



CALL FOR PROPOSALS

CENTERING EQUITY & SOCIAL JUSTICE IN THE CHANGING EVALUATION LANDSCAPE: WHAT'S NEXT FOR THE FIELD OF EVALUATION?

Virtual Conference at University of North Carolina Greensboro

May 20-21, 2021 - Keynote Speaker Dr. Melvin Hall

Hosted by the Educational Research Methodology Department
at the UNC Greensboro School of Education

Keynote Speaker: Dr. Melvin Hall - Professor Emeritus in the Department of Educational Psychology at Northern Arizona University

EVIE is BACK!

We are excited to announce the 2021 EViE virtual conference on **May 20 - 21, 2021**. The conference theme is:

Centering Equity and Social Justice in the Changing Evaluation Landscape: What's Next for the Field of Evaluation?

This call for proposals is directed toward emerging evaluators which includes practitioners, graduate and post-secondary students, and recent graduates who are involved in evaluation practice and research.

Deadline for Proposals

The deadline for submitting a proposal is **Sunday, March 7, 2021, at midnight EST**.

About the EViE Conference

The Emergent Voices in Evaluation (EViE) conference is led by faculty and graduate students in the Educational Research Methodology (ERM) Department at UNC Greensboro. The conference is intended to foster evaluation discourse and provide a forum for the presentation of original scholarship for emerging evaluators across the globe.

The conference features original evaluation work and research from emerging evaluators across all fields of study. The vision for this annual conference was inspired by the Edward F. Kelly Conference, which provided an opportunity for students in Central Canada and upstate New York, United States to network and present original evaluation work.

We are very excited to host a virtual conference via Zoom with you this year and bring people together from various locations, disciplines, and areas of expertise. The design and format are intended to create opportunities for attendees to engage in sustained dialogue and reflect together meaningfully around the theme throughout the day. For more information, please visit the conference website at <https://go.uncg.edu/evie> .

EViE 2021 Theme

Centering Equity and Social Justice in the Changing Evaluation Landscape: What's Next for the Field of Evaluation?

The year 2020 (and 2021) brought a host of new obstacles to our society and fed fuel to fires seeking to eradicate old obstacles to achieving social justice and equity.

As a society, we have attempted to navigate a sudden worldwide pandemic in which we have quickly adapted the way in which we live. As we endeavor to adjust to these rapid changes in how we go about our personal and professional lives, we have begun to understand the difficulties of operating in a virtual environment, but also the benefits of doing so. Diversity, equity, and inclusion have become even more salient as social justice movements have begun to gain more traction. The rapid changes that we have been forced to make in our lives and the continued effects of the COVID-19 pandemic itself have disproportionately impacted historically disenfranchised members of our society. Whether it is facing inequitable health outcomes or a lack of access to the requisite tools to succeed in a sudden virtual world, this myriad of issues have highlighted that equity and social justice are still lacking. Further, in 2020, we bore witness to climate crises/injustices as well as so many social injustices and inequities. It is a year that will undoubtedly be one that will have a profound and lasting impact on the world.

The goal of this conference is to center emerging evaluator voices, perspectives, and reflections on the following:

1. *Diversity, Equity, Inclusion, and Anti-Racist Practices:*

Social justice-oriented evaluation and culturally responsive evaluation practice have been argued for and against within our field for over 30 years. However, since the murder of George Floyd in May 2020 there has been increased discourse, training, and research on DEI and anti-racism within our field. What does a renewed interest and a more ubiquitous approach to these topics mean for emerging evaluators and/or our field? How can we leverage our voices, our knowledge, our skills, and our experience in the service of fostering social justice and equity through evaluation? How is evaluation itself changed by the last year and how has this last year changed how we approach evaluation? In what ways have these changes manifested?

2. ***Internationalization and Globalization:***

The American Evaluation Association (AEA) Competencies, Guiding Principles, tenets from the statement on Cultural Competence, and Program Evaluation Standards are often adopted without enough consideration for the evaluation practice of the cultures, ethics, and values of the context-specific Indigenous communities around the globe. International agencies have promoted Western standards as “truths” for judging the competence of Indigenous evaluators. While the role of dominant cultural and educational values associated with these westernized competencies, ethics, and values could create tensions in view of the troublesome history of colonization, it is important for young and emerging evaluators to question their relevance and implications to international evaluation practice. How might emerging evaluators trained in the West challenge the cultural relevance of westernized competencies to the international practice of evaluation? To what extent are westernized competencies relevant when evaluators trained in the West go back to their home countries? How might young and emerging evaluators in the Global South decolonize evaluation approaches grounded in westernized competencies, ethics, and cultural values?

