



2026 CONFERENCE PORTAL GUIDE FOR REVIEWERS

51st Annual Conference

VIRTUAL CONFERENCE DAY: OCTOBER 22, 2026

SAN JUAN, PUERTO RICO: NOVEMBER 3-6, 2026



ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION



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Conference Portal Link: <https://ashe1976.secure-platform.com/conference/>

- Visit the ASHE 2026 Reviewer Resources website (www.ashe.ws/reviewer-resources) for more information on:
 - [Critique with Care: Best Practices for a High Quality Peer Review Session](#) (May 20 at 11:00 am - noon Pacific Time). Register to attend live, the event will be recorded.
 - Resources on best practices for a high-quality peer review process
 - Examples of constructive and reliable & unconstructive and unreliable reviews
- Please email conference@ashe.ws or call (202) 660-4106 with any questions and the ASHE Staff will respond or direct your email to the appropriate Leadership Volunteer.

Reviewer Responsibilities

Reviewers' practices are a deeply important part of creating a quality, equitable, and reliable peer review process. By agreeing to review for ASHE, we ask reviewers to commit to the practices below.

- Skim all proposals as soon as you receive them to ensure that you have either the topical, methodological, or generalist expertise to be able to review each proposal you have been assigned. Return proposals to ASHE if you do not have the appropriate expertise for reviews by clicking on the link: "Recuse Myself from Reviewing this Submission" directly under the title of your assigned proposal in the Conference Portal.
- Check proposals to make sure you do not have a conflict of interest. A quality proposal review system is critical to our Association and the advancement of higher education scholarship. If you have been assigned to review a proposal in which you are uncomfortable completing the review due to a previous relationship or information, please click on the link: "Recuse Myself from Reviewing this Submission" directly under the title of your assigned proposal in the Conference Portal. For more information visit the [ASHE Conflict of Interest Policy](#). *Note: All proposals, with the exception of Interactive Symposia, should be masked. If you see identifying information in a proposal that is not an Interactive Symposia, please email conference@ashe.ws to notify ASHE staff.*
- Attend live or review the recording of our ASHE Reviewer Session. The session "Critique with Care: Best Practices for a High Quality Peer Review Process" will occur on Wednesday, May 20 from 11 am to noon Pacific Time. This session is for all ASHE reviewers (and other members who want to join).
In this session, you will:
 - Leave with concrete language and frameworks for writing feedback that is useful, fair, and constructive
 - Understand the ASHE proposal evaluation criteria and how reviewers are expected to apply them
 - See real examples of what makes a review genuinely helpful, and what falls short
 - Engage with panelists who have been recognized across the field for the quality, thoughtfulness and care they bring to peer review
 - Get a step-by-step walk through of the Conference Portal so you are ready to go when reviews open

You can register for the [“Critique with Care: Best Practices for a High Quality Peer Review Process” Session here](#). The recording and additional resources will be available on the [Reviewer Resources webpage](#) after the event.

- Read the evaluation criteria for each proposal prior to reading the proposal. Be sure to tune to the criteria for rating so that your read of the proposal will focus on key details related to the evaluation rubric. Taking notes can help!
- First, fill out the numerical ratings and the comments, and then finally the “Accept/Do Not Accept” categorical rating. This will allow your final decision “Accept/Do Not Accept” to build off and align with the evaluative criteria in your numerical rankings and your specific feedback in comments.
- Provide quality comments, including both positive aspects of the proposal and areas for improvement for all proposals. Ensure that your comments have a constructive and helpful tone. Be concrete about strengths and offer substantive, constructive, and specific comments toward improvement of the manuscript and learning of the author. For example, if there are concerns with the proposal, it may be helpful for you to not only point out what can be improved, but provide some possibilities for how the submitter(s) can go about improving the work. Comments should be at least 50 words long, but quality matters most.
- Review for consistency across the three forms of evaluation (numerical ratings, comments, and “Accept/Do Not Accept” categorical rating). For example, proposals that reviewers indicate as “Accept” should have strong and specific positive comments and also receive high numerical ratings. If you believe a proposal is worthy of “Accept,” ensure your numerical ratings reflect an average of 4 or above. If you rate any criteria lower than others, try to explain why in your comments.
- Use “Comments to the Association” to clarify or provide additional context on your rubric ratings and/or overall recommendation to the Program Committee and ASHE Staff.

