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CERIS – The Ontario Metropolis Centre 2010 Request for Proposals*

**NEW THIS YEAR: Please note that this year CERIS is also supporting a pilot project that involves cross-center proposals between CERIS and other two other Metropolis Centres (Metropolis British Columbia and Prairie Metropolis Centre) to enhance the scope of projects it funds. More information on this initiative is available on pages, 4, 5 and 7 of this Request for Proposals.*

November 30, 2009

CERIS – The Ontario Metropolis Centre is a consortium of Ontario universities, immigrant service agencies, other community groups, social planning councils, and representatives from all levels of government. Established in March of 1996, it is one of five research centres under the Metropolis project, an international network for comparative research and public policy development on migration, diversity, and immigrant integration in cities in Canada and around the world. Its Governance Board includes representation from Ryerson University, the University of Toronto and York University, as well as the Ontario Council of Agencies Serving Immigrants, the Community Social Planning Council of Toronto, the United Way of Toronto and all levels of government.

The Centre's mandate is:

- to expand and support highly productive networks of academic and community researchers, graduate students, policy-makers, practitioners and funders interested in migration, diversity and civic participation within the Greater Toronto Area and across the Province of Ontario;
- to undertake interdisciplinary policy-relevant research at the local, provincial, national and international levels through active collaboration across the Metropolis Project network;
- to engage in knowledge exchange and transfer activities across all relevant stakeholders in order to further the 'uptake' of research findings for knowledge mobilization among policy makers and practitioners.

Its research agenda is organized into six Domains, which are based on the Federal Policy Research Priority Areas as outlined in the Memorandum of Understanding for Phase III of the Metropolis Project:

- i. Citizenship and Social, Cultural and Civic Integration
- ii. Economic and Labour Market Integration
- iii. Family, Children and Youth
- iv. Justice, Policing, and Security
- v. Welcoming Communities: Building Capacity in Regions, Cities, and Neighbourhoods
- vi. Health and Well-being

CERIS is now requesting research proposals for the 2010 competition. The proposals will focus on policy relevant research questions associated with the six CERIS Research Domains. (Please see Appendix I for a description of each CERIS Domain, Appendix II for examples of research questions related to each Federal Policy Research Priority Area, and the Frequently Asked Questions (FAQ) attachment for more information.)

Research funded by CERIS is based on the following general principles:

- Research that studies instrumental policy and program interventions is needed as much as that which promote a deeper understanding of critical issues

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- The concerns of immigrants, refugees, refuge-seekers, foreign temporary workers, and the societies they enter are all legitimate areas of study
- The intersection of immigration issues with race, ethnicity, gender, socio-economic status, legal status, religion, age, and sexual orientation will be considered
- Collaboration between academic researchers and community-based researchers is essential.
- Interdisciplinary studies are particularly encouraged
- The focus of the study should be on Ontario
- Whenever possible, national and international comparisons should be made and best practices identified

CERIS will fund three types of research projects in this year's competition: **1)** synthesis of research findings from the literature; **2)** studies based on new empirical data (qualitative and/or quantitative); and **3)** secondary data analysis.

CERIS intends to fund up to four projects that will synthesize current research. Each synthesis study is eligible for funding up to **\$5000**. The other two categories of projects are eligible for funding up to **\$12,000**. Please note that the application for synthesis projects differs from the applications for original research and secondary data analysis projects (see below).

Eligibility and Criteria

Proposals will be evaluated according to originality, scholarly merit and policy implications. Interdisciplinary approaches are favoured, but no preference will be given to particular research methodologies. Research proposals should involve collaboration with community partners wherever possible.

At least 70 percent of the total budget for projects funded through this RFP must be dedicated to the support of undergraduate, graduate and post-graduate students. As well, at least 10 percent of total research monies must be allocated to community-based researchers. Successful projects will be funded for up to one year, with a total budget limit of **\$5000** (for synthesis studies) or **\$12,000** (for studies based on original data or secondary data analysis). There is no restriction on the submission of related and mutually supportive projects from separate research teams.

Principal Investigators (PI) must hold an appointment at an Ontario university and be eligible for SSHRC-funding as a PI. Current CERIS Domain Leaders, Governance Board Chair, and Data Committee Chair, and both current and former CERIS Directors or Associate Directors are not eligible to apply as PI or as a research team member. People who are PI on current CERIS grants, or who have outstanding reports from previous RFPs or Graduate Student Awards are not eligible to apply.

Only CERIS affiliates are eligible to receive RFP funding. If you are not currently a CERIS affiliate, you are welcome to submit an RFP proposal, but you must apply for affiliation with CERIS by February 15, 2010. Information and application forms are on the CERIS website: http://ceris.metropolis.net/generalinfo/info_content/affiliat_e.html. If you are not sure of your affiliation status, email bethany.osborne@utoronto.ca

Required Information (common for all proposals)

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Proposals must include the following four components:

1. Basic Information - Use the 2010 RFP Application Form. The abstract portion must be submitted in both paper and electronic version;
2. Nature of Research Project – This portion must be submitted in both paper and electronic version. Please note, the information included in this section is different for projects based on synthesis of key literature and those based on original research and secondary data analysis (see below for details);
3. Budget and rationale for projections;
4. Information regarding Researcher(s) and Community Partners.

1. *Basic Information (use the 2010 RFP Application Form)*

- Title of the proposed research project;
- Proposal abstract (maximum 100 words) suitable for a general audience, including a statement of policy relevance. ***The abstract must also be submitted in an electronic form;***
- Indication of the relevant CERIS Domain;
- Name and signature of the Principal Investigator (PI). Note that the PI must hold an academic appointment at an Ontario university and be eligible for PI status at that university;
- *For projects involving researchers in addition to the Principal Investigator*, names and full contact information of all members of the research team and the community partners;
- Legal name of the university which will receive and administer granted funds, accompanied by the name and signature of the Department Chair or Head of the Principal Investigator's administrative unit;
- Approval from the appropriate Office of Research Administration/Services.