3. ***COVID-19 Pandemic:***

The COVID-19 Pandemic has ravaged the globe for over a year. Unfathomably, over 420,000 people in the U.S. and 2 million globally have succumbed to the virus. Further, within the US, it is disproportionately impacting Black and Brown communities. The pandemic has completely changed the way we interact, shop, educate, and learn. Evaluators have had to adjust and reassess our theoretical underpinnings and praxis as a result of the pandemic. What are emerging evaluators’ reflections on how has the pandemic impacted evaluation activities and operations, including elements such as data collection and reporting? How has the pandemic influenced evaluation approaches and methods? How do evaluators approach or respond to unforeseen circumstances emerging in the process of evaluation during the pandemic? What role can evaluators/evaluation play in the current and post-pandemic world?

4. ***Program Evaluation in a Virtual Environment:***

Many schools, workplaces, programs, and evaluations have shifted to virtual and/or hybrid contexts as a result of the pandemic. Evaluators have had to grapple with highly turbulent and ambiguous contexts. Uncertainty and artful improvisation have become norms. Emerging evaluators should consider how virtual environments are impacting the efficacy of program evaluation. How have evaluators adjusted during this virtual era? How has the virtual environment impacted relationship building between evaluators and stakeholders/clients? How has the virtual environment impacted the participation of underrepresented stakeholders, especially those with limited access, in program evaluation? What innovations have you seen or do you see for evaluation moving forward in a more virtual world?

5. **Climate Change:**

The effects of climate change have increasingly become apparent, ranging from more frequent wildfires to stronger hurricanes to health-harming air pollution. Communities of color bear the brunt of these impacts disproportionately. Emerging evaluators can help facilitate climate justice in multiple ways including integrating climate change into evaluation and promoting climate justice. How can evaluators help direct evaluations to consider environmental impacts? How can we reach evaluators to convey the importance of considering climate change issues in each evaluation? How do we incorporate global thinking into a local context? What issues can evaluators working towards addressing climate change consider?

Where do we go from here?

We want to hear from emerging evaluators about what is next for the field of program evaluation.

Presentation Formats

E-Poster Session: Presenters will submit an abstract and if selected each presenter will prepare a 3-minute oral presentation video that will be uploaded to the EViE Poster site. If selected, presenters will be given instructions for how to upload their e-poster pdf to the EViE Poster site.

Paper Presentations (15 minutes allotted per paper): Presenters will have 10 minutes to share their work and 5 minutes for questions and discussion. Presentations should raise or address questions related to this year's conference theme. Presentations may be based on completed or ongoing research/evaluation, practice-based reflections, or theoretical considerations. Presenters who choose the paper option will turn in a 5-page paper along with their presentation two weeks prior to the conference event. Likely, your paper will be a part of a larger multi-paper session that is facilitated by a dedicated discussant.

Reflective Dialogues / Think Tanks (45 minutes): Presenters will lead a 5-10 minute opening statement on an evaluation topic or an evaluation case study, experience, or dilemma. Attendees will have 35-40 minutes for dialogue and reflection in-session.

Submission of Proposal

Submission proposals will be collected here: [EViE Proposal Submission](#). Please use the link to submit a proposal by **Sunday, March 7, 2021, at midnight EST**. Email confirmations will be sent upon successful submission of the proposal.

Proposal Format

All proposals must be first-authored and presented by emerging evaluators.

However, co-authored work with seasoned evaluators and/or advisors is encouraged. Submissions will require presenter information (i.e., session title, author name(s) and affiliation(s), and contact information) as well as information about the presentation type.

Proposals for all presentation formats must include an **abstract** that discusses:

- The purpose of the session
- Brief grounding in literature
- Methodology (if applicable)
- Relation to the conference theme
- What attendees will gain from the session
- References

Abstracts should be up to a maximum of 250 words, excluding references. For reflective dialogues/think tank submissions, a description of plans for audience engagement, including any initial reflection questions for the session, should be included with the proposal submission (up to 100 words).

Questions?

For questions or further information, please visit our website at <https://go.uncg.edu/evie> or contact the EViE 2021 Planning Committee at evieconference@gmail.com.