Program Committee & Staff Responsibilities

Below is what the ASHE Staff and Program Committee will do to support a strong peer review process.

The ASHE Staff and Program Committee will:

1. Ensure reviewers are prepared via a “Critique with Care: Best Practices for a High Quality Peer Review Process” Session, clear instructions, and communications.

2. Calibrate reviewer expectations by reviewing the rubric in the “Critique with Care: Best Practices for a High Quality Peer Review Process” Session and providing examples of constructive and unconstructive reviews to norm expectations for the types of feedback to provide, length, and tone.
3. Assign a reasonable number of reviews to each reviewer and each proposal to multiple (3) reviewers.
4. To the degree possible, ensure each proposal is reviewed by someone who has expertise in the method or topic.
5. Allow reviewers to “return” proposals they do not feel qualified to rate for re-assignment by the Section/Pre-Conference Chair(s), as long as it is more than 7 days from the due date.
6. Require three forms of assessment of each proposal: 1) categorical response (Accept/Do Not Accept); 2) numeric ratings of proposal criteria; and 3) comments on reviews for the author. Structure the online rubric to encourage quality comments.
7. Facilitate a second level of review on proposals with large differences in ratings across reviewers (e.g. 5, 5, 1).
8. Review all comments prior to sending reviews and decisions to authors.

Volunteering and Assignments as a Reviewer

- All volunteers (reviewers, chairs, and discussants) must be current ASHE members at the time of service. This requirement helps to ensure that we all share in the professional accountability and supportive environment that define the ASHE community.
- As a reminder, per the proposal submission terms of agreement all ASHE members with a terminal degree who are included on a proposal submission agreed to receive a minimum of 3 proposals per submission to review. If you need clarification on why you were assigned reviews, please contact the ASHE Staff at conference@ashe.ws.
- Reviewer assignment criteria: All proposals will have 3 reviews.

	Terminal Degree	Doc Candidate	Substantial Research or Practical Expertise	Grad Student
Research Paper	At least 2	Can be 3rd	Can be 3rd	Not Eligible
Scholarly Paper				
Interactive Symposiums				
Self-Designed				
Policy Brief				
PVDS				
Poster	At least 1	Can be 2nd or 3rd	Can be 2nd or 3rd	Can be 2nd or 3rd
Works In Progress				

- If you are unable to complete some or all of your reviews by the June 1st due date, we ask that you give us as much notice as possible. You can email the ASHE Staff at conference@ashe.ws.

- If you complete your reviews early and have time to complete additional reviews, please contact the ASHE Staff at conference@ashe.ws

ASHE Conflict of Interest Policy

A quality proposal review system is critical to our Association and the advancement of higher education scholarship. Return proposals to ASHE by clicking on the link: “Recuse Myself from Reviewing this Submission” directly under the title of your assigned proposal in the Conference Portal if you are able to identify a proposal and have any of the following relationships:

- current or former chair of a dissertation committee or current or former student of a chair of a dissertation committee;
- family member, spouse, or partner;
- anyone with whom one has a current business or financial relationship (e.g., business partner, employer, employee);
- research collaborator or co-author who is currently in that relationship or has been within the last five years;
- anyone working at the same institution or having accepted a position at the same institution.
- You can find the full ASHE Conflict of Interest Policy at <https://www.ashe.ws/conflictinterestpolicy>.

Session Component Submissions

Session Component Submissions are proposals submitted by an individual or group of individuals which, if accepted, will be created into topical sessions by the Program Committee.

