

A NEW ACADEMIC TERM AND A NEW ISSUE OF CJHE/RCES VOLUME 56 ISSUE 3

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As summer 2026 draws to a close in Canada, and the new academic year launches, I am delighted to present a new issue of the *Canadian Journal of Higher Education/La Revue canadienne d'enseignement supérieur (CJHE/RCES)*. This third issue of Volume 56 includes 13 peer-reviewed articles, the latest edition to our Scholarly Notes and Commentary section, and two book reviews.

This rich collection showcases scholarly work from universities and colleges from coast to coast to coast, including nine provinces and a territory. The list of authors encompasses scholars from every academic career stage, including undergraduate and graduate students, post-doctoral scholars, professors from all ranks up to the senior administrative level, and a retiree. Scholars based outside the post-secondary sector also contribute to several of the pieces. As always, we include work in both official languages, including for the first time in many years, a French-language review of a French-language book. With thanks to Olivier Bégin-Caouette, Rédacteur francophone, and Walter Archer, Book Review Editor, for ensuring this breadth of coverage. To the scholarly community, please keep your work coming in French and English.

There is much to learn from this issue. Concerns around equity, social connection, and linguistic ability feature prominently across the articles. What a great way to start the new academic year.

In the months since our last issue, countless undergraduate students across the country have been actively engaged in summer research positions. Those students are now well placed to build on the skills and confidence gleaned through those experiences as they continue their academic journeys. I think back fondly to the summer I spent as an undergraduate working alongside Professor John Kirby in the Faculty of Education at Queen's University. Over the years, many faculty and staff colleagues have similarly described their undergraduate research experiences as transformational learning opportunities that shaped their future career decisions. Yousif Al-Khoury and colleagues prompt reflections about the potential inequities in the allocation of such opportunities in their article, "Barriers Experienced by Undergraduate Students to Access Summer Research Positions in Musculoskeletal Science and Proposed Solutions." The team of students and faculty sought input from current and former students as well as faculty to understand recruitment approaches, barriers, and potential improvements to increase accessibility for under-represented student groups to their summer studentship program. As scholars and institutions across the country launch recruitment efforts for research internships, the article provides evidence-backed suggestions to consider. We need researchers from every background to tackle the problems of today, and undergraduate research internships are such a great place to start.

With the start of the new academic year, it is certainly appropriate to consider questions of access more generally. Our next five articles highlight barriers and strengths for specific post-secondary student populations: First Nations students, multilingual immigrants, international students, and care-experienced youth.

- Lefevre-Radelli's study, "L'université comme lieu de discrimination et espace de rencontres : les membres des Premières Nations face au racisme systémique" focuses on First Nations students studying in French-language institutions in Montréal. The reported evidence shows that these students face systemic racism and microaggressions at university, yet many also recognize universities as places of support and dialogue to promote change.
- In "Naviguer, résister, aspirer : une lecture critique de l'engagement étudiant des populations plurilingues du collégial québécois ayant un parcours d'immigration," Doutreloux and Tsayem Tchoupou study multilingual immigrant students in Quebec's college system. Beyond challenges and structural barriers, the authors emphasize the critical (yet often invisible) cultural resources these students bring to their studies.
- In the next article, "Disaggregating Distress Among International and Domestic University Students: Social and Academic Correlates," Mullen and Li turn attention to first-year undergraduate students' experiences of academic overwhelm and emotional strain. They document variations within and among student groups from Canada, China, South Asia, and elsewhere. Perhaps not surprisingly, they report higher levels of distress for students who experience racism or discrimination. Further evidence shows that social and academic backgrounds as well as extracurricular participation affect reported distress.

- Gahagan and colleagues focus on "Improving Access to Post-Secondary Education Among Care-Experienced Youth: A Qualitative Exploration of Tuition Waiver Programs in Atlantic Canada." They identify key barriers and advocate for greater coordination of services to support the educational needs of this under-served group.
- Sullivan and colleagues present, "Does Being Yourself Matter? Authenticity as a Mediator Between Psychological Needs and Autonomous Motivation in Post-Secondary Students." Their analysis focuses on the role of authenticity in students' friendships and academic motivation.

Inequities and discrimination are not constrained to students; faculty also experience such challenges as documented in the next two pieces in our issue.

Bresee and Adams shift attention to divisions and inequalities within institutional structures and appointment types with their piece, "Restratification in Academia: The Struggle for Professional Identity." Their interviews with tenured, tenure-track, and contract academics capture distinctions in working conditions, sense of belonging, and professional identities. Data were collected from two Ontario universities in 2016–2018, providing an important historical view of precarity that can be expected to be even further entrenched under the heightened financial strains of the present day.

Marom, Elizur, and Kogan shine a light on the experiences of Jewish academics in Canada following the Hamas attacks on Israel on October 7, 2023. "For the longest time, I felt like I had no allies': Stigmatization and Recognition of Jewish Faculty in Canadian Higher Education" points to the need to explicitly acknowledge and address Jewish identity and antisemitism in Canadian higher education and to take action to reaffirm dignity and belonging for Jewish academics.

The next cluster of studies involves analyses of a range of pedagogical approaches.

- Sharma and Eizadrad reflect on “Using Podcast Pedagogies to Disrupt and Reimagine the Course Syllabi and Community Work.”
- In “Effectiveness of and Lessons Learned from an Online Science Communication (SciComm) Program for Graduate Students and Post-Doctoral Fellows,” Borowiec and McDonald present their evaluation of the Science Writing Program that they designed and facilitated.
- In “Prise en compte du développement des compétences langagières dans les cursus de formation en enseignement du Québec : une analyse lexicométrique,” Vincent and colleagues focus on the ways language competencies are addressed in official course descriptions for teacher education programs in Quebec.
- In “Crisis, Alignment, and Control: Reframing Open Education in Ontario’s Virtual Learning Strategy,” Bordignon provides a case study documenting the repositioning of open education as cost-effective and aligned with government performance metrics. The COVID-19 pandemic was a clear impetus for change. Despite the positive benefits in terms of centralized investment and institutional uptake, the shift undermined the historical roots in equity, access, and participatory pedagogy that shaped the early development of the open education movement.

Moving beyond pedagogies to focus on physical spaces, in “Spatial Awareness, Intersectionality, and the Campus Map: Centralizing Space in Equity, Diversity, and Inclusion,” Mizzi and colleagues examine the ways that the layout of universities contributes to students’ feelings of oppression and inclusion. With all those campus tours underway and new students seeking favoured campus spaces, the article prompts

important questions about how our lives are shaped by the physical environment and how decisions around space allocation may marginalize some students.

We have one piece in our Scholarly Notes and Commentary section this issue. Vankoughnett coordinated a team of colleagues from colleges across the country to identify “Seven Key Strategies for Building Applied Research Capacity at your Canadian College.” These practical suggestions are the outcome from a collaborative workshop for applied research leaders hosted by Colleges and Institutes Canada. Although targeted toward applied research leaders in the college sector, the guidance may prove useful for leaders and scholars across institutions.

Rounding out the issue, we conclude with two book reviews. Vidot reviews *Référentiel de compétences pour la gouvernance et le leadership en milieu universitaire : compétences professionnelles et transversales à la gestion d’un établissement d’enseignement supérieur* by Bouchamma, Kaaouachi, and Lambert. Yu reviews the edited collection *Experiential Learning and Community: Examining the University’s Teaching Mission* by Buzzelli.

With that, I encourage you to read on to learn from this engaging set of papers.

Wishing you the very best for the 2026–2027 academic year.