



Whose Knowledge Counts?

Centering Young Voices in EDI Research Initiatives

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Call for Abstracts

Equity, diversity, and inclusion (EDI) scholarships seek to challenge exclusion, unequal power, and silenced voices. Yet access to academic spaces—particularly conferences—often remains limited for undergraduate researchers due to unspoken norms, institutional gatekeeping, and assumptions about expertise. These barriers risk narrowing the range of perspectives shaping EDI conversations, even as the field aims to broaden participation and representation (Ahmed, 2012; Bourdieu, 1988).

Undergraduate students are already engaging in meaningful EDI research across disciplines—through coursework, capstone projects, community-based research, creative inquiry, and independent study. When given space to present and discuss their work, undergraduate researchers contribute original insights grounded in lived experience, emerging scholarship, and local contexts, ultimately strengthening the field (Cook-Sather, 2014; Fine et al., 2008).

This stream is a **call to students** (from high schoolers to postgraduates) to share their research on **any topic related to equity, diversity, and inclusion**. Prior conference experience is not required. We welcome research at all stages of development and in a range of formats, including empirical studies, theoretical or conceptual work, reflective analyses, and practice-based or community-engaged projects.



Suggested Topics and Guiding Questions

Submissions may address—but are not limited to—the following EDI-related areas:

1. Racism, ethnic discrimination, and racial justice
2. Gender equity, sexuality
3. Disability, accessibility, and ableism
4. Global health inequality
5. Language, culture, identity, and belonging
6. Migration, displacement, and global inequality
7. Indigenous knowledges and decolonization
8. Socioeconomic inequality and class
9. EDI in education, workplaces, communities, or policy
10. Other forms of discrimination and marginalization
11. Intersectionality and overlapping forms of marginalization

These examples are intended to signal breadth rather than limitation; all EDI-focused topics are welcome.

Invitation

We warmly encourage abstracts from **undergraduate students across all disciplines**, including those presenting at a conference for the first time. Submissions may be individual or collaborative, and faculty-supported projects are welcome where undergraduate voices remain central. This session aims to be supportive, dialogic, and developmental—valuing curiosity, critical thinking, and emerging scholarship alongside more established research approaches.

By intentionally creating space for undergraduate researchers, this stream seeks to model inclusive academic practice and affirm that meaningful contributions to EDI research are not defined by career stage, but by insight, rigor, and commitment to equity.



References

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.

Bourdieu, P. (1988). *Homo academicus*. Stanford University Press.

Cook-Sather, A. (2014). *Student-faculty partnership in explorations of pedagogical practice*. Routledge.

Fine, M., Torre, M. E., Burns, A., & Payne, Y. A. (2008). Youth research/participatory methods for reform. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 173–196). Routledge.