

NOVEMBER 2026

THE REVIEW OF HIGHER EDUCATION

2025-2026 Report

EDITORS:

Penny A. Pasque, PhD
The Ohio State University

Thomas F. Nelson Laird, PhD
Indiana University-Bloomington

ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

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LETTER FROM THE EDITORS

Dear *Review of Higher Education* Community,

As we head toward the end of 2026, we write to update you on the status of the *Review of Higher Education*. The year ahead is an exciting one as we are entering *RHE*'s 50th year and volume, from Fall 2026 – Summer 2027! This means that come this time next year there will have been *50 years of editors, editorial teams, editorial board members, authors, and ad-hoc reviewers* that have contributed their time and energy to the publication of original, cutting-edge scholarship with implications and recommendations helping to shape the study and administration of colleges and universities for years to come.

RHE was launched shortly after ASHE's incorporation in 1976. The journal began in 1977 under the short-lived title *Higher Education Review* before adopting its current name for its second issue. Taking a cue from ASHE current president, Robin Zape-tah-hol-ah Minthorn, we want *RHE's* history and community to be acknowledged. We offer gratitude to – and recognize the efforts of – all who have come before us to advance *RHE* to its current place, because the journal would not exist without all those who have been involved. This includes those mentioned above and all who are involved in the editorial process as well, including ASHE leaders, staff at Johns Hopkins University Press and Project Muse, and many *RHE* readers across the globe. A special thanks to *RHE's* past editors as it is their legacy and vision we have built from during our turn as editors.

- 2014–2020: Gary R. Pike, University of Indiana, Bloomington
- 2004–2014: Amaury Nora, University of Texas, San Antonio
- 1996–2004: Philip G. Altbach, Boston College
- 1992–1996: Joan S. Stark, University of Michigan
- 1987–1992: L. Jackson Newell, University of Utah
- 1977–1986: John C. Smart, Virginia Polytechnic Institute and State University

Over *RHE's* half a century, the journal has published hundreds of articles interrogating complexities in and around higher education. During our editorship we attempted to extend that legacy. In our first "Letter from the Editors" (2019-2020), we shared,

> the journal should be the top higher education journal publishing the highest quality empirical, theoretically-grounded scholarship about the functioning and effects of higher education. It should publish and promote scholarship from varying disciplinary, conceptual, and methodological perspectives. The works published in its pages should challenge higher education scholars and practitioners as well as leaders and policymakers to think more deeply and to make appropriate, research-informed change now and in the future. (p. 3)

We still think this is true and have been working to make "should" into a reality. We hope our contributions helped authors to think more deeply and contribute the highest quality articles (with the definition of "quality" aligned with the authors' particular approach, not that of the editorial board). In that 2019-2020 report, *RHE's* acceptance rate was 5.7%, impact factor was 2.545%, and five-year impact factor was 2.889%.

Since starting as editors, we have spearheaded a number of initiatives, including the reopening of submissions, creating an Ahead of Print section via Project Muse, moving

to an open access model (S20), launching and maintaining a social media presence, complying with ASHE bylaws, providing key information on the *RHE* website for easy access (e.g., sign-up sheet for new reviewers, articles about "how to do a good review," information for authors, behind-the-scenes timeline for transparency), creating a team approach with the editorial team, publishing arts-based research and award winning autoethnographies, starting annual reporting to the ASHE community, and well beyond. We also completely revamped the manuscript processing system we use behind the scenes so tracking of manuscripts is clear to team members and us. In addition, we maintained thoughtful book reviews in print (not only online), which help communicate the latest book publication of note and inform readers of discerning perspectives on the book (or books, when a few books are taken up together in the same review).

To be sure, these reviews have not been checklists or always positive, but thoughtful contributions to the literature in and of themselves. Tim Cain, the associate editor who also leads book reviews, shares more in the pages of this report. Further, we have started the Liberatory Possibilities and Praxis (LP&P) section, which invites scholars to continue to (re)imagine our field as more just and to push us to enact those visions. LP&P, led by senior associate editors Chrystal A. George Mwangi and Milagros Castillo-Montoya, is a dedicated space in the journal for us to reveal that which remains hidden and to offer new possibilities for our field. See Chrystal and Milagros' update in this report.

Notably, the *RHE* *acceptance rate has decreased to 3.1%, with a 2.5 impact factor, and a 5-year impact factor of 3.5*. To be sure, acceptance rates are not the only indication of rigor. That said, to us, this reduction in the acceptance rate and increase in the 5-year impact factor means that *RHE* should not be our association's only outlet. We argue that the field needs more outlets to serve various authors and readers, including, but not limited to, publications for higher education policy makers and presidents, international scholarship, podcasts, arts-based research videos, and beyond. We need additional outlets like, but different from, *RHE* to continue to push our community toward a more just future.

