NOVEMBER 2024

THE REVIEW OF HIGHER EDUCATION

2023-2024 Report

EDITORS:

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The Ohio State University

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ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

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LETTER FROM THE EDITORS

Dear *Review of Higher Education* Community,

We started as editors of the *Review of Higher Education (RHE)* five years ago, which means our first term is at its end. Leading this journal and collaborating with the amazing *RHE* readership, authors, reviewers, editorial board members, editorial team, ASHE leaders, and the professionals at Johns Hopkins University Press (JHUP), our publisher, to bring outstanding articles and book reviews to scholars and practitioners around the globe are highlights of our careers. We are grateful to the ASHE Board, publications committee, and staff for extending to us the opportunity to continue with *RHE* for an additional three years. In the coming years, we will continue our efforts to always strengthen the journal and thoughtfully prepare for the transition to a new editorial team not too long from now.

As we end our first term, we have been taking stock of all that has been accomplished since we received the call from then ASHE President **Kristen Renn** who relayed the ASHE Board decision to offer us the *RHE* editorship based on the selection committee's and publications committee's recommendations. It feels like such a short time ago. Since our start, among many things, we re-opened submissions to the journal; reworked the manuscript management system; developed a process to post accepted manuscripts online prior to publication via Project Muse; increased the journal's impact; reshaped the editorial board so it adheres to ASHE's bylaws and is reflective of the field across areas of expertise, methods, institutions, and backgrounds; maintained a stellar editorial team, including as members of that team have transitioned in and out of their positions; enhanced the review process with a keen focus on humanizing (the ASHE conference theme from past ASHE president **Joy Gaston Gayle**s) our interactions and communications as well as providing resources to reviewers to aid in improving review quality; managed the disruption of a pandemic on the journal; started *RHE*'s social media presence; published award winning and quality arts-based and autoethnographic research; and increased *RHE*'s transparency by creating and making available reports like this one.

In a message to the ASHE community on September 17 this year, we reported on our work to aid the Association in publishing past presidential addresses that had yet to appear in *RHE*'s pages. As of this report, we have regularized the process for the publishing presidential addresses (which was lacking prior to our appointment), posted errata language for addresses that will not be published due to being missing or the past president requesting not to have it published, and published (or will soon publish) any addresses that were located and submitted by the past president along with language explaining why it was published later than what has been typical. This work was sparked by **D-L Stewart**'s 2021 ASHE Presidential Address where he noted the omission of past presidential addresses, particularly those of **Shaun Harper** and **Lori Patton Davis** and linked this to anti-Blackness and unjust exclusion of Black voices in academia, *RHE*, and ASHE. Earlier this year, Black women ASHE members and allies started to resign from ASHE roles because of **Lori Patton Davis**'s treatment by ASHE regarding her presidential address as well as other injustices and harms toward Black women (the ASHE Board of Directors sent a message about this to the ASHE community on March 20, 2024 and a follow up on August 19, 2024).

In response, *RHE*'s editorial team and board determined that *RHE* needed to take steps to further address injustices built into the publishing process. Four task forces were created and charged with:

1. Reviewing *RHE* policies and procedures to root out anti-Blackness and imbedded racism and recommend steps forward;
2. Considering an ongoing section of the journal that centers epistemic injustice;
3. Creating a webinar series to tackle issues of anti-Blackness and gendered racism connected to *RHE*; and
4. Planning and delivering a related session for the ASHE community at the 2024 annual conference.

The task forces worked on their charges this past summer and fall. Their progress is briefly summarized on page 8 of this report. As an outgrowth from these efforts, we are excited to announce that **Chrystal A. George Mwangi** and **Milagros Castillo-Montoya** are now senior associate editors who are leading the implementation of a new section of the journal and have taken collective responsibility for continuing to push *RHE* toward being a more just publication.
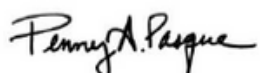
RHE's accomplishments throughout these pages are a team effort. We remain deeply thankful for all who have poured time and energy into the journal, including the associate editors, managing editors, editorial assistants, editorial board, and ad hoc reviewers. In addition to the new senior associate editor positions mentioned above, we want to extend a special thank you and congratulations to **Stephanie T.X. Nguyen**, outgoing Managing Editor at Indiana University-Bloomington, who received a dissertation fellowship for the 2024-25 academic year. At Ohio State, in recognition of her time and leadership with *RHE*, **Monica Quezada Barrera** was promoted to Senior Managing Editor. In addition, we have welcomed **Miras Sharipov** and **Arman Zhumazhanov** as new managing editors at Indiana University-Bloomington and **Mianmian Fei** as editorial assistant at Ohio State. We also have seven colleagues rotating off the Editorial Board this year – **Chayla Haynes Davison, Cindy Ann Kilgo, Angela Locks, Z Nicolazzo, Kelly Rosinger,** and **Xueli Wang**. We welcome into their second three-year term on the board: **Claudia García-Louis, Nicholas Hillman,** and **Robert Palmer**. New to the editorial board after offering exceptional ad hoc reviews for several years are **David Ayers, Nichole Margarita Garcia, Susan Gardner, Darrius Means, Meghan Pifer, D-L Stewart, Amy Stitch,** and **LaWanda Ward**. Welcome to the *RHE* Editorial Board!

We are also deeply grateful to *RHE* authors for the ways they have advanced the field and how their work invites readers to think more deeply about higher education. They have been wonderful partners in the revision process and have helped the *RHE* team become better editors. They also encourage all of us to act on their intentional recommendations and implications, giving voice to change that should be seen in and beyond our field based on this scholarship.

As we move into our second term, we are working with JHUP, particularly Journals Publisher **William Breichner**, to shift to a subscription model that will likely make *RHE*'s contents open to the public starting in 2025. We are excited about this change as it should increase significantly the reach and impact of authors' research and scholarship. We are also working on making *RHE* more receptive to international submissions, further building reviewer resources, and continuing to improve the journal's impact, which has increased during our first term as editors.

We are incredibly grateful to all who have engaged with and contributed to *RHE* over the last five years. *RHE*'s success has been a community effort. As you look through this annual report, we hope you see progress and reminders that *RHE* is your/our journal. We look forward to working with you as we seek to build on the past five years to make the *Review of Higher Education* a better publication that continually improves publishing the best researchers have to offer.

Sincerely,

Penny A. Pasque, Ph.D.
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RHE MISSION & IMPACT

MISSION

The *Review of Higher Education (RHE)* publishes empirically, historically, and theoretically based articles and scholarly reviews and essays that move the study of colleges and universities forward. The most central aspect of *RHE* is the saliency of the subject matter to other scholars in the field as well as its usefulness to academic leaders and public policymakers. Selection of articles for publication is based solely on the merits of the manuscripts with regard to conceptual or theoretical frameworks, methodological accurateness and suitability, and the clarity of ideas and gathered facts presented. *RHE* encourages a diversity of scholarly thoughts, perspectives, research designs, and methodological paradigms.

