Presenter:

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“The College Quarterly is an academic journal devoted to the examination of college and further education, and the professional development of college educators. Originally focused on colleges in Canada but developed to serve the common needs of college educators in North America and worldwide, **CQ** is a resource for teaching and learning and provides an opportunity for research publication, information about developments of significance to college educators, and commentary on policy issues of concern to the educational community and its attentive publics.”
Background of CQ

◦ 1993 to 1997 – print based with funding support of ACCATO (HRD3 fund) - *Won several awards!*

◦ distributed at *no cost* to all Ontario CAATs (number of copies based on college size)

◦ nominal subscription fee to individuals and other organizations

◦ 1998 moved to *open source* on-line publication
Publication Streams CQ

- Teaching and Learning Research
- Theory and Practice
- Applied Research*
- Student Affairs & Student Services*
  College, Community and Governance*
- Conference Proceedings
- Commentary
- Book Reviews *New
Examples

Research

◦ Postsecondary Student Mobility from College to University: Student Expectations and Experience – by Kris Gerhardt and Michael Ackerman (Vol.17, No.1)

◦ Literacy and Learning - by Greg McKenna and Audrey Penner (Vol.16, No.4)

◦ Exploring the Role of the Learning Strategist at a Canadian College and University: The Tale of Two Professionals – by Vera Woloshyn and Caitlin Munn (Vol.17, No.2)

◦ Towards Sustainable Performance Measurement Frameworks for Applied Research in Canadian Community Colleges and Institutes - by Keith Williams (Vol.17, No.4)
Examples continued....

Teaching & Learning

◦ *Tackling Student Literary and Numeracy under-preparedness in Ontario Colleges: access, quality and funding* - by Kasia Dziwak (Vol.17, No. 2)

◦ *Baccalaureate Degrees at Ontario Colleges: Issues and Implications* - by Adam G. Panacci (Vol. 17, No. 1)

◦ ‘Academic Freedom’ or ‘Bottom Line’: Public College Healthcare Professionals Teaching in a Global Economy - by Kelly McKnight and Linda Muzzin (Vol.13, No.1)

◦ *The Importance of the Professor in College Classroom Climate for Immigrant Students* - by Becky Boesch (Vol. 17, No.4)
Examples continued....

College and the Community, and Governance

◦ An Historical Perspective on the Idea of Institutional Diversity and Differentiation in Ontario Higher Education – by Michael L. Skolnik (Vol. 16, No.2)

◦ Does Accreditation Matter for Art & Design Schools in Canada? – by Reiko (Leiko) Shimizu (Vol.16, No.1)

◦ Achieving an Institution's Values and Mission – by William B. Calder (Vol.17, No.2)

Indicators of Success

◦ feedback to individual authors – some engaged in discussion of the issues raised

◦ requests for reprinting of specific articles for purposes of educational workshops/resource materials

◦ request for reprinting of articles in other academic journals

◦ re-submissions post Editorial feedback

◦ feedback from respected scholars (e.g., Professor Emeritus Michael Skolnik at OISE/U of T)
# STATs for 2005 & 2014 (Google Analytics)

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<thead>
<tr>
<th></th>
<th>2005</th>
<th>2014</th>
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<tbody>
<tr>
<td>Page views</td>
<td>605</td>
<td>127,371</td>
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<tr>
<td>Unique Page views</td>
<td>109,733</td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>347</td>
<td>91,330</td>
</tr>
</tbody>
</table>

[A session is a group of interactions within a given time period - usually 30 minutes or less. A single session can contain multiple page views or transactions.]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Returning Visitors</td>
<td>84.5%</td>
</tr>
<tr>
<td>New Visitors</td>
<td>15.5%</td>
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</table>
## 2014 Sessions by Country of Origin

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>No. of Sessions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>United States</td>
<td>29,138</td>
<td>31.90</td>
</tr>
<tr>
<td>2.</td>
<td>Canada</td>
<td>20,430</td>
<td>22.37</td>
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<tr>
<td>3.</td>
<td>United Kingdom</td>
<td>4,766</td>
<td>5.22</td>
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<tr>
<td>4.</td>
<td>Phillipines</td>
<td>4,718</td>
<td>5.17</td>
</tr>
<tr>
<td>5.</td>
<td>India</td>
<td>4,068</td>
<td>4.45</td>
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<tr>
<td>6.</td>
<td>Australia</td>
<td>2,681</td>
<td>2.94</td>
</tr>
<tr>
<td>7.</td>
<td>Malaysia</td>
<td>2,000</td>
<td>2.19</td>
</tr>
<tr>
<td>8.</td>
<td>South Africa</td>
<td>1,570</td>
<td>1.72</td>
</tr>
<tr>
<td>9.</td>
<td>Pakistan</td>
<td>1,348</td>
<td>1.48</td>
</tr>
<tr>
<td>10.</td>
<td>Netherlands</td>
<td>1,339</td>
<td>1.47</td>
</tr>
</tbody>
</table>

(Google Analytics)
Goals of CQ

° continue to build a national community of scholars who engage in ongoing discussions of relevant issues, research findings etc.
° continue to encourage graduate students (masters and doctoral) to submit research and scholarly papers to increase awareness of the contribution of colleges to society
° increase the submission of manuscripts from Canadian faculty and staff
° increase in readership “sessions”
° increase number of Editorial Board members and reviewers
Questions?