2a. *Nature of Research Project for proposals based on original and secondary data analysis (maximum four pages in total, not including bibliographic references). This section must be submitted in both paper and electronic versions.*

- Statement of the research issue to be investigated and summary of its policy and/or practical significance;
- Relevant literature review;
- Description of the research to be carried out, the methods and tools to be employed, and the types and forms of data to be used / generated
- Specification of all forms of collaboration planned within and among universities, community organizations, and other parties;
- Explanation of the respective roles of the collaborators involved in the research project;
- Explanation of the types of training opportunities for students and of the means by which this training will be monitored
- Timelines;
- Products /outputs and plans for dissemination of research findings;
- Relevant bibliographic references.

2b. *Nature of Research Project for proposals based on synthesis of the literature (maximum four pages in total, not including bibliographic references). This section must be submitted in both paper and electronic versions.*

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- Statement of the research issue to be investigated and summary of its policy relevance;
- Scope of the intended literature review, including sources drawn from academic literature, government sources and community based research. The review should embody a comparative, national and provincial focus;
- Theoretical perspectives that inform the synthesis;
- Approaches and/or methodologies to be used
- Specification of all forms of collaboration planned within and among universities, community organizations, and other parties (as appropriate);
- Explanation of the respective roles of the collaborators
- Explanation of the types of training opportunities for students within the research project and of the means by which this training will be monitored
- Timelines
- Products / outputs and plans for dissemination of findings;
- Relevant bibliographic references.

3. *Description of Budget (maximum one page)*

- An outline of **all proposed expenditures by category**. Proposed research expenditures must be in keeping with the following SSHRC category guidelines: personnel costs, research-related transportation and subsistence costs, professional/technical services/contracts, computer hardware and software, other non-disposable equipment and other supplies, and dissemination of findings at conferences (limited to \$500.00). Additional guidelines specific to CERIS' institutional grant also apply. Potential applicants are advised to address specific questions directly to the CERIS Coordinator.
- **A separate explanation of the purpose of these expenditures by category**. Expenditures relating to undergraduate, graduate and post-graduate student involvement must be made explicit. Justification should be made of any request for computer hardware commonly available to academics.

4. *Information regarding Researcher(s) and Community Partners (maximum of two pages for PI and one page per researcher or partner)*

- Name, degrees, prior research experience, and list of relevant publications for each researcher;
- Relevant information describing each community partner;
- Letters of support on letterhead from each community partner, where applicable;
- Letters of support or descriptions of communication with all levels of government, where appropriate.

5. If you are submitting a Cross-Centre proposal, to extend the scope of your work, you must include:

- Which other Metropolis Centres you are submitting to
- A contingency plan, explaining how your study can be conducted with funding from CERIS only, in case funding from other centers is not available.
- Which funds you are requesting from CERIS in your budget

Project Deliverables

Principal Investigators **must** submit a final report of 25-35 double spaced pages in electronic form presenting the findings of the research, with specific emphasis on policy implications/recommendations. This report will be considered for publication as a CERIS Working Paper.

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Principal Investigators are also required to produce a three-page summary which includes key findings and substantive policy implications. This will be considered for publication as a Policy Matters paper.

A financial report from the PI's institution within six months of the completion of the funding period is also required.

Researchers are expected to acknowledge CERIS in all presentations and published works arising from funded projects.

** Please note: The signature of the PI on Page One of the RFP 2010 application signals agreement to these terms.*

Please note the deadline for submission of cross-centre proposals is also January 29, 2009. For this pilot project, applicants are encouraged to liaise with affiliates of other Canadian Metropolis centres (see <http://metropolis.net>) to develop proposals that have a larger scope and / or are comparative in nature. Affiliates of each centre will be responsible for meeting the requirements of their own centres, and projects funded by one centre may not necessarily be funded by the other/s.

*If you are submitting a Cross-Centre Proposal, please note that you will need to fulfill the project deliverables of each Metropolis Centre and submit reports to all centres that you receive funding from

Dissemination Requirements

CERIS is eager to promote the results of your research findings. Consequently, recipients of funds may be asked to participate in at least one CERIS seminar, policy-research symposium or other public event.

Researchers may also be asked to disseminate their findings through federal initiatives for knowledge transfer/mobilization mechanisms such as Policy Briefs, Metropolis Conversations, Ottawa-based brown bag presentations, participation in special meetings, and targeted research syntheses.

Relation to SSHRC Guidelines

The guidelines for this research correspond to general SSHRC policies with the exception of the adjudication process, which is described below. Interested applicants are encouraged to review SSHRC guidelines (available from their university research officers), particularly with regards to eligible expenses, remuneration for students, Access to Information and Privacy Acts, and integrity policy and ethics guidelines.

Pilot Project- Cross-Centre Proposals*:

**Please note the deadline for submission of cross-centre proposals is also January 29, 2009.*

Here are some of the possible ways to achieve a cross-centre application:

- Applicants are encouraged to liaise with affiliates of other Canadian Metropolis Centres (see <http://metropolis.net>) to develop proposals that have a larger scope and / or are comparative in nature.
- Submit an application that incorporates research that includes Ontario- based research, as well as research based out of one or two of the participating Metropolis Centres (British Columbia or the

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Affiliates of each centre will be responsible for meeting the requirements of their centres, and projects funded by one centre may not necessarily be funded by the other/s.

