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Special Issue: The Perspectives of Traditionally Underrepresented Students

Submission of 500-600 word abstract for editorial review: **Nov. 1, 2021**

Submission of complete manuscript for double-blind review: **Feb. 15, 2022**

Tentative publication date: **Winter 2023**

Background

In this special issue, the editors aim to build the literature on what traditionally underrepresented students say about their postsecondary education experiences and how those narratives can inform pedagogical and structural changes within postsecondary institutions. There is considerable Canadian research about retention and student participation in higher education, but few studies focus on what students themselves say about how and why they are successful at persisting to graduation. Some research has demonstrated that academic momentum (i.e., how well a student does in first year impacts their trajectory in subsequent years) may worsen any previous social and education inequalities (Attewell et al., 2012; Kondratjeva et al., 2017). Similarly, some research on working class and first-generation students demonstrate the barriers they face in accessing extra-credentialed experiences such as internships or exchanges because of financial barriers and a lack of social networks (Lehmann, 2012), while other students in similar circumstances are successful at optimizing such opportunities. Students' personal lives clearly impact their experiences on campus and vice versa; although professors and staff members may be aware of this dynamic at the theoretical level, that awareness is not always translated into concrete structural changes that support, for example, Indigenous students (Pidgeon et al., 2014), adult students (Merrill 2015), students with dependent children (Andrade & Matias 2017; Squires & Disano 2017), and those with family and work responsibilities (Andrade et al., 2017).

Call for Submissions

In this special issue, we are looking for papers that explore the experiences, supports, and strategies for success of students considered to be traditionally underrepresented at postsecondary education institutions. Building on the idea that students define success and use supports and success strategies in their own ways (e.g., Pidgeon, 2009), papers should take a critical perspective that moves the discussion of student experiences beyond a recital of barriers to include a strengths-based perspective that focusses on students from demographic groups that have been historically underrepresented in post-secondary education (e.g., racial/ethnic minorities, lower class or socio-economic backgrounds, immigrants, Indigenous and Queer and Trans students (2SLGBTQ+) students, among others), and who have succeeded in continuing their education in spite of the barriers they have faced. Given the changing demographics of postsecondary students, the evolving nature of race/ethnicity (i.e., many students identify with

more than one racial/ethnic heritage), and the multiple realities of students, attention to intersectionality is important (Merrill & Fejes, 2018).

We welcome submissions that encompass a range of critical perspectives about traditionally underrepresented post-secondary students and their strategies for success, including:

- case studies (e.g., of students from particular demographics, regional, biographical, etc.),
- student views about institutional supports and services,
- theoretical or conceptual frameworks, including those that are grounded in empirical research, student voices about, and experiences of, the relationship between PSE experiences and career paths/work, and other relevant topics.

Submission Process

Step 1: Submit a 500-600 word abstract by November 1, 2021. The abstract should be clearly written and provide the following information:

- title,
- a summary of the paper,
- an overview of the theoretical framework,
- information about the research project (including method, sample size, demographic information, findings, etc.), and
- how your paper will contribute to the literature on traditionally underrepresented students in post-secondary education in Canada.

Step 2: Authors of abstracts that are positively reviewed will be invited to submit a complete version of their manuscript by February 15, 2022. All manuscripts will undergo a desk review by the co-editors, followed by a double-blind review by external reviewers. The editorial team, including the CJHE Editor, will make the final decision with regards to the manuscripts selected for publication in the Special Issue. Allowing time for re-submissions, we expect the Special Issue be published Winter 2023.

Please contact the co-editors with any questions or enquiries about the scope of the special issue or the submission process (and include in the subject line "CJHE special issue proposal.")

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