FROM SEPT 1, 2023-AUG 31, 2024

After a pause in receiving submissions, *RHE* began to receive submissions again on September 1, 2019. As a result, our first Annual Report covered the year that spanned from September 1, 2019 to August 31, 2020. Subsequent reports, including this one, follow the same September through the following August timeframe.

NUMBER OF SUBMISSIONS
275

OVERALL ACCEPTANCE RATE
8%

IMPACT FACTOR*
2.9

5-YEAR IMPACT FACTOR*
3.2

H5-INDEX**
39

H5 MEDIAN-INDEX**
58

*provided by Clariviate Analytics
**provided by Google Scholar Metrics

RHE TASK FORCE REPORTS

As stated in the Letter From The Editors, *RHE's* editorial team and board determined that *RHE* needed to take steps to further address injustices built into the publishing process. Four task forces were created and charged with:

- Reviewing RHE policies and procedures to root out anti-Blackness and imbedded racism and recommend steps forward;
- Considering an ongoing section of the journal that centers epistemic injustice;
- Creating a webinar series to tackle issues of anti-Blackness and gendered racism connected to RHE; and
- Planning and delivering a related session for the ASHE community at the 2024 annual conference.

These reports summarize the progress thus far.

TASK FORCE: *RHE* SESSION DURING ASHE REPORT

Members: Penny A. Pasque, Thomas Nelson-Laird & Rachelle Winkle-Wagner

This summer and early fall, we planned for an interactive session at the ASHE Annual Conference titled *The Review of Higher Education* Open Community Conversation on (In)Justice in Publishing. In this session, November 22, 2024, we engaged in a community conversation focusing on epistemic injustice within publishing processes as we work toward justice. We heard from each of the four *RHE* Task Forces working on short- and long-term structural change. The session was designed to be interactive as we encouraged the community to reflect on justice-related topics faced by ASHE/*RHE* communities relative to publishing substantively and methodologically field-shaping work. Finally, we created the next steps for moving *RHE* forward given the current socio/political milieu, so our field's journal is situated to do its best work to promote publishing justice and constructive debate of ideas. One of these ideas was in collaboration with the Task Force on Webinars - we crafted a working annotated bibliography of research about epistemic justice and injustice, asked people to add to the document, and this document will be posted on the *RHE* website by the start of the new calendar year. Another was inviting people to meet with Chrystal A. George-Mwangi and Milagros Castillo-Montoya as new senior associate editors who invited feedback on the new section of the journal.

TASK FORCE: POLICIES AND PROCEDURES

Co-Chairs: Antonio Duran & Demetri L. Morgan
Members: Tim Cain, Roman Liera & Judy Marquez Kiyama

The Subcommittee on *RHE*'s policies and procedures aimed to identify opportunities for the journal to proactively and structurally address racism and anti-Blackness in its processes. Examples of recommended considerations include studying the purpose and utility of an anti-racism statement for *RHE*, developing or linking to a bias-free writing guide, and providing explicit resources for manuscript reviewers around anti-racism in the review process. We also identified instances in the bylaws where ASHE might make the process of recruiting racially and ethnically diverse editors more transparent and similar for editors recruiting racially and ethnically diverse associate editors and editorial board members.

TASK FORCE: WEBINAR SERIES REPORT

Co-Chairs: Erin Doran & Thomas Nelson Laird
Members: Angela Boatman, Milagros Castillo-Montoya & Rebecca Natow

The subcommittee tasked with putting together a webinar series met a couple of times over the summer and early fall. Our goal was to link the first webinar/online session to the in-person session during the ASHE Annual Conference and we started a working list of relevant readings. Our first webinar session will be hosted after the ASHE conference and engage in the topics of anti–Blackness and epistemic (in)justice in the publishing process. We will invite ASHE members to participate in group conversations about publication experiences and will consider further steps to move our scholarly community forward.

TASK FORCE: *RHE* ONGOING SECTION IN THE JOURNAL REPORT

Co-Chairs: Claudia García-Louis & Robert Palmer
Members: Federick Ngo, Chrystal George Mwangi & Deborah Carter

Recommendations from this sub-committee focus on creating a consistent and sustained emphasis on dismantling anti-Black epistemic injustices present within *RHE* practices and policies. We stress that dismantling anti-Black epistemic injustice become part of the culture of *RHE*. Notably, we worry that some actions will be temporary or siloed initiatives, particularly given that editorial boards will continue to change over time. Considering the aforementioned, below we provide our recommendations:

- Creating a senior associate editor position focused on addressing and assessing anti-Black, racist, misogynoirist, xenophobic, epistemically exclusionary policies, practices, and publishing within the *RHE*. This role could include advising on special issues or a section related to the topic, and guiding the revisions of reviewing practices and journal policies to ensure exclusionary practices are addressed. Furthermore, they could help evaluate *RHE*'s progress towards related goals and outcomes. The role of this senior associate editor WOULD NOT be to conduct or implement "DEI" efforts as that is the role and responsibility of all members of the *RHE* editorial team. Instead, this position would serve as a means to maintain prioritization, accountability, and sustainability of anti-racism and anti-misogynoirism within *RHE*.
- Institute internal processes and procedures in *RHE* bylaws that will ensure institutionalization of the work all sub-committees have produced. This sub-committee spoke at length about ensuring that our recommendations were not a band-aid fix but rather led to sustainable change. Institutionalization is critical to ensuring that regardless of who is leading *RHE*, they are governed by bylaws and procedures committed to addressing anti-Blackness, anti-misogynoirst, xenophobic, discriminatory practices.
- Consider potential public-facing engagement opportunities, such as op-eds or podcasts to reach folks who may not be involved with *RHE* or ASHE.

UPDATE: As mentioned in the editor letter, Chrystal A. George Mwangi and Milagros Castillo-Montoya have been offered, and we are grateful, have accepted to serve as senior associate editors to advance this work. They have made important progress in the development of this section and in the spirit of transparency and community, will create opportunities to connect with them during and after the ASHE 2024 conference. They are welcoming feedback on the direction of the section from ASHE's multiple community members, especially ASHE's racially and multiply minoritized communities.

RHE ATTENTION

Article Views

Between <u>September 1, 2023, and August 31, 2024</u>, Project Muse recorded 117,398 article views. This is an 11.4% decrease compared to last year and an 88.4% increase compared to 2019-2020. Of these, 52,326 were for PDFs of articles, with the remainder for the HTML version. Project Muse currently consists of 723 journals, and <u>*RHE* ranks 5th amongst all Project Muse journals</u> in terms of total usage for the current year.

RHE Subscriptions

The following data correspond to the period beginning September 1, 2023 and ending August 31, 2024. The data represent figures regarding *RHE*'s subscription rates, circulation and electronic access of articles and journal issues for the same time-period. According to Johns Hopkins University Press, there were 1,839 subscribers to Volume 47, which contains Issues 1-4. This number represents 1,780 members and 46 libraries that subscribed to the electronic version as well as 13 institutional subscriptions to the print versions. An additional 1,116 members have opted for the electronic-only version of the journal.