Presentation and Submission Deadline

Grant applications:

- **Must** be printed in black ink
- Text **must** be single-spaced with no more than six lines per inch and type **must** be 12 pt. The length of the total grant application must be in accordance with the guidelines outlined above and be **fully page-numbered**.
- Researchers may submit one additional supporting document of up to 10 pages, such as a sample questionnaire or interview format, or an extract from a previous study or published article.
- Grant applications and/or supporting documents longer than this **will not** be accepted.
- All submissions should be submitted in **one envelope** (not multiple envelopes). Do **not** bind the original or the copies

- Applicants should submit the **original of their application with original signatures and all supporting documents (fastened with a paperclip), plus 10 complete copies including supporting documents (stapled) and one CD containing the electronic version of the application, abstract, Nature of Research Project and Budget portion** (These documents should be in Microsoft Word) to:

Incomplete, late, or lengthy submissions which exceed the specified guidelines, will not be accepted.

Dr. Joanna Anneke Rummens,
CERIS Director, University of Toronto
CERIS – The Ontario Metropolis Centre
246 Bloor Street West (7th Floor)
Toronto, Ontario, M5S 1V4

Proposals must be received at CERIS' main office no later than **Friday, January 29, 2010 at 4:00 pm**.

Adjudication

Adjudication will be a staged process. Proposals will first be adjudicated by a Review Committee consisting of CERIS Research Domain Leaders and Board members representing academia, policy-makers and the community with expertise in relevant research areas, according to the direction of the CERIS Governance Board. A list of recommended projects will then be evaluated by the Selection Committee composed of the CERIS Management Committee members, two representatives from the Review Committee, one external reviewer and one federal policy-maker. Final decisions about funding will be determined by the Governance Board. Successful applicants will be informed on or about **March 15, 2010**. All Principal Investigators will receive notification of adjudication results via official letter. The release of funds is contingent upon receipt of institutional ethics approval where applicable, at which time the research project officially begins.

For further information contact:

*Bethany Osborne
Coordinator, CERIS*

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Phone: (416) 946-3114

E-mail: bethany.osborne@utoronto.ca

Applicants may obtain a copy of the 2010 RFP Application Form and the Frequently Asked Questions (FAQ) document from the CERIS main office, tel. (416) 946-3113 or email ceris.office@utoronto.ca

All documents on the CERIS 2010 RFP are also available on our website <http://ceris.metropolis.net> in PDF format in the “What’s New” Section.

Adjudication Process for Cross-Centre Call for Proposals

Please note that the Adjudication Committees of the Metropolis Centres will meet after all proposals have been submitted and adjudicated to discuss the funding of all Cross-Centre applications.

Information about each Metropolis Centre’s Call for Proposals (Request for Proposals) and their Domains can be found on the following websites:

Metropolis British Columbia: <http://mbc.metropolis.net/research/proposals/index.html>

(click on the link or copy and paste into your web browser)

Please note the deadline for submission of this Call for Proposals is also January 29, 2009. Application must be made separately to Metropolis British Columbia. Their application form and instructions can be found at http://mbc.metropolis.net/research/proposals/RCFPappform_Nov09.doc

Prairie Metropolis Centre: <http://pceri.metropolis.net> (On the home page, please click on PMC Research Grant Application)

Please note the deadline for submission of this Call for Proposals is also January 29, 2009. Application must be made separately to the Prairie Metropolis Centre.

Appendix 1: CERIS Research Domain Definitions*

**Please note that these Domain definitions were established at the beginning of Phase III of CERIS (April 2007) and that they have evolved from a number of different Domains (i.e Family, Children and Youth Domain incorporated the former Education Domain and the Welcoming Communities Domain incorporated the former Housing Domain). There may be variance between the CERIS Domains and the Domains of other Metropolis Centres. If you are submitting a cross-centre proposal, make sure that you read the Domain descriptions of the other Metropolis Centres to which you are submitting.*

CITIZENSHIP AND SOCIAL, CULTURAL AND CIVIC INTEGRATION

The Citizenship and Social, Cultural and Civic Integration domain explores issues of immigrant identity, belonging and civic engagement. It examines practices and policies related to citizenship and belonging, acknowledging that questions of citizenship and belonging play out along a number of geographical dimensions (including local, national and transnational) and take various forms (civic engagement, voluntarism, political activism, media and cultural representations, formal citizenship acquisition and actions). The domain promotes examination of a wide variety of social institutions, such as community groups, schools, religious organizations, and informal gathering spaces as important bases for identity and belonging. It also encourages interdisciplinary work, including cultural modes and creative arts representing immigrant and diasporic identity(ies).

ECONOMIC AND LABOUR MARKET INTEGRATION

The economic integration of immigrants is a fundamental component of the settlement process. Research in this domain focuses on: the ways in which immigrants' skills, credentials and work experience are evaluated in the Canadian labour market; the career trajectories and workplace experiences of immigrant employees; economic outcomes for immigrants, including the incidence and causes of immigrant poverty; the role of immigrant entrepreneurship as a source of employment and wider economic growth; and, the role of various institutions, such as governments, regulatory bodies, immigrant service agencies and unions, as intermediaries in immigrants' economic integration. Processes beyond the workplace, such as gendered domestic roles and transnational familial commitments, are seen as important contexts for understanding the experiences of immigrants in Canadian labour markets. Using both quantitative and qualitative analysis, research in this domain will help to inform policy-makers, academics, professional service providers, and community organizations working in areas such as career and job search counseling, human resource management, poverty alleviation, training and skills development, and immigration policy formulation.

FAMILY, CHILDREN AND YOUTH

Immigration and settlement experiences impact not just individuals but entire families, including children, youth, women and men. Research in this area will focus on how immigration and settlement experiences affect familial relationships and processes, how formal and informal educational, social, economic and political opportunities and barriers affect the integration of newcomers and their children in Canadian society. Issues related to race, gender, religion, socio-economic location, culture, and legal status, particularly with a focus on children, youth and families, will be explored. Research in this domain will help to inform policy-makers, academics, professional service providers, and community

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leaders working in areas such as child-care, family supports, participation of families in schooling and healthcare, youth engagement, maintenance of cultural and linguistic heritage, and language training.

