List of pre-organized panels and roundtables being offered at CSSHE 2021

Panel name

01 Academic Professions: Non-Academic Work, Internationalization, and Job Satisfaction: The experiences of professors in Canada (Delivery mode TBC)

Format
Panel
Panel organizer(s)
Grace Karram Stephenson (Toronto), Glen A. Jones, Olivier Begin-Caouette, Amy Scott Metcalfe - grace.karram@utoronto.ca
Call for papers
This panel explores how professors at Canadian universities are being impacted by the pressures of the knowledge society, whether in their teaching, research, service or administrative duties.

Panel name

02 Academic Professions: Professors' Perceptions of Research Production and Grant-Hunting (Delivery mode TBC)

Format
Panel
Panel organizer(s)
Grace Karram Stephenson (Toronto), Glen A. Jones, Olivier Begin-Caouette, Amy Scott Metcalfe - grace.karram@utoronto.ca
Call for papers
This panel explores how professors at Canadian universities are being impacted by the pressures of the knowledge society, whether in their teaching, research, service or administrative duties.

Panel name

03 Calling for Change: Addressing Gender Based Violence in Higher Education (On-demand)

Format
Panel
Panel organizer(s)
Hayley Finn, Rita Gardiner, Shannon McKechnie, Emily Hartman, Leona Bruijns (Western), Jennifer Chisholm, Kasey Egan (Lakehead) - hfinn3@uwo.ca
Call for papers
Recently, significant literature and media attention have been paid to the widespread issue of sexual and gender-based violence (Anitha & Lewis, 2018; Davies & True, 2016). While sexually violent acts can occur in a variety of environments, university and college campuses remain one of the most common sites (Kong et al., 2003). Despite prevention efforts and updated policies and procedures on campuses, institutional responses remain insufficient in effecting meaningful change. The primary goals of the panel are to increase our understanding of the complexities of gender-based violence and to provide recommendations for research practice and policy initiatives.

Panel name

04 Comparative and international perspectives on policy and the politics of higher education (Simu-live)

Format
Panel
Panel organizer(s)
Deanna Rexe (Assiniboine/SFU) - drexe@sfu.ca
Call for papers
This panel focuses on the politics of higher education policy, in which there is a growing range of issue coverage, broadening theoretical perspectives, and widening approaches. Papers may examine institutional, regional, sub-national, or national policy arenas with a focus on generating insights into the political dynamics of policy and policymaking.

Panel name

05 Connecting Today's Postsecondary Classroom to the Open Future: Open Education Resources Empower the Teaching of Educational Administration, Policy, and Leadership (Delivery mode TBC)

Format
Panel
Panel organizer(s)
Clayton Smith, Carson Babich, Mark Lubrick (Windsor) - clayton.smith@uwindsor.ca
Call for papers
This panel discussion will focus on how postsecondary faculty are making use of open education resources (OER's) to teach interdisciplinary courses in educational administration, policy, and leadership with a particular focus on learning organizations. We will also consider how the use of OER's is impacting student learning across our increasingly diverse subset of learners, and what new pedagogical approaches are being developed as OERs are being introduced.

Panel name

06 Differentiation and Variation in Private Higher Education Cross-Nationally: A Flipped, Interactive Panel (Live)

Format
Innovative
Panel organizer(s)
Elizabeth Buckner (Toronto) - elizabeth.buckner@utoronto.ca
Call for papers
Private higher education now makes up roughly one third of all higher education enrolments globally. Despite the extensive international scholarship on the topic, there is limited literature on sub-national variation in private higher education. This interactive session aims to advance research on sub-national differentiation and variation in private higher education cross-nationally. It is guided by the following questions:
1. What is the extent and nature of sub-national variation in higher education in each country?
2. What are the factors that shape it and explain differences between provinces?
The overarching purpose of the session is to explore many different country cases to identify common themes and patterns.

Although we already have a group of roughly seven scholars working on this topic, we are seeking additional collaborators who are interested in profiling other national contexts to contribute to the knowledge base on the topic. We invite submissions from those interested to submit short country profile according to the research group's template. Combined, we anticipate having a minimum of 10 2-page profiles of private sector differentiation and sub-national variation. We will share these profiles publicly in advance of our presentation as PDFs and then present brief (2-minute) overviews during the session.

