

CALL FOR PAPERS

1. Tentative Book Titles (for two separate, but thematically connected edited volumes that are both under contract with Rowman and Littlefield):

Book One, *Breaking Down Silos: Innovation, Collaboration, and EDI Across Disciplines*

Book Two, *Teaching Through Challenges: Preparation and Adaptability in the EDI Classroom*

2. Editors: **Stephanie Burrell Storms**, Associate Professor of Multicultural Education, Fairfield University, Connecticut; **Sarah K. Donovan**, Associate Professor of Philosophy, Wagner College, New York; **Theodora P. Williams**, Associate Professor of Business & Human Resource Management, Marygrove College, Michigan

3. Overview: These edited volumes were borne out of a successful collaboration on a co-authored article about **equity, diversity, and inclusion (EDI)** in the classroom.¹ This collaborative experience, on both theoretical and practical levels, is instructive to the purpose of this volume. Theoretically, this work brought into focus the idea that interdisciplinary thinking and working together, coupled with a willingness to look beyond the classroom to community-based projects as a teaching practice, are tremendous assets to successful EDI techniques in the classroom that will transcend discipline-specific limitations. Practically, this collaboration emphasized the value of a shared approach around EDI that emphasizes connection, self-reflection, dialogue, and empathy towards other people and their ideas to yield the most effective learning outcomes.

This pedagogical approach was enlivened by organizing EDI exploration according to four categories: awareness, knowledge, skills, and action. These two books will include chapters from authors who are willing to engage with these categories when discussing EDI in the classroom. These categories may be defined in the following ways:

- **Awareness**, refers to a student or faculty members' willingness to reflect upon and challenge biases and assumptions about others. This type of learning is connected to emotional intelligence.
- **Knowledge**, refers to understanding student's understanding of his or her own culture and the culture of others. This learning is predominantly cognitive.
- **Skills**, refers to a student or faculty member's ability to interact ethically and effectively with people who are different from her or him in ways that are culturally significant. This type of learning is behavioral.
- **Action**, refers to a student or faculty member's preparedness and commitment to instituting identifiable change that supports the goals of EDI. This type of learning represents the culmination of the other three kinds of learning.²

This call for papers is aimed at faculty, administrators, and staff, who similarly believe that EDI teaching strategies are highly effective in higher education when people work together and are

¹ Hartwell, E., Cole, K., Donovan, S., Greene, R., Burrell Storms, S., and Williams, T. *Breaking Down Silos: Teaching for Equity, Diversity, and Inclusion Across the Disciplines*, *Humboldt Journal of Social Relations* 1(39), 143-162.

<http://digitalcommons.humboldt.edu/hjsr/vol1/iss39/16/>

² Ibid.

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self-reflective with regard to their connectivity and EDI techniques. Submissions that engage with the categories as described are encouraged. Chapter development should be grounded in experiences through the lens of a conceptual framework. While this framework is not circumscribed within any one discipline, authors should demonstrate some familiarity with the literature around EDI in higher education. The **potential topics** are as follows (and we anticipate more than one chapter about each topic):

Topic One, Teaching EDI across disciplines: a framework using awareness, knowledge, skills, and action

Topic Two, Collaborative teaching as essential to EDI: a roadmap across disciplines

Topic Three, Community-based learning as essential to EDI: a roadmap across disciplines

Topic Four, Current social movements: effectively designing courses that react in real time to real issues

Topic Five, Individual champions of EDI: how to implement EDI without a strong on-campus EDI community

Topic Six, EDI classrooms without borders: how EDI initiatives connect faculty, administrators, and staff

Topic Seven, Technology and the EDI classroom: using technology in innovative ways to promote social justice

Topic Eight: Globalization and the EDI classroom: preparing students to be citizens of the world

Topic Nine, Naming and strategizing about possible challenges infusing EDI in the classroom.

Topic Ten, Classrooms don't exist in vacuums: how institutions can support the process and content of EDI pedagogy.

Topic Eleven, How "E," "D," and "I" are inextricable in the EDI classroom

Topic Twelve, E-D-I is not a catch-all: how exclusion works in EDI.

4. General Expectations and Tentative Due Dates

We anticipate 20-25 chapters between the two edited volumes. The final product from each author-contributor should include a third person essay (3,000-4,000 words). As scholars develop their chapters, they should draw from the literature to augment their experiences in a theoretical tradition that is grounded in proven research, but is also linked to their own pedagogical repertoire, and that fits within the categories of awareness, knowledge, skills, and action.

5. Draft Timeline

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January 31, 2018 – interested authors should submit their abstracts (500 words or less) and fill out other relevant fields through this link:

https://docs.google.com/forms/d/1pLVCFfLGCjjCyDWoQldHFm6KJJ3DQtYooXgg-6fDqw/viewform?ts=5a2ec9bf&edit_requested=true

If you have problems with this link, or questions about this CFP, please email Theodora Williams at twilliams@marygrove.edu.

February 12, 2018—response from editors to potential authors

July 27, 2018—complete chapter due

Summer 2018-Spring 2019--revisions from editors (deadlines for final revisions will be worked out individually)

Summer 2019--final manuscript sent to publishing house