RHE Authors' Achievements

Council on International Higher Education (CIHE) Significant Research on Higher Education Award: Best Article "Activist Scholarship and Borderland Feminism: Resisting Coloniality in Liminal Internationalization" by Pilar Mendoza, EdD.

An ahead-of-print article, "Tenure Bans: An Exploratory Study of State Legislation Proposing to Eliminate Faculty Tenure, 2012-2022" by Dr. Barrett J. Taylor and Dr. Kimberly Watts, was highlighted by Ryan Quinn in the "Inside Higher Education" article "The Growing Trend of Attacks on Tenure" on August 05, 2024.
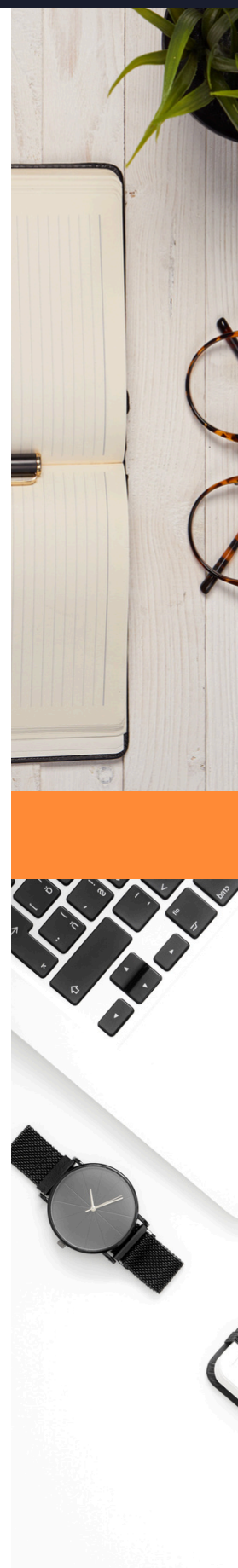
Table 1. X (Formerly Twitter) Summary report for Sept 1, 2023-Aug 31, 2024

X: @RHE_ASHE	Total #
Followers	2,657
New Followers	218
Tweets	95
Impressions	222,655
Reposts and Shares	742

@RHE_ASHE promotes all issues, and articles in each issue, with an individual tweet. We also try to promote our editorial team and editorial board members' research by sharing their accomplishments and publications when possible. If you would like to see us tweet a topic, please contact us at rhe@ashe.ws.

Figure 1.
@RHE_ASHE
X (Formerly Twitter)
Engagement Rate (in percentage, *Right*)
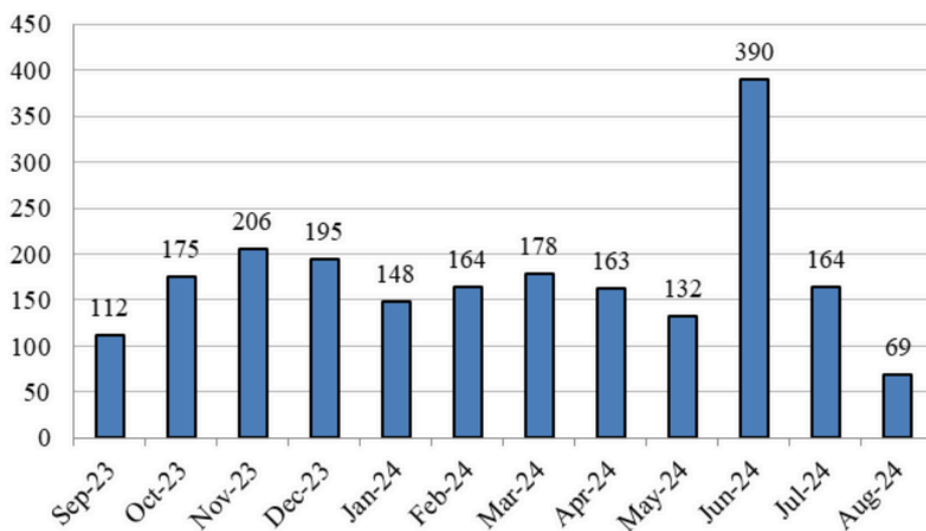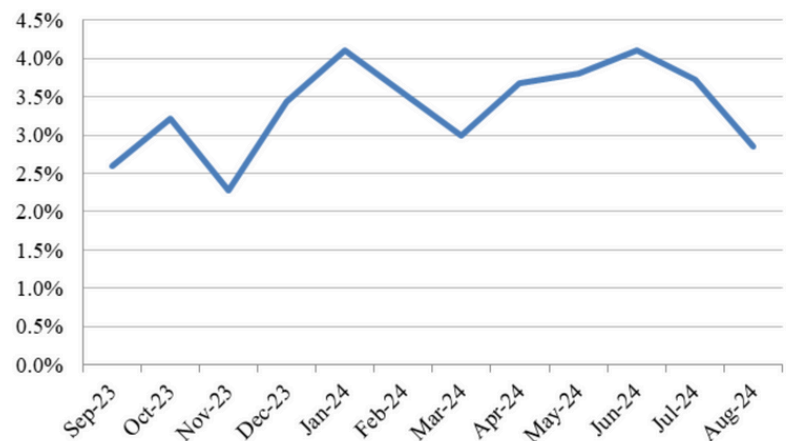
Figure 2.
@RHE_ASHE
Social Media
Likes By Month
(*Left*)

*Note: The June 2024 post about the article "Black Taxes: African-American Doctoral Students Experiencing Tokenism at a Predominantly White Institution" by Deniece Dortch, Ijeoma Njaka, Qi Chen, and Joy A. Jack received 102 reposts, 250 likes and 18K views, which is at least 10 times higher than usual in terms of engagement (e.g., likes, reposts, views).

NEW SUBMITTED MANUSCRIPT WORKFLOW
SEPTEMBER 1, 2023 TO AUGUST 31, 2024

When a manuscript is submitted by an author, a Managing Editor completes a technical check to ensure that manuscript meets minimum requirements for submission.