HEALTH AND WELL-BEING

A growing body of research supports the key role of social and environmental determinants in people's health and well-being. The CERIS Health and Well-being Domain will focus on exploring and examining factors and processes specifically related to the health and well-being of newcomers, immigrants, refugees, and populations with precarious immigration status. Attempts will be made to disentangle the intersections of gender, socioeconomic opportunities and challenges, social integration, and health and social systems responses to the changing demographics of different waves of migrants. Among its goals will be to contribute to policy, practice, research, and education in relation to 1) improving mental, physical, and social health outcomes of individuals, groups, and communities through multi-systems and cross-sectoral initiatives, 2) enhancing access to health promotion, prevention, and care systems, 3) recognizing the public health and global health context of people's health and well-being, 4) contributing to new and innovative health and well-being approaches. The CERIS Health and Well-being Domain's vision of health and well-being is influenced by multidisciplinary and interdisciplinary perspectives. Health researchers from other Metropolis Centres and researchers from other domains are welcome to affiliate with the CERIS Health and Well-being Domain.

JUSTICE, POLICING AND SECURITY

Justice and security is a core component of successful settlement in democratic societies. A just society respects the rights not only of its citizens -- but all those living within its boundaries. Research conducted in this domain will focus on the development and administration of Canadian law and policy in light of recent immigration patterns; the impact that law and legal policy have on immigrant settlement experiences; and the treatment of immigrants and racial/ethnic groups by Canada's legal institutions including the police, the courts and corrections; and diverse factors influencing perceptions of security and justice within Canada's communities. The domain welcomes research about immigration policies and practices and their interaction with other legal systems; immigrants' knowledge of and access to justice within Canada; and immigrant victimization and the impact of hate crime on racial/ethnic communities. Research about crime and security threats related to immigration and the impact of law and justice on processes of media representation, social cohesion, marginalization and radicalization is also a priority.

WELCOMING COMMUNITIES: BUILDING CAPACITY IN REGIONS, CITIES, AND NEIGHBOURHOODS

This domain explores Canadian society's capacity to welcome, integrate and retain immigrants, refugees and minorities in urban and rural regions, small and large cities and different neighbourhoods. The absorptive capacity of Canadian communities and the local characteristics that attract immigrants to settle outside Canada's major metropolitan areas in second and third tier cities, rural areas, and remote regions are of particular interest. The causes, merits, and impacts of newcomers' residential concentration for newcomers also warrant investigation. Research exploring the key role of housing in settlement processes, specifically the importance of access to affordable housing is also welcome. Research identifying key factors (such as healthy neighbourhoods, workplaces, schools, public spaces, media representations, public policies and programs) to increase the capacity of communities to recruit, welcome and integrate immigrants is vital for this domain. The effects of immigration, ethnicity and religion on local planning issues, housing and social, economic and political life in neighbourhoods and the role of immigrant-serving institutions are additional areas of domain interest.

Appendix 2: Federal Policy-Research Priorities

1) Citizenship and Social, Cultural and Civic Integration

Canada's immigration program, like its multicultural approach to inclusion, is designed to bring benefits to Canadian society as well as an offer of a better life to immigrants, refugees, and their immediate families. It is not only the Canadian economy that feels the effects of immigration. Accordingly, this policy-research priority will look at the social and cultural effects of immigration and diversity on Canada and will determine the extent to which there are risks to societal well-being, to full participation of the members of these groups as citizens, and to the cohesion of Canadian society overall and in its regions.

Policy-research questions could include:

- What are the major social, cultural and civic components of the two-way street approach to integration and multicultural inclusion? What should be considered successful outcomes on each side of the street and what indicators and benchmarks should be used to measure these? Are these outcomes uniform across all elements of society, or are they differentiated?
- How do various factors affect immigrants' language acquisition? Potential factors may include mother tongue, gender, age at immigration, level of education, occupation, length of time in Canada, immigrant class or refugee status and availability and type of language instruction. Is there a social or economic "return" to language acquisition? What can be done to encourage language acquisition?
- How does the presence or absence of social capital contribute to the integration or inclusion of newcomers and minorities? Are there critical junctures in the life course of newcomers and minorities where they are most at risk of exclusion? What role do adult citizenship courses play in helping newcomers to integrate?
- What is the relationship between attachment and belonging and Canada's broad shared citizenship approach? What indicators can we use to better understand sense of attachment, belonging and citizenship? What factors are important to increasing attachment, belonging and citizenship? Does civic or political participation play a role? What role should Canadian "values" play and what are the ramifications of religious pluralism on "values" discourse? How do immigration-related enforcement activities affect attachment and belonging? What factors lead immigrant youth to develop either positive or negative attitudes towards the host society?
- What is the relationship between naturalization, dual or multiple citizenships, and one's sense of attachment and belonging to Canada? To what extent does official multiculturalism influence the feelings of attachment and belonging for newcomers and minorities? What role can the Government of Canada play in fostering a broad citizenship approach?

