

**Congress of the Humanities and Social Sciences, Carleton University
May 23 to May 31, 2009**

**CALL FOR PROPOSALS
“Capital Connections: Nation, Terroir, Territoire”**

Carleton University, in collaboration with the Canadian Federation for the Humanities and Social Sciences (CFHSS), and Human Resources and Social Development Canada (HRSDC) is inviting session panel proposals from associations meeting at the 78th Congress of the Humanities and Social Sciences at Carleton University, May 23 to May 31, 2009.

Building off of the successful panel discussions held at Congress 2007 and 2008, this partnership with HRSDC aims to continue to facilitate a dialogue on policy research issues related to lifelong learning through research papers and panel discussions.

For the Government of Canada, and HRSDC in particular, building a highly skilled workforce is essential for ensuring Canada’s continued economic prosperity. Although education falls within provincial jurisdiction, the Government of Canada has an established role in supporting post-secondary education through transfers to provinces, supports to individuals through student financial assistance and tax measures and research support to post-secondary institutions. Recently, the Government committed to developing a *Knowledge Advantage* for Canada that will include the best-educated, most-skilled and most flexible workforce in the world.

Our overall goal is to stimulate a discourse among scholars in areas relevant to public policy development on learning and post-secondary education (PSE). The organizers invite proposals for research papers and panel sessions outlining new or ongoing research that clearly respond to the following theme and suggested research questions. Panels that are multidisciplinary in nature and/or include the participation of international experts are strongly encouraged.

Learning Spaces, Places and Connections

- How can learning places (universities, colleges, institutes) be made most adaptable and accessible to traditionally under-represented groups (e.g. recent immigrants, Aboriginal people, Adult learners, first generation learners) who may have little past exposure to these learning environments? How can transitions to these learning places be better supported for these specific groups and what kinds of partnerships are required to succeed?
- What are the lessons learned from exemplary university/college partnerships and how can they best manage various types of learning (e.g. applied learning such as co-ops vs. classroom learning)? Are “real-world” connections needed for the best PSE experience?
- Many PSE institutions are seeking to diversify their student population through the recruitment of international students. What is the right balance of internationalization and what are the impacts of this trend on PSE institutions? What evidence is there that international education has measurable impacts on quality?
- With alternative approaches for PSE learning emerging (e.g. e-learning, distance education) are students getting the best possible PSE experience and development of skills or do these learning approaches have limitations? What are the impacts of these types of learning on the quality of teaching across PSE institutions?

Submissions (up to two pages in length) must contain the following:

1. Title and brief description of paper and session discussion;
2. Relevance of paper and session to the Learning and Post-Secondary Education theme;
3. Short biography of each participant, including university and society affiliations;
4. Name of note-taker
5. Budget estimate.

Associations are encouraged to submit proposals, **through their 2009 Program Chairs only, on or before January 16, 2009.**

Successful proposals shall be determined by the following criteria:

1. Relevance to Learning and Post-Secondary Education
2. Originality of work
3. Demonstration of scholarly review and association support

The panels must be open to registered Congress delegates and community participants and be fully integrated in the participating associations' programs. Organizing associations will be responsible for ensuring the date, time and location of the panels are communicated to the CFHSS by April 15, 2009 for publication in the Congress program.

To ensure sufficient time for presentation and discussion, panels should consist of no more than three presenters. Each panel must also include a designated note-taker who will provide a summary report within two months following Congress 2009 (including list of participants, discussion highlights and research papers attached as annexes).

Research paper(s) to support the panel discussions are to be submitted by May 8, 2009 and should be 15-30 pages in length. The purpose of the paper(s) is to identify the research/evidence basis of the issues being discussed by the participants. Papers must also identify the public policy implications of the issues (e.g. what do the research findings/evidence suggest in terms of a public policy course of action, necessary responses, considerations, and roles and responsibilities for various actors).

Funding support up to \$1,750 per session (maximum, based on \$500 per panelist and \$250 for the note-taker) will be available. Extraordinary travel costs (e.g. for international panellists) will be assessed on a case by case basis, subject to Government of Canada Treasury Board guidelines.

Payments will be made to the association's treasurer. Please note that honoraria are excluded from this program. Sessions have to take place as stated in the proposal and the substitution or absence of a participant may result in a reduction of granted funding amounts.

Transactions relating to this call for proposals can be directed to:

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PROPOSALS WILL NOT BE ACCEPTED AFTER JANUARY 16, 2009