CSSHE/SCEES Annual Conference May 31- June 2, 2020

CALL FOR PAPER SUBMISSIONS

The Canadian Society for the Study of Higher Education (CSSHE) invites you to participate in its annual conference, to be held as part of the Congress of the Humanities and Social Sciences 2020: *Bridging Divides: Confronting Colonialism and Anti-Black Racism*, hosted by Western University in London-Ontario.

In keeping with this year's theme, *Bridging Divides,* the Society wishes to invite submission from researchers/practitioners/policymakers in higher education as well as related disciplines such as political science, sociology, history, philosophy, psychology, women's studies, the sciences, economics, business, administration, and the professions. In addition, it invites a cross sector and multi actor engagement between and across scholars, practitioners, policy makers, administrators, activists and the media. Graduate students are specifically encouraged to submit proposals to the 2020 conference.

At this time we are opening a Call for Individual **Papers, Posters and Ignite Sessions.**

The call for paper submissions will be open from **Dec. 10, 2019 to Jan 20, 2020**.

Please keep in mind that this year, paper proposals will be submitted through the CSSHE submission system to accepted panels, as outlined in this call. The opportunity to submit papers to 'open' theme beyond those covered in the accepted panels is also available. However, considering the limited timeslots in our program, priority is given to those papers submitted to accepted panels.

Paper submissions include:

A brief (50 word) abstract to be included in the program along with an attached proposal of not more than 750 words and should contain as many of the following as are applicable, preferably in this order:

- Statement of the purpose or goals of the research in relation to the specific panel's objective/questions;
- Summary of the theoretical or conceptual foundation for the work;
- Description of the methodology being used and the project findings (if applicable); and
- Theoretical and/or practical significance and implications of the research

While CSSHE has put out the Call for Papers, individual Panel Chairs have also been encouraged to advertise their accepted panel through their own professional networks. The Panel Chairs will receive paper proposals through our website and will select among them papers of a high quality which correspond to their research question. Depending on the number of paper submissions received, a panel chair(s) will select from 4 to 8 papers and will organize 1 to 2 sessions of 2.0 hours. Panel Chairs will also assign discussants for each session. Once the papers have been selected, CSSHE will inform the individual authors.

New This Year: Opportunity to Publish Conference Papers in CJHE
Full paper submissions will be encouraged for those who wish their papers to be considered for a Canadian Journal of Higher Education (CJHE) Special Issue. Discussants/Panel Chairs will have an opportunity to nominate the best papers presented at their sessions for a CJHE Special Issue to be

published after the conference. Deadline to submit full papers to Panel Chairs is **May 10, 2020. More details on this will be outlined closer to the conference date.**

	Paper proposals
Call for Papers opens	Dec. 10, 2019
Paper submission deadline	Jan. 20, 2020
Acceptances communicated	Feb. 25, 2020
Submission deadline for full papers for consideration in the CJHE	May 10, 2020

Ignite And Poster Sessions
Ignite Sessions are 5-minute talks intended to stimulate the exchange of new and exciting ideas in a short time period. Each Ignite talk will feature 20 slides that advance automatically every 15 seconds. Although there will be no time scheduled between individual presentations for questions and answers, the remainder of the session time (typically at least 30 minutes) will be used for questions and extended discussion.

Proposals for an Ignite session should include: A brief (50 word) abstract to be included in the program An attached proposal of not more than 500 words that should contain as many of the following as are applicable:

- Objective/purpose of the Ignite session;
- How the topic of the Ignite session relates to the Congress theme;
- Discussion of the organization of the presentation;
- Significance of the topic for higher education;

Poster Presentations provide a forum to engage in active discussion with other conference participants about a completed research project or about a project in developing stages. Poster presenters will display their research on a large bulletin board (provided at the conference).

Proposals should include a brief (50 word) abstract to be included in the program along with an attached proposal of not more than 750 words and should contain as many of the following as are applicable, preferably in this order:

- Statement of the purpose or goals of the research
- Summary of the theoretical or conceptual foundation for the work;
- Description of the methodology being used and the project findings (if applicable);
- Theoretical and/or practical significance and implications of the research.

	Ignite and Poster sessions
Call open	Dec. 10, 2019
Submission deadline	Jan. 20, 2020
Acceptances communicated	Feb. 25, 2020

CSSHE 2020 Accepted Panels
The Conference Planning Committee is excited to announce the selected panels for 2020:

Bridging Divides in Higher Education through Visual Research Methods
Amy Scott Metcalfe (UBC)

Calling for Change: Addressing Gender Based Violence in Higher Education
Hayley Finn, Rita Gardiner, Shannon McKechnie, Emily Hartman, Leona Bruijns (Western), Jennifer Chisholm, Kasey Egan (Lakehead)

Canadian University Professors' Perceptions on Academic Work
Grace Karram Stephenson, Glen A. Jones, Olivier Begin-Caouette (Toronto), Amy Scott Metcalfe (UBC)

Collegial Governance in Uncertain Times
Theresa Shanahan, Aparna Mishra Tarc, Mario Di Paolantonio (York)

Community Engaged Learning and Social Accountability
Lloy Wylie (Western)

Diversification of Chinese Universities Serves Diverse Stakeholders
Qiang Zha, Dan Lang (York)

Faculty and Student Affairs/Services Communications and Collaborations
Christine Arnold (Memorial), Kathleen Clarke (Laurier)

Impact of English for Academic Purposes (EAP) Bridging Programs on Student Success
Karen Englander (Toronto)

Internationalization of Higher Education in Comparative Perspective
Elizabeth Buckner (Toronto)

Long Term Monitoring of Post-Secondary Outcomes: Student demographics, achievement and graduation patterns
Robert S. Brown, Gillian Parekh (York)

Methodological, Practical, and Ethical Challenges of Conducting Research on Vulnerable Youth in the Context of Higher Education
Aliya Kuzhabekova, Luciara Nardon (Carleton)

Perspectives of Traditionally Underrepresented Students
Alyson King (Ontario Tech)

Priorities Paradox: the Student/Learner and Higher Education Institution
Michael Buzzelli (Western)

Supporting the Campus Experience of Students with Disabilities
Kathleen Clarke (Laurier), Christine Arnold (Memorial)

Still Invisible? Private Universities in Canada
Elizabeth Buckner, Cassidy Gong (Toronto)

Student Experiences in the Era of Active Student Mobility in Higher Education
Eun Kang, Eun Kim, Adrianna Rodriguez (Toronto)

The Arc of Policy-making in Canadian Post-secondary Education
Theresa Shanahan (York)

The Growing International Education and Immigration Nexus: Implications for Higher Education
Amira El Masri (York)

The Logic of Equity, Diversity, and Inclusion in Academic Leadership and Organizational Change
Creso Sa, Summer Cowley (Toronto)

The New Geopolitics of International Higher Education
Emma Sabzalieva (Toronto), Roopa Desai Trilokekar (York)

University Professors in Canada: Doctoral Pathways, Research Production, International Collaboration and Governance Activities
Alison Elizabeth Jefferson, Xeufan Li, Yan Lingyan Laurence Pelletier, Grace Karram Stephenson (Toronto)

Connecting Today's Postsecondary Classroom to the Open Future: Open Education Resources (OER's) Empower the Teaching of Educational Administration, Policy, and Leadership
Clayton Smith, Carson Babich, Mark Lubrick (Windsor)

Open Papers

See below the description of each panel and their Call for Papers.

