

WELCOME TO SPRING 2026 AND CJHE/RCES VOLUME 56 ISSUE 1

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As the calendar turns to spring here in Canada, it is time for another issue of the *Canadian Journal of Higher Education/La Revue canadienne d'enseignement supérieur*. This issue includes 10 articles and two book reviews tackling a range of topics and themes shaping higher education in Canada.

The issue opens with two articles documenting institutional approaches to enhance impact in higher education. The first article focuses on impact through community-engaged learning, where students learn as they participate in community service. Sandra Smeltzer, Amala Poli, Darryl Pieber, Hailey Rockandel, Giada Ferrucci, and Mackenna Spraggon provide an in-depth mapping of the approaches and commitments to community-engaged learning evident at 80 publicly funded universities across the country. Next up, Stephen MacGregor, Aloysius Maduforo, Emily Coombs, and Kristi-Mari Fedorko-Bartos examine strategic planning resources for research knowledge mobilization. Their analysis targets four Research Impact Canada member institutions. Each of the articles provides useful resources and promotes the value of (inter)national networks to support impact efforts.

The next two articles raise questions about the data and the assumptions associated with two different assessment purposes. J. Paul Grayson and Kyle Grayson turn attention to institutional rankings. They challenge the validity of national and international assessments that treat research grants and student awards as measures of institutional quality, arguing that these measures have little bearing on more important considerations about value-added learning, that is, the new knowledge that students acquire from their studies. Stephane Moulin, Marie Blain, and Flora Solé (writing in French) identify inequities inherent in the col-

lege performance score formula used to assess CEGEP graduates seeking admission to universities in Québec. Both articles include recommendations for reform.

The second French-language manuscript in this issue also focuses on CEGEP students. Éric Richard and François Régimbal address the important topic of risks of food insecurity and document the effects on self-efficacy and academic satisfaction. Although the data are drawn from a single province, the heightened risks of food insecurity for students across provinces and institution types suggest that these results may have much wider implications. This work is the first of four articles about risks, stressors, and satisfaction for postsecondary students in Canada.

Nina Gregoire, Kimberley Kaseweter, Ethan Klukas, and Paul Davies focus on another experience that may affect students' satisfaction with their institutions. These authors tackle the ethically fraught case of intimate relationships between students and professors. Two linked studies provide evidence that students oppose such relationships and demand consequences for perpetrators.

Shichen Fang, Erin Barker, Gaya Arasaratham, Victoria Lane, Marina Doucerain, Cat Tuong Nguyen, Roisin O'Connor, Alexandra Panaccio, and Debora Rabinovich broaden the focus to a full range of stressors faced by undergraduate university students. Connecting to baseline data about stressful life experiences and sociodemographic risk factors, the authors document fluctuations in students' feelings of emotional well-being and distress at multiple points across the school year. The study provides important guidance regarding the focus and timing for interventions and other programming intended to support students' development.

The final article in this cluster shifts attention to graduate study. Thu Thi Kim Le focuses on personal experience as an international doctoral student from Vietnam studying in Canada. This autoethnographic work provides an inside perspective on adaptation and resilience to the stresses of international study during and beyond the COVID-19 pandemic. Le highlights the coordination of social capital, social support, and a growth mindset that contributed to her experience navigating the stresses of doctoral study in another culture.

The remaining two articles complement Le's story of an individual international student to explore Canada's international education positioning more broadly.

John Allison documents the contributions of the Canadian Bureau for International Education to international higher education policy and practice from its incorporation in 1966 up until 2004. This historical analysis focuses on the advocacy efforts and challenges experienced by an important national, non-profit association that has been championing and supporting international education partnerships for decades. Understanding this history can help to inform ongoing efforts toward international engagement for Canadian higher education.

Idris Ademuyiwa, David Drewery, and Anne-Marie Fannon explore the outcomes of cooperative education for international students at the University of Waterloo. The graduates they interviewed reported that co-op placements strengthened their skill development, professional networking, and career pathways and shaped their subsequent employment and immigration decisions. Accordingly, the authors argue that co-op education can play an important role in retaining international talent in Canada.

These final two articles provide exceptional background reading to prepare for our forthcoming Special Issue Volume 56 issue 2 addressing the current policy era for international students in Canada. Under the leadership of Elizabeth Buckner, Emma Harden-Wolfson, and Phoebe Kang, the special issue will bring together a series of in-depth analyses of unfolding federal policy changes since 2024 and the resulting shifts for Canadian higher education. The *Can-*

dian Journal of Higher Education/La Revue canadienne d'enseignement supérieur welcomes the opportunity to showcase research that engages with topics that have received considerable attention in the news media, policy statements, and everyday conversations.

I acknowledge Olivier Bégin-Caouette, Rédacteur francophone, and Walter Archer, Book Review Editor, for shaping the works that appear in this issue. I am also indebted to the many peer reviewers whose insightful comments contributed to the development of these articles, and to the copyeditors who assisted. I also extend my heartfelt thanks to the authors for entrusting us with their work and for their enduring patience through what was often a lengthy review process. Juggling multiple special issues and a heavy administrative workload extended the timelines for this issue considerably. We are back on schedule now and do not anticipate future disruptions. Finally, I note that this issue would not have been possible without the steadfast support of Sharon Hu, Journal Manager.