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- What are the most effective means for delivering services to newcomers and minorities – government, immigrant service provider organizations, ethno-specific organizations, “universal” organizations, or religiously-affiliated organizations? How can this efficacy be measured? How effective are settlement agencies’ homework clubs, educational brokers, counseling for survivors of trauma, parenting programs, and so on? Should settlement agencies be offering programming that is available elsewhere (ESL/FSL)? Are ethno-cultural specific agencies preferable to multicultural agencies or vice versa? Who, among immigrant groups, uses settlement agencies? Who isn’t being served?
- What are the major health-related issues facing immigrants to Canada in the short, medium and longer term? What are the differential health outcomes related to: immigrant status; age; gender; education; language fluency; length of residence in Canada; availability of like-ethnic or other community supports? What are the major challenges and stresses that coincide with migration to Canada, taking into account the heterogeneity of immigrants, that have or are likely to have negative impacts on health? What are the protective factors and their effects?
- What evidence exists on the key determinants of immigrant health, and to what extent do they help elucidate the convergence in health status between Canadian-born and foreign-born populations over time? How does the health status of 1st and 2nd generation immigrants change over time considering such factors as language, gender, age and health status at immigration, level of education, occupation, length of time in Canada, nature of family environment immigrant class and sense of attachment and belonging to Canada? What are the consequences of mandatory waiting periods for immigrants to qualify for health care, and what are their effects on decisions regarding preventive health care?
- What are the current and potential implications for the public health "system" given the planned expected growth in the number of immigrants Canada? What policy and program interventions might most effectively address/ reduce these issues and/ or mitigate the health impacts? How can they take into account temporal influences on risk and resilience? How can policy, program and/or community interventions strengthen personal and social resources of immigrants, especially those not attached to like-ethnic communities, e.g. those not in the large metropolitan centres?
- How does the assimilation of language and culture influence access to and use of public health services in Canada, especially prevention and health promotion services and activities? How are prevention and promotion programs planned and delivered for new arrivals, and how long does it take immigrants, especially older persons, to become engaged in prevention or health promotion activity? Related as well to language and integration, how well attuned are occupational health services and information to the needs of immigrants, and what are the implications for food services and other key areas? What are the long-term effects of acculturation on immigrants and refugees and their levels of social support?
- How does Canada compare with other similar countries in terms of the health status of immigrants over time? What are the key differences? Are there societal factors, policy approaches or other practices that could account for these differences? What could Canada learn from and potentially adapt from successful experiences in other countries or regions?

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- How are immigrants and minorities participating in Canada's cultural life? How are these groups reflected in our cultural products? What cultural products are newcomers and minorities consuming and what impact is this having on their own identity or Canadian identity? What public policy tools are being used or could be used to ensure that cultural products and performances contribute to building an inclusive and cohesive society?

2) **Economic and Labour Market Integration**

At least since the early 1990s, the economic well-being of recent immigrants to Canada has declined and we have seen evidence of a continuation of comparative economic disadvantage for members of minorities. This policy-research priority will continue the examination of these phenomena with special attention to the economic impact of immigration and to the changes that a larger and more structured immigrant and minority population has made to the economic consequences of immigration and diversity in their destination communities (including major cities, second/third tier cities, and rural areas).

Policy-research questions could include:

- How do economic outcomes differ as a result of various socio-demographic factors, immigrant or refugee category, or micro- and macro-economic conditions? Why are immigrants and refugees living increasingly in poverty? Is there evidence of economic success among some? What do the experiences of this population suggest with respect to successful strategies for transition out of poverty? Does spatial distribution contribute to levels of poverty, or to successful pathways out of it? Are there differences in poverty levels experienced in larger cities/second and third tier cities/ and rural areas? What accounts for these? What is the effect of poverty on educational attainment?
- What differential problems, issues and health impacts are experienced by the various immigrant classes related to earnings and employment? What specific relationships between income, socio-economic status and health exist throughout the pre-migration, resettlement and post-migration stages? What integrated policy approaches can be taken to immigrant and refugee health to support increased income security and positive labour market integration?
- What policies are needed to ensure that factors such as the non-recognition (both nationally and interprovincially) of foreign credentials, prior learning and work experience, along with discrimination and other factors are not adversely affecting the economic outcomes of immigrants, refugees and minorities? How does downward mobility of the family affect the education of children and youth?
- Are language ability, education, work experience, age, and adaptability the best predictors of economic success, or should the selection system for skilled workers include other factors? Are there factors or means for selecting immigrants that might make the immigration system more responsive to labour market needs?
- What infrastructures currently exist in universities to assist students recruited from abroad? What aspects of current programs and practices have helped foreign students to make the transition to employment in Canadian labour markets? What barriers hinder their success? What factors encourage them to remain in Canada upon completion of their studies?

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- What kinds of barriers are faced by newcomers and minorities in integrating into Canadian labour markets? What kinds of barriers do employers encounter in hiring and/or supporting the integration of newcomers into Canadian labour markets? How effective has employment equity been in addressing discrimination? What other strategies have proven to be effective?
- What programs or initiatives exist within Canada to help immigrants acquire Canadian work experience? What impacts are they having on improving labour market outcomes? How can employers be more effectively engaged? What sort of mentorship/internship programs (school and industry-based) are most effective in assisting immigrant and minority youth in their transition to the labour market? Are there ways in which ESL/FSL courses for adults could be more effective in preparing them for the workplace?
- What factors affect national/regional/local labour market needs, and how might immigration policy best respond? What role might temporary workers, provincial nominees, and other types of migration play in addressing the changing demands of employers and the economy? What are the societal and educational implications of converting temporary workers in smaller communities into permanent residents?
- Are immigrants acting as substitutes or complements to the current pool of Canadian-born workers? Is this consistent in all communities or does it vary in differently sized communities? What impact does regional economic dependence on foreign-trained highly qualified workers have on these regions?
- What impact does immigration have on the earnings, productivity and employment levels of the Canadian-born, Canadian housing prices, and on the Canadian economy in general?
- To what extent are frustrations with the Canadian labour market prompting immigrants to leave Canada? To what extent are economic opportunities in countries of origin encouraging reverse migration?

3) Family, Children and Youth

Immigration is a decision that is often taken not simply by an individual but by families. It is an investment in the future, both for the immigrant and for the host society, and often it is the outcomes of the children of immigrants and refugees or newcomer children themselves that are considered to be the best indicators of the success of an immigration or refugee program. Similarly, the outcomes achieved by all minorities – whether children, youth, families or individuals – are strong indicators of broad societal inclusion. This policy research priority will examine the consequences of migration to Canada for families, children and youth and will develop proposals for enhancing their success in the future.