For all information and instruction on submitting a proposal visit the <mark>website https://csshe-scees.ca/conference/current/</mark>

Bridging Divides in Higher Education through Visual Research Methods
Amy Scott Metcalfe (UBC)

Visual research methods are widely utilized in many disciplines and fields, such as Education. Within Higher Education scholarship, visual research methods are emerging as salient approaches to issues that have previously been addressed through quantitative or other forms of qualitative research. This panel will offer opportunities for presenters and audience members to consider a broad range of visual research methods as applied to the study of higher education issues and phenomena. It is expected that presenters will elaborate on their selection of visual methods and the relationship of their methods to their chosen theoretical frameworks. Presenters will demonstrate how visual research methods can be utilized in critical and creative ways to address key issues and contexts in higher education scholarship. The panel will also serve as a focal point for scholars with this common interest, providing a place for collegial engagement about visual methods and approaches, potentially leading to new insights and future collaborations. Presenters will be asked to address the following questions in the session:
- How have you utilized visual research methods to "Bridge Divides" in higher education scholarship or practice?
- What challenges have you encountered in taking this approach?
- What opportunities do you foresee with visual methodologies in higher education?

Calling for Change: Addressing Gender Based Violence in Higher Education
Hayley Finn, Rita Gardiner, Shannon McKechnie, Emily Hartman, Leona Bruijns (Western), Jennifer Chisholm, Kasey Egan (Lakehead)

Substantial evidence from recent literature indicates a high occurrence of gender based violence on university campuses (Anitha & Lewis, 2018; Cantor et al., 2015; Davies & True, 2016). The term gender based violence has been defined by the World Health Organization (WHO) as "any act of violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life" (2013, p. 2). Alarmingly, 1 in 5 women on college campuses have been sexually assaulted during their time as a student (Muehlenhard et al., 2018), despite institution's prevention efforts, policy reform, educational programs, and updated reporting processes. What may be even more distressing is that we may not know the full extent of gender based violence on campuses, as 95% of cases may go unreported (Spencer et al, 2017). Thus, there is a need for the continued focus on the prevalence, causes, impacts and responses to gender based violence in higher education contexts.

The primary goals of the panel are to increase our understanding of gender based violence, its prevalence on college and university campuses, and to provide recommendations for research practice, and policy initiatives. Papers will be welcomed that explore gender based violence on the campuses of post-secondary institutions. Contributions will engage with the complexities of how gender based violence is experienced, researched and communicated in higher education. Relevant topics include:

- Societal factors associated with gender based violence in higher education
- Gender Based violence among marginalized groups
- Intervention and prevention programming in higher education
- Policy reform and enactment
- Reporting processes
- The individual and/or institutional leadership required for addressing and preventing gender based violence on campuses
- The intersection of gender based violence and other forms of social inequality
- Challenges for creating and maintaining institutional change

Canadian University Professors' Perceptions on Academic Work
Grace Karram Stephenson, Glen A. Jones, Olivier Begin-Caouette (Toronto), Amy Scott Metcalfe (UBC)

Universities and professors are important contributors to Canada's strong position in the global "knowledge society," which centers on the production of knowledge via research endeavours (Council of Canadian Academies, 2018). Canada's place in the knowledge society has improved in the past decade, and it is now in the top 10 globally for its research production, with its professors publishing 3.8% of the global research output (Council of Canadian Academies, 2018). Overall, in Canada, universities conducted 40.27% of the research and development, compared with only 13.07% in the United States (OECD, 2018), and professors drive this research.

Despite the importance of professors to knowledge production and dissemination, academic employment in many countries has become increasingly pressurized and unstable over the past 20 years. Studies have revealed a university culture in which retired professors are not replaced, teaching is conducted by contract instructors who are largely invisible at institutions, while the full-time professors who remain are forced to take on extra administrative, mentorship, and departmental duties (Broadbent et al. 2013; Gupta, Habjan & Tutek, 2016). This panel invites presentations that examine academic work in Canada from the perspective of university professors. The above factors re-shape how professors in around the world engage with students, conduct research and contribute to broader society. New scholarship is needed to situate Canadian professors within these changes. Canada's publicly-funded universities have long been the mainstay of the university sector, both teaching large segments of young adults and producing the research that shapes our economy. As the pressures associated with the knowledge society become more visible, studies on faculty provide insight into the relationship between universities and society. This panel aims to provide a truly pan-Canadian view. Priority will be given to studies that: a) consider faculty from minoritized groups, b) compare provincial perspectives, c) compare diverse types of universities across Canada, d) compare historic trends and changes.

Collegial Governance in Uncertain Times
Theresa Shanahan, Aparna Mishra Tarc, Mario Di Paolantonio (York)

The objectives of this panel are to create a space to discuss the nature of the Canadian university as a historical, social, philosophical and legal entity in order to identify the rights and responsibilities of university constituents in a democratic, collegial, self-governing structure.

> "*About eighty-five institutions in the Western world established by 1520 still exist in recognizable forms, with similar functions and unbroken histories, including the Catholic church, the Parliaments of the Isle of Man, of Iceland, and of Great Britain, several Swiss cantons, and seventy universities. Kings that rule, feudal lords with vassals, and guilds with monopolies are all gone. These seventy universities, however, are still in the same locations with some of the same buildings, with professors and students doing much the same things, and with governance carried on in much the same ways.*"

> Clark Kerr (2001). "The Uses of the University" 5th ed. Cambridge: Harvard University Press. P.115.

Clark Kerr's words remind us of the ancient lineage of the university that predates the modern city state. This genetic history carries with it customs, usages and practices that inform the universities unique collegial governance structures The self-governing structure and principles of high institutional autonomy of the Canadian university are connected to this lineage. They are often seen as protecting some of the fundamental features of the university including free inquiry and democratic participation of its constituent members. These features allow the university to fulfil its societal function mission and

purpose. And yet the university as a unique historical and legal entity and its important role in society are often misunderstood inside and outside the academy.

