# CREA

**7th International Conference**

## October 4-6
## 2023

January 17, 2023

Call for Proposals Deadline

October 3, 2023

Pre-Conference Workshops

# Evaluation and Assessment as Healing:
## Towards Culture-Based Paradigms of Care

**ILLINOIS**

College of Education

The Center for Culturally Responsive Evaluation and Assessment (CREA) is an inclusive and diverse community that explicitly seeks to provide a platform for individuals, organizations, and communities to reflect on, engage with, and discuss ideas and experiences that draw on their lived realities–whether these be personal or professional. We hope that this year's theme resonates across a wide range of cultural, community, scholar, and practitioner contexts. We welcome submissions from all who feel connected to the ideas expressed below.

# THEMES

The CREA 2023 theme is **Evaluation and Assessment as Healing: Toward Culture-Based Paradigms of Care**.

We encourage submissions focusing on program evaluation, measurement, and assessment in the following areas:

**Indigenous and minoritized populations:** Grounding theory, research, and practice in cultural knowledge systems to assess and redress the impact of systemic racism and colonialism.

**Educational and Psychological Assessment:** Exploring and documenting how the use of culturally responsive educational and psychological assessment methods and practices can avoid negative consequences, create responsive environments, and promote equal access and equitable outcomes.

**Environmental and land policies and practices:** Improving policies and practices through social inquiry to restore health to the natural environment, address barriers to health in the built environment, and seek environmental justice.

**Public health policies and practices:** Using evaluation, measurement, and assessment to address policies and practices that create barriers to receiving high-quality, culturally responsive healthcare.

**Civic Engagement:**  Linking evaluation and activism by using meaningful rigorous data and methods to optimize political and non-political coalitional activities for the betterment of communities.

**Philanthropy:** Building the evaluation and assessment capacity of those who work with communities, organizations, and funders so philanthropic efforts promote healing by honoring the knowledge, worldviews, and rights of those they seek to serve.

## INVITED PAPER TOPICS

**We invite submissions that address one or more of the following priorities:**

**1. Reports of interventions**—Describe interventions/programs addressing a particular type of inequity, including: history, context, underlying values, theory of change, delivery of services, and intended impact.

**2. Development of an intersectional evidence base**—Discuss ways of thinking intersectionally about issues and evidence of access and impact, by embracing diversity within communities of color and Indigenous or tribal-specific communities. Question simple understandings of inequity by asking, ". . . and what else?"

**3. Theories of Change**—Explore various theories of change that address inequities, particularly related to care for people and the environment, in local or global circumstances.

**4. Instrumentation**—Address issues in the development of measures and indicators that are sensitive to changes in underrepresented individuals and communities.

**5. Critical Reflection**—Look within and beyond to understand the dynamics of power and privilege surrounding evaluation and assessment in paradigms of care. Closely examining the cultural location of our work as well as its ethical and moral complexities.

**6. Use of evidence**—Engage in critical examination of how assessment and evaluation are used to inform policy and practice, especially in how it impacts caring and healing. How does policy and practice privilege certain lines of inquiry and voices and marginalize others? What are the strategies for improving the inclusion of underrepresented research and positions in policy deliberations?

In addition, we recognize that there may be papers relevant to the mission of CREA that do not fit neatly within one of these areas. We encourage such submissions and ask proposers to provide a clear statement as to how their work aligns with CREA's mission and is of interest to its community, so we may fully consider the statement in our review process.

# CRITICAL DATES FOR SUBMISSION PROCESS

## November 21, 2022 – January 17, 2023:

- All proposals symposia, papers, and roundtables can be submitted by logging into the conference proposal management system (https://www.conftool.com/crea2023/index.php?page=index) with the ability to make changes until the submission deadline at **11:59 PM (Pacific Time) January 17, 2023.**
- No submissions will be accepted after this time.
- Notification of decisions regarding proposals will be sent to the primary submitter of the proposal and available for view in the submissions management system.

## October 3, 2023 (Tuesday)

Pre-conference workshops

## October 4, 2023 (Wednesday)

Welcome Reception

## October 4- October 6, 2023 (Wednesday – Friday)

Keynote Speakers & Concurrent Sessions

**Keynote Speakers and concurrent sessions tentatively scheduled from 8:30 a.m.-5:00 p.m. each day**

- Up to seven pre-conference professional development workshops offered on CRE theory and practice across education, health, social work, and community-based settings
- An interdisciplinary group of international researchers, scholars, and practitioners will deliver keynote addresses, symposia, papers, and roundtable discussions.
- Registration fee includes refreshments, lunch and welcome reception on Wednesday, October 4
- A limited number of hotel rooms will be available for a reduced rate.

For detailed information about conference costs, registration, submission guidelines, accommodations, and updated schedule, please visit our conference information page: Seventh International Conference | Center for Culturally Responsive Evaluation and Assessment | UIUC (illinois.edu)

## Paper

Paper presentations are individual paper submissions (with one or multiple authors). In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique if there is a discussant, and audience discussion. A discussant (or discussants) should be included as part of a paper session only if a discussant's expertise can add to the understanding of the papers. Papers submitted individually will be grouped with others on a common theme and will be allocated 15 minutes as part of either a 45 or 90 minute session. 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. Abstracts for papers are limited to 250-500 words. Abstracts shorter than 250 words or longer than 500 words will not be reviewed.

## Roundtable Session

Roundtable sessions allow maximum interaction among presenters and with attendees. Roundtables are 45-minute oral presentations with discussion with attendees seated around a table. Roundtable presentations typically include 15 minutes of presentation, followed by 30 minutes of discussion and feedback. Roundtable presenters should bring targeted questions to pose to others at the table in order to learn from and with those attending. Roundtables are an ideal format for networking and in-depth discussion on a particular topic. The abstract should detail the focus of the presentation and the way(s) in which it contributes to the body of knowledge in the field of culturally responsive evaluation and assessment. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as power source will not be provided. Abstracts for roundtables are limited to 250-500 words. Abstracts shorter than 250 words or longer than 500 words will not be reviewed.

## Symposium

A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. 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 meetings) can be proposed under this rubric. Papers submitted together as a symposia session will be assigned either to a 45-minute slot (for two papers) or a 90-minute slot (for more than two papers). Session submissions for symposia are limited to five (5) participants for 90-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair. The proposer should allocate time among the multiple papers that ensures an opportunity for audience questions.

Abstracts for a symposium are limited to 250 words for a session summary and 250 words for each paper included within the symposia. No more than 4 papers can be submitted for a single symposium. Symposia sessions submitted intact will be reviewed as a set and the full set will be accepted or rejected together. Paper abstracts should detail the focus of the paper and the way(s) in which it contributes to the body of knowledge in the field of culturally responsive evaluation and assessment.

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

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