

## Preface

The theme of the 2021 Physics Education Research (PER) Conference was “*Making Physics More Inclusive and Eliminating Exclusionary Practices in Physics.*” Despite the tremendous strain on both the community and the organization team caused by planning a conference from start to finish during a global pandemic, the conference theme was highlighted in a number of ways, from pre-conference communication to the plenary talks. Karsonya “Kay” Wise Whitehead and Robert T. Teranishi gave talks during the Wednesday bridging session, and Joshua C. Collins gave the Thursday afternoon plenary.

As with PERC 2020, PERC 2021 was hosted in an online format, involving both a generalized online platform through Underline and format-specific platforms, such as Zoom for discussions and Gather for poster sessions. Snack & Chat teleconferences made their return as well. The PERC 2021 organizing committee, which included Geraldine L. Cochran, Suzanne White Brahmia, Eric Brewster, Debbie Andres, Gina Passante, and Trevor I. Smith, worked tirelessly throughout the year to ensure a successful and meaningful conference despite the constraints and hurdles caused by COVID. The committee was supported in their efforts by leadership from both the American Association of Physics Teachers (AAPT) and the PER Leadership and Organization Council (PERLOC).

The PERC Proceedings online submission and review process was supported by Lyle Barbato and Bruce Mason, who work closely with the editors to ensure smooth functioning of the online system. The 2021 Proceedings continued and improved upon the double-confidential review process first implemented in 2020. The PERC Editors also began the process of working with PERLOC to transition the Proceedings review system to a dedicated platform in order to cut down the amount of work undertaken by the editorial team each year. The editors also welcomed a new administrative assistant to help with non-editorial tasks. As always, the editorial team could not have successfully published the Proceedings this year without sponsorship from AAPT as well as support for open-access publishing through ComPADRE.

As in every year, the editors wish to thank the referees for volunteering their time and expertise to give feedback to papers submitted to the Proceedings. This year 204 reviewers made recommendations on 114 submitted Peer-Review Section papers -- again the editors want to thank authors and referees alike for adapting to the earlier submission deadline and shorter review turnaround time. The PERC Proceedings is both an important archive of findings and also a place where many new members of the field publish their first physics education research, and we are deeply appreciative of the authors and reviewers who make this year’s cycle possible.

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