This panel will offer a cross disciplinary space to discuss the nature of the Canadian university within a contemporary context. Historical, legal, social, and philosophical antecedents and perspectives will be considered. The panel will consider the contemporary challenges confronting Canadian universities. Austerity and deficit ideologies, managerialism and audit cultures, key performance indicators and metrics, outcomes based/performance funding, standardization and differentiation, job precarity and labour strife have all shifted the landscape of university and have had implications for governance. This panel will consider the historical and contemporary nature of the Canadian university identifying some of the fundamental defining features and structures of the university as a social entity, a philosophical idea and an education space. Our specific attention is on the implications for collegial self-governance within the university. Our aim is to raise academic awareness about some of the essential features of the university within which we all work. The panel will explore what collegial self-governance is and how it has been expressed, protected and undermined in Canadian universities. This will involve identifying some of the key and enviable features of Canadian universities including academic freedom, free inquiry, and institutional autonomy among others. Our focus is also on the academic profession and its role in protecting and stewarding the university. Ultimately, the implications for equity, diversity, inclusion and democratic participation in Canadian universities will be canvassed.

Community Engaged Learning and Social Accountability
Lloy Wylie (Western)

There is a growing need for social accountability and real world problem solving among health professionals. As defined by the WHO, social accountability is the obligation to ensure education, research and service activities address the priority health concerns of the community that they are mandated to serve (Boelen & Heck, 1995; Global Consensus 2010). Bridging divides by advancing equity for Black and Indigenous populations is a foundation upon which social accountability can be built. Health professional education is positioned make significant advances in social accountability (Boelen et al., 2016; du Toit et al. 2019). In response to these gaps in social accountability in the curriculum, health professional education has started to take up social science and humanities pedagogy, to address the accreditation standards and competency frameworks that emphasize social and humanistic roles and activities (Ng, Wright & Kuper 2019: 1122).

This panel aims to facilitate a dialogue on how community engaged learning (CEL) can improve students' ability to understand and engage with complexity in the social world. CEL creates an environment where students can apply the knowledge they have gained in a classroom setting to a variety of real world contexts. This Community Engaged Learning (CEL) can be a valuable curricular tool to move learning activities out of the classroom and into the community, where students can see ways these broader social structures play out in the real world. The panel aims to bring together educators and practitioners who are involved in community engaged learning, to share curriculum and assessment strategies for evaluating learning outcomes. Participants are encouraged to share the problems facing the community partners, helping assess the relevance of these skills to solving local issues.

We are seeking papers that examine how community engaged learning can shape the development of social accountability competencies among health professional students. The focus of the panel is inclusive of a range of disciplines, aiming to present a wide range of curricular innovations community engaged learning. We are aiming for a mix of papers that address both theoretical and practical issues in the development and implementation of CEL curriculum. We particularly encourage papers that are using a social determinants of health and equity lens to provide recommendations for advancing social accountability among learners. We ask that papers consider the implication of their research / implementation findings for curriculum and practice recommendations that aim to improve learning experiences and competency development of students. Topics to consider include:
- Experiences of creating community campus partnerships.

- Preparing students for community based learning.
- Curriculum innovations implemented through community engaged learning.
- Competency frameworks and assessments in social accountability.
- Students' ability to take on complex problem solving in community engaged learning.
- Reciprocity in community campus partnerships.

Diversification of Chinese Universities Serves Diverse Stakeholders
Qiang Zha, Dan Lang (York)

A central characteristic of mass higher education systems worldwide is institutional diversification, a process of rendering differences between academic institutions in such things as: missions, academic programs, student profiles, the balance between teaching and research, and so forth. Commonly known in the organizational literature as structural diversity, diversification is often a twin phenomenon with expansion of higher education in many countries. Diversification may be both a consequence of expansion and a facilitator of expansion, and has become important policy issues in re/structuring contemporary higher education systems. Arguably, diversification is the product of public policy applied to the nexus of teaching, learning and research. At a deeper level, diversification implies a conscious set of social, political and academic values and beliefs.

Chinese higher education has experienced an unprecedented expansion since the late 1990s. The Chinese university sector grew from 590 in total and 2.23 million enrolment in 1998 (the year immediately prior to enrolment expansion) to 1,243 and 16.49 million in 2017. The expansion has primarily been driven by government policy, and has had a tremendous impact on diversity of Chinese universities. In the past 20 years, along with institutional enrolment growth, Chinese universities have been reconfiguring their functions and capacities as well—particularly to take on research and service functions. Meanwhile, they have been exploring and craving identities and niches in the new context of a knowledge-based economy as well as globalization. This is particularly true to those newly founded universities. This session aims to shed light on such endeavours of Chinese universities, starting from policy analysis at the system level to case studies at institutional and project levels.

Faculty and Student Affairs/Services Communications and Collaborations
Christine Arnold (Memorial), Kathleen Clarke (Laurier)

Student success and learning experiences are improved when curricular and co-curricular opportunities are linked and students can draw connections between them during their time on our campuses (Kezar & Gehrke, 2016; Kuh, 2011; Martin & Murphy, 2000). Seven "principles of good practice" characterizing effective faculty and student affairs/services (SAS) identified in recent research are worth consideration when reviewing and reflecting on existing communications and collaborations across Canadian campuses: good practice advances the institution's mission, fosters a learning-oriented ethos, builds on and nurtures relationships, understands and attends to institutional culture, values and implements assessment, uses resources creatively and effectively, and demands and cultivates multiple manifestations of leadership (Whitt, et al., 2008). We invite papers that explore communications and collaborations occurring across college and university campuses between faculty and SAS and the various learnings that have resulted from these engagements and endeavours. Our intent is to showcase a variety of papers that consider the following research questions:
- What forms of formal and informal communications and collaborations are thriving across our Canadian campuses?
- What supports are provided by senior administration for these communications and collaborations?
- What stumbling blocks have been encountered when working together and how are they overcome?

- What student outcomes have been realized by working together that may otherwise not be acknowledged and recognized?

We are requesting programs, initiatives, works-in-progress, and completed research in order to learn more about the structures that both support and at times impede communications and collaborations. There are various reasons and rationales that necessitate and encourage working together on campus and we are seeking to examine the organizational, cultural, financial, educational, political, and communal experiences in which researchers and professionals are currently involved.

Impact of English for Academic Purposes (EAP) Bridging Programs on Student Success
Karen Englander (Toronto)

Along with Canadian universities' active recruitment of international students, 88% of these institutions have established Pathway English for Academic Purposes (EAP) Bridging programs that provide a conditional entry based on completion of the pathway (McCartney & Metcalfe, 2018). Some argue that pathway colleges operate "at the edge of an *idea* of the university (emphasis in original, McCartney & Metcalfe, 2018, p. 212) and merely represent a model for institutions to gain greater revenue and market share.