In our first report we shared that "*RHE* requires a strong editorial team guiding its processes and direction" (p. 3). Toward that end, we have worked to take up a team approach to all our efforts. The *RHE* Ohio State and Indiana team meets together weekly, the leadership team meets bi-weekly, and the full board meets in the fall and spring. The 2025-2026 efforts of *RHE* contributors are reflected in these pages, and you may learn more in past reports. All eligible manuscripts are reviewed by at least two people on the editorial leadership team, and many by two members on the leadership team and two reviewers. We remain grateful for all who have poured into *RHE*, including senior associate editors, associate editors, managing editors, editorial board members, and ad hoc reviewers this year – and since 2019 when we started our journey. We are also thankful to authors for their original and time-intensive scholarship as well as the thoughtful ways they have advanced research, invited readers to think more deeply about myriad and complex issues, and encouraged us to act as we engage recommendations, implications and reflections. Through your collective efforts, RHE has grown into one of the most influential journals in our field.

We thank Arman Zhumazhanov (Indiana), who transitioned to a role as Rector of SDU University in Kazakhstan (a role similar to that of a university president or chancellor in the US), for his years as a managing editor. We are also grateful for Mianmian Fei (Ohio State) and Miras Sharipov (Indiana), our current managing editors who are often the first to respond when you contact us. Also, eight members are rotating off the editorial board this year: Peter Riley Bahr, Nolan L. Cabrera, Michelle M. Espino, Judy Marquez Kiyama, Román Liera, Rosemary (Rosie) Perez, Tricia Seifert, and Darin M. L. Stewart. We welcome five members into their second 3-year term on the board: Vicki L. Baker, Jennifer A. Delaney, Erin Doran, Demetri L. Morgan, and Annemarie Vaccaro. New to the editorial board after offering exceptional reviews for years are eleven new board members, Cynthia M. Alcantar, Jennifer Blaney, Kaleb Briscoe Brown, Daniel Corral, Denisa Gándara, Gina Ann Garcia, Jennifer M. Johnson, Taylor Odle, Moira Ozias, Nicole Alia Salis Reyes, and Brittany M. Williams. Welcome to *RHE*!

As we wrap up another year of service, we remain **grateful for the collaborative efforts** of Johns Hopkins University Press, the ASHE Executive Director, Jason Guilbeau, and the ASHE Publications Committee (chaired by Heather Rowan-Kenyon and Karen Kurotsuchi Inkelas) who work regularly to ensure *RHE*'s health. We also appreciate Ann Austin (chair of the *RHE* Search Committee) and the entire search committee—Kimberly A. Griffin, Lisa R. Lattuca, Natasha N Croom, Ray Mitic, Shouping Hu, and Timothy Reese Cain—for their commitment to the journal and the field.

As we honor RHE's five-decade legacy, we are excited that **Royel Johnson** *will usher us into the next 50 years as RHE's next editor*. We will overlap editorship for a year in order to facilitate a smooth transition for the journal and the field. This was an intentional decision by ASHE and reflects their commitment to this journal. Together, we will mark the 50th Anniversary of *RHE*, an important occasion, at the ASHE 2027 conference in Albuquerque, New Mexico. Please come celebrate with us!

It continues to be an honor to walk with you all as we take our turn leading this journal and live up to the high standards you set. *RHE* is a special and impactful journal because of your service to it. Our hope is that this annual report provides the community, not just editorial board members, with useful information and transparency of policies, processes, timelines, transitions, and changes as a way to foster engagement and community ownership. We think of *RHE* as the field's journal. We thank you and look forward to working with you this next year, our final, as a time for a smooth transition.

Sincerely,



Penny A. Pasque, Ph.D.
Editor
Professor & Director
The Ohio State University
rhe@ashe.ws



Thomas F. Nelson Laird, Ph.D.
Editor
Professor & Executive Associate Dean
Indiana University-Bloomington
rhe@ashe.ws

REVIEW OF HIGHER EDUCATION
EDITORIAL TEAM

EDITORS
Penny A. Pasque, The Ohio State University
Thomas F. Nelson Laird, Indiana University, Bloomington

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RHE MISSION & IMPACT

RHE 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.

RHE Impact From Sept 1, 2025 to Aug 31, 2026

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. The current report also provides multi-year trends.