The major outcomes for this session are: 1) to identify additional important cases to analyze; 2) to identify interesting cross-national patterns or trends, and 3) to open our research group on this topic to other scholars in Canada and around the world who would be willing and able to contribute to an edited volume that is currently being planned on the topic.

Panel name

07 Enabling Early Career Researchers' pursuit of an academic career (Live)

Format
Roundtable
Panel organizer(s)
Yurgos Politis (Tech U Dublin) - yurgos.politis@gmail.com
Call for papers
This Roundtable is seeking contributions from Early Career Researchers, Higher Education research support staff, academic/learning developers and policy makers with an interest in the Professional Development (PD) of ECRs who are pursuing an academic career. ECRs are the backbone of the research community, and yet they hold precarious, short term, contracts. While ECRs gain huge amount of experience and expertise in research skills, publishing, grant writing, presentation and networking, they are lacking the opportunities and/or time to gain teaching related experience and skills. They may be engaged with collaborative projects that require significant travel for meetings/training or they may be conducting a project that requires flexibility in terms of timetable. On the other hand, even if they are able to take CPD on HE teaching and learning, they can't avail of it without regular teaching commitments.Therefore, the accredited PD route for teaching (as it currently stands) does not appear to be a viable option for ECRs. What about unstructured and/or non-accredited options? Is building an equivalency between the former and the latter a realistic or desirable option? Is there scope for ECRs to create, for instance, a portfolio of non-accredited PD undertaken that would be deemed equivalent to the formal PD? Presenters for this Roundtable would be expected to offer concrete examples from their national context of more flexible pathways for ECRs to gain teaching knowledge and practice in Higher Education and/or to contribute to a discussion of whether it is possible to align accredited and non-accredited PD opportunities.

Panel name

08 Engaging Students in Shared Governance and Decision-Making (Live)

Format
Panel
Panel organizer(s)
Jacqueline Beaulieu (Toronto) - jacqueline.beaulieu@mail.utoronto.ca
Call for papers

This panel will create space for examining and discussing the current state of student involvement in postsecondary governance, planning, and decision-making. Papers should be built around research questions that explore, respond to, refine, or expand upon the provided problem statement. For example, papers may: • Examine existing shared governance practices, related outcomes, and implications • Discuss instances where additional student input is critically needed • Explore stakeholder perceptions of their experiences of engaging in these practices Papers may feature Canadian-based and/or international research. Preference will be given to papers that: • Approach their topic from a critical perspective (e.g., use of theories; incorporating a focus on equity-deserving student populations) • Indicate the incorporation of student voices.

Panel name

09 Examining Research on Models of Plurilingual/EAL Student Language and Literacy Support in Canadian Higher Education (Simu-Live)

Format
Panel
Panel organizer(s)
Valia Spiliotopoulos (UBC) - vaspilio@mail.ubc.ca
Call for papers
Papers are invited for a panel that shares recent research findings on a variety of programs and initiatives across Canada that aim to respond to increasing demands placed on universities to address plurilingual EAL students' needs. Students for whom English is an Additional Language constitute a growing subgroup of the university student population; this demographic shift has been brought about by international and Indigenous student recruitment, and immigration (Agosti & Bernat, 2018). To that end, papers should aim to address the following questions: • What are the exemplary practices, opportunities, and limitations for both students and faculty when implementing various models of support in our uniquely Canadian higher education context in ways that differ from other countries in the Anglophone world? • How can these practices and models support multilingual student transitions – from their country's educational system to Canada's post-secondary context, from high school to university, from EAP/bridging/pathway programs to credit-bearing discipline-based programs, and from the university to the workplace? • How can we leverage what we have learned to move forward in designing and implementing models of support that are effective and sustainable, and that promote access, inclusion, and system-wide reform in Canadian higher education?

Panel name

10 Faculty and Student Affairs/Services Communications and Collaborations (Live)

Format
Panel
Panel organizer(s)
Christine Arnold (Memorial), Kathleen Clarke (Laurier) - christinearnold@mun.ca
Call for papers
Research investigating faculty and student affairs/services (SAS) interactions suggests that communications and collaborations are much more diverse than generally acknowledged and have exceptional potential to encourage student success (Streit, Dalton, & Crosby, 2009). This panel will showcase the multitude of communications and collaborations between faculty and SAS that occur

across college and university campuses daily in our efforts to support student success. 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.