On the other hand, some argue that Pathway EAP Bridging programs meet the students' needs "through a more comprehensive development of English language and academic preparation skills required as opposed to simply gaining a test score minimum" (Murray and O'Loughlin, 2007, p. 10). In other words, the role of preparation courses is crucial, not only for English language skill development, "but also in fostering…the vital linguistic skills required for successful intercultural communication and integration into university life (Dooey, 2010, p. 186). Given the critical and laudatory perspectives of Pathway EAP Bridging programs and their prevalence at Canadian universities, this panel seeks to examine the impact of such programs on student success.

The primary research question to be addressed is: What is the impact of Canadian Pathway EAP Bridging programs on student success? Papers could focus on:
- What is the relationship between EAP Bridging programs and students' success in undergraduate study?
- Do international students get their "money's worth" by participating in a direct pathway through EAP Bridging program?
- What are appropriate language policies for international students' multiple language resources in English-medium universities?
- How should universities support international students beyond EAP Bridging programs?
- How do international students understand academic integrity differently through EAP Bridging programs?
- In what ways do EAP Bridging programs play a role in students' acculturation to Canadian university and culture promoted through EAP Bridging programs?
- How can credit-bearing and non-credit bearing courses be integrated and to what end?
- How can international students' multiple language resources be best utilized to improve their English academic literacy?
- How discipline specific should an EAP program be?

Internationalization of Higher Education in Comparative Perspective
Elizabeth Buckner (Toronto)

International engagements have a long history in higher education, but 'internationalization' has only become seen as an institutional imperative within the past two decades. Internationalization is most commonly defined as a process of integrating international, intercultural, global, and cross-cultural perspectives into the purpose, functions, or delivery of post-secondary education (Knight 2004). Common

practices include recruiting international students, supporting outbound mobility, promoting international research, and undertaking curricular reform.

Internationalization is typically justified in terms of its many benefits for students, institutions, and nation-states. At the individual level, internationalization is framed as providing the skills and competencies needed for a global labor market (Leask 2015). At the institutional level, it is associated with revenue, rankings, and prestige, as well as research productivity and student learning. For the nation-state, it is framed as an economically valuable export, or tied to discourses of maintaining channels of skilled migrant labor and promoting 'soft power' (i.e., positive attraction or persuasion).

A growing body of research on internationalization has found that approaches to internationalization vary cross-nationally based on factors including politics, geography, and broader discourses (Buckner 2019; Seeber et al. 2016; Knight 2004). Chan and Dimmock (2008) found that in the United Kingdom, universities seek to be 'international' and focus on excellence and positioning, while in Hong Kong, they seek to be 'translocal' and focus on expanding students' worldviews through campus-based activities. Similarly, Buckner (2019) found that dominant discourses vary between North America, where internationalization maps onto global awareness, and the United Kingdom and Australia, where internationalization is more often framed as revenue generation. These findings raise many questions about why dominant approaches vary across national contexts.

Others have highlighted the fact that practices also vary based on each institution's mission and student body (Knight 2004). Friedman (2018) found that while elite institutions view internationalization as essential for developing students' cosmopolitan identities, broader access institutions focus on exposing students to diversity to help them in the local labor market. In analyzing academic plans of 78 universities in 33 countries, Stensaker et al. (2019) found that highly ranked universities link internationalization to research and rankings, whereas unranked institutions emphasize partnerships for national development or preparation for the labor market. Overall, the literature on differentiated internationalization suggests that approaches to internationalization vary across national contexts, institutional mandate, and ranking.

This panel seeks to deepen our understanding of how higher education institutions, including colleges and universities, are internationalizing higher education in Canada and around the world. The panel would like to highlight *how* internationalization is being enacted in different spaces, and how internationalization is being tailored to institutions with different mandates. The panel seeks to bring together scholars examining differences in priority activities, rationales and justifications, and models of internationalization in different types of institutions.

Research questions that individual papers may address include:

- How are higher education institutions in varied contexts incorporating the 'international imperative' into their official strategies and operations?
- What are similarities and differences between internationalization projects in different parts of the world?
- What rationales and discourses are being used to justify internationalization as an organizational project?
- How are current approaches to internationalization discursively producing and re-producing biases and stereotypes of particular places and peoples outside national borders?
- How do university actors make sense of their institutions' internationalization projects? How do they conceptualize the benefits of internationalization and its importance relative to other priorities?

Scholars may be working in a single national context, but the panel gives preference to comparative work. Possible comparisons include across sectors (college-university, public-private), cross-provincial, cross-national, or studies over time. The panel will give equal consideration to both qualitative and quantitative methods.

Long Term Monitoring of Post-Secondary Outcomes: Student Demographics, Achievement and Graduation Patterns
Robert S. Brown, Gillian Parekh (York)

Research has shown that post-secondary education is highly correlated to lifetime earnings and long term health (Organization for Economic Cooperation and Development (OECD), 2013; Chief Public Health Officer, 2008). The Canadian government predicts that ultimately, 70% of jobs are going to require post-secondary education (Government of Canada, 2015). Having post-secondary is now the majority experience of Canadian adults, according to the 2016 Census (Statistics Canada, 2017). With this increased focus on post-secondary attainment, institutions are re-thinking how best to measure academic success and graduation rates. Access and participation in post-secondary are not equal across all populations, and can be highly variant in relation to socio-demographic, institutional and experiential factors. It is critical that post-secondary institutions understand who is accessing their programs, how often students are achieving post-secondary graduation and the relationship to students' experiences prior to post-secondary entry.

This panel seeks to explore new, innovative and relevant research that investigates students' academic trajectories through public school into post-secondary education. We invite scholars to submit papers that address the over-arching research question which poses "What insights can be gleaned from exploring students' experiences prior to entry and during their post-secondary studies on their academic trajectories, successful institutional transitions and subsequent graduation?" To this end, we invite studies that explore both quantitative analyses and qualitative findings, that will enhance our collective understanding of the barriers students face in their pursuit of post-secondary studies. Additionally, we also invite submissions from researchers whose work identifies critical institutional strategies that support student success throughout the public to post-secondary school transition. Papers that connect research findings to current tensions in critical educational policy, political economy, critical race, gender and disability studies, as well as papers that explore institutional change theory and educational reform are welcomed.