Quick Facts

NUMBER OF SUBMISSIONS:
312
OVERALL ACCEPTANCE RATE:
3.1%
IMPACT FACTOR (2025)*:
2.5
5-YEAR IMPACT FACTOR*:
3.4

H5-INDEX**	H5 MEDIAN-INDEX**:
27	**53**

Article Views

Between September 1, 2025 and August 31, 2026, Project Muse recorded 116,712 article views for *RHE*, an increase of about 8.8 % from 107,276 views in 2024–2025. Of these, 63,699 were for PDFs of articles, with the remainder for the HTML version.

Subscriptions

Between September 1, 2025, and August 31, 2026, according to Johns Hopkins University Press, there were 1,618 subscribers to Volume 49, which contains Issues 1-4. This number represents 116 members and 12 institutional subscriptions to the print versions as well as 40 libraries that also subscribed to the electronic version. An additional 1,450 members have opted for the electronic-only versions of the journal.

Social Media

Following the launch of *RHE's* LinkedIn presence in March 2025, the account has attracted more than 1,400 followers. During the reporting period, we published 47 posts, which received 215 reposts and 1,206 likes, supporting our efforts to broaden the visibility of the journal's publications and activities. *RHE's* X account remains active (so no one else takes on the name). We do post all issues via X, but for more detailed updated, see LinkedIn.

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

Liberatory Possibilities & Praxis

Liberatory Possibilities & Praxis (LP&P), a new section developed for the *Review of Higher Education*, launched in the Fall 2026 issue of the journal. This section is a result of an *RHE* Taskforce recommendation for addressing systemic harm and epistemic injustice, particularly to Black women scholars, within *RHE*, ASHE, and the broader field of higher education. Over a multi-year period, *RHE* Senior Associate Editors, Dr. Chrystal George Mwangi and Dr. Milagros Castillo-Montoya, engaged with the CEP-Council for Racial Equity, Praxis, and Presence; the ASHE Inclusion, Equity, and Organizational Diversity Committee; and additional members of the ASHE community who provided thought partnership and critical feedback in the creation of LP&P. In partnership with the *RHE* editors and an Advisory* comprised of *RHE* editorial board members, Drs. George Mwangi and Castillo-Montoya co-developed the scope and review process for the section, which align with the broader journal while also offering deep connection with the purpose of LP&P: to amplify scholarship that advances liberatory possibilities evidenced by frameworks, methodologies, analytic approaches, and discussions that center epistemic (in)justice within higher education.

The Fall 2026 issue of *RHE* features two entries within the LP&P section. One, titled, Letter from the Liberatory Possibilities & Praxis Advisory: An Invitation, introduces the section to *RHE*'s readership and invites the higher education scholarly community to engage in its possibilities. The second, "To be loved": A bell hooksian exploration of Black women undergraduates' experiences of love, community, and healing at a PWI, written by Dr. LaShawn Faith Washington, exemplifies the advancement of epistemic justice through its amplification of Black women's knowledge, love, and liberatory praxis within university spaces. Additional information about LP&P can be found at this link.

