & Keynote Speaker
      Closing Ceremony

Information about conference registration and hotel reservations will be available soon at: https://crea.education.illinois.edu/conferences/CREA8

CREA VIII

8th International Conference

The **Center for Culturally Responsive Evaluation and Assessment (CREA)** is at the University of Illinois Urbana-Champaign and the College of Education. It is an interdisciplinary endeavor that brings researchers together from across the College and University, as well as domestic and international partners, to address the growing need for policy-relevant studies that take seriously the influence the cultural norms, practices, and expectations in the design, implementation, and evaluation and assessment of social and educational interventions.

We look forward to you joining us in Chicago!