Canadian Journal of Higher Education
Revue canadienne d'enseignement supérieur

CSSHE/CJHE 50th Anniversary Issue: Looking Back-Looking Forward
The Editorial

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CSSHE/CJHE 50TH ANNIVERSARY ISSUE: LOOKING BACK-LOOKING FORWARD
THE EDITORIAL

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This special issue celebrates the 50th anniversary of the Canadian Society for the Study of Higher Education (CSSHE) and of the Canadian Journal of Higher Education (CJHE). These two milestones were reached in 2020 for CSSHE and in 2021 for CJHE. We have an opportunity to reflect on their accomplishments, celebrate their contributions to the study of higher education, and consider a future in which they continue to play a leading role in Canadian higher education research and scholarship.

CSSHE: "The Center of Gravity"

To kick off the anniversary celebrations, we decided to organize a webinar in May 2021 that would bring together members of CSSHE. The online panel was composed of the past CSSHE presidents and board members and provided an opportunity to share memories and current experiences on the Society (see CSSHE, 2021). In 1970, Edward (Ted) Sheffield, one of the first appointed professors of higher education in Canada, organized CSSHE's inaugural meeting in Winnipeg and became its first president. The catalyst for the gathering, according to Alexander (Sandy) Gregor, past president of CSSHE, was two-fold (CSSHE, 2021). First, there was a significant systemic growth within higher education. A new wave of institutions and professional organizations was emerging. They engaged in statistical analysis and data collection, but were doing so in isolation, with few opportunities for collaboration. Second, Sheffield was aware of a pressing need to connect academics and professionals. Canada's academic enterprise (faculty and researchers) was still relatively small and could not sustain this sectoral growth alone.

Gregor (CSSHE, 2021) reflects that Sheffield's legacy lay in the fact that, as a leader, he was able to draw into the Society several "movers and shakers of higher education", so that the Society comprised, like no other academic society in Canada, members from a diverse and complementary range of people, with representatives from Anglophone and Francophone community colleges and universities, practitioners, academics, and policy makers. Due to these connections, CSSHE became "the center of gravity" (CSSHE, 2021) leading higher education conversations in Canada. Sheila Brown, past president of CSSHE, similarly reflects on those early days (CSSHE, 2021). She emphasizes how CSSHE provided an opportunity for scholars from education, and also from other disciplines, to meet and interact and share ideas and knowledge on Canadian higher education. The space and place that CSSHE provided and continues to provide for dialogue, connection, and growth is a significant contribution to Canadian higher education, worthy of recognition.

CSSHE's key event remains its annual conference. The conference has become a primary platform for both emerging and established scholars to present their research, and it serves as a unique venue to meet, forge connections, and facilitate knowledge exchange. It also provides opportunities for invaluable mentorship for students and academics. Sheila Brown (CSSHE, 2021) further reflects that, while women were certainly among the minority in the early days, the atmosphere at CSS-

HE's conferences differed significantly from the typical academic ones, where women participants and younger scholars were often patronized. At CSSHE conferences, Brown never felt isolated because there was an interesting mix of people, people from a wide variety of backgrounds, and with scholarly degrees in and beyond education, which turned the conference into a truly open and enriching experience.

Nowadays, CSSHE is a registered not-for-profit corporation governed by an elected board and guided by a strategic plan. Funded through membership fees, donations, and a grant from the Social Sciences and Humanities Research Council of Canada (SSHRC), its mission remains to facilitate and promote the creation, dissemination, and application of research of exemplary quality in higher education in Canada. It continues to include scholars, practitioners, and policy makers of interdisciplinary and higher education specific areas. Its membership includes faculty members (from universities, colleges, polytechnics, and institutes), graduate students, practitioners, administrators, professional staff, and public servants. Professionals from business, private organizations, research institutions, and elsewhere are also increasingly engaged with the Society.

There is agreement that the Society has changed dramatically in the past two decades—it has become more diverse both in terms of the research questions scholars pursue and the types of theory and research methodologies they use. Critical and qualitative approaches are more prevalent in examining topics such as equity, inclusion, and reconciliation. Glen Jones (CSSHE, 2021), past president of CSSHE, recalls that, in the early years, whether issues of gender should be considered a valid topic for investigation at all was still an object of debate. Clearly, we have come a long way and, as described earlier, the strength of the organization, Jones says, is that it remains a scholarly community and a safe space for younger scholars and graduate students.