- **Performance, Visual, and Digital Scholarship**: PVDS proposals are intended to provide opportunities for the (re)presentation of scholarship, inquiry, and knowledge production in the forms of exhibitions, live performances, videos, looped slides, and other digital and arts-based mediums. PVDS proposals are based on empirical research that present findings of a study. Proposals could include photo-voice exhibition, spoken word art, performance ethnography, digital storytelling, poetry, documentary videos, art displays, visual discourse analysis, digital humanities projects, and other (re)presentations of knowledge production and inquiry outside of the paper, symposium, or poster formats. Authors should describe artifacts, objects, or mediums that they cannot upload to the ASHE Conference Portal. Connection to the theme is not a criterion for evaluation.
- **Posters**: Posters are a mechanism for scholars to engage in interactive discussions with other conference participants about a research project. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point. The presenters, rather than an assigned Discussant, are responsible for facilitating the conversation. Connection to the theme is not a criterion for evaluation.
- **Research Papers**: Research Paper proposals should describe empirical/data-based studies. Reviewers will evaluate proposals on connection to the literature, research plan, and significance. Connection to the theme is not a criterion for evaluation.
- **Scholarly Papers**: Scholarly paper proposals feature novel arguments, pose and grapple with critical questions, synthesize divergent bodies of literature, and/or elaborate new theoretical or conceptual frameworks. As non-data-driven papers, authors are not required to adhere to an empirical research design (e.g., methods, data collection, and data analysis). Connection to the theme is not a criterion for evaluation.
- **Works in Progress**: Works in Progress sessions provide an opportunity for authors to share information regarding their research in an informal, conversational style and to receive feedback at early stages of the project. Both research and scholarly works are accepted. Proposals in this format will be evaluated on the basis of their potential to

generate discussions that advance the field and provide opportunities to exchange feedback. Connection to the theme is not a criterion for evaluation.

- **Policy Briefs (available only for the CPPHE Pre-Con):** Focus on ideas that could improve or change federal or state higher education policy. This type of work can be based on original empirical research that include primary data collection and analysis, but can also include the use of existing data to come to new policy solutions. Policy briefs should still engage with relevant policy and academic literature, as well as considering the practicality of implementing any suggested policy changes.

Full Session Submissions

These are proposals submitted by a group of individuals which, if accepted, will be a session itself.

- **Interactive Symposium:** An Interactive Symposium is a 75-minute session that features interaction between and among expert presenters and the audience to advance knowledge of a particular research problem, theory, or higher education issue. Rather than present the results of discrete research studies as in a paper session, participants in an Interactive Symposium session draw from research and/or experience to foster dialogue and interactions. A typical Interactive Symposium session might begin with brief presentations from the panelists (or interactive Q&A between the moderator and panelists) about the session's topic, followed by ample time for discussion and activities among the panelists and between the panelists and attendees. The names and backgrounds of presenters/facilitators should be included in the proposal because the expertise and perspectives of the presenters is important to the success of the session. Interactive Symposia may also include PVDS presentations that need a full 75 minutes. Connection to the theme is not a criterion for evaluation.
- **Self-Designed Session:** In a 75-minute Self-Designed session, the session organizers propose a complete session of papers/presentations (research, scholarly or PVDS) that consists of up to three papers/presentations that address a specific topic. Organizers must provide a title for the session and must include a session Chair and Discussant. Organizers must not include the names and backgrounds of paper presenters, the session Chair, or the Discussant in the proposal text. Expect language such as "Presenter #1, Presenter #2," "Chair," etc. Connection to the theme is not a criterion for evaluation.

Proposals will be evaluated on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice).
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature?
- Study Design: Discussion of paradigm, methodology, study methods, analysis, and goodness criteria.
NOTE: This criterion is not included for Interactive Symposium.
- Findings: Relevance of findings, whether partially or fully reported AND/OR Quality and persuasiveness of the analytical argument, including how well the argument extends or challenges the extant literature.
NOTE: This criterion is not included for Works in Progress.
- Qualifications: Expertise or perspectives of presenters/facilitators relative to the topic.
NOTE: This criterion is only included for Interactive Symposium (unmasked).
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).

