

Call for Paper Proposals: Developing an Antiracist Research Agenda to Advance Restorative Practices in PreK-12 Schools

Please Share Widely with Interested Colleagues

The University of California, College of Law, San Francisco and Loyola University Chicago Schools of Education and Law are inviting proposals for papers on the topic of **antiracist education research for school-based restorative practices and restorative justice education laws and policies**. The papers will be presented at a two-day interdisciplinary working conference to be held from October 12 to October 13, 2023, at University of California, College of Law, San Francisco (San Francisco, CA). Presenters will also be asked to participate in pre-conference and post-conference sessions to be held on Zoom. We hope the papers not only to inform discussion of the topic with the latest scholarship, but as importantly look forward to help shape future education research and policy agendas. This series of convenings is made possible through funding from the Spencer Foundation. The proposal deadline is **April 1, 2023**.

Brief Statement of the Salient Issues

First introduced into U.S. educational systems in the 1990s as a disciplinary intervention or “alternative” to racialized punitive and zero tolerance discipline (American Psychological Association Task Force on Zero Tolerance, 2008; Losen, 2015; Skiba, et al., 2011), restorative practices (RPs) in schools have grown exponentially (Gregory & Evans, 2020). Though no comprehensive implementation data is presently available, a national review found that RPs and policies existed in schools in more than half the states in the U.S. (González, 2016) and recent data show twenty-one states and the District of Columbia have enacted school-based restorative justice legislation (González, Epstein, Krelitz & Shinde, 2020).

Despite such widespread adoption and acceptance of RPs in education practice, law, and policy—and the dominant construction as a racial remedy—the evidence base has not kept pace with the implementation. This gap is particularly acute following national school closures in 2020, as educators, policymakers, and communities alike have turned their attention to the use of RPs not only as antiracist disciplinary intervention but also as a part of a holistic framework to build safe and inclusive schools and equitable learning environments, address racial trauma, and rebuild students and educators’ capacities and connections (Advancement Project, et al., 2020; Depoli, Hernandez & Darling-Hammond, 2020; Depoli, Hernandez, Furger, & Darling-Hammond, 2021).

In the face of increasing challenges to antiracist practices in schools, the denial of the existence of structural racism, and reification of white dominant ideologies at local and state-levels, the need to develop a cohesive antiracist and equity-grounded research and policy agenda for RPs never been more urgent. Addressing the pernicious effects of racism requires changing systems, law, policies, practices, and norms in ways that will be effective and long-term, instead of implementing piecemeal short-term interventions that fail to produce fundamental change. Education research is essential to these goals as it

serves to both guide action and build and sustain the political will necessary to achieve change. At the same time, there is a need to reconceptualize educational research methodologies from an antiracist and critical framework to address issues of epistemic injustice that elevate or marginalize certain individuals and groups of people as holders and producers of knowledge as well as a-cultural perspectives of traditional quantitative research (Gone, 2011).

Conference Goals and Structure

A central purpose of the convenings is to build an inclusive research network of academics, practitioners, educators, policymakers, and students to interrogate, critique, and rethink existing, and uplift new, promising, or previously overlooked, research methods specific to *restorative practices in schools with a racial equity lens*. The convenings will explore the current state of antiracist education research related to RPs; discuss the role of antiracist education research in advancing the use of restorative justice in school policies and in policies and laws; and collectively create a path forward.

The convenings seek to build a stronger body of knowledge on how to reduce racial inequality in education, advance the portfolio of research methodologies related to RPs in school, and address the evolving policy and legal landscape for RPs. Participants will be invited to examine advances in qualitative and community-engaged research methods and interrogate the use of hierarchical and top-down research methodologies as applied to RPs in schools. Critical race theory scholarship, and related crit frameworks, will serve as the operational and overarching framework for understanding RPs in schools through a structural antiracist lens.