Panel name

11 Fattening Higher Education (Live)

Format
Panel
Panel organizer(s)
Fady Shanouda (City, London) - fady.shanouda@city.ac.uk
Call for papers
Fatphobia is the "…fear and hatred of fatness and fat people" (Cooper, 2010, p. 1024) and is experienced in higher education by fat students and faculty in a multitude of both overt and covert ways. US fat studies research in higher education has focused on (Brown, 2012; 2016), interrogating the physical environment (Hetrick & Attig, 2009), learning materials (Koppelman, 2009) and workplace experiences (Lockard 2015) that discriminate against fat people or promote weight-based stigma. Canadian scholars have also added to this discussion, describing both the hidden curriculum in education that defines fat bodies negatively (Rice, 2007) and the challenges of teaching fat studies through a critical fat studies pedagogy (Cameron, 2015). However, there continues to be an absence in the literature of fat students and faculty's critical examination of their experiences as learners and educators (O'Riordan, 2019; Reidinger, 2020). These stories need to be read into the record and analyzed through a fat studies lens that simultaneously unfurls the university's eugenic and colonial histories. After all, experiences of fatphobia are intimately tied to misogyny, racism, colonialism, and ableism, and together these systems discredit diversely positioned fat bodies (Senyonga, 2020; Strings, 2019). These collective experiences of discrimination result in fat academics, both students and faculty, having to work harder to gain a sense of credibility in higher education. This unrecognized labour, its affective violence on fat people's personal and professional lives, requires our attention and examination. I intend to showcase papers that consider the following research questions: • What are the experiences of fat students, faculty and staff in higher education in Canada? • How does fatphobia manifest physically, pedagogically, and discursively in learning environments? • What do fat students, staff, and faculty do in response to experiences of fatphobia? • What might fattening higher education in Canada entail?
I am requesting works-in-progress, stories, narratives, poetry, and completed research on fattening higher education. I hope that by collaborating with fellow scholars interested in this area of research, we might start to engage in thickened networks that examine fatphobia in Canadian higher education.

Panel name

12 Internationalization of Higher Education in Comparative Perspective (Live)

Format
Panel
Panel organizer(s)
Elizabeth Buckner (Toronto) - elizabeth.buckner@utoronto.ca
Call for papers

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:

1. How are higher education institutions in varied contexts incorporating the 'international imperative' into their official strategies and operations?

2. What are similarities and differences between internationalization projects in different parts of the world?

3. What rationales and discourses are being used to justify internationalization as an organizational project?

4. How are current approaches to internationalization discursively producing and re-producing biases and stereotypes of particular places and peoples outside national borders?

5. 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.

Panel name

13 La recherche francophone en enseignement supérieur au Canada: panel transdisciplinaire organisé par le LIRES (Live)

Format
Panel

Panel organizer(s)
Alexandre Beaupre-Lavallee (Montréal) - alexandre.beaupre-lavallee@umontreal.ca

Call for papers
Ce panel se construit autour de quatre grands thèmes et vise à faire dialoguer les études menées selon différentes perspectives. Nous avons arrimé ces grands thèmes aux sous-thèmes suggérés dans l'appel de communications. Le premier thème concerne les idées et regroupe les sous-thèmes suivants : • Théories et méthodes pour comprendre l'enseignement supérieur • Histoire et philosophie de l'enseignement supérieur • Culture, civilisation et communication Le deuxième thème aborde les systèmes et regroupe les sous-thèmes suivants : • Politiques, gouvernance, financement et planification (à l'échelle systémique) • Enseignement supérieur comparé et international • Parcours étudiants et accessibilité Le troisième thème se concentre sur les organisations et regroupe les sous-thèmes suivants : • Administration, leadership et changement institutionnel • Politiques, gouvernance, financement et planification (à l'échelle organisationnelle) Finalement, le quatrième thème aborde les pratiques et regroupe les sous-thèmes suivants : • Enseignement, apprentissage et curricula • Services, développement et expérience étudiante Soutenue par le Laboratoire interdisciplinaire de recherche sur l'enseignement supérieur (LIRES, au www.lires.ca), cette proposition de panel vise à valoriser la recherche francophone en enseignement supérieur au Canada et à permettre aux chercheurs d'autres langues d'en prendre connaissance dans un cadre qui mette en valeur la transdisciplinarité de ces

