



International Association for Research on
Service-learning and Community
Engagement



uOttawa

L'Université canadienne
Canada's university

Ninth International Research Conference on Service-Learning and Community Engagement
Research for What? Making Inquiry Matter
October 9-12, 2009 – Ottawa, Ontario, Canada

Call for Proposals

Deadline for Receipt of Proposals

To be considered, all proposals must be received via electronic submission by **11:59 p.m. (Eastern Standard Time) Friday, March 6, 2009**. Incomplete proposal submission will not be reviewed. All proposals will be evaluated by at least three peer reviewers. Notifications of acceptance will be sent by April 30, 2009.

Areas of Emphasis

The theme of the conference is **Research for What? Making Inquiry Matter**. While papers and posters on all aspects of research on service-learning and community engagement are welcome, the conference organizers are particularly interested in receiving proposals that address the goals underlying the research, the most effective means of achieving them, and the implications of such goals for society; communities and community-based organizations; schools, colleges, and universities; faculty, students, and scholarship. Is the research meant to transform academe? Deepen student learning? Improve community life, particularly for its more marginalized members and groups? Encourage engaged citizenship, participatory democracy, community mobilization, and/or social justice? What models or approaches are most effective? From an academic standpoint, does the research indicate that service-learning and community engagement are too often ideologically or advocacy-driven?

More broadly, this international conference brings together hundreds of scholars and practitioners to discuss research topics in the study of service-learning and community engagement, including:

- **Developing, fostering, and sustaining the student, faculty, and community partnership:** With the rapid growth of service-learning in primary, secondary, and higher education, and the increasing emphasis on community engagement, what do research findings say about how best to sustain mutually beneficial partnerships between community agencies and educational institutions? How does research support these initiatives?
- **Theoretical and/or conceptual understanding of the study of service-learning and community engagement:** What models of learning, partnership development, interpersonal relations, and systems functioning will support new research initiatives that support the study of service-learning and community engagement? What methodological innovations will increase the sophistication of research questions, data collection, and analyses and thereby increase the validity of research findings?
- **Disciplinary and interdisciplinary models in service-learning and community engagement:** How do disciplinary and interdisciplinary studies involve service-learning and other community engagement efforts to create new research and programmatic initiatives that advance our understanding of their impact?
- **Faculty roles and rewards:** How does interest in civic responsibility and community engagement challenge assumptions about the traditional roles of primary and secondary school teachers and higher education faculty? How do or can faculty members who study service-learning and community engagement gain appropriate recognition for creative efforts and investigations? What institutional factors contribute to fostering engaged faculty work?
- **Assessing the impact of community engagement on student achievement:** How do service-learning and other community engagement experiences affect student academic achievement and civic attitudes? How do we best investigate and evaluate student progress toward these outcomes?
- **The role of the academy in the global community:** What does the research say about how to prepare students for success in diverse environments, locally and internationally? How does research inform the roles that service-learning and community engagement play in the future of primary, secondary, and higher education in the U.S., Canada, and throughout the world?

Important Note: Research must be at the center of all proposals submitted. To be sufficiently competitive, proposals that focus on program descriptions, program evaluations, or “how-to” strategies must describe how the topics discussed will advance the nature, quality, and/or quantity of service-learning and community engagement research.

Presentation Categories (all sessions are 90 minutes in length)

Presenters and conference attendees will have a variety of program formats from which to choose. Proposals should indicate all formats within which the work can be presented. The conference planners will determine which format best suits each proposed presentation. The options are as follows:

