



CIOB

The Chartered
Institute of Building

Call for Papers: Guidelines

CIOB Academic
Summit: Creating
an inclusive global
community

14 September
2022: Call for
contributions

On the 14 September 2022, the CIOB will host the first international Academic Summit. Taking place virtually, the conference is bringing together academics, policy makers and practitioners in education, these individuals are today's most influential thinkers and doers. The conference will be a unique opportunity to share experience, real-world solutions and knowledge.

We need you to join the conversation and help change the game of built environment education. We are inviting proposals for contributions on various important topics.

Your submission should cover one of the following issues:

1. Equality, Diversity and Inclusion
2. Ethics
3. Quality
4. Future of Construction
5. Skills
6. Economic and Social Impact
7. Health and Wellbeing

Proposals for contributions can address more than one of these topics, as we recognise that many opportunities and challenges lie at the intersections between them.

If accepted, a number of selected contributions will be given through short live presentations virtually during the conference. This will include panel(s) and individual presentations during the conference, culminating in 3-4 sessions.

We are delivering a 2.5-hour overall conference over two main time zones and requesting contributors to be willing to take part in different time zones. This is primarily to make the conference accessible to the entire international audience which the CIOB is familiar with.

Key Dates:

- Call for proposals open: 01 April 2022
- Paper submission due: 10 June 2022
- Paper review feedback: 22 July 2022 (Abstract review period: Jun-Jul 2022)

Event time zones:

There are two sessions being made available to capture our global audience:

- BST, SAST, EDT, Euro Time Zone
- East Asia Time Zone

Contributors

Contributions are welcome from any education establishments within the CIOB education community and from any part of the world. They can be made by academics, policymakers and practitioners in education. We particularly encourage contributions that are interdisciplinary – proposed and delivered by a collaboration of people and/or organisations from different sectors, and/or from different academic disciplines - recognising complexities and different perspectives and ideas are needed.

Contributions

Contributions should be informed by good, reliable evidence that may come from academic research or from the experience of industry, business, governments, practitioners or communities. Contributions should explain what issues are being addressed and how those issues are understood, but the focus should be on solutions and learned experiences. Contributions can come from any part of the world and ideally would be relevant to more than one part of the world.

Submitting a contribution proposal

Proposals will be submitted via **our online form**.

Once the deadline for submission passes, a panel will convene to review all submissions and assess each entry, selecting a cut for the Academic Summit conference.

Proposals should be no longer than 2000 characters (including spaces) and include the following information: *What is the problem/opportunity you're focusing on in relation to at least one of the issues listed under each topic area; what is the solution you are proposing or have experience of; and what evidence do you draw on in understanding the problem and developing or supporting the solution?*

Further details

On submitting a proposal, feedback on material for live contributions will be provided 4-6 weeks ahead of the conference to ensure that the contributions fit well and that the sessions are as effective as possible.

There may be opportunity to include proposal contributions in publications arising from the summit, which may include edited books, working papers and articles in academic and industry journals. We will work closely with you after the event to produce published outcomes with the help of our colleagues in the CIOB Knowledge Hub.

Format of the conference

The main conference venue will be the CIOB online event platform.

All sessions and activities will also be accessible via the virtual platform, with space and opportunity for interaction between participants online (dedicated networking and discussion spaces). The conference will take place over the course of 14 September 2022 over a period of 2.5 hours in two distinct time zones and delivered in 2-4 sessions, capturing global time zones, and with panel discussions, workshops and presentations. Sessions will include invited speakers, identified via this open call.

A panel session will last up to 40 minutes and will be recorded and made available to all registered conference participants. Presentation/workshops will last 30 minutes including a Q&A. We may hold parallel sessions depending on the response received via this open call.

Topic details

1. Equality, Diversity and Inclusion

Equality, diversity and inclusion is seen by many as a key area for delivering equitable education. Given the growing student population, 600 million worldwide in 2040 compared to 200 million today, attracting, retaining and delivering a high quality student experience requires unique and quantifiable measures for a dynamic global student population.

