

LAUNCHING VOLUME 55 ISSUE 2

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We finalize this issue of the journal (volume 55, issue 2) at a time when colleagues across the country (and some from beyond national borders) are preparing to meet at the Canadian Society for the Study of Higher Education annual conference, which is being hosted in Toronto by George Brown College in partnership with the Federation for the Humanities and Social Sciences. This year's conference and the broader Congress of the Humanities and Social Sciences occurs at a time when postsecondary institutions are experiencing heightened budgetary pressures and acclimating to new government policies and priorities.

In recent months, it seems that every meeting I attend, on or off campus, includes questions around university funding; equity, diversity, and inclusion; students' mental health and well-being; and global talent development and mobility. These major themes are reflected in the articles that comprise this timely issue.

Staci Kenno and Barbara Sainty open the issue with their examination of Ontario's university funding formula and strategic mandate agreements. Lilach Marom and Ania Switzer address Jewish identity and antisemitism in policies and plans intended to advance equity, diversity, and inclusion (EDI). Catherine Gosselin-Lavoie, Amélie Lemieux, and Marie D. Martel argue for the importance of featuring diversity and inclusion in preparation programs for teachers and librarians. (Éditeur francophone, Olivier Bégin-Caouette, oversaw the review of this French-language article.) Meg Kapil and colleagues study the connections between students' mental health, foundational academic

behaviours (e.g., attending class, submitting assignments on time), and academic achievement. Michele Jacobsen and team uncover the qualities and characteristics of ideal graduate supervision. Janice Aurini and colleagues explore gaps in the literature regarding student mobility and transfer pathways. Emma Harden-Wolfson, Shannon Hutcheson, and Yvonne Zhang provide a mapping and critical analysis of changes in international student policies in Canada, Ontario, and Québec.

Collectively these articles present important new knowledge about funding policies, EDI, mental health, and student mobility. Simultaneously, the articles illustrate the broad diversity of methodological approaches in higher education, promote methodological and pedagogical tools that can be adapted and expanded by other scholars, and point to important next steps to advance our field.

As always, the issue also includes book reviews overseen by our Book Review Editor, Walter Archer. The reviewed works include *The Doctoral Journey: Educationalist Perspectives* (reviewed by Teresa Holden), *Internationalization and the Academic Profession: Comparative Perspectives* (reviewed by Franz Newland), and *The Social Production of Research: Perspectives on Funding and Gender* (reviewed by Lianne Fisher). In the interests of transparency, I note that I am a co-editor of the latter book. Consistent with the process for all books reviewed in this journal, I have had no contact with the review author and no input into the editorial decision regarding the review. I will see the review when the full issue is launched.

Several of the topics and the scholars represented in this issue will also be present at the Canadian Society for the Study of Higher Education annual conference, so please take advantage of the opportunity to extend the conversations from these pages to enliven our time together at George Brown College and to work collectively in addressing the challenges facing our sector.

For those who are particularly interested in the changing policy landscape for international students as introduced by Harden-Wolfson et al., I encourage you to consult the call for the forthcoming [2026 special issue](#), “From Recruitment to Restrictions: A New Policy Era for International Students in Canadian Higher Education.” Initial expressions of interest will be accepted until July 1, 2025, with an expectation that an issue devoted to this topic will be released in summer 2026.