The CJHE: "A Gathering of Discussion"

At its inaugural meeting in 1970, CSSHE members decided to establish an academic journal that would publish relevant research on higher education in Canada. The Journal was initially named *Stoa*, meaning "a gath-

ering of discussion." That was indeed the intended purpose of the journal—to gather people involved in higher education research and allow them to discuss and build connections. The name was changed to the Canadian Journal of Higher Education (CJHE) soon after. According to Archer (2000), CJHE has served as an "instrument for the examination of changes within the system of higher education" (p. 1).

The Journal is an open-access publication of CSSHE. To this day, it remains the only Canadian peer-reviewed journal publishing research on Canadian higher education. Representative of the multidisciplinary nature of the field, its articles address a variety of research problems and consider different units of analysis to further our understanding of topics such as public policy, institutional governance, and administration, community engagement, student success, as well as curriculum and organizational change.

Special Issue: Looking Back-Looking Forward

We are thrilled to bring this special issue to you. Having been active members of CSSHE, volunteering our time with the Board, conceptualizing and re-organizing the conference format, initiating a new internship program, and hosting virtual lunch-hour debates and webinars for the Society, we have come to appreciate the centrality and leadership of CSSHE and CJHE in Canadian higher education research. Therefore, we are honoured and grateful for this opportunity to collectively reflect on the developments and contributions of the Society and its Journal.

Our Call for Proposals for this Special Anniversary Issue invited scholars and practitioners to submit articles that took stock of the Society's and Journal's contributions to the field of Canadian higher education, as well as extant research. It encouraged submissions that challenged the status quo, whether in theoretical, methodological, or professional terms. We were particularly interested in historical approaches so that this volume might serve as valuable archival material for the Society. Moreover, articles critically analyzing the last 50 years of research on themes usually covered by CJHE were encouraged. We were primarily interested in works that would make an original contribution to broadening and deepening our understanding of the major changes that

are affecting Canadian higher education. In essence, we welcomed submissions looking back, but also looking forward. The manuscripts we received were submitted to a double-anonymized peer-reviewed process. The 12 resulting articles presented here provide a valuable account of the scholarship of Canadian higher education.

The Special Issue begins with an article by Benjamin Laskar that draws our attention to the issue of quality of teaching and learning in higher education. In his article, Laskar examines the emergence of a new profession that has become prevalent across universities and colleges in Canada—the educational developer. Laskar traces the historical path of educational development as a field of research and practice in higher education. He discusses the complexities that have emerged from diverse terminology and roles, and describes how the role of educational developer has moved beyond providing instructional assistance to that of a strategic source of evidence to institutions and to the higher education sector. The author argues the importance of strengthening this new emerging field by building even stronger scholarship around the areas of access to the profession, accreditation, and employment status to ensure the continuous improvement of higher education teaching and learning. This article provides an important lens to one of the core issues facing higher education today—the efforts to enhance the quality and effectiveness of teaching in universities and colleges, a topic closely associated with student experience, equity, diversity, and inclusion.

In the following article, Jason Holmes provides a review of the articles published in CJHE on student success over the last 50 years. His analysis reveals the literature's disproportionate interest in post-college performance, specifically employment and labour market outcomes, yet the literature is overlooking other areas, particularly student engagement and student experience. Holmes also reports that research has not sufficiently theorized student persistence and retention to fully understand their causes and impact. His article argues the need for big data research and pan-national comparisons. His review also highlights the need for qualitative research on student diversity to more fully understand differential experiences. Holmes's work illuminates the interdisciplinary nature of research and study of higher education and the need to continuously reach new and diverse scholarly and professional communities.

Dale McCartney's article follows with a periodization of the history of Canadian international student policy since 1970. Internationalization has become a focus of higher education research in Canada over the past few decades. McCartney's article draws from archival sources at seven public post-secondary institutions in British Columbia and Ontario, examines provincial- and federal-level governmental discussions, and reviews past CJHE articles on international students, to identify four key periods in Canadian international student policy. The author illustrates how, while there have been some policy changes over the past half-century, policy perspectives remained focused exclusively on serving national interests. Among the many contributions of McCartney's article is his mapping of research on international students within CJHE and the emergence of critical perspectives in recent years. McCartney's work reminds us of the importance of conducting historical critical policy analysis to map both continuity and change in policy making and identify key policy actors that shape or shift policy discourses.