Policy-research questions could include:

- What factors influence the migration decisions of individuals and families? Do these factors change depending on one's life course? What are the means through which migrants assemble information upon which to make their migration decisions? What role do children and youth play in the decision-making process? How is this done with respect to questions surrounding the recognition of foreign credentials, family reunification, refugee claims, and naturalization, among others? Does the Government of Canada, through its policies and programs (e.g.

This is Document 1 of 3 Documents. Please refer to Document 2 (RFP 2010 Application Form and Checklist) and Document 3 (RFP 2010 Frequently Asked Questions) Canadian Orientation Abroad and the Immigration Portal), have the ability to significantly alter the migration decisions of migrants?

- What is the sense of identity, attachment and belonging to Canada, as well as to their heritage, among immigrant and refugee children and youth? How are these multiple attachments and belongings reflected in their identities? How are these identities negotiated in various social contexts? Do foreign-born and Canadian-born minority children and youth negotiate these complex identities in the same fashion? If not, what explains the differences? What indicators can be used to ascertain levels of identity, attachment and belonging, whether these levels change over time, and what factors account for this change? How does the education system's accommodation of religious practices and/or celebrations affect feelings of belonging among young people?
- What views do children and youth have of both their culture of origin and their host society in respect to identity? How do children and youth construct an identity for themselves, a sense of home and belonging, and a sense of origin and descent in both contexts? How and what kind of relationship is maintained with children's and youth's place of origin during the migration process, and does such a relationship influence the social interactions among children, between children and parents, and between children and their social environment? Are there gender specific differences concerning children's and youth's construction of identity in the course of migration?
- What is the role of educational policies and school practices in immigrant children's and youth's formation of multiple and trans-nationalist citizenships along with a sense of belonging to Canada?
- What is the role of schools in both official language acquisition, and heritage language maintenance? What is the role of both school-based and non-school based heritage language programs (i.e. church and community based language based programs for children) for immigrant children and youth development of multilingual/multicultural belongings and identities? What is the role that 'language gap' both in official and heritage languages plays in the change of family dynamics?
- Are there differential outcomes for immigrant, refugee and minority children and youth? What accounts for differential educational aspirations, rates of early school leaving and/or higher levels of educational attainment for some? Are there differences in outcomes for first, 1.5, and second generation children and youth? Are there inter-group differences in immigrant, refugee and minority children and how are these addressed in schools? How does the interplay between children's and youth's particular cultural background of the society of origin and the integration strategies and practices in a particular host society affect their integration and/or educational achievement? To what extent and how do children experience xenophobia, and how do they cope with hostility and lack of acceptance? How do they create social niches where they can feel at home?
- Does participation in school and/or civil society vary among the Canadian-born, immigrant, refugee and minority children? Are there differences in school readiness, in rates of voluntarism, or in rates of civic participation? Are there inter-group differences in immigrant, refugee and minority children and youth in school and/or civil society participation and what accounts for

This is Document 1 of 3 Documents. Please refer to Document 2 (RFP 2010 Application Form and Checklist) and Document 3 (RFP 2010 Frequently Asked Questions) these differences? What is the role of citizenship education in nurturing civic and public engagement in immigrant children and youth?

- What are the key determinants of the mental and emotional well-being of newcomer, second-generation, and/or minority children and youth in Canada? Are there mental and emotional stresses that coincide with migration to Canada, and if so, does this vary by immigration category i.e. family class, refugee, and/or by length of residence in Canada? How effective are public health interventions and prevention messages at reaching immigrant children and youth? How does the efficacy of programs for marginalised youth in Canada differ for immigrant youth? What pre-migratory conditions and experiences influence post-migratory health across the life course?
- Are there differential mental and physical health effects across the life course on women and men of immigration to Canada? If differences are evident, what are the factors that lead to these disparities?
- What are the implications of the different cultural and religious backgrounds and values of immigrants to Canada for public health services and programs such as immunization, healthy sexuality, etc.
- What services are available for immigrant and minority children and youth and what impact are these services having on these groups? What role do families – both extended and nuclear – play in facilitating integration? Do immigrants who are accepted through family reunification appear to face fewer, greater or different integration challenges than immigrants and refugees who enter through other streams? What are the service gaps and how should these gaps be addressed? Are immigrant and minority children effectively integrated into day care services?
- What is the role of both school-based and non-school based creative opportunities in enhancing and nurturing creativity in immigrant and minority children and youth? What non-school based learning opportunities, recreational/sports and creative/artistic programs are available for immigrants, refugee, and minority children. Do they influence their integration into larger communities and into the larger society? What other models of learning and job training (i.e. apprenticeship) are available for them and how can such models be made available in communities, and neighbourhoods where they live?
- How do family dynamics change in the process of integration to the host society? What are the principal intergenerational conflicts faced by immigrant and minority youth? How does their immigration and integration experience differ from that of their parents? How do interactions and tensions between peer group environments and home socialization affect children? What policy and program interventions might most effectively mitigate these impacts?
- Do seniors experience more integration difficulties than other newcomers and/or minorities? Are there mental health problems related to the social isolation of seniors? If so, what factors can help mitigate this risk? What is the role of language acquisition in seniors' integration? What lifelong learning opportunities are provided to immigrant seniors?

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4) Housing and Neighbourhoods

The relationship between access to affordable housing and residential concentrations of newcomers and minorities on the one hand, and successful integration and inclusion on the other has become more pronounced in recent years. Housing, and the neighbourhood in which it is found, impacts upon and helps to shape our social networks, access to employment opportunities, participation in and access to public social spaces, the nature and availability of social services, as well as general feelings of safety and security, among others. In this policy priority, we will seek to better understand the relationships between housing, neighbourhoods and integration into Canadian society.