Methodological, Practical, and Ethical Challenges of Conducting Research on Vulnerable Youth in the Context of Higher Education
Aliya Kuzhabekova, Luciara Nardon (Carleton)

Addressing the needs of vulnerable youth is highly important from the human rights perspective. Vulnerable youth remains largely marginalized and invisible for public policy and research. Continuous program improvement requires in-depth understanding of the conditions of life, challenges faced by the population, as well as societal structures, which create the challenges. However, researchers who try to elucidate ways to address the complex and multi-faceted needs of vulnerable populations, frequently confront a variety of methodological, ethical, and practical complications, which may stall research projects for some and may discourage engagement in research for others. As a consequence of limited research effort, little progress is made in terms of improvement of public policy and service offerings, thus repeating the vicious circle. Individual researchers are frequently left alone in dealing with the struggles specific to research on vulnerable populations. The objective of the panel is to create a space, where the researchers can come together and discuss their experiences in conducting research on vulnerable youth in higher education, as well as share their experiences with various approaches to manage the issues. The panel will facilitate the exchange of best practices, as well as will serve as a platform for discussion, which may enhance our understanding of methodological, ethical, and practical issues. Ideally, the ideas formulated during the panel will result in publication of a special issue of a journal, which will capture the lessons learned for subsequent sharing with a larger research community. The panel will also serve as a training opportunity for graduate students and emerging scholars. By attending the panel and participating in the discussions junior researchers would be able to enhance their methodological, ethical, and practical understanding of the process of research. The panel will create a space for exchange of ideas and experiences between the experienced and emerging scholars.

The organizers of the panel invite submission of analytical, empirical and literature review papers from authors conducting research on the experiences of vulnerable youth populations in higher education, as well as in the process of transition from college to employment. Vulnerable youth remains largely marginalized and invisible for public policy and research. Continuous program improvement requires in-depth understanding of the conditions of life, challenges faced by the population, as well as societal structures, which create the challenges. However, researchers who try to elucidate ways to address the complex and multi-faceted needs of vulnerable populations, frequently confront a variety of methodological, ethical, and practical complications, which may stall research projects for some and may discourage engagement in research for others. As a consequence of limited research effort, little progress is made in terms of improvement of public policy and service offerings, thus repeating the vicious circle. Individual researchers are frequently left alone in dealing with the struggles specific to research on vulnerable populations.

The objective of the panel is to create a space, where the researchers can come together and discuss their experiences in conducting research on vulnerable youth, as well as share their experiences with various approaches to manage the issues. The panel will be devoted to the discussion of challenges and strategies conducting research with the youth, including methodological, ethical, and practical issues. Vulnerable youth is broadly defined as young individuals, who are 15 to 29 years old, who are socially or economically disadvantaged or at risk and who require greater protection when participating in research. Examples of such youth include but are not limited to young immigrants, refugees, youth from foster care, young unmarried mothers, and minorities. Examples of topics, which can be covered in the papers include gaining access, dealing with service providers as intermediaries in access, reimbursing participants, minimizing risks and maximizing benefits, maintaining confidentiality in reports. Contributors are invited to share their experiences conducting research with vulnerable populations, as well as approaches that they utilize while dealing with various challenges. The panel will create an opportunity for sharing experience and best practices, as well as for intellectual exchange between experienced and junior researchers.

Perspectives of Traditionally Underrepresented Students
Alyson King (Ontario Tech)

This panel provides a space for exploring what traditionally underrepresented students say about their postsecondary education experiences and how those narratives can inform pedagogical and structural changes within postsecondary institutions. Papers should:
- include the idea that students will define success in their own ways;
- take a strengths-based perspective, rather than focusing solely on deficits or barriers;
- focus on students from demographic groups that have been historically under-represented in post-secondary education (e.g., racial/ethnic minorities, lower class or socio-economic backgrounds, immigrants, Indigenous students, among others); and,
- highlight the experiences of those who have succeeded in continuing their education in spite of the barriers they have faced or who can point to specific changes that would better support students.

Given the changing demographics of postsecondary students, the evolving nature of race/ethnicity (i.e., many students identify more than one racial/ethnic heritage) and the multiple realities of students, attention to intersectionality in this research is important (Merrill & Fejes 2018).
There is considerable Canadian research about retention and student participation in higher education, but few studies focus on what students themselves say about how and why they are successful at persisting to graduation. Some research has demonstrated that race does not impact academic momentum (i.e., how well a student does in first year impacts their trajectory in subsequent years); others argue that academic momentum may worsen any previous social and education inequalities (Attewell, Heil and Reisel 2012; Kondratjeva, Gorbunova, & Hawley 2017). Similarly, working class and first generation students face barriers in accessing extra-credential experiences such as internships or exchanges because of financial

barriers and a lack of social networks (Lehmann, 2012). Students' personal lives clearly impact their experiences on campus and vice versa; although professors and staff members may be aware of this dynamic at the theoretical level, that awareness is not always translated into concrete structural changes that support, for example, indigenous students (Pidgeon, Archibald, & Hawkey 2014), adult students (Merrill 2015), students with dependent children (Squires & Disano 2017; Andrade & Matias 2017), and those with family and work responsibilities (Andrade, van Rhijn, & Coimbra 2017).

Papers in this panel will explore the following research questions: How can students' stories or narratives of their postsecondary experiences that allow insights into their "construction of reality" (Bruner 1991) inform pedagogical and structural changes within postsecondary settings? What can we learn from the experiences of traditionally underrepresented students to make postsecondary education better for all?

Priorities Paradox: The Student/learner and Higher Education Institution
Michael Buzzelli (Western)

The objectives of this panel are:
- To create an interactive conference forum for critical research and discussion at the intersection of students/learners and institutions of higher education, specifically to compare and analyse
- Emergent student's/learner's priorities and aspirations for education, training and professional development through higher education
  and
- Institutions' (universities, colleges, polytechnics, etc.,.) policies and approaches on students and learning in the face of alternative, competing and intensifying demands

The overarching premise of the proposed session(s) is the apparent paradox of priorities between higher education institutions and their learners.

Although they are mutual stakeholders, higher education institutions and students/learners paradoxically espouse shared and opposing goals.

Colleges and universities face complex demands that can destabilise priority-setting, even in their core missions of scholarship and discovery. Institutions adapt with new visions, missions and mandates; representing progress for some but drift for others (Axelrod, Trilokekar, Shanahan & Wellen, 2013). At the same time, learners have diversified in myriad ways, exhibit new wants and needs, and chart more non-linear credential pathways. They demand a return on their 'investment' and, like other stakeholders, expect responsiveness. Colleges and universities have responded with more supports and development for learners and learning on such issues as credit transfer, recruitment and retention and experiential learning, to name a few. So is it true, as Tupper (2002) argues, that the university is now 'no place to learn'. According to Allahar and Côté (2017; 2011), grade inflation and labour market saturation devalue credentials. For others, research investment in colleges takes them off their principal teaching and learning mission as it has amongst universities.

Shared and opposing priorities are each likely to intensify under ever more strain on students, institutions and other stakeholders in higher education. Consider the inevitable choices universities must make in pursuing local town-gown relevance at the same time as international connectedness. Will the prestige of international exchange trump students' likely preference for local and financially more accessible experiential learning, for example? Or consider what colleges and universities must invest to support students more fully for retention and well-being. Is this so-called administrative bloat, drawing resources away from the scholarly core, or necessary investment for meaningful student support and successful degree outcomes?