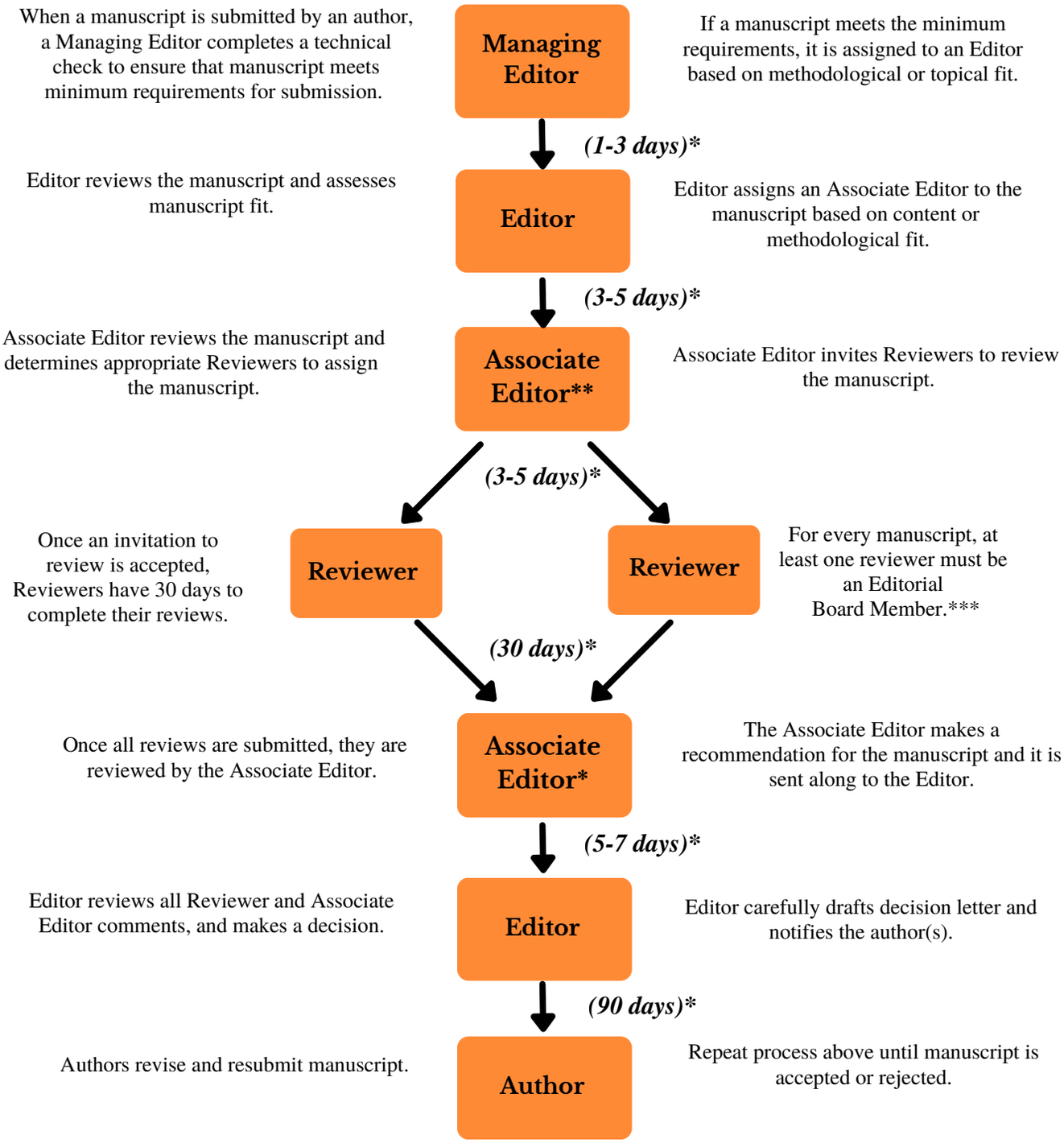
Book Reviews

The *Review of Higher Education* publishes reviews of current and recent books in the field of higher education, broadly defined. Book reviews are led by associate editor Timothy Reese Cain. Book reviews allow for the consideration of long-form research, including the inclusion of approaches and methods that are challenging in traditional article format. Undertaken by scholars with terminal degrees, they are designed to introduce, contextualize, and critique significant works addressing key issues from across the field. Recently reviewed books have considered community college transfer, affirmative action, the future of higher education, and Black undocumented students, among other issues. While most submissions consider a single volume, the *RHE* is also interested in essay reviews that put two or three related books into conversation with each other to broaden conversations on the topics around which they interact. To submit a book review, please see details on the *RHE* website.

*We would like to thank each of the LP&P Advisory members for their support, brilliance, and commitment in co-creating the Liberatory Possibilities & Praxis section: Nolan L. Cabrera, Antonio Duran, Deryl K. Hatch-Tocaimaza, Darin M. L. Stewart, Annemarie Vaccaro, and Rachelle Winkle-Wagner.

NEW SUBMITTED MANUSCRIPT WORKFLOW

SEPTEMBER 1, 2025 TO AUGUST 31, 2026



*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 1-2, 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, 2024 - Aug 31, 2025).

Table 1. *Review of Higher Education* New Submitted Manuscripts from Sept 1, 2025 - Aug 31, 2026

Status	Count	Percent
Rejected before review process	**208**	**75%**
Desk Reject	115	41%
Reject Before Review	93	33%
Sent out for review and first decision made	**46**	**16%**
Reject after review	34	12%
Revise and resubmit	12	4%
In-Progress	**22**	**8%**
Withdrawn	**2**	**1%**
Accepted*	**1**	**0%**
Total	**279**	**100%**

* Note: This is the ASHE Presidential Address

Table 2. *Review of Higher Education* Revised and Resubmitted (Revision 1 - R1, and Revision 2, 3 - R2, R3) Manuscripts from Sept 1, 2025 - Aug 31, 2026