Managing Editor
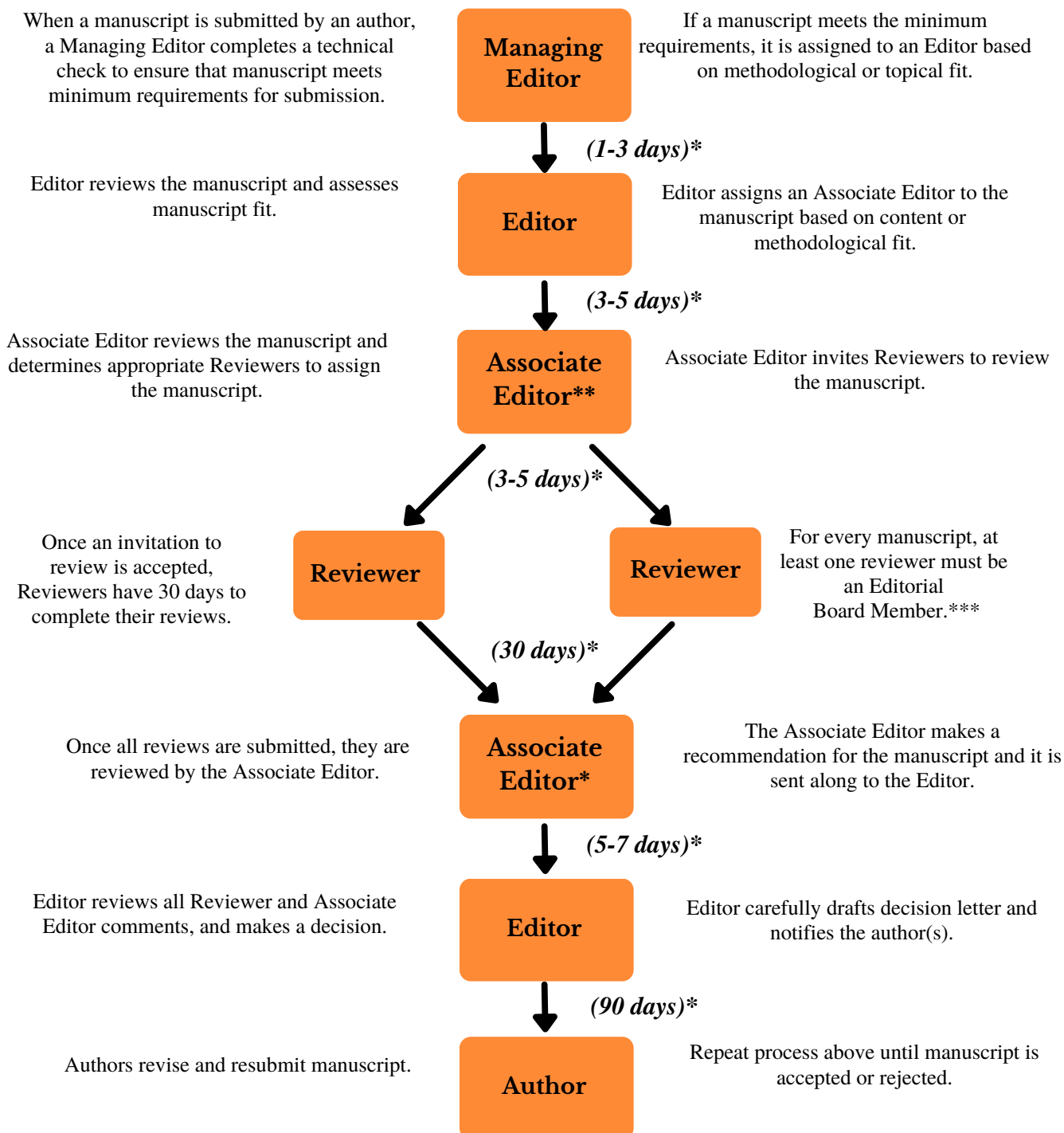
If a manuscript meets the minimum requirements, it is assigned to an Editor based on methodological or topical fit.

(1-3 days)*

Editor reviews the manuscript and assesses manuscript fit.

Editor

Editor assigns an Associate Editor to the manuscript based on content or methodological fit.

(3-5 days)*

Associate Editor reviews the manuscript and determines appropriate Reviewers to assign the manuscript.

Associate Editor**

Associate Editor invites Reviewers to review the manuscript.

(3-5 days)*

Once an invitation to review is accepted, Reviewers have 30 days to complete their reviews.

Reviewer

Reviewer

For every manuscript, at least one reviewer must be an Editorial Board Member.***

(30 days)*

Once all reviews are submitted, they are reviewed by the Associate Editor.

Associate Editor*

The Associate Editor makes a recommendation for the manuscript and it is sent along to the Editor.

(5-7 days)*

Editor reviews all Reviewer and Associate Editor comments, and makes a decision.

Editor

Editor carefully drafts decision letter and notifies the author(s).

(90 days)*

Authors revise and resubmit manuscript.

Author

Repeat process above until manuscript is accepted or rejected.

*Note: General timeline for the decision on the newly submitted manuscript. We do our best to meet these decision timeframes, however, goals can fluctuate depending on the type of manuscripts, time it takes to obtain a reviewer, time reviewers take to review, time of year, etc.

**Note: The editors also serve in the Associate Editor role for some manuscripts.

*** For revised manuscripts, we seek the same reviewers when possible.

PRODUCTION TIMELINE

MANUSCRIPT ACCEPTED   **~ 1 MONTH**

Once a manuscript is accepted to *RHE*, authors have 30 days to complete final revisions (as specified in acceptance letter) and send the finalized manuscript and signed Publication Agreements for all authors to the *RHE* Managing Editors.

FINAL CHECKS   **1-2 WEEKS**

Managing Editor will complete the First Production Technical Check, ensure that comments from the accept letter are addressed, then send along to the Editor for a final review of the manuscript. Managing Editor will reach out to author with any withstanding issues.

COPYEDITTING   **3-4 WEEKS**

Finalized and approved manuscript is sent to the Copyeditor. Copyeditor focuses on formatting and grammar to ensure APA 7th edition compliance and sends back within 2-3 weeks. Managing Editor and Editor review copyedits and save a new "clean" copy.

FIRST PROOF   **~2 WEEKS**

The clean copy is sent to JHUP for First Proofs. JHUP's product team sends back proof typically within 2 weeks. Managing Editor reviews first proofs alongside copyedits and complete second technical check for all formatting and conversion related issues.

PROOF REVISIONS   **~3 WEEKS**

Managing Editor sends first proof and copyedited manuscript (with tracked changes) to authors for review. Author feedback is requested within a one week turn around. Managing Editor revises proof to include author feedback, then sends edited first proof to Editor for review. Final edits are sent to JHUP.

ONLINE FIRST AND DOI   **3-4 WEEKS**

JHUP produces final proof and sends to Editorial Team for review. Upon approval, article is given a DOI and placed in the Ahead of Print section in MUSE. It will later be slotted into an upcoming issue of *RHE*.

NEW SUBMITTED MANUSCRIPTS

In Tables 2-3, the number of Original Submissions does not include R1s and R2s. Some revised manuscripts were original submissions in a previous submission period (i.e., Sept 1, 2022 - Aug 31, 2023).

Table 2. *Review of Higher Education* New Submitted Manuscripts from Sept 1, 2023- Aug 31, 2024

	Count	Percent
Rejected Before Review Process	172	73%
Desk Reject	99	42%
Reject Before Review	73	31%
Sent Out For Review And First Decision Made	49	21%
Reject After Review	39	17%
Revise And Resubmit	9	4%
Accepted*	1	<1%
In-Progress	15	6%
Total:	236	100%

*Note: This is the ASHE Presidential Address, 2023.