These and many other examples exhibit tensions that can and often do pit college and university institutional priorities against those of their learners. Research on teaching and learning, policy research and organisational theory are but three of several traditions that are welcome in the proposal CSSHE panel(s).

Supporting the Campus Experience of Students with Disabilities
Kathleen Clarke (Laurier), Christine Arnold (Memorial)

Due to improved access, students with disabilities enrolling in post-secondary education has increased over time across Canadian campuses. In the 2016 first-year data collection period, the Canadian University Survey Consortium (CUSC) found that 22% of first year students self-identified as having a disability (Prairie Research Associates, 2016). This was an increase of 13% since 2013 when only 9% of first year students self-identified as having a disability (Prairie Research Associates, 2013). However, even though enrollment has increased, students with disabilities may experience several challenges in the post-secondary environment. Students may take fewer courses than they otherwise would have due to their disability and may also take longer to achieve their current level of education (Bizier, Marshall, & Fawcett, 2014).

In July 2019, the Government of Canada's new 'Accessible Canada Act,' was proclaimed. The Act is aimed at identifying, removing, and preventing accessibility barriers in the following areas: employment; the built environment; information and communication technologies; the procurement of goods and services; the delivery of programs and services; and transportation. In light of this new development, it is important for us to assess our current understanding of students with disabilities. We invite papers that explore what information currently exists on students with disabilities, what information is still needed, and how institutions are supporting specific subgroups (e.g. gender, enrollment status, type of disability, education level) of students with disabilities. Our intent is to showcase a variety of papers that consider the following research questions:

- What are the identities, backgrounds, and requirements of students with disabilities in the Canadian landscape?
- What data currently exist mapping students with disabilities' experiences on campus?
- What data and information is still necessary to ensure integration on campus?
- What variations exist between students with disabilities' awareness, access, and application of supports and services on campus?

We are requesting works-in-progress, completed research, and practical campus initiatives that are furthering our understanding of students with disabilities. We hope that by bringing like-minded scholars and practitioners together to encourage interest in continued research we can create a community of practice and share work that is occurring across our institutions in a meaningful manner.

Still Invisible? Private Universities in Canada
Elizabeth Buckner, Cassidy Gong (Toronto)

Private higher education, particularly at the university level, has been called "largely invisible" in Canada. National data on the private sector does not exist and the system is overwhelmingly public (Jones and Li, 2015). That said, at the college level, there are over 500 diploma granting institutions, and at the university level, and over 50 private universities operating throughout Canada.

Moreover, since neoliberal reform policies enacted in numerous provinces in the late 1990s and early 2000s, the number and diversity of private universities has grown. For example, in Ontario, a dozen new private universities have been founded in the last two decades. In other cases, many private polytechnics and colleges have developed new Bachelor's degree-granting programs.

However, the assumption that private universities either do not exist, or are exclusively religious, has meant that there are few detailed studies of private higher education in Canada. This panel seeks to deepen our understanding of private universities in Canada. We would light to highlight provincial-level policies and regulations that have permitted new private universities to operate, the challenges private universities face, and the increasingly diversified roles they are playing in Canadian higher education. We recognize that private universities are not a major player, and likely will never be so, in the Canadian landscape. At the same time, our own research and fieldwork on the topic has highlighted various facets of debate: on one hand, we note private universities are playing distinctive roles, filling niches not well

served by the public sector. On the other hand, we have also found that private universities operate within a context of general apprehensiveness and even fear of negative portrayals in the media, and concerns about the possibility of undermining their carefully constructed relationships with Ministry officials. We believe that the policies, regulations, and perceptions of the private university sector in Canada, when put in a broader and comparative perspective, actually sheds light onto a number of important debates in higher education, including the role of the government in regulating higher education for changing labor markets, and the social, political, and cultural factors that shape policy processes and explain provincial-level differences.

This panel seeks to deepen our understanding of private universities in Canada. The panel would like to highlight provincial-level policies and regulations that have permitted new private universities to operate, challenges private universities face, and the increasingly diversified roles they are playing in Canadian higher education. Research questions that individual papers may address include:

1. What roles are private universities playing in the Canadian higher education landscape?
2. How are provincial governments regulating private universities? What explains provincial-level differences?
3. When considering the perspectives of equity, accessibility, affordability, are policy changes needed?
4. How are individual private universities navigating current provincial regulations and landscapes to expand or diversify their offerings?
5. How do various public actors, including public universities, understand and engage with private universities?
6. What do we know about the size and role of for-profit private universities in Canada?

Student Experiences in the Era of Active Student Mobility in Higher Education
Eun Kang, Eun Kim, Adrianna Rodriguez (Toronto)

With higher postsecondary participation and attainment rates in Canada, in comparison to the average rates of OECD countries (OECD, 2019), the student demographics in Canadian higher education have been becoming more diverse. Some contributing factors include, but are not limited to, the continual increases in the number of international and immigrant students. Studies have shown that students from racially diverse backgrounds encounter various financial, academic, cultural, and social barriers throughout their educational journeys, moving in, moving through, and moving out of higher education. However, Canadian postsecondary institutions are still lacking the understanding of and support services for the increasingly diverse student populations.

The change in student demographics in postsecondary institutions impact all stakeholders including faculty, student affair professionals, and students. The barriers these students face are not limited to their educational journey during their studies, but it encompasses the entire student lifecycle.

This panel looks to discuss the barriers faced by higher education students including international students, immigrant students, indigenous and racialized students through their experience, as well as to discuss potential solutions.

Overarching research questions include: 1) What are the systemic, institutional, cultural, and social barriers that students experience? 2) Why do these barriers exist? 3) How can stakeholders address these barriers? 4) What are some practices that have addressed these barriers?

We are looking for papers that answer questions like:
- What challenges do students face due to insufficient support services within their institutions?
- What are some disconnects between system level policies and institutional level practices?
- What are the issues that prevent institutions from creating a truly inclusive campus environment?

This panel would like to invite papers including a variety of research methods from different disciplinary studies that address these questions on student experiences. Papers should clearly state the

research questions, theoretical or conceptual framework, and methodology. To generate discussions connecting theory to practice, we welcome papers that address recommendations and implications for future direction if applicable to your study.

This panel hopes to achieve a broader and deeper understanding on the student experiences from diverse backgrounds in current Canadian postsecondary institutions. By examining a variety of barriers students experience on different stages of their educational trajectories, it is our hope that the discussions not only raise awareness but also bring together best practices and possible solutions to the issues that impact all stakeholders in the postsecondary institutions.

The Arc of Policy-making in Canadian Post-secondary Education
Theresa Shanahan (York)

This panel empirically and theoretically analyzes the postsecondary policy directions and the policy making of the provincial governments across Canada in order to identify the implications for equity, diversity, inclusion and indigeneity.