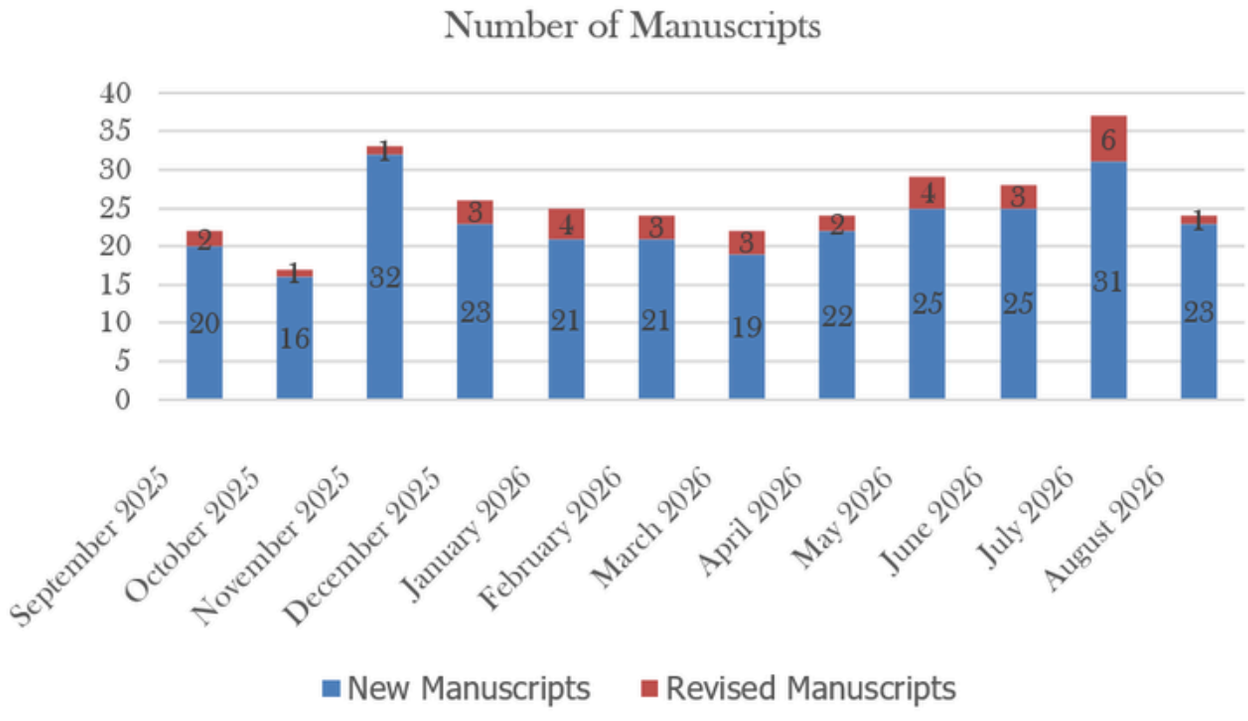
Status	R1	R2,3
Sent out for review and awaiting scores	4	3
Rejected	5	0
Revise and resubmit again	9	2
Accepted	5	5
Total	**23**	**10**

Table 3. *Review of Higher Education* New Submitted Manuscripts by Country of First Author: Top Six

Country name	Count
United States	174
China	44
India (tie)	7
Italy (tie)	7
Kazakhstan (tie)	7
Turkey (tie)	7

Note: We have authors who represent 39 countries from all continents.

Figure 1. *Review of Higher Education* Submitted Manuscripts by Month from Sept 1, 2025 - Aug 31, 2026



PRIMARY FOCUS OF SUBMITTED MANUSCRIPTS

Table 4. *Review of Higher Education* Submitted Manuscripts by Type, as Identified by Author

	Total Submissions		Accepted Manuscripts	
	Count	Percent	Count	Percent
Empirical Research Article	225	72%	8	80%
Essay/Literature Review	45	14%	0	0%
Scholarly Paper*	42	13%	2	20%
Total	**312**	**100%**	**10**	**100%**

*This includes ASHE Presidential Address

Table 5. *Review of Higher Education* Submitted Manuscripts by Method, as Identified by Author

	Total Submissions		Accepted Manuscripts	
	Count	Percent	Count	Percent
Qualitative	155	50%	5	50%
Quantitative	58	19%	3	30%
Mixed-Methods	63	20%	0	0%
Other* (includes Conceptual /Theoretical/Literature Review/ Historical)	36	11%	2	20%
Total	**312**	**100%**	**10**	**100%**

Note: The items listed in Table 5 are the only choices available to authors in the Scholar One system.
*Other includes ASHE Presidential Address



Table 6 reports the primary focus of the manuscripts submitted to the *Review of Higher Education* between September 1, 2025, and August 31, 2026, as identified by the author. As shown in Table 6, a wide range of topics was represented in submissions. The largest numbers of submissions were in the areas of "Student Outcomes/Student Success" (32; 10%), "International Higher Education" (28; 9%), "Diversity Issues" (26; 8%), "Administrative Issues, Leadership, Structures" (25; 8%), and "Student Development/Student Affairs" (25; 8%).