Construction remains a male-dominated industry across the globe. In the UK, women make up around 15% of the construction workforce, with 2% of those working on-site. This figure is even less for those from a Black, Asian and Minority Ethnic (BAME) background who only make up 6% of the workforce. This stark under-representation points to one obvious solution to the current and on-going skills shortage in the construction sector. That is why the CIOB is committed to promoting EDI in the sector through its [EDI Charter](#). We understand that EDI is not a 'zero sum game'. Promoting fair and equitable access to opportunities and inclusive practices will contribute to a stronger economy to everyone's benefit, across and beyond the construction industry.

The sessions within this topic will inspect:

- *Will investigate the place of Equality, Diversity and Inclusion research, strategies and policies in education establishments and the vision of shared prosperity for all.*
- *Mechanisms to make change happen: a wide range of strategies must be employed to help deliver on change and catalyse action. Contributions are sought that provide insights into tools, approaches and experience in catalysing change in different contexts that help to address the equality, diversity and inclusion inequalities.*

2. Ethics

Ethics is a key part of professional integrity. Most, if not all, professional bodies have a Code of Conduct. The *CIOB code of conduct* is highly referenced

literature by our members. We believe that ethics is central to what it means to be a professional within the industry and a member of the CIOB. Maintaining ethical principles improves transparency and encourages high quality construction.

One of the key issues is that operatives in the construction industry, and numerous companies, have a long history of business practices that we deem to be unethical. Therefore, ethical standards are crucial, to lay out the rules for behaviour – and should be a central facet of any company's corporate social responsibility (CSR).

Ethics and ethical behaviour are key qualities expected of all CIOB members. We recognise that the whole industry benefits when projects are completed right first time, with respect and fairness for all stakeholders in every project and throughout all supply chains.

The sessions within this topic will inspect:

- *Practices, research or policies in education that enhance the early understanding of ethics which promote future talent's ability to become adversaries.*

- *Exploring, reflecting on existing policies, research and practices within built environment education, furthermore through the lens of an ethicist, what knowledge and tools have been developed to equip learners and practitioners with leading with a high quality of ethics for example, development of ethical frameworks such as codes of ethics, regulations and other standardising instruments informing teaching praxis.*

- *Ethical effective leadership for global challenges; this will involve exploring what is understood by the term 'ethical effective leadership' and how more inclusive leadership can be encouraged in different contexts – from communities to the global level.*

3. Quality

Approximately 55% of the global population lives in urban areas. By 2050 this proportion is estimated to reach 68%. Good quality buildings should promote health, safety and wellbeing as well as address today's many social, cultural, environmental and economic concerns. The safety of a building should be the top priority for the construction industry as it is vital that all buildings are safe for their intended users.

Quality development of buildings and infrastructure has the potential to improve the wellbeing of societies, yet also presents a number of development challenges including exacerbation of environmental risks, with exposure determined by a range of social, technological, environmental and behavioural factors. Key environmental health issues include poor water quality and sanitation, flooding and the dual risks of indoor and ambient air pollution exposure.

The sessions within this topic will inspect:

- *Understand how to improve attitudes to Quality in construction and reducing social inequalities through education*
- *Provide evidence and ideas to reinvent cities, building resilience and responding to Quality issues through planning, economic development and social innovation.*

4. Future of Construction

The construction industry continues to innovate and use digital technologies in order to improve its productivity and efficiency. We believe this will help to attract a more diverse workforce that will continue to increase social mobility within the industry.