- What are the current policy trajectories of provincial governments in postsecondary education?
- How are provincial governments making post secondary policy?
- What kinds of mechanisms/strategies are being employed?
- What are the implications of provincial government postsecondary policies for inclusion, equity, diversity, and indigeneity as well as for democracy?

Over the last several decades Canadian postsecondary education has expanded dramatically. Increasingly postsecondary education has been linked to government economic priorities and outcomes. All aspects of university life have been penetrated by external pressures and expectations. Provincial governments across Canada have employed various mechanisms to steer post- secondary education systems, sectors and institutions altering their regulatory and funding arrangements with postsecondary education across the country. This has been accomplished in part by the direction/nature/kinds of the policies being employed, in part by the approaches to policy-making (that is the way policy-making is happening), and in part by the mechanisms/strategies being employed (that is the means by which policy is being implemented). In some cases new directions and unprecedented approaches have been taken.

This panel welcomes theoretical/ conceptual analyses from researchers/practitioners/policy-makers/students from across disciplines on higher education policy making across Canada. This panel seeks to empirically understand and analyze provincial postsecondary policy-making using profiles of recent specific initiatives or of overarching case studies of a provincial government's recent directions and strategies over the last two decades. The focus of the panel is on analyzing the nature of policy–making across the fields and topics in higher education in order to capture how provincial government are currently making decisions and what kinds of mechanisms/strategies are beings employed. A central objective of the panel is to capture the arc of policy-making in Canadian postsecondary education. Research questions may include but are not limited to: What are the current policy trajectories of provincial governments in postsecondary education? How are provincial governments making post secondary policy? What kinds of mechanisms/strategies are being employed? What are the implications of provincial government postsecondary policies for inclusion, equity, diversity, and indigeneity as well as for democracy?

The panel papers, when taken together, will showcase the similar trends and the different directions of the provinces in the area of higher education. The individual panel papers will provide a critical discussion of who wins and who loses in these approaches and policy directions with a view to identifying the implications for inclusion, equity, diversity, and indigeneity as well as for democracy.

The Growing International Education and Immigration Nexus: Implications for Higher Education
Amira El Masri (York)

International students as 'ideal' immigrants is a policy discourse that is now circulating globally and has been translated into a policy priority in The Netherlands, Germany, Sweden, Ireland to name just a few countries (Gribble & Blackmore, 2012; Hawthorne, 2012; 2008; Morris- Lange & Brands, 2015; Sá & Sabzalieva, 2016). While many countries have engaged in this "race for talent" (Geddie, 2015), findings of research examining the international student study-to-work transition show that international students, like other immigrants, continue to face challenges in transitioning from school into the labour market and to permanent residency (Belkhoja & Esses, 2013; Bepple, 2014; Blackmore et al., 2014; 2017; Gribble, 2014; Gribble & Blackmore, 2012; Gribble et. al, 2016; Lyakhovetska, 2004; Li, 2014; Nunes & Arthur, 2013; Rowe et al., 2013; Tang, et. al, 2016).

Both scholars and policy makers speak to the growing link between higher education and immigration policies. A handful of studies focus on recommendations for how universities could/should ease IS study-work transition (Cobb, 2012; Gribble et. al, 2014; Morris- Lange & Brands, 2015; Trilokekar et al., 2014). A few criticize universities "for not committing adequate resources to meet the immigration needs of IS" (Blaney, 2016, para 7; see also El Masri et al. (2015); Morris-Lange & Brands, 2015). Trilokekar & El Masri (2016) outline shifting university priorities and resource allocations in direct response to the new international students' policies. Brunner (2017), Cobb (2012), and Morris-Lange & Brands (2015) all draw attention to how higher educational institutions are being repositioned as the new gate-keepers of immigration. With the exception of Cerna (2014) however, no one has systematically questioned how universities are being coopted "in the performance of the migration control 'function'" (6).

While state and university policies have been examined independently, little by way of research has been conducted to examine the role of universities as a non-state immigration policy actor. In fact, Brunner (2017) argues that educational policy researchers need to further understand and engage with the development of this intertwined but neglected policy arena as higher education increasingly serves as 'gatekeepers to [immigration] opportunity' and assumes new roles in public life. Cerna (2014) examines universities as special kinds of private actors in international student migration. She suggests we need to carefully consider how national policies and university strategies are increasingly interacting when it comes to international students. To address this lacuna, this panel calls on papers that examine if and how the increasing link between international education and immigration agendas is shifting the roles and functions of the higher education sector. It will examine how globally circulating discourses influence local institutional adaptation by way of shifts in policies and practices as well as relationships and power dynamics between different policy actors.

The Logic of Equity, Diversity, and Inclusion in Academic Leadership and Organizational Change
Creso Sa, Summer Cowley (Toronto)

The issue of equity, diversity, and inclusivity in academia has received increased attention in recent years from scholars (Michalski, Cunningham, & Henry, 2017), policy makers (Henry, Lingard, Rizvi, & Taylor, 2013), and university administrators (Hoffman & Mitchell, 2016). The aim of this panel is to bring together contributions that employ sociological and organizational lenses to examine the intersection between EDI, academic leadership, and institutional change.

The promotion of EDI through organizational and policy initiatives is increasingly common in higher education, focusing on different groups (e.g. students, faculty, academic leaders) and on various sub-contexts such as research settings, student services, and professional management (Clark et al., 2014; Henry et al., 2016; Tamtik & Guenter, in press). While connected through a normative thread centering on EDI as a goal, research on these multiple groups and contexts tends to be loosely coupled from more comprehensive analyses of colleges and universities as organizations (Harper & Hurtado, 2007; Henry et al., 2016) and the nature of academic leadership.

This panel therefore seeks to explore connections between the logic of EDI as a socio-political phenomenon and the contexts of leadership and organizational change in higher education. Ideally, the panel will comprise papers focusing on different levels of analysis and employing a range of methodologies. In this panel we ask: How can we better understand the uses, impacts, and outcomes of the logic of EDI in academic leadership and organizational change in higher education? Multiple conceptual perspectives from organizational studies can be brought to the analysis of the "uses" of EDI within colleges and universities – strategic, symbolic, political, etc. – for institutional leaders and multiple communities. Rather than assuming intention and purpose, those can be open for investigation, considering the multiple facets of academic leadership and organizational dynamics (Birnbaum & Edelson, 1989).

Similarly, the "impacts" and "outcomes" of EDI can be examined from multiple vantage points: organizational culture, leadership effectiveness, resource dependencies, psycho-social dimensions, and organizational change, for example. Taking the full view of colleges and universities as organizations, we encourage contributions that look beyond the putative goals of EDI invocations and initiatives, identifying and explaining their meaning and implications for the practice of academic leadership and the pursuit of change efforts.