The next article is from Paul Axelrod. It traces the history of academic freedom and takes stock of its status in the first part of the 21st century. Through examples from Canada and the United States, Axelrod explains how the debates around academic freedom have impacted both theory and practice. At the centre of these debates are issues surrounding academic voice, and whose voices are contained, excluded, or silenced. Of contemporary relevance is the impact of extreme left-wing and right-wing forces that accuse each other of silencing. The article discusses the role of university senates and collective bargaining agreements, and clearer protocols with respect to hiring, tenure, and promotion, in providing stronger academic freedom provisions. It further examines the potential impact of recent increased governmental oversight on matters of free speech and academic freedom. Overall, the article reminds us that the landscape around academic freedom remains in flux and that both its definition and its protection are constantly challenged.

Jean-Luc Ratel, Marco Bacon, and Annie Pilote follow with an article on Indigenous post-secondary education in Québec. The authors examine and discuss core changes to Indigenous student access to Québec's higher education system, focusing on the availability and nature of programs and services provided. The article identifies an increase in Indigenous student post-sec-

ondary attainment, but also that colleges fare better than universities. Relatedly, the article observes a gradual increase of programs specifically targeting Indigenous students. However, the authors note that universities are bound by equity, diversity and inclusion policies, which have focused attention on decolonization, yet the pervasive issues of systemic racism and cultural safety remain salient. The article, available in both English and French, collects and systematizes the Québec literature tracing the developments in Indigenous students' access to post-secondary education.

The next article looks at student mobility between colleges and universities. In it, authors Roger Pizarro-Milian and David Zarifa take on the complex task of systematizing Canadian quantitative research literature on student transfers within post-secondary education. The article focuses specifically on predictors and consequences associated with student transfer. They note that, while there is a general understanding of who transfer students are, their pathways and regions, there is a pressing need for macro-level studies on the predictors and consequences of transfer. More robust data would also allow making predictions on transfer students' graduation and employment rates. The article points out the range of barriers to analyzing quantitative data on transfer research, in particular the data fragmentation resulting from the fact that there is no national database since education is a provincial responsibility and that provinces vary in their data collection approaches. The authors emphasize the need to focus on overcoming these deficiencies in order to identify and provide required supports for transfer students.

Vicky Squires and Chad London follow with an article reporting on mental health promotion in higher education. To do so, the article examines the Okanagan Charter, one among many international efforts to promote and sustain healthy campuses. The Charter exemplifies a systems approach to health promotion, an approach identified by many researchers as a promising structure to organize and galvanize well-being efforts. In contextualizing the importance and relevance of the Charter, Squires and London provide an account of the history of health promotion on Canadian campuses. The article sheds light on the development and associated shifts in our understanding of health and well-being, especially as it applies to the increasingly diverse higher education student population. It explains how, over time, we have come to value a more holistic definition that considers the physical, mental and social well-being, of both individuals and groups, and that highlights the importance of the environment in the promotion of well-being. Perhaps most importantly, it speaks to the need to include efforts concerned with the well-being of staff and faculty, along with students, and the necessity for collaboration of efforts across personnel and units.

The next article is from Eric Lavigne. It examines the contributions of CJHE to the study and practice of higher education administration over the last 50 years. The article finds that senior leaders such as presidents and deans tend to draw more scholarly attention than other administrative groups. It also finds that post-positivist and realist assumptions tend to dominate the literature, though the last 25 years have witnessed the rise of more critical perspectives. Lavigne, who also serves as the French Section Editor of CJHE, provides a range of important editorial tips for future research articles on educational administration. The article makes an important contribution by synthesizing the literature on Canadian higher education administration and providing insights for strengthening research in this field.