Table 3. *Review of Higher Education* Revised and Resubmitted (Revision 1 - R1, and Revision 2, 3 - R2, R3) Manuscripts from Sept 1, 2023- Aug 31, 2024

Status	R1	R2 & R3
Sent Out For Review And Awaiting Scores	3	1
Rejected	3	1
Revise And Resubmit Again	10	1
Accepted	4	16
Total	20	19

Table 4. *Review of Higher Education* New Submitted Manuscripts by Country of First Author: Top Five

Country Name	Count
United States	147
China	37
Kazakhstan	19
Turkey	7
Spain	6

Note: We have authors who represent 36 countries from all continents.

Figure 3. Submitted Manuscripts by Month
from Sept 1, 2023 - Aug 31, 2024
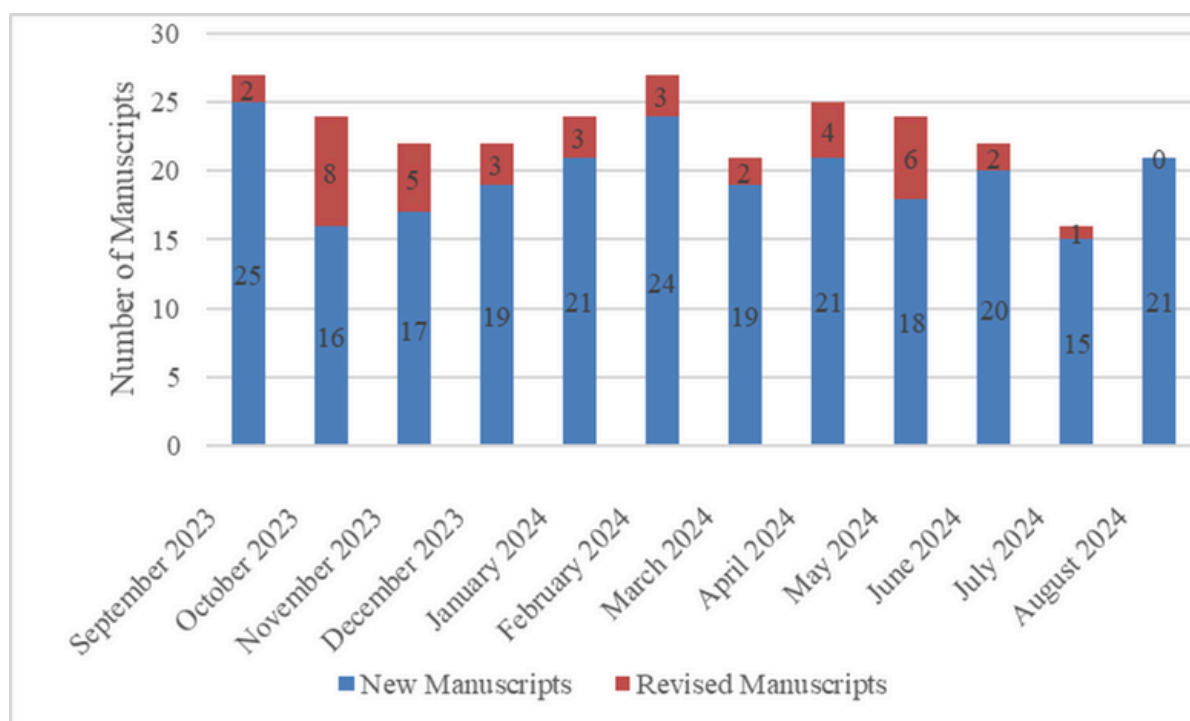
Table 5. Submitted Manuscripts by Type, as Identified by Author

	Total Submissions		Accepted Manuscripts	
	Count	Percent	Count	Percent
Empirical Research Article	210	77%	18	85%
Essay/Literature Review	31	11%	1	5%
Scholarly Paper	34	12%	2	10%
Total:	**275**	**100%**	**21**	**100%**

Table 6. Submitted Manuscripts by Method,
as Identified by Author

	Total Submissions		Accepted Manuscripts	
	Count	Percent	Count	Percent
Qualitative	130	47%	13	62%
Quantitative	65	24%	6	29%
Mixed-Methods	51	18%	1	5%
Conceptual/Theoretical/Historical/ Literature Review	29	11%	1	5%
Total:	**275**	**100%**	**21**	**100%**

Note: The items listed in Table 6 are the only choices available to authors in the Scholar One system.

Table 7 reports the primary focus of the manuscripts submitted to the *Review of Higher Education* between September 1, 2023 and August 31, 2024, as identified by the author. As shown in Table 7, a wide range of topics were represented in submissions. The largest numbers of submissions were in the areas of "Student Outcomes/Student Success" (36; 13%), "Student Development/Student Affairs" (26; 9%), "Access/Equity" (23; 8%), "Diversity Issues" (22; 8%), and "International Higher Education" (21; 8%).

Table 7. Submitted Manuscripts by Topic, as Identified by Author

Topic	Count	Percentage
Student Outcomes/ Student Success	36	13%
Teaching Issues	26	9%
Access/Equity	23	8%
Diversity Issues	22	8%
International Higher Education	21	8%
Graduate Education	20	7%
Student Development/Student Affairs	19	7%
Faculty Issues	18	7%
Administrative Issues, Leadership, Structures	14	5%
Technology Issues	10	4%
Public Policy/State or Federal	8	3%
Academic Freedom	7	3%
Organizational Culture	7	3%
Financial Issues/Tuition/Financial Aid	7	3%
Philosophy & Values	7	3%
Social Movements and Higher Education	6	2%
Community Colleges	5	2%
Governance	4	1%
Enrollment Management	4	1%
Service Learning	4	1%
Assessment/ Accountability	3	1%
Retention/Persistence/Completion	3	1%
For-Profit Higher Education	1	<1%
Total:	**275**	**100%**

Note: The items listed in Table 7 are the only choices available to authors in the Scholar One system.