Organizational studies in higher education offer multiple vantage points to examine and interpret the role of EDI in academic leadership and organizational change. Papers addressing these and other approaches to the study of EDI in higher education are appropriate to this panel:

- *The nature of academic leadership*: long characterized as involving attention to different aspects of organizational life (e.g. structural, cultural, political, symbolic) (Bolman & Gallos, 2010), it invites scrutiny of how EDI agendas emerge and evolve
- *Multiple levels of analysis*: organizational studies examine macro, meso, and micro-level phenomena; from small groups within universities to societal forces shaping higher education (Peterson, 2007). EDI can be fruitfully examined across these levels to generate more powerful explanations of campus phenomena
- *Institutional forces*: colleges and universities have long been analyzed through the lens of new institutional theory, generating mainstream explanations such as the power of institutional isomorphism in driving organizational behavior (Cai & Mehari, 2015). How can we make sense of EDI considering the institutional forces shaping higher education?
- *Open systems*: colleges and universities operate in complex webs of relationships with other organizations (Peterson, 2007). These relationships involve the exchange of resources and ideas, competition and cooperation, as well as the exercise of power. From this perspective, EDI initiatives and strategies may be considered in the context of inter-organizational dynamics.

The approaches outlined above are suggestions only; a wide range of responses dealing with EDI in academic leadership and organizational change are encouraged and welcome.

The New Geopolitics of International Higher Education
Emma Sabzalieva (Toronto), Roopa Desai Trilokekar (York)

The current political era is one of emerging powers, shifting international and regional relations, and growing populism and nationalism. Within this altered global context, the intense internationalization of higher education that was a feature of the late 20th and early 21st century appears to be in stark contrast to current political trends (Esaki-Smith, 2019; Sá & Sabzalieva, 2018).

This effect is clearly witnessed among nation states. The dynamics that come into play when politics come into conflict with policy and practice in international higher education can be seen in the following very brief snapshot of just four examples. In Canada, political strains with Saudi Arabia have had a direct impact on international higher education as scholarships for students were withdrawn (Karram Stephenson, 2018). The Central European University has been forced to move from Hungary to Austria in 2019 after a new law on foreign branch campuses came into effect (Redden, 2018). Students who have been admitted to American universities have been refused entry to the country on political

grounds (Reilly, 2019). Universities in Turkey are struggling to balance the demand from thousands of Syrian refugees for higher education with strong competition among domestic students (Browning, Ergin, & Ishii, 2019).

Beyond the level of nation states, the new geopolitics of international higher education is also being formed at regional and global levels. New regions and places of knowledge production are emerging, such as the Chinese led *One Belt, One Road* series of initiatives which have included the creation of the Asian Universities Alliance and other higher education projects (Cabanda, Tan, & Chou, 2019). At the same time, these new centres jostle for influence with existing regions, with unknown consequences for competition and collaboration in international higher education.

Yet these political developments are paradoxically unfolding in a globalized higher education setting that has become increasingly 'universalized, delocalized and depoliticized' (Shahjahan & Morgan, 2016, p. 93), based on rules of the competition that have to date been set by the institutions and actors in the North American-European axis.

We therefore invite papers that examine the role of emerging 'centres', regions and places of knowledge production, investigate the possibilities for regional associations and organizations to reshape the world academic order, analyse the impact of contemporary political transformations on international knowledge relations, and explore the scope for new or non-conventional theories and methods on researching the new geopolitics of international higher education.

University Professors in Canada: Doctoral Pathways, Research Production, International Collaboration and Governance Activities
Alison Elizabeth Jefferson, Xeufan Li, Yan Lingyan Laurence Pelletier, Grace Karram Stephenson (Toronto)

Studies indicate a generational difference between faculty at the earlier and later stages of their careers (Marquina & Jones, 2015) and the recent Canadian chapter of the Academic Profession in the Knowledge Society (APIKS) survey includes an extensive section on formative years with items determining age-group, years of experience and early career activities. Furthermore, a study on the Changing Academic Profession from 2007 linked research production to professor's international collaborations (Padilla-Gonzalez, et al. 2011). This panel invites papers that explore how professors at Canadian universities experience doctoral education, the extent to which they collaborate internationally and their perceptions on their influence at the departmental and institutional realms of their university. The papers presented at this panel should examine pan-Canadian data that helps to understand how professors at Canadian universities were formed during their doctoral studies and how this shapes their current activities.

Connecting Today's Postsecondary Classroom to the Open Future: Open Education Resources (OER's) Empower the Teaching of Educational Administration, Policy, and Leadership
Clayton Smith, Carson Babich, Mark Lubrick (Windsor)

Postsecondary presidents and administrators are concerned about the rising cost of textbooks, with 85% of leaders supporting the use of OER's (Lederman, 2019, March 13). Many education faculty members are increasingly looking to make use of OERs to customize their teaching resources to ensure that they are a good fit for the courses they are teaching. This is especially true for instructors engaged in teaching interdisciplinary courses in educational administration, policy, and leadership where there is no currently available open or online textbook. The creation of an open learning textbook provides educators with the ability to teach using a sustainable model, and provides learners with the ability to learn holistically. Often instructors use business or public administration textbooks that are more appropriate for introduction to business or political science courses.

Some faculty are engaged in the development of OER's to fill the need for textbooks, related educational resources, interactive teaching tools, and presentation slides while coordinating the use of

OER's throughout the instructional process. De Langen and Bitter-Rijkema (2012) claim that the OER concept is based on creating a sustainable future through bridging educational gaps and applying a moral and ethical motive within society. We will discuss how the concept of OER's is impacting Lattuca's (2001) concept of drawing epistemological connections to develop a synthesis of multiple ideas, and how Senge's (1990) five disciplines can be presented effectively by employing OER's.

We hope to clarify and conceptualize the impact of OER's by showing how they are being used to teach interdisciplinary courses in educational administration, policy, and leadership with a focus on learning organizations.

The "Connecting Today's Postsecondary Classroom to the Open Future: Open Education Resources (OER's) Empower the Teaching of Educational Administration, Policy, and Leadership" panel will focus on the use of OER's to teach interdisciplinary courses through the exploration of new pedagogical approaches. This panel will focus on two main research questions. How are postsecondary faculty making use of OER's to teach interdisciplinary courses in educational administration, policy, and leadership with a particular focus on learning organizations? What specific factors should be considered when using OER's to teach interdisciplinary courses?

Some possible topics that prospective authors could focus on include:

- Accessibility
- Class discussions
- Connection from one discipline to another
- Epistemology
- Equity
- Ethics
- Evaluating/choosing a resource
- Experiential learning
- Flipped teaching,
- Online collaborative teaching (OCT)
- Pedagogical innovation, and
- Research done around OER use in interdisciplinary courses

Open Papers
CSSHE invites papers that may not fit under the specific panels selected for the 2020 conference but are aligned with the conference theme and focused on the study of higher education.