Policy-research questions could include:

- What are the key features of the 'housing careers' of immigrants, refugees and refugee-claimants? What are the strategies employed by these groups to gain and maintain access to housing in markets across Canada? Are experiences in the private or public housing sector similar? What types of barriers and/or discrimination in housing are encountered by newcomers and minorities? Where housing search is unsuccessful, to what extent are individuals able to engage with available services and social networks in order to improve their housing search? If immigrants and refugees experience homelessness, what are the trends and patterns of such episodes? Knowing that some immigrants and refugees are more likely to be in situations of core housing need, what impacts is this having on overall issues related to homelessness?
- What are the key intersections between immigration and minority populations and the availability of affordable housing across the range of Canadian housing markets? Is it different for the rental and private purchase markets? How do immigrants affect these markets? What are the ways in which immigrants are affected by these markets, particularly in terms of where in specific cities/regions immigrants choose to settle? Are there public policy tools which are available to positively affect the availability of and access to affordable housing for immigrants and minorities? Could this involve changes to the regulatory structure to create incentives for the private market to build affordable housing? What changes in federal, provincial, territorial and municipal policies would improve the housing careers of immigrants and minorities?
- What are the coping strategies that immigrants are employing to gain access to housing? What are the trends and patterns of newcomer and minority housing affordability problems due to low income? How does this vary across housing markets, immigration categories, minority communities? Do the coping strategies produce desirable results? Is there a relationship between social networks and immigrant and minority settlement patterns? If so, are the economic and social outcomes for members of specific social networks consistent with public policy objectives such as integration/inclusion, etc? What are the societal outcomes of being (in)adequately housed in such areas as physical and mental health?
- Are there methods/approaches through which we can better understand community-readiness/preparedness to integrate immigrants and minorities in the housing market? How would you determine such readiness? What would be the important components of this concept, particularly as it relates to potential variance in needs between immigration categories and/or minority groups? Are there a set of indicators which could be developed to assess readiness? Would it include access to specific housing-related services such as financial literacy training and other such services?

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To what extent does information regarding housing markets and housing services figure into pre-migration decisions of immigrants? Is adequate and accurate pre-arrival information available with respect to housing services? How does this information differ across immigration categories, and through which means is it being transmitted? Would more accurate information regarding housing markets and available services alter the immigration decisions and/or locational choices of immigrants? Similarly, would an improved information base alter the settlement patterns of immigrants?

How are Canadian neighbourhoods changing and adapting in response to the entry of newcomers and minorities into the housing market? Is spatial concentration evident, and if so, which economic and social indicators can also be seen to be similarly spatially concentrated? What are the ramifications for social integration or for service delivery?

What is the role of schools and sites of worship as potential hubs for neighbourhood life? What are the impacts of homelessness and the risks associated with homelessness on the school achievement in particular and school careers in general for immigrant and minority children and youth?

- To what extent are immigrant enclaves a factor in the economic outcomes of immigrants? Are we seeing trends whereby enclaves are increasingly able to offer a level of employment that is competitive with the “mainstream” economy? Do enclaves make immigration-related enforcement activities more difficult? What are the impacts of enclaves on intercultural contact?

5) Justice, Policing, and Security

Concerns over social cohesion and national security, especially the contemporary preoccupation with terrorism, have raised the public profile of debate surrounding how Canada and its justice and security systems can ensure a balanced and fair approach to an increasingly diverse population - to maintain order, public safety and national security while preserving civil liberties and the Canadian multicultural model of an open, diverse society.

In adopting this policy-research priority, the Metropolis Project is signaling the government's expectation that the Centres will collectively develop a new capacity to address these issues by creating and analyzing an evidence base, offering analyses of current trends and conditions, and providing a basis upon which security policy, policing policy and practice, emergency management, crime prevention, justice policy and integration policy can be enhanced.

Note that the Priority Leader (Annex C) for this priority will be encouraged to work with interested federal funders to organize a seminar early in the funding period designed to bring interested researchers and policy-makers together. This seminar will encourage researchers with expertise in justice, policing and security issues, but little familiarity with immigration and diversity, to work with their counterparts with expertise in immigration and diversity issues, but little familiarity with justice, policing and security research. The end result should, over time, be a broader pool of scholars with expertise in both areas.

Policy-research questions could include:

- What are the relationships among immigration, foreign policy, terrorism, global events, and domestic security? What role(s) do diasporas and transnational communities play? What are the

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factors that can promote radicalization? Are marginalization and radicalization connected, and which groups are most vulnerable to them? How do communications technologies, and especially the internet, factor into this process? To what extent are there similarities between marginalization and/or radicalization occurring among the foreign-born and the Canadian-born? How can security, policing and justice organizations work better with communities to promote social integration? To what extent is official language knowledge a factor in the integration process?

- What perceptions of each other exist between newcomers and minorities on the one hand, and police and security forces on the other? How does the experience of, and attitudes towards, the Canadian justice system vary between minority groups? Do these perceptions change over time? Why? How? How, and to what extent, do perceptions of police and security forces in newcomer communities differ from the Canadian-born? Do such perceptions affect crime prevention and emergency management efforts, and if so, how? How can various components of the justice system promote dialogue and a shared understanding of security and justice goals with newcomers and minority groups?
- What are the factors that can promote the emergence of newcomer and/or minority-aligned youth gangs and/or organized crime in Canada? Are public and/or police perceptions of their prevalence and/or extent of criminal activity warranted? What are the best practices for crime prevention focused on youth in newcomer and minority communities? What role do (in)formal networks play in perpetuating illegal activities? To what extent are high dropout rates and subsequent involvement in criminal activities related to limited second language acquisition and peer pressure? What practices in schools might encourage immigrant youth to join gangs? How effective are bridging programs for youth who have been obliged to leave school because of their age? What approaches to professional development for police are effective in helping them deal with immigrant youth?
- How are various minority groups represented in the Canadian criminal justice system? What factors contribute most strongly to under/over representation? What can we learn from the differences in under/over representation of different minority groups? Are systematic changes needed for one or more elements of the criminal justice system?
- Are minority communities adequately represented in the various organizations of the Canadian justice system? How adequately do police services in Canada reflect the diversity of the populations they serve? What measures are, or should be, in place to ensure that police services and other organizations that are part of the justice system (including private policing) are able to respond to incidents involving visible, ethnic, religious and linguistic minorities, as well as newcomers who may be less familiar with Canada's justice system? How are police services and other justice system players addressing issues related to racial profiling and cultural sensitivity? What role do language barriers play?
- What is the role of school-based police officers and how effective is this approach in forging healthy relationships between police and minority and newcomer children and youth?
- What are the main 'channels' and methods through which irregular migrants, including trafficked persons and asylum seekers, enter Canada? Are there formal and/or informal networks in Canadian communities which knowingly receive and integrate irregular migrants, trafficked persons and/or undocumented workers? Does circumventing the Canadian legal system for entry