Table 6. *Review of Higher Education* Submitted Manuscripts by Topic, as Identified by Author

Topic	Count	Percent
Student Outcomes/ Student Success	32	10%
International Higher Education	28	9%
Diversity Issues	26	8%
Administrative Issues, Leadership, Structures	25	8%
Student Development/ Student Affairs	24	8%
Graduate Education	22	7%
Access/ Equity	22	7%
Faculty Issues	20	6%
Technology Issues	17	5%
Teaching Issues	15	5%
Philosophy & Values	12	4%
Organizational Culture	11	4%
Financial Issues/ Tuition/ Financial Aid	9	3%
Social Movements and Higher Education	9	3%
Governance	7	2%
Academic Freedom	7	2%
Public Policy/ State or Federal	6	2%
Community Colleges	4	1%
Retention/ Persistence/ Completion	3	1%
College Choice	3	1%
Service Learning	3	1%
For-Profit Higher Education	3	1%
Enrollment Management	2	1%
Assessment/ Accountability	1	<1%
Legal Issues	1	<1%
Total	**312**	**100%**

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

Table 7 shows that annual manuscript submissions fluctuated over the past five years, ranging from 253 to 312. Following two consecutive years of decline, submissions increased from 253 in 2024–2025 to 312 in 2025–2026, a 23% increase and the highest total during this period.

Table 7. *Review of Higher Education* Submitted Manuscripts by Year, 2021-2022 to 2025-2026

Year	Total Submissions
2021-2022	276
2022-2023	310
2023-2024	275
2024-2025	253
2025-2026	312

Figure 2. *Review of Higher Education* Acceptance Rate (in Percent) by Year, 2021-2022 to 2025-2026

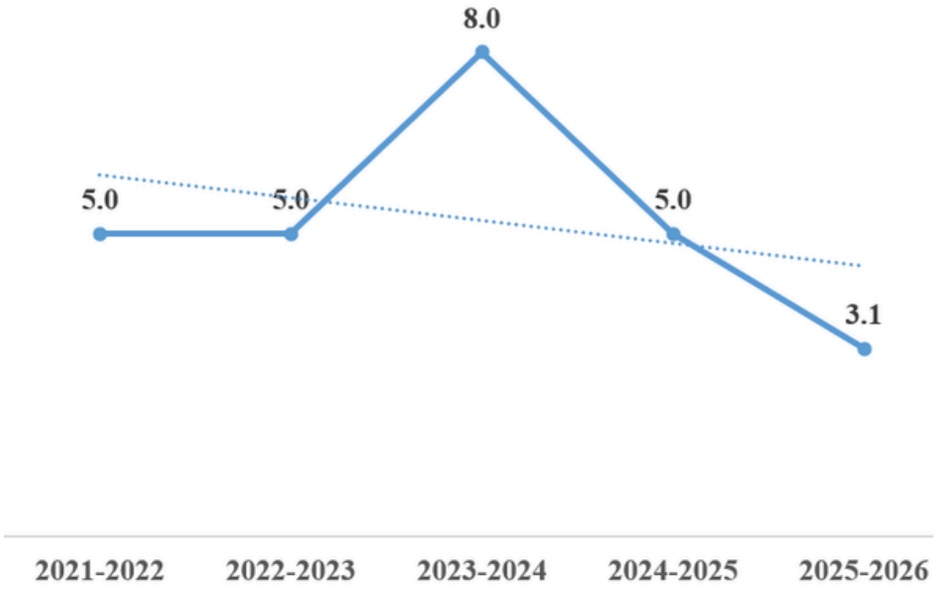


Figure 3. *Review of Higher Education* Impact Factor and Five-Year Impact Factor by Year, 2021-2022 to 2025-2026

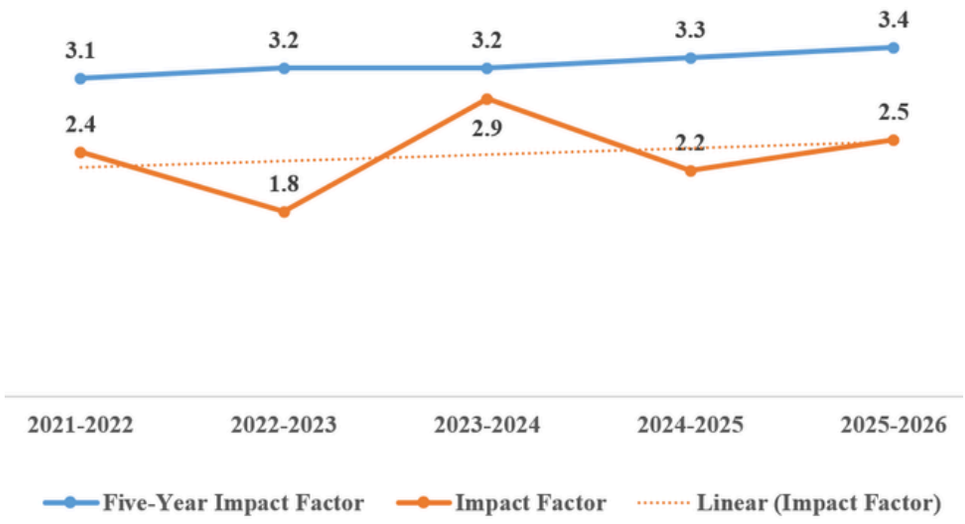


Figure 4. *Review of Higher Education* Manuscript Submissions & Accepted Manuscripts by Type and Year, 2021-2022 to 2025-2026