recherches. Ce panel renforcera également le sentiment de communauté entre les chercheurs francophones du pays et attirera vers la SCEES un public qui la connaît encore peu. Se voulant le plus inclusif possible, l'appel à communication est ouvert à toute proposition pouvant être présentée en français, avec la condition que la présentation soit accompagnée du matériel permettant aux participants anglophones d'en comprendre (raisonnablement) le propos et d'échanger avec le présentateur. Grâce aux grands thèmes proposés, nous nous attendons à recevoir plus de quatre propositions de qualité. Si cela arrivait, le panel pourrait se tenir sur plusieurs plages horaires consécutives, ce qui soutiendrait la perspective interdisciplinaire visée, de même que la création du sentiment de communauté.

Panel name

14 Liberal arts education in the 21st century: insights and innovation across continents (Live)

Format
Panel
Panel organizer(s)
Qiang Zha; Ruth Hayhoe; Leping Mou; Rana Haidar - leping.mou@mail.utoronto.ca
Call for papers
We invite papers that explore the aims, goals, models and implementation of LAE in colleges and universities from different social contexts. Theoretical exploration or case studies are welcomed to join the conversation on LAE for the 21st century. We intend to showcase a variety of papers that consider the following research questions:
1) What are the core values, aims and goals of LAE for the 21st century? 2) How do specific LAE institutions develop their models for local adaptation? 3) What are the challenges facing LAE implementation that arise from cultural tradition and social context? 4) What are the programs and outcomes of LAE in institutions identified as having a strong profile in LAE? 5) How could LAE contribute to the sustainable development of the post-pandemic world? 6) What new evidence is needed to examine learning outcomes and ensure attainment of LAE goals? 7) Could LAE be extended to cater to the needs of the majority of students amid the massification of higher education and an educational democratization drive? 8) How could LAE help address issues of social inclusion, justice and equity? This study will further deepen the understanding of LAE and its core values in the 21st century, as the culture and traditions of different continents may bring new dimensions into the educational goals and philosophy of LAE. These may well offer alternatives to the Western-centric approach and serve to nurture global citizens who are empowered to work together on the multitude of global issues emerging from this pandemic.

Panel name

15 Perspectives of Traditionally Underrepresented Students (Live)

Format
Panel
Panel organizer(s)
Alyson King (Ontario Tech) - alyson.king@uoit.ca
Call for papers
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.

Panel name

16 Priorities Paradox: Interrogating Campus, Connecting with Community (Live)

Format
Panel
Panel organizer(s)
Michael Buzzelli (Western) - mbuzzel@uwo.ca
Call for papers
Although they are mutual stakeholders, higher education institutions and students/learners paradoxically espouse both shared and opposing goals. Institutions face increasingly competitive and constrained operating environments with new visions, missions and even mandates. At the same time, learners have diversified in myriad ways, exhibit new wants and needs, and chart non-linear credential pathways. But learners' demands - - themselves complex - - compete with those of other stakeholders in higher education. Can the diversifying student be served amidst this turbulence?

Panel name

17 Priorities Paradox: Stakeholders, Talent, Credentials (Live)

Format
Panel
Panel organizer(s)
Michael Buzzelli (Western) - mbuzzel@uwo.ca
Call for papers
Although they are mutual stakeholders, higher education institutions and students/learners paradoxically espouse both shared and opposing goals. Institutions face increasingly competitive and constrained operating environments with new visions, missions and even mandates. At the same time, learners have diversified in myriad ways, exhibit new wants and needs, and chart non-linear credential pathways. But learners' demands - - themselves complex - - compete with those of other stakeholders in higher education. Can the diversifying student be served amidst this turbulence?