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to Canada correlate with a propensity to further circumvent Canadian laws? What impact does their status have on educational outcomes of illegal migrant children? To what degree is the exploitation of immigrant labour in sectors other than sex work prevalent in Canada? What additional measures could be taken to reduce the chances that high-risk and illegal migrants enter the country?

- What is the community experience and impact of hate crime and bias activity amongst minority communities in Canada? How under reported is hate crime and bias activity in Canada amongst different minority communities? Is there a difference between the experience of hate crime and bias activity and the fear of it? What are the roles of teacher, school administration, and school policies in preventing discriminatory behaviours in schools, including cyber-bullying? What are the legal considerations concerning cyber-bullying? What are the legally defensible policy standards for educators concerning safety, equality and citizenship?
- What are the links between security at the border and social trends in migrant communities, including prosperity, marginalization and radicalization? How does security policy and enforcement at the border affect migrants' decisions to enter Canada?
- Focussing on infectious disease issues, what are the needs of migrants and mobile populations in terms of travel medicine advice and intervention? What kinds of programs are needed to mitigate the risks related to travel-related diseases in migrant populations (malaria, parasites, HIV, TB, etc)? What international disease control practices are needed in the age of dual citizenship? Is the appropriate regulatory capacity available world-wide to deal with risk management in this area?
- What are the health implications of the movement of humanitarian and refugee populations, many of whom originate in areas of significant public health risk? Is there a need for international coordination for migrant receiving nations to manage this more effectively rather than have each do it on their own? Is there a need for international collaboration to develop standards for managing destination-related public health risks in those being selected for immigration/resettlement?
- What are the global health security issues related to the migration of physicians? How might the movement of recently trained health professionals, skilled in management of new health threats, from developing countries impact health risk in Canada and other receiving nations?

6) Welcoming Communities: The Role of Host Communities in Attracting, Integrating, and Retaining Newcomers and Minorities

The extent to which a society can integrate/include immigrants, refugees and minorities depends on a number of societal conditions, some of which can be effectively altered by government policy. This policy research priority will examine what public policy instruments can enhance the capacity of Canada, its cities and communities to receive and integrate immigrants, refugees, and minorities and will seek empirically-determined best practices that can be adapted for use in other contexts.

Policy-research questions could include:

- What factors determine a host community's "absorptive capacity?" How susceptible to policy interventions is this capacity? How do employment opportunities, the availability of appropriate

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housing, schooling and social services affect a community's ability to attract, integrate and retain newcomers and minorities? How can policy respond to the diverse needs of newcomers, including those of women, children and youth, seniors and refugees? Can we use this information to establish an "ideal" level of immigration? How can progress be defined with respect to integration/inclusion? What are the best indicators of how this could be measured in the social, economic, cultural and political spheres?

- What are the basic requirements and necessary conditions in order for a community or region, particularly in non-traditional areas (second or third tier cities, rural and remote regions) to attract immigrants? What are the advantages for non-traditional regions to attract immigrants? How can governments build on this to develop regional immigration attraction strategies? Internationally, what have other governments done? What are some of the barriers or challenges for non-traditional regions in attracting immigrants? What will be the consequences for non-traditional regions if they are unsuccessful in attracting immigrants? Are the same push and pull factors at play with brain circulation and return migration?
- From a national policy perspective, what can be done to attract more immigrants to settle in the regions? What are the implications of a continuation or amplification of the current patterns of immigrant settlement for national cohesion and for possible rural-urban and regional divides? What public policy instruments or strategies should be used to assist the Government of Canada in meeting its objectives linked to Canada's linguistic duality and regional development? What tools could be used to increase the capacity of communities to recruit, welcome and integrate immigrants and minorities in both linguistic minority communities and in rural areas? What factors have been successful in attracting immigrant entrepreneurs? What indicators could be used to measure the success of these initiatives?
- Do interactions between newcomers and minorities, and dominant majority Canadians lead to increased acceptance and inclusion? What is the role of school in working with newcomers and minorities, as well as the dominant majority in making mutual adaptation both desirable and possible? Is this most effectively accomplished through diverse neighbourhoods, workplaces, schools, public spaces, specific government-supported activities like the Host Program and/or the Privately Sponsored Refugee Program?
- Can the creation and enhancement of healthy cities and communities (including such characteristics as active urban parks, safe walking and bicycle paths, culturally sensitive physical activity programs and services, etc) contribute to the attraction and retention of immigrants in both traditional and non-traditional areas such as second and third tier cities? If so, what government policies are needed to facilitate and support the development of such healthy conditions and services?
- What is the role of schools in creating a sense of community? To what extent are immigrant families likely to stay or move away based on educational opportunities for their children? How can schools improve the experiences of refugee and immigrant children?
- How do immigration-related enforcement activities affect settlement and integration patterns of new migrants or the ability of host communities to attract, integrate and retain newcomers?

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- How do racism and discrimination manifest themselves in communities across the country, especially those communities outside of Montreal, Toronto and Vancouver? How is it measured? What effective strategies have been developed to counter racism and discrimination? What role can the Government of Canada play in eliminating racism and discrimination?