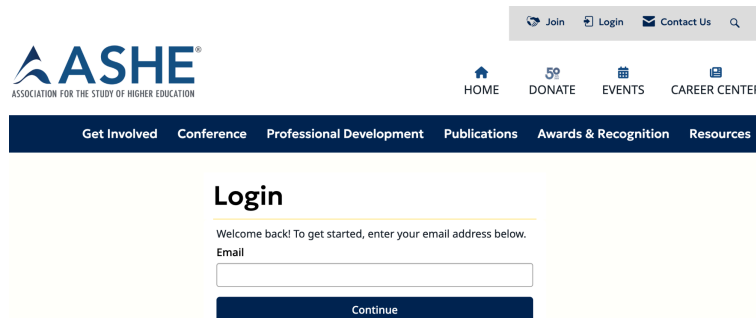
Dates and Timeline

Date	Description
April 30, 2026 at 3:00PM Pacific Time	Proposals Due
May 15, 2026	Reviewers are notified of assigned proposals
May 20, 2026 from 11:00 AM to 12:00PM Pacific	"Critique with Care: Best Practices for a High Quality Peer Review Process" Session
May 22, 2026 at 3:00PM Pacific Time	Preferred date by which to notify ASHE Staff of a reviewer assignment mis-match or conflict of interest (return to the Volunteering and Assignments as a Reviewer section above for more details)
May 26, 2026	Preferred date by which to notify ASHE Staff if you will not be able to complete your reviews (return to the Volunteering and Assignments as a Reviewer section above for more details)
June 1, 2026 at 3:00PM Pacific Time	Reviews are due from Reviewers *This provides an 18-day-window in which reviewers are able to complete reviews.

Reviewing Your Assigned Proposals

Logging in to the Conference Portal

1. Log-in to the Conference Portal at <https://ashe1976.secure-platform.com/conference/>
Tip: Bookmark this!
2. You will be redirected to the ASHE website to login. Enter your ASHE login email and click the “continue” button.
 - o If you have forgotten your email or password, do not create a new account! Please contact the ASHE Staff at office@ashe.ws or 202-660-4106 if you have questions or issues logging in.

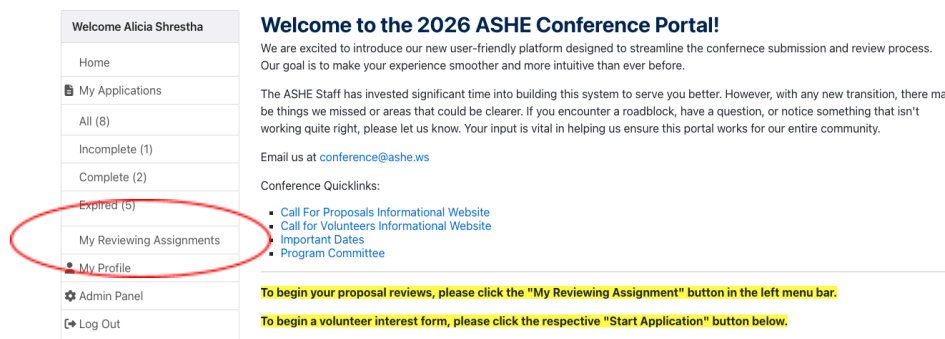


Accessing Your Assigned Reviews

1. Once you’re logged in, you will see “My Reviewer Assignments” on the left sidebar under your name. If you do not see this menu, contact the ASHE Staff at conference@ashe.ws.



Home **Begin My Reviews** Reviewer Resources Volunteer My Account ▾



2. Click on “My Reviewing Assignments” or “Begin My Reviews” on the top menu bar to access your assigned proposals.

- The reviewing landing page will list the names of your assigned proposals in blue, and their category underneath:
 - Some Reviewers may receive Reviews in a section titled "ASHE." We created this section to abide by the ASHE conflict of interest policy and ensure a masked review process for all proposal submitters.
 - The list will include all proposals, "Complete" if you've finished them, or a "-" if you haven't started it, along with their basic information (name, format, number).