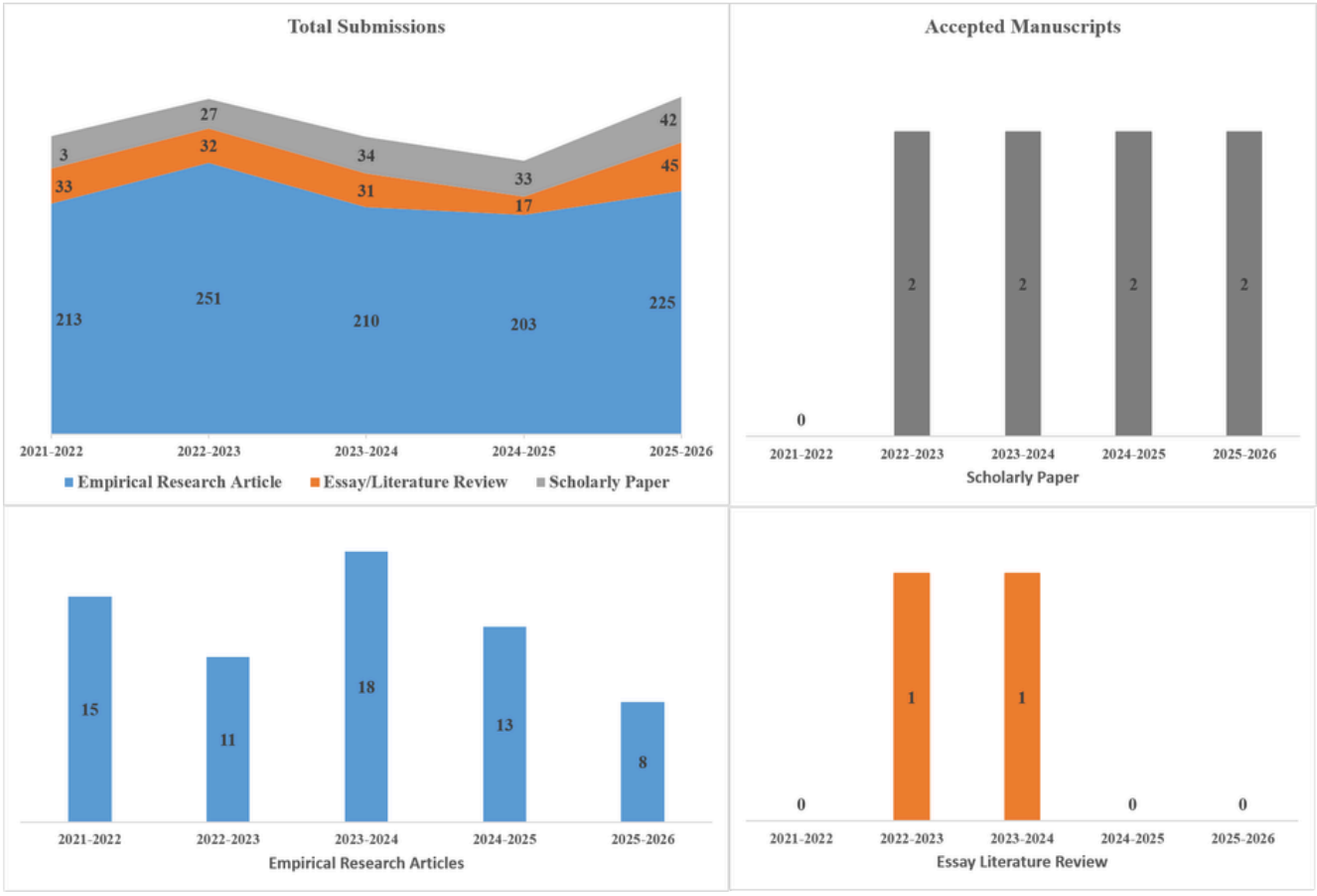


Figure 5. *Review of Higher Education* Manuscript Submissions & Accepted Manuscripts by Method and Year, 2021-2022 to 2025-2026