Panel name

18 Student Experiences in the Era of Active Student Mobility in Higher Education (Live)

Format
Panel
Panel organizer(s)
Eun Gi (Cathy) Kim, Adriana Marroquin & Phoebe Eun Kyung Kang (Toronto) -e.kang@mail.utoronto.ca
Call for papers
This panel invites papers exploring systemic, institutional, cultural, and social barriers that students experience in Canadian postsecondary institutions. The panel is hoping to achieve a broader and deeper understanding of the student experiences from diverse backgrounds in current Canadian postsecondary institutions. By examining a variety of barriers students experience throughout 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.

Panel name

19 Students' Intercultural and Socio-emotional Competence Development at Global Universities (Simu-live)

Format
Panel
Panel organizer(s)
Linli Zhou (UCLA) - linli.zhou@outlook.com
Call for papers
We invite scholars to submit papers that the competence development (including intercultural/global competence and other social-emotional competencies) from perspectives of students as well as international higher education institutions. Papers could answer the following questions: -What insights can be gleaned for higher education stakeholders from exploring students' experiences, institutional transitions, and competence development trajectories? -How cross-cultural interactions at global universities influence students' acquisition of global, intercultural, or socio-emotional competence? -What are the systemic, institutional, cultural, and social barriers at global universities that hinder students' competence development at global universities? -How students overcome the stumbling

blocks they encountered for competence development at global universities？-What supports are

provided by global university administration for students' competence acquisition? -What are some disconnects between institutional level practices/policies and students' perceptions and needs for competence development? -What are some practices that help institutions to create a truly inclusive campus environment that facilitates students' intercultural, global, and socio-emotional competence? The focus of the panel is inclusive of a range of disciplines, aiming to present a wide range of understanding of competence development and learning at global universities. We are also aiming for a mix of papers that address both theoretical and practical issues in students' competence development. We particularly encourage papers that are using a cross-cultural lens to provide recommendations for advancing intercultural and social-emotional competence development among the diverse learners at global universities.

Panel name

20 Supporting the Campus Experience of Students with Disabilities (Live)

Format
Panel
Panel organizer(s)
Kathleen Clarke (Laurier), Christine Arnold (Memorial) - kclarke@uwo.ca
Call for papers
Due to improved access, students with disabilities enrolling in post-secondary education has increased over time across Canadian campuses (Prairie Research Associates, 2013;2016). However, even though enrollment has increased, students with disabilities may experience several challenges in the post-secondary environment. In consideration of the new 'Accessible Canada Act', which was recently proclaimed, it is important for us to assess our current understanding of students with disabilities. This

panel will shed new light on questions regarding what information currently exists on students with disabilities, what information is still needed, and how institutions are supporting specific subgroups.

Panel name

21 The Working Student (Live)

Format
Panel
Panel organizer(s)
Alison Taylor (UBC) - alison.taylor@ubc.ca
Call for papers
This session will share perspectives on questions related to the experiences of working students in higher education, including how students balance academics and work and the impacts of being a working student. In particular, we invite academic papers on themes that include:
• Post-secondary education students' motivations for working while studying. What do students mean when they say they 'have to work' or they 'work for experience'? How do students define and understand the notion of meaningful work? • Socio-demographic differences in students' part-time participation patterns. For example, what are the unique challenges that first-generation students encounter at school and at work? International students? BIPOC students? • Quality of work. What kinds of work do students associate with career development? What working conditions do students encounter and how do their working conditions at work affect their studies. • Types and intensity of student work and patterns over the school year. How much do students work? What proportion of students are self-supporting, and what kind of work are they doing? How do students conceptualize unpaid work and is this different from paid work in terms of its place in their lives? • Changes in student work and studies (and their relationship) during Covid-19. Are students taking more courses? Are they working more or less hours? • Perceived challenges and rewards of working while studying. For example, do working students encounter mental health challenges, and if so, how are they supported (or not) by employers and educational institutions?• The relationships between studies and work. Does work facilitate or conflict with studies? What does it mean to say work is related to studies?• The institutional challenges posed by universities to working students. Do students feel that instructors and educational institutions accommodate their learning, for example, with flexibility in assignments? • The institutional challenges posed by employers to working students. Do students feel employers accommodate their learning, for example, with flexibility in schedules? • Policy implications of research on working students. For instructors, student services, employers, unions, etc.