RHE FIVE-YEAR TRENDS

Table 8. Submitted Manuscripts by Type, as Identified by Author

Year	Total Submissions
2019-2020	351
2020-2021	315
2021-2022	276
2022-2023	310
2023-2024	275

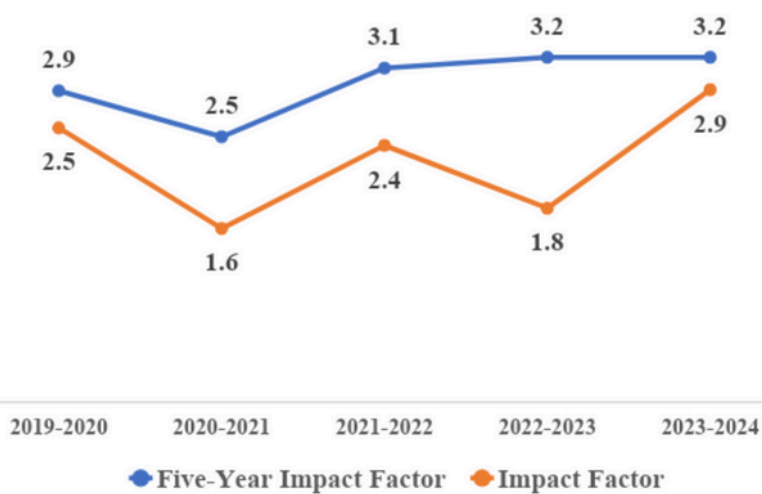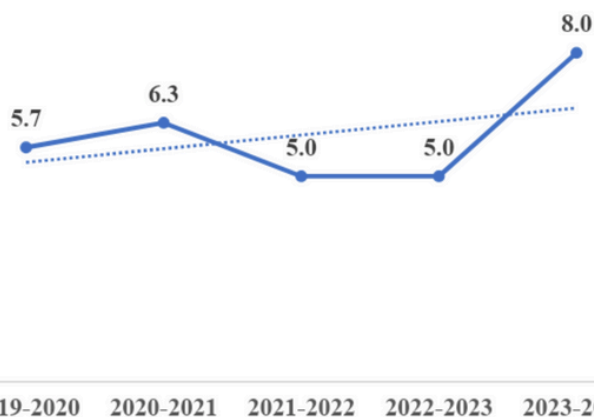Figure 4. Acceptance Rate (in Percent) by Year, 2019-2020 to 2023-2024 (*right*)

Figure 5. Impact Factor and Five-Year Impact Factor by Year, 2019-2020 to 2023-2024 (*left*)

Figure 6. Manuscript Submissions, Accepted Manuscripts by Type and Year, 2019-2020 to 2023-2024

Total Submissions

Year	Scholarly Paper	Essay/Literature Review	Empirical Research Article
2019-2020	45	47	259
2020-2021	35	39	241
2021-2022	30	33	213
2022-2023	27	32	251
2023-2024	34	31	210

Accepted Manuscripts

Scholarly Paper:
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1	3	0	2	2

Legend: Scholarly Paper, Essay/Literature Review, Empirical Research Article

Empirical Research Article:
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
10	16	15	11	18

Essay/Literature Review:
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1	2	0	1	1

Figure 7. Manuscript Submissions, Accepted Manuscripts by Method and Year, 2019-2020 to 2023-2024

Total Submissions

Accepted Manuscripts

Legend: Conceptual/Theoretical/Literature Review/Historical — Mixed-Methods — Quantitative — Qualitative
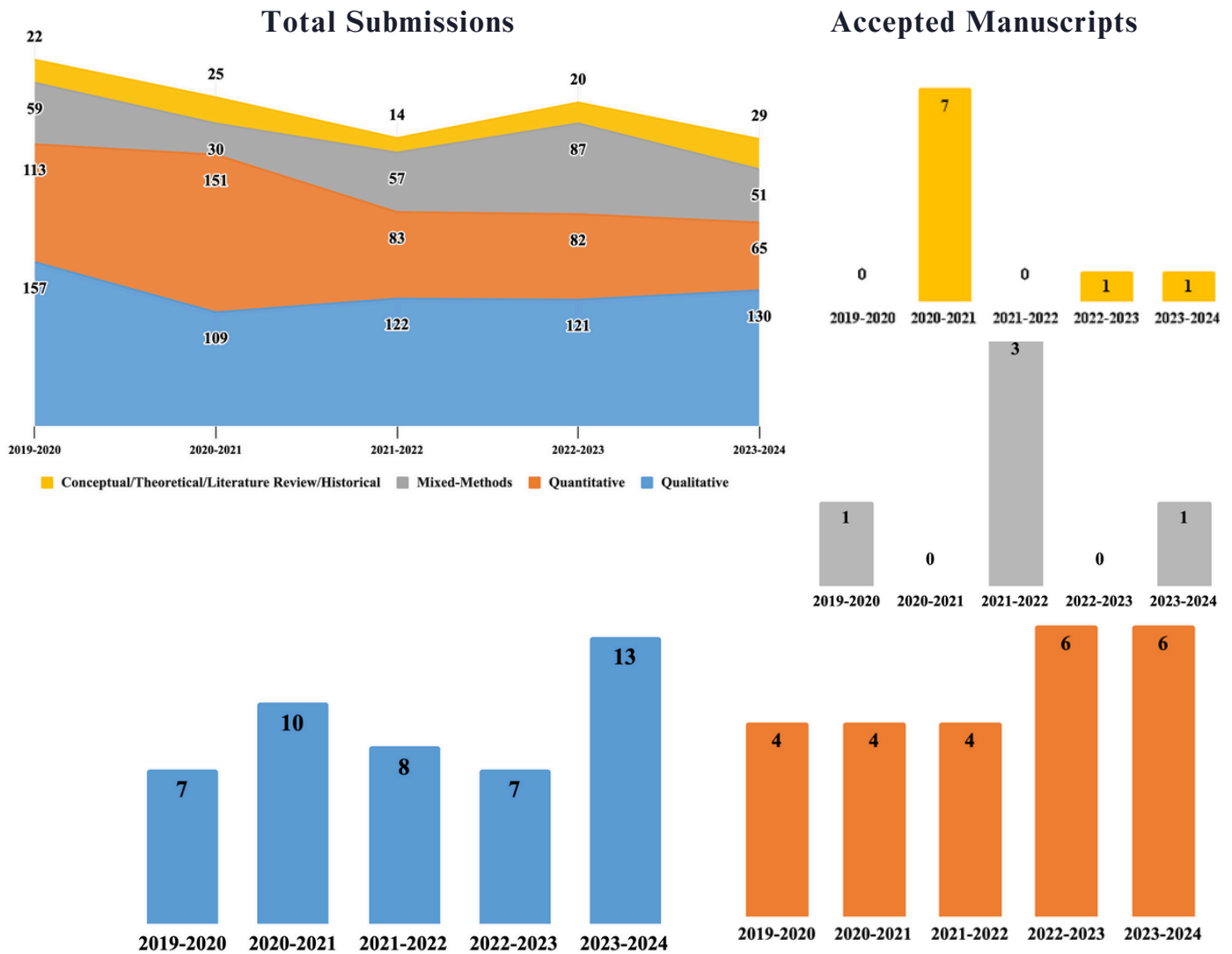
Table 9. Top Eight Topics of Submitted Manuscripts by Year, 2019-2020 to 2023-2024

Topic	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Student Outcomes/ Student Success	40	11%	47	15%	45	16%	36	12%	36	13%
Student Development/ Student Affairs	19	5%	21	7%	23	8%	33	11%	19	7%
Faculty Issues	21	6%	30	10%	16	6%	28	9%	18	7%
International Higher Education	32	9%	20	6%	21	8%	26	8%	21	8%
Graduate Education	21	6%	27	9%	25	9%	25	8%	20	7%
Diversity Issues	43	12%	29	9%	21	8%	23	7%	22	8%
Teaching Issues	16	5%	18	6%	20	7%	22	7%	26	9%
Access/ Equity	19	5%	22	7%	14	5%	18	6%	23	8%

Note: Top eight topics determined by counts across all five years. Topic areas are those specified in the Scholar One system.