Home / My Reviewing Assignments / ASHE 51st Annual Conference: Call For Proposals: Main

DESC Proposal Name

☰ ☱

<p>TEST Title TEST</p> <p>Category: General Conference (In-Person in San Juan or Virtual Conference Day) > ASHE > In-Person in San Juan > Session Component Submission (Grouped by the Program Committee with other proposals for a Full Session) > Research Paper</p> <p>Proposal # 7462</p>	<div style="background-color: #0070c0; color: white; padding: 5px; margin-bottom: 10px;">VIEW PROPOSAL</div> <div style="background-color: #ccc; padding: 20px; font-size: 24px; font-weight: bold;">Complete</div>
<p>TEST- No Participants!</p> <p>Category: General Conference (In-Person in San Juan or Virtual Conference Day) > Administrators & Staff > In-Person in San Juan > Full Session Submission (75 minutes) > Interactive Symposium</p> <p>Proposal # 10960</p>	<div style="background-color: #0070c0; color: white; padding: 5px; margin-bottom: 10px;">VIEW PROPOSAL</div> <div style="background-color: #ccc; padding: 20px; font-size: 24px; font-weight: bold;">-</div>

Items 1 -2 of 2

Refine your search

▼ Search

Search

▼ Status Any

Scored

Unscored

Started

▼ Category Any

[Any](#)
[Change](#) | [Clear](#)

To begin a review, click the proposal title or the blue "View Proposal" button to the right.

Page Navigation. You can use the left side bar to search for specific proposals or review specific statuses, such as "unscored" vs. "scored". You can also adjust the display order of your proposals by descending or ascending alpha order.

Reading the Proposal

1. Review the format information on the left side of the page. The proposal will start with the Conference and Presentation Format Information. Review this information to ensure you are clear on the format and can review with those criteria in mind.
2. Review the Proposal Information by clicking “Next” or click on the navigation bar at the top of the Proposal Information to navigate to the “Proposal Information” section. The Proposal Information will include submission information in grey boxes including:
 - Title: The title of the proposal is also listed above the proposal information at the top of your screen.
 - Abstract: The abstract will not exceed 50 words.
 - Proposal Text: Proposals must not exceed 1500 or 2000 words (depending on format) and must include preliminary findings or a summary of full findings (when applicable to the format type). This section will include only the text of the proposal. All tables, figures, formulas, and graphics are submitted as an attachment. All references are submitted in a separate text box and do not count towards the word count; however, APA in-text citations should be used and are included in the word count.
 - Interactive Symposiums will include the names of each participant in the symposium. You may consider participant expertise and the combination of expertise/perspectives across participants in your review process for Interactive Symposium proposals. For this reason, for this particular proposal format only, the reviews are unmasked.
 - References: When evaluating references, review for both quality and quantity. This should ideally include foundational and recent research. If the proposal is in your content or methodological area of expertise, ensure that those who are the leading researchers in the area are cited. Additionally, because ASHE welcomes researchers from other fields, there may be occasions where work outside of higher education is cited. You may wish to comment to the author to check into specific researchers or works within the higher education literature. Also, when possible, encourage inclusion of diverse researchers if they are not cited (for example, #CiteASista).
3. (Self-Designed Sessions Only): Review Individual Presentation Abstracts
 - Presentation 1: Title, Proposal Type, Abstract
 - Presentation 2: Title, Proposal Type, Abstract
 - Presentation 3: Title, Proposal Type, Abstract

4. **Review Attachments:** If submitters elected to include attachments, you will be able to click and view the submission. No identifying information should be included in attachments, with the exception of Interactive Symposia proposals.

Individual Proposal View:

[Home](#) / [My Reviewing Assignments](#) / [ASHE 51st Annual Conference: Call For Proposals: Main](#) / ASHE Test Submission

Select a Section or Pre-Conference and Presentation Format

Proposal Information
Attachments

Conference and Presentation Format *

General Conference (In-Person in San Juan or Virtual Conference Day)

ASHE ▼

In-Person in San Juan ▼

Session Component Submission (Grouped by the Program Committee, with other proposals for a Full Session)

Research Paper ▼

Need to save and finish later? Instead of "Save and Next" or "Save and Finalize" (on the last form page), **click "Save" and leave the submission platform.** You can come back to your account later and view and finish incomplete submissions by using the "My Account" drop-down menu at the top of this website.