- **Paper Presentations**
Formal oral presentations of papers that advance service-learning and community engagement research. A paper presentation should take 15-20 minutes. The Program Committee will group together for presentation two or three papers on similar topics.
- **Panel Presentations**
A group of papers on similar themes or research issues proposed as a complete session. Papers in a panel might discuss similar research agendas or methodologies or offer converging or diverging research findings. Attendees wishing to take advantage of this option should submit a group proposal involving up to three research presentations. A discussant may also be named.
- **Interactive Workshops**
An interactive session organized around a research issue in community-based scholarship. Workshops may be problem-based or have a disciplinary or multidisciplinary focus. One or several individuals may participate.
- **Emerging Scholar Presentations**
Research presentations by emerging scholars, followed by a critique from an experienced discussant. “Emerging scholars” include graduate students, research associates, or junior faculty members (within three years of their first faculty appointment) who are developing careers as researchers and scholars of service-learning and community engagement. A letter of support from the emerging scholar’s advisor or departmental chair must accompany the proposal. This letter should speak to the scholar’s research accomplishments and promise for future scholarly work in the study of service-learning and/or community engagement. The scholar’s presentation should take approximately 20-30 minutes, allowing time for discussant comments and participant questions. The Program Committee may group together two emerging scholars’ presentations on similar topics.
- **Poster Presentations**
Individuals, institutions, and organizations may present a poster to highlight research projects, methodologies, or partnerships that yield research opportunities. During specified conference sessions, authors of posters will lead a discussion of their work. Authors whose poster topics converge or contrast may be asked to collaborate in leading a discussion group.

Proposal Review

Each proposal will be sent to at least three reviewers. The following criteria will be used to evaluate proposals:

- **Topic:** originality, statement of problem/issue, importance
- **Relevance and clarity:** application to the study of service-learning and community engagement research
- **Contributions to advancing service-learning and community engagement research:** potential methodological contributions and theoretical significance
- **Frameworks:** theoretical/conceptual frameworks, rationale
- **Mode of inquiry:** research design, methods, rigor, quality of data sources
- **Written proposal:** quality of writing, clarity, logic, organization
- **Audience appeal/interaction:** potential for appeal and publication/dissemination; opportunity for discussion

Language of Presentation

The University of Ottawa is a bilingual institution; therefore you may choose to present your work either in French or in English. If your proposal is selected and you intend to present in French, you will be asked to provide the French translation of the title and abstract for the conference program. Only those sessions presented in French will be printed in French in the program. *Please note that all proposals must be submitted in English.*

Proposal Submission

Deadline for submission is 11:59 p.m. (EST), Friday, March 6, 2009.

A complete proposal includes:

- Proposal Submission Form A
- Proposal Submission Form B

Proposal Submission Form A requests presenter information and includes the abstract that will be used in the conference program. Proposal Submission Form B includes the same abstract together with a narrative description of the proposed presentation that the reviewers will use to assess the submission. *Proposals must be submitted in English.*

Completed forms should be saved as Microsoft Word documents (.doc). Please do not submit in “.docx” format, as that version of Word is not universally readable. When naming these files, please include the lead presenter’s state or province of residence, last name, and form (A or B). Please follow these examples when naming the proposal forms:

- Proposal Submission Form A: State/Province_Last Name_SubmissionA (e.g., FL_Smith_SubmissionA.doc)
- Proposal Submission Form B: State/Province_Last Name_SubmissionB (e.g., FL_Smith_SubmissionB.doc)

Submit forms A and B as separate email attachments to ircslce2009@uottawa.ca. Within three business days, the lead presenter will receive an email confirming the proposal materials have been received and are complete.

Presenter Confirmation

Lead presenters will be notified by April 30, 2009, if their proposals have been accepted. All presenters will be asked to confirm their participation and register for the conference by May 22, 2009.

Communication with Conference Staff

All communication from the conference staff relating to proposal submissions and acceptances will be conducted via email. Please provide an email address for the lead presenter. If you have any other questions, please visit the conference website, www.researchslce.org, or contact the conference planners at ircslce2009@uottawa.ca or (613) 562-5800, extension 6959.

Conference Registration

Registration forms, hotel reservation information, and travel logistics will be posted on the conference website in spring 2009. All presenters are required to register for the conference. Registration opens on May 1, 2009; early registration ends on July 31, 2009.

Publication Opportunities

Papers developed from conference presentations may be submitted after the conference for consideration for publication in Volume 9 of Advances in Service-Learning Research. Details regarding submission and other publication opportunities will be made available at the conference.

IRCSLCE Important Dates

Deadline for Proposal Submission	March 6, 2009, by 11:59 p.m. (EST)
Acceptance of Proposal Notification	April 30, 2009
Registration Opens	May 1, 2009
Deadline for Presenters to Accept	May 22, 2009
Early Registration	May 1, 2009, to July 31, 2009
Regular Registration	August 1, 2009, to September 9, 2009
Late Registration	September 10, 2009, to October 12, 2009
2009 Conference	October 9-12, 2009