TITLE	AUTHORS	PUBLISHED	VIEWS
Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Crits	*Nolan L. Cabrera*	Vol. *42* (1) Fall 2018	2,342
The Impact of Culturally Engaging Campus Environments on Sense of Belonging	*Samuel D. Museus, Varaxy Yi & Natasha Saelua*	Vol. 40 (2) Winter 2017	1,920
Exploring the Impact of GRE-Accepting Admissions on Law School Diversity and Selectivity	*Kelly Ochs Rosinger, Karly S. Ford, Julie Posselt & Junghee Choi*	Vol. *46* (1) Fall 2022	1,650
Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms	*Shaun R. Harper*	Vol. *36* (1) Fall 2012 Supplement	1,426
Socioeconomic Status and College: How SES Affects College Experiences and Outcomes	*MaryBeth Walpole*	Vol. *27* (1) Fall 2003	1,347
Institutionalizing Inequity Anew: Grantmaking and Racialized Postsecondary Organizations	*Heather McCambly & Jeannette A. Colyvas*	Vol. *46* (1) Fall 2022	1,285
Black Joy on White Campuses: Exploring Black Students' Recreation and Celebration at a Historical White Institution	*Antar A. Tichavakunda*	Vol. *44* (3) Spring 2021	1,154
Methodological Troubles with Gender and Sex in Higher Education Survey Research	*Jason C. Garvey, Jeni Hart, Amy Scott Metcalfe & Jennifer Fellabaum-Toston*	Vol. *43* (1) Fall 2019	1,102
Understanding Higher Education Bill Success in the United States Congress	*Rebecca S. Natow*	Vol. *46* (1) Fall 2022	920
Beyond Recidivism: Exploring Formerly Incarcerated Student Perspectives on the Value of Higher Education in Prison	*Patrick Filipe Conway*	Vol. *46* (4) Spring 2023	891

Figure 8. Article Topics for Vol 47, as Identified by Author
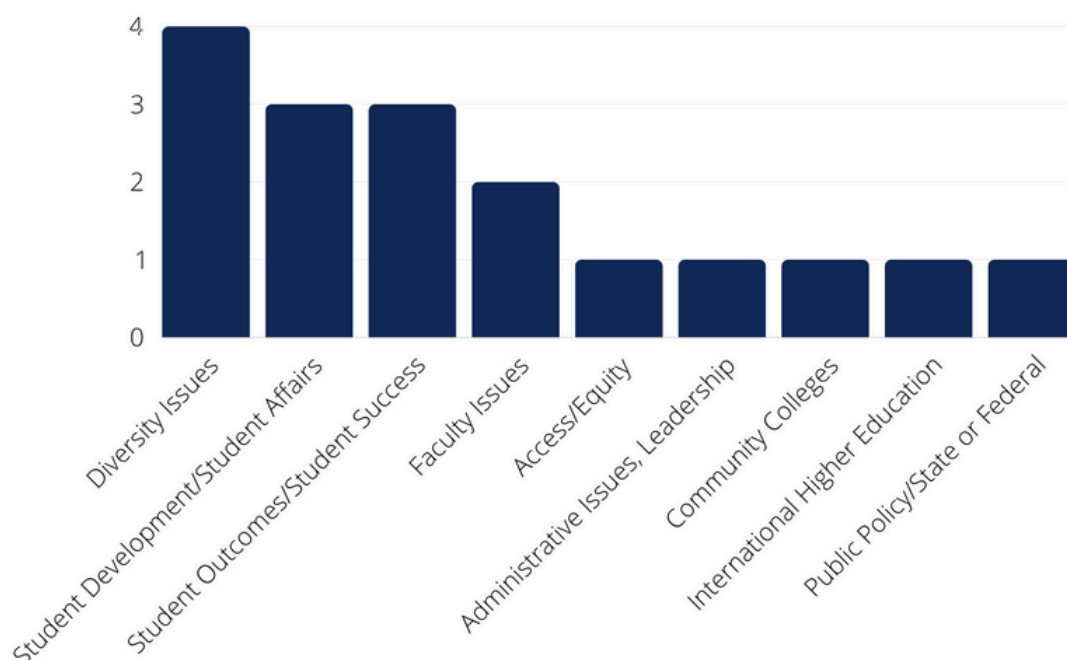
Note: This list of topics does not include five Book Reviews published in Volume 47

Figure 9. Article Method of Publication for Vol 47

22% (4)	11% (2)	67% (12)
Quantitative	Conceptual/Theoretical/Lit Review	Qualitative
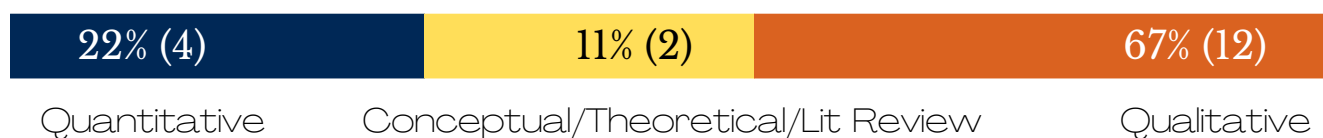
Figure 10. Author Rank at Time of Publication for Vol 47
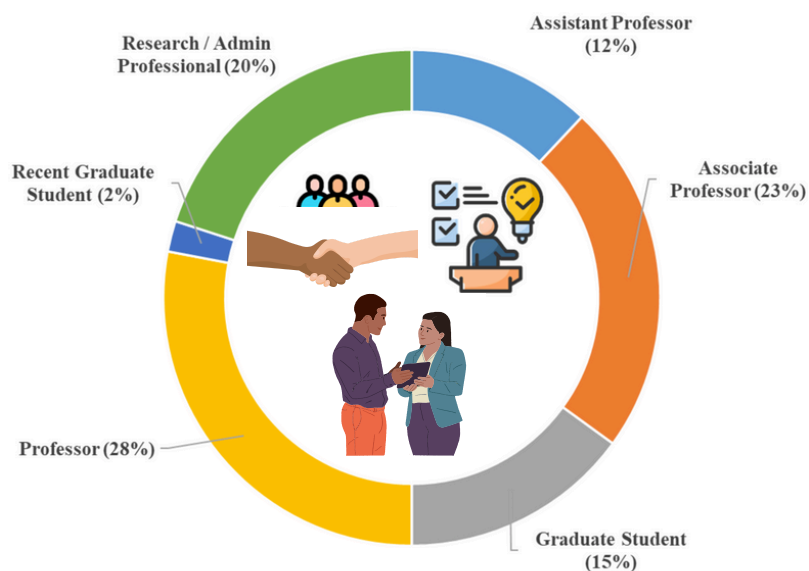
Figure 10 illustrates the distribution of author positions among those who contributed to the publication of RHE Volume 47. Professors were the most frequent contributors, making up 28% (17) of the authors, followed by Associate Professors at 23% (14) and Research/Administrative Professionals at 20% (12). Notably, graduate students make up 15% (9) of authors.