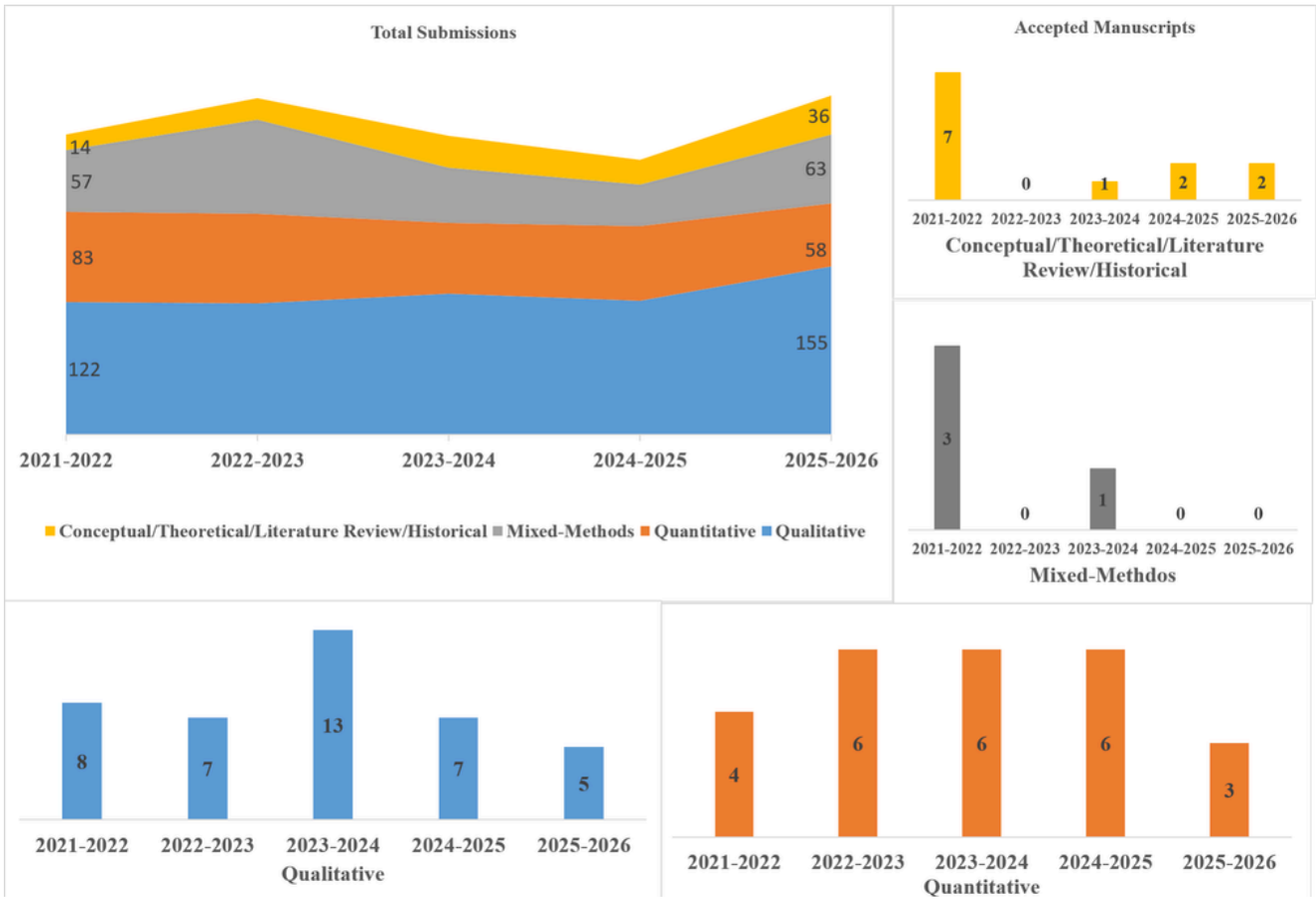


Table 8. *Review of Higher Education* Top Eight Topics of Submitted Manuscripts by Year, 2021-2022 to 2025-2026

	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
Topic	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Student Outcomes/ Student Success	45	16%	36	12%	36	13%	32	13%	32	10%
International Higher Education	21	8%	26	8%	21	8%	27	11%	28	9%
Student Development/ Student Affairs	23	8%	33	11%	19	7%	20	8%	24	8%
Diversity Issues	21	8%	23	7%	22	8%	22	9%	26	8%
Graduate Education	25	9%	25	8%	20	7%	20	8%	22	7%
Access/ Equity	14	5%	18	6%	23	8%	19	8%	22	7%
Faculty Issues	16	6%	28	9%	18	7%	