The convenings will be structured in three parts:

1. **Online Preconference Working Session (June 14, 2023, 3:30pm PST/5:30pm CST/6:30pm EST via Zoom):** This convening of key informants will be a forum to share initial ideas, discuss foundational principles, and gather input as to the structure and focus of the in-person convening and the development of a research network.
2. **Working Conference (October 12-13, 2023, San Francisco, CA):** This two-day event will provide an opportunity for paper authors to present their work and to receive feedback and to collectively discuss synergies between the papers and recommendations. The conference will also include a youth panel, with an aim of furthering the goal of centering the voices and lived experiences of students as experts.
3. **Online Post-Conference Convening (Time and date TBD, via Zoom):** At this post-conference convening, participants will review outcomes of the conference, discuss synergies between papers and develop a path forward to advance an antiracist research agenda.

These convenings will bring together a small interdisciplinary group of scholars and practitioners with specialized knowledge relating to the intersection of education and RPs. We seek participants from multiple disciplines, including education, psychology, sociology, social work, and critical race theory, and with research expertise from a broad range of methodologies (e.g., quantitative, qualitative, and mixed methodologies). We welcome interdisciplinary co-authorship and strongly encourage contributions from authors with lived experience of racism, including non-academic community members; school staff and administrators; restorative justice practitioners; junior faculty; and authors from Historically Black Colleges and Universities and Hispanic-Serving Institutions, tribal colleges and universities, and Asian American & Pacific Islander Serving Institutions.

The ultimate aims are to (i) produce an edited peer-reviewed volume published online or in print; (ii) produce a research or issue brief shared with key stakeholders, including community members, restorative justice advocates, and policymakers; and (iii) create a collaborative network to advance antiracist education research on restorative practices in PreK to 12 schools.

Conference Proceedings and Resulting Products

Organizers will accept a maximum of 15 single-authored or co-authored original research papers to be presented at the working conference. Organizers will also offer the opportunity for a select group of other scholars, researchers, and practitioners with expertise in the field to attend the conference without funding support in order to contribute to the conference discussions and paper presentations.

Authors will be assigned in advance two reviewers, with the aim of supporting cross-fertilization of perspectives. Each author will also be required to review two papers submitted by other authors. Conference papers are due by August 18, 2023 in order to allow adequate time for review in advance of the working conference.

Following the conference, a selected subset of up to 10 authors will be asked to finalize their conference paper for submission for publication in an edited journal volume or a proposed edited book on antiracist education research and restorative practices in schools.

Submission Guidelines

To apply to present a paper at the conference please submit the following information via this [online form](#).

- 1) One PDF file that contains the following components without any identifying information:

- a. **Abstract.** A brief description of the proposed paper and how it advances understanding of antiracist education research on restorative practices in PreK to 12 schools. The abstract should not exceed 75 words.
 - b. **Paper Summary.** A summary of the proposed paper should be submitted containing the following components: (1) a brief overview of the paper focus; (2) a description of how the proposed paper advances scholarship/knowledge and practice related to antiracist research on restorative practices in schools and/or restorative justice education laws and policies; (3) a description of the methodology to be utilized (e.g., quantitative/qualitative/mixed methods when applicable) (4) the theoretical framework/model guiding the work; and (5) potential applications of the paper in guiding future research, law, policy, and/or practice on the topic.
- 2) **Resume or Curriculum Vitae.** Please submit a current resume or curriculum vitae for all authors.

Please submit all materials via the online form by **April 1, 2023.**

Funding

A stipend of \$225 per paper will be awarded following submission and presentation of the 15 selected conference papers. This monetary award will be given to the primary author or subdivided among multiple authors of the same paper, based on a request from the authors. Reasonable travel expenses for the primary author will be reimbursed upon submission of receipts. Following the conference, up to 10 authors who are invited to submit a conference paper for publication will receive a \$200 stipend following submission of the finalized paper and completion of the review and editing process. This stipend can also be shared among other co-authors.

Any questions can be directed to rjresearchteam@gmail.com.