Next

ASHE Test Submission

[Recuse Myself from Reviewing this Submission](#)

Category:
General Conference (In-Person in San Juan or Virtual Conference Day) > ASHE > In-Person in San Juan > Session Component Submission (Grouped by the Program Committee with other proposals for a Full Session) > Research Paper

Proposal #
7462

Evaluation Form

Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice) *

3 - Average: The proposal meets the basics of the evaluation criterion definitio ▼

Quality of theoretical or conceptual frameworks and data sources *

3 - Average: The proposal meets the basics of the evaluation criterion definitio ▼

Connection of the proposal to relevant literature *

2 - Fair: The proposal may meet the evaluation criterion definition with consid ▼

Discussion of paradigm, methodology, study methods, analysis, and goodness criteria *

Completing the Evaluation Form

Note: You will be required to complete the review in one sitting once you start it. You will not be able to partially save it.

1. On the right side of the screen is your Evaluation Form. Select your rating for each of the criteria listed in the rubric. The criteria is similar for all proposals with two exceptions:
 - a. Interactive Symposiums do not have Study Design criterion but have Qualifications criterion.
 - b. Works in Progress do not have a Findings criterion.

Return to the Review Criteria section above for more information. Below is the rating criteria.

Rating	Description
--------	-------------

1 (poor)	The proposal omits or does not adequately address one or more components of the evaluation criterion definition.
2 (fair)	The proposal may meet the evaluation criterion definition with considerable revision.
3 (average)	The proposal meets the basics of the evaluation criterion definition but needs revision to fully meet the definition.
4 (good)	The proposal could fully meet the evaluation criterion definition with minor revision.
5 (excellent)	The proposal fully meets the evaluation criterion definition.

2. Provide a minimum of 50 words of constructive feedback for the author in the first text box. Reviewer comments should provide beneficial feedback to the author regardless of the reviewer's recommendation of accept or do not accept.

Below are some guiding questions to help reviewers select criterion ratings and provide comments. These questions may be useful across multiple proposal submission types:

- Does the author have a good grasp of the literature? Do they use extant literature in a way that helps build a solid rationale for their work?
- Is the theoretical framework clear, concise, and make sense for the proposal?
- Are the methods used appropriate for answering the research questions?
- Is the research design well-executed? What is the quality of the data collected/analyzed? If the proposal is non-empirical, is the argument coherent, sound, and logical in flow?
- Are the findings clear to the reader? (For applicable proposal formats.) Do the findings offer unique and important contributions to the extant literature and/or the topic discussed within the proposal?
- In what ways does the conclusion extend/build further from the findings and/or analysis?

- How readable is the proposal? Does the proposal make a convincing argument that extends intellectual contributions in the section/area it has been submitted?

All comments must be constructive and formative in nature. Profanity and derogatory comments will be edited and/or deleted by the Program Committee and reviewers may not be allowed to review for future conferences.

3. Provide a minimum of one sentence of feedback in the second text box to help the Program Committee make a decision to accept or not accept the proposal. This should not be repetitive of the Comments to the Author, but instead, additional context which may be needed for your rubric ratings and/or overall recommendation or to note if a proposal should be considered for a different section.

Helpful comments include: "This is the best proposal I have reviewed in 6 years;" "The literature review is quality, but I am worried about the methods and being able to complete this project before November." This is also a place to share any ethical concerns, such as plagiarism; these concerns will be reviewed by the ASHE Staff.

4. Make your recommendation to "Accept" or "Do Not Accept" the proposal in the "Recommendation" section. This recommendation should be based on both the numerical ratings and comments to the author you provided.

Submitting Your Review

After you complete the Evaluation Form: Click the "Save" button.

Note: You may not edit your review after you mark it as completed.

Repeat this process for each review assigned to you.

The peer-review process is an essential part of supporting proposal submitters and developing our field's scholarship at large. We are tremendously grateful to you for your service and your role in supporting the quality and success of the 2026 ASHE Conference.