The sessions within this topic will inspect:

- *Social mobility and fair access; construction plays a critical role in reversing the declining levels of economic and social mobility. However, the desirability of a career in the construction industry still needs to be addressed in order to attract new talent into the sector. How is education addressing this challenge?*

- *Digital technologies are now an integral part of our built environment. The choice is not when or if built assets will use technologies, but rather how much will be used. Building Information Modelling (BIM), augmented reality, drones, 3D printing and data analytics are all becoming common place in the sector. How is the curriculum keeping up to date and maintaining its currency? What challenges and opportunities lie ahead for academics in built environment education. Evidence and analysis on good practice, innovation and or impact to delivery and experiences for staff and learners is sought.*

5. Skills

The construction industry has long suffered from challenges posed by skills shortages and skills gaps and the cyclical boom and bust nature of construction means workloads and staffing requirements are heavily dictated by the general condition of the economy. Coupled with the threat of an ageing workforce, as well as difficulty in attracting new entrants, further heightens the challenge.

Improving quality and access to education and skills is crucial for ensuring a sufficient pipeline of educated, qualified and professional workers who are passionate about working in the built environment. Furthermore, technical education is top in government agenda, as a review of Auger Review, DfES White Paper 2022. Higher Education Qualification (HTQ) is on the horizon.

We want an education system that can help inspire and attract talent to the sector, but also one that is informed by employers; helping their businesses grow. One of the biggest challenges has been ensuring talent is inspired to embark on a career in the sector. Trends show that too many young people never join the industry after taking built environment related subjects or training, or just drop out altogether.

Education and skills need to have a vision for what the construction industry needs both now and in the future, and it must work with professional bodies like the CIOB to shape this. There are widespread concerns about the increasing precarity of work, equality of work opportunity and underemployment, especially for current generations of young people as they grow into adulthood.

This topic aims to generate frameworks for education and employment futures that are inclusive, equitable, sustainable and responsive to the needs of learners.

The sessions within this topic will inspect:

- *Education establishments increasingly developing partnerships with industry and government to help shape the supply and demand of skilled workers. Share innovative approaches to educating future construction talent, redesign academic and apprenticeship programmes and courses paving the way to firm employment in the sector.*
- *The COVID-19 pandemic has left its mark on the higher education sector. Increasingly, institutions are challenged to deliver and meet the demand of new approaches to teaching and learning of construction, architecture and engineering education. Since COVID-19, there has been an increasing emphasis on sustainable approaches to delivering curriculum. Thus, evidence and best practice from the investigation of using digital delivery is being sought.*

6. Economic and Social Impact

Construction has a profound economic, social and environmental impact. A framework within which we work and play, access key services and build relationships. It is therefore important that we address issues of poor productivity within the industry as well as the impact construction has on climate change.

The sessions within this topic will inspect:

- *In an economy reliant on the built environment, construction is central to improving productivity, but construction productivity lags behind that of other industries. Assessment of measures introduced to address productivity insights required.*
- *Climate Change and Sustainability. The UK Green Building Council states that the built environment contributes around 40% of the UK's total carbon footprint. Almost half of this is from energy used in buildings and infrastructure that has*

nothing to do with their functional operation. Analysis of innovative measures developed or implemented sought.

7. Health and Wellbeing

Construction is potentially the most dangerous of working environments. With exhaustion, working from height, slips and trips and material handling all common causes of injury, illness and death, Construction has made significant strides to improve its record on H&S in the last two decades. Optimising physical and mental health and wellbeing across the construction lifespan is an urgent global priority. It is imperative that we create environments that promote full and equal access to systems, services and policies promoting mental and physical health and wellbeing in construction. Further magnified during the COVID-19 pandemic, disparities exist across the board.

This topic aims to support the transformation of environments and societies to promote full and equal access to systems, services and policies that address inequities with the goal to optimising mental and physical health across the lifespan.

The sessions within this topic will inspect:

- *Evidencing and incentivising the effective management of workplace illness and mental health. There is a wide scope of measures being implemented to produce a positive workplace ecosystem. We seek contributions that evidence and report on approaches to efficiency and impact of wellness and wellbeing in construction workplace ecosystems. Showcasing and analysis of successes and failures in implementing different approaches.*