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RHE NOTABLES

This past year our graduate student editorial team grew from two .5 graduate students to four students, with one holding a .5 GRA position, and the other three holding less than .5 GRA positions. The graduate student editorial team helps authors at the initial manuscript submission stage, authors throughout the publication process, assist the Editors and Associate Editors in daily tasks, post on X, among other important responsibilities.

Senior Managing Editor

Monica Quezada Barrera (she, her, *ella*) is a PhD candidate at The Ohio State University, studying Higher Education & Student Affairs. Born and raised in Santa Ana, California, Monica began her college experience at her local community college, Santa Ana College, where she received her associate's in Liberal Arts. Monica then transferred to the University of California, Irvine, and received her bachelor's degrees in Social Policy and Public Service with a double major in Education. She obtained her master's degree from California State University, Long Beach, in Counseling option in Student Development in Higher Education. Her research interests focus on first-generation Latinx/a/o/e college students, family dynamics, and adult children of Latinx/a/o/e immigrants, while using testimonios and pláticas as methodologies.

Managing Editors

Miras Sharipov (he, him, his) is a PhD student in the Higher Education and Student Affairs Program at Indiana University-Bloomington. He holds two Master's degrees: one in Leadership in Education from Nazarbayev University, Kazakhstan (2022), and another in Tourism and Hospitality Management from Cesar Ritz Colleges, Switzerland (2011). Miras has 11 years of professional experience at Nazarbayev University, a leading research institution in Central Asia, where he has held various positions, including roles in the Dean's Office, International Cooperation, the Office of the President, and most recently served as Director of the Department of Student Services for two years. His research interests include student success, transformation of higher education institutions, early-career faculty experience, and related areas.

Arman Zhumazhanov (he, him, his) is an EdD student in the Higher Education and Student Affairs Program at Indiana University-Bloomington. His research interest focuses on exploring the intricacies of data-informed decision-making policies and critical analysis of corporate governance within higher education institutions. Before stepping into the doctoral program, Arman gained valuable experience in higher education administration roles in Kazakhstan. Serving as the Chief of Staff to the President of Nazarbayev University, he developed a comprehensive understanding of institutional leadership, policymaking, problem-solving, and crisis management. He holds a Bachelor's degree in Economics from Selcuk University, Master's degrees in Business Administration and Public Administration from Colorado State University-Pueblo and Nazarbayev University, respectively.

Editorial Assistant

Mianmian Fei (she, her, 她) is a PhD candidate at The Ohio State University, studying Higher Education & Student Affairs.. Born and raised in China, Mianmian moved to the U.S. to pursue her bachelor's degree at Vanderbilt University, where she majored in Anthropology and Human and Organizational Development. She later earned a master's degree in Anthropology and Sociology from the Geneva Graduate Institute in Switzerland as a Hans Wilsdorf Scholar. Before starting her PhD studies, Mianmian worked as a Consultant at the UNESCO International Bureau of Education. During her PhD, she also serves as a Graduate Research Associate at the QualLab research center working on grants. Her research interests include international and comparative higher education, qualitative methodology, and the sociological aspects of education.

THANK YOU FOR YOUR SERVICE

Many thanks to the outgoing members of
the editorial team and board for your service to
the *Review of Higher Education* and
the Association for the Study of Higher Education!

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A large "thank you" to all our ad-hoc reviewers. Please see page 26 for a list of ad-hoc reviewers. Ad-hoc reviewers who do excellent reviews are often invited to serve on the editorial board. If you would like to be considered as an ad-hoc reviewer, then please let us know by filling out this information form: bit.ly/RHE_reviewer. We run reports of people who have served as ad hoc reviewers every year in order to determine who to consider inviting to the editorial board. We also review board member's doctoral institutions, among other factors.

Note: The current Association for the Study of Higher Education bylaws limit board member terms to 3 years, and members typically serve one term with the potential to serve a second term, pending approval.

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FREQUENTLY ASKED QUESTIONS, RESOURCES, AND HELPFUL LINKS

If you are interested in learning more about the *Review of Higher Education*, its submission guidelines, and reviewer resources. Please visit the following resources:

Submission and Book Review Guidelines

How can I submit a manuscript to the *Review of Higher Education*?
The *Review of Higher Education* is interested in empirical research studies, empirically-based historical and theoretical articles, and scholarly reviews and essays that move the study of colleges and universities forward. To learn more about *RHE's* submission guidelines, visit: https://www.press.jhu.edu/journals/review-higher-education

Does the *Review of Higher Education* accept international submissions?
RHE is a U.S. based higher education journal, and while many of our publications center around issues within U.S. higher education, we welcome international higher education manuscripts. International submissions must have clear implications for *RHE* readers and adhere to all APA 7th edition guidelines.

Who should I contact to submit a book review?
RHE publishes book reviews of original research, summaries of research, or scholarly thinking in book form. Graduate students are welcome to co-author book reviews, with faculty or seasoned research professionals as first authors. If you want to know whether *RHE* would consider a book review before writing it, please email Associate Editor Timothy Reese Cain who leads our book reviews at rhe-bookreviews@ashe.ws.

Reviewer Resources

How can I volunteer to be a reviewer?
If you are interested in becoming a reviewer for *RHE*, please sign up using our survey: bit.ly/RHE_reviewer. *RHE's* editorial team considers and selects reviewers based on a variety of factors for a three-year term. *RHE* welcomes recent graduates with a terminal doctoral degree as reviewers.

I am currently a graduate student, can I be a reviewer?
Reviewers for *RHE* must have a terminal EdD or PhD degree. Although current graduate students may not serve as a reviewer for *RHE*, we encourage you to practice serving as a reviewer during your graduate career by reviewing proposals for the ASHE conferences, serve as a reviewer on student-led journals, and/or contact your faculty advisor for advice.

Where can I find additional resources about *RHE*?
Visit *RHE's* Resources page on the ASHE website to find helpful articles on how to write a strong review (see "How to Write a Strong Review" resource) and watch a recording of *RHE*'s 2022 ASHE Presentation, "Review of Higher Education: Humanizing ASHE's Journal" and *RHE*'s 2020 ASHE Presentation "Looking Behind the Publishing Curtain: Understanding All the Steps and Dissecting Reviewer Comments."

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Monica Quezada Barrera, Miras Sharipov, Arman Zhumazhanov &
Mianmian Fei
RHE Graduate Student Editorial Team
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