Merli Tamtik's article then traces the normative shifts in the concept of diversity by engaging in a systematic analysis of over 186 articles published in CJHE. Tamtik analyzes the representation and presence of various diversity categories over time and across research articles to track shifts in narratives. Using diversity categories of socio-economic/social class, gender, race, age, (dis)ability, language, intercultural/ethnic issues, international students, LGBTQ+, and institutional diversity, she provides thematic narratives by decades (from the 70s to the current period). Her research shows how the concept of diversity has evolved from being examined in narrow binary categories of socio-economic, language, and gender diversity to a more recent focus on race, Indigeneity, and intersectionality. Her article shows how the shift from diversity being an issue of individual concern to being a core institutional responsibility closely related to student learning has occurred over time. Tamtik helps to map shifting discourses on diversity and associated terminologies as research redirects interests and redefines notions of diversity. Her work highlights the centrality of research on diversity, given the power of research to shape normative understandings conceptually, informing what is an accepted approach to complex social issues. Tamtik reminds us that while institutional policies and administrative practices may create the

perception of a strong commitment to equity, diversity and inclusion agendas, the actual organizational practices may continue to ignore the existence of institutional discrimination. This is where research plays an important role in exposing such disconnects and facilitating the robust exchange of ideas.

In their article, Kathleen Clarke and Christine Arnold map the Canadian scholarship on student success, the student experience, and student services published in CJHE and select international journals. Their results indicate a relatively steady increase in the number of articles on student services, suggesting that the importance of this subfield is increasingly recognized by the literature. Of particular interest is the observation that, because Canada does not have a journal focused primarily on student services, CJHE acts as a critical resource for scholarship on student success. The article highlights the limitations of scholarship in this area, suggesting the need for more research from the college and polytechnic sectors and from the growing number of professionals in the field. Similar to Holmes, the authors call for more transferable research that concentrates on multi-institution or system and nationwide research in student services, rather than service, program, and initiative case studies.

The following article is from a team of professionally grounded researchers. In it, Stephen MacGregor, David J. Phipps, Cathy Malcolm Edwards, Jen Kyffin, and Virginie Portes examine the role and importance of knowledge mobilization professionals in higher education institutions. The article describes the pan-Canadian efforts, driven primarily by Tri-council agencies, toward knowledge mobilization among researchers. It introduces individual and institution-focused models for knowledge mobilization as well as pathways for increasing research impact. Then, by using the case of Research Impact Canada, a pan-Canadian network of higher education institutions, which the authors are part of, the article examines a range of approaches and individual experiences on how knowledge mobilization professionals operate in higher education institutions. This review demonstrates the complexity of this area of professional practice. This complexity is further increased by the fact that effective knowledge mobilization practices may mean different things to different people. Yet, by cultivating a system-specific approach and investing in the professional learning of knowledge mobilization staff,

impact can be achieved. Overall, the article makes an important contribution to higher education literature by bringing forward professional perspectives from an emerging field of practice, pointing out potential gaps and the future direction of the growing profession around knowledge mobilization.

The last article is from Deanna Rexe and Martin Maltais and presents an analytic review of Canadian higher education research on tuition fees. The authors examined 57 articles in English and eight in French published by CJHE over the last 50 years. The article presents a detailed account of how the conversation has shifted from practical student accessibility issues to broader policy debates around privatization. The article illuminates a relative weakness in planning based on policy-analytics and reminds us that enrolment planning requires coordination over several policy areas. The article argues that publications on higher education finance policy have focussed heavily on federal-provincial responsibilities and recognizes that the articles in CJHE, taken collectively, do not yet provide a comprehensive overview of the diverse institutional arrangements, social contexts, and policy-making dynamics across Canada.

Conclusion: Emerging Trends and Future Directions

Both individually and collectively, the 12 articles presented in this Special Edition contribute to our mapping, understanding, and critique of key themes within Canadian higher education. They also provide a valuable historical record of significant shifts related to policy, practice, and research on student success, student experience, academic freedom, affordability and finance, administration, internationalization, mental health, access, and equity. While not covering all current areas and trends in higher education research, these articles speak to the need to continuously and critically engage with a wide range of theories and methodologies, examine policy issues, and appreciate and enhance multidisciplinary perspectives within our growing Canadian higher education community. Perhaps most importantly, these articles illustrate the ever-shifting nature of higher education, while also exposing its stubborn, wicked, and periodically reoccurring problems. As a collective, the articles speak to the following emerging trends in Canadian higher education literature:

Sustained and expanding focus on student experience

As the Canadian higher education system continues to grow, student populations are increasingly more diverse, including students with newcomer, international, Indigenous, or intersectional identities. These shifting demographic trends have led to related changes in the nature of our research questions. Researchers are no longer approaching student experience as the sole result of one's individual life choices (or lack of). There is now a clear effort to understand the role of structural system-specific aspects and their effectiveness to support student needs. Research, while initially centred on accessibility, has now turned toward experience, asking what broader factors contribute to student success. The focus on students' transition to labour market and employability issues are also coming forward in research articles. Those are linked to the issues of affordability and financial commitments needed to obtain credentials. Research is also examining student well-being and mental health, exploring ways in which a more comprehensive and holistic approach to student success can be theorized and assessed.

Emergence of equity, diversity, and decolonization research

Prioritizing equity, diversity, and decolonization initiatives has become a strategic focus of most Canadian higher education institutions. There is a more intensified uptake on understanding the surrounding issues through research. More authors are embracing a critical lens in examining the systemic barriers that facilitate indifference and injustice and create obstacles for equity-seeking groups. As part of this conversation, a focus on Black and Indigenous groups' experiences has emerged. Throughout Canadian history, higher education has been a tool of colonization. It has had a direct impact on the lived experiences of First Nations, Métis, and Inuit peoples. Consequently, scholarly investigations have focused on pedagogy, curriculum, co-curricular programs, and leadership practices that all have a role to play in challenging existing power structures, moving away from colonial practices, and moving toward acceptance of Indigenous epistemologies. Future efforts need to focus on ensuring that higher education becomes a means to empower Indigenous peoples by learning from their experiences and working toward understanding the ways in which decolonizing of higher education spaces can be best accomplished.

Emergence of new professions in higher education

In this issue, we learn about the emergence of two new professions in higher education—the educational developer and knowledge mobilization professional. This is a sign of times in higher education where questions around making research applicable, relevant, and directly meaningful to society take centre stage. There is also a shift away from academia being the ivory tower of knowledge with increased focus on universities and colleges becoming more relevant and connected to the needs of our students, communities, economies, and society. These new professions have emerged as a result, paired with extremely scarce opportunities to enter the academic sector as a tenure-track faculty. These new professions prepare and support decisions of university management by actively shaping the three missions of academia—research, teaching, and transfer of knowledge and technology in post-secondary education system. The rise of these new professions signals the need for CSSHE and CJHE to expand its outreach and bring within its fold new scholars, practitioners, and policymakers and vitalize conversations between stakeholders. By doing so, CSSHE and CJHE will maintain their relevance and impact on future policy directions within Canadian higher education.

Relevance of interdisciplinarity

Interdisciplinarity is a prominent characteristic of higher education research. Through interdisciplinarity, we can explore new subject areas such as the geopolitics of higher education, shifting governance models of higher education, the cadre of new academic hires, educational technology, teaching and learning, and the impact of global environmental crises on higher education. Research on higher education needs to bring in new scholarship from fields such as geography, political science, disability studies, international relations, social justice, and equity, to name just a few, to broaden our perspectives and the impact of our research. For this, CSSHE must strive to constantly revitalize its membership, reach out to graduate-level programs in diverse fields,

and create new opportunities for policy impact. Perhaps there is room to explore more focused opportunities to work in partnership with sister societies and offer more special issues and events to build critical cross-sectoral and interdisciplinary conversations.

Moving forward, we argue that, as a society with a flagship journal, we need to support a wider diversity of authors in bringing forward their voices, challenging the status quo, and engaging in holistic conversations on higher education research, policy and practice. For this, we suggest welcoming and encouraging scholarship from non-dominant cultural groups and specialized practice communities within and beyond higher education. In looking forward, we also suggest the Society further encourages original creative works relying on non-traditional theories and methodologies such as storytelling, walking methods, and digital imagery. Indeed, our tradition of being a welcoming and open Society must endure and bring in more marginalized voices—Indigenous, Black, and LGBTQ+ communities and scholars representing disability studies. Through new conversations, we can pave the way for our Journal to remain an exciting and relevant space for cutting-edge research.

We have come a long way, as demonstrated within this Special Issue celebrating 50 years of higher education research. Here is to the next 50 years, as we carry on our tradition of being open and welcoming, while continuously shaping and challenging the contours of our Society and our Journal.

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