

INTRODUCING ISSUE 55:1

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I am delighted to start the new year with a new issue of the *Canadian Journal of Higher Education*. The six articles and three book reviews that form this latest issue cover important topics shaping the theory and practice of higher education in Canada.

This collection of articles includes studies that address the first-hand experiences of students (Park et al.) and staff (McDermott) within Canada's post-secondary institutions, and the implications of these experiences in terms of graduation rates (Pizarro Milian et al.) and future income potential (Parekh et al.). Whether the focus is on individual experiences (McDermott; Park et al.) or the broader institutional environment (Brière et al.), these articles draw attention to barriers and supports present in our institutions. As the authors demonstrate, race (Park et al.), disabilities (McDermott; Parekh et al.), and emotional skills (Langevin) affect individual's post-secondary experiences and their life trajectories. There is much for readers to learn from these studies and many suggestions to continue these diverse lines of research.

Éditeur francophone, Olivier Bégin-Caouette, oversaw the review process for the articles by Brière et al. and Langevin. The prior editorial team, consisting of Creso Sá, Eric Lavigne, Summer Crowley, and Lyazzat Shakirova contributed to the early review stages for most of the articles in this issue (Brière et al., McDermott, Parekh et al., Park et al., and Pizarro Milian et al.). The articles by Parekh et al. and Pizarro Milian et al. were accepted by Creso Sá.

Rounding out this issue are three informative book reviews produced under the guidance of Walter Archer, our Book Review Editor. Authors Gray, Douglas, and Schuetze introduce three valuable texts relevant to teaching and learning, research, and policymaking in higher education.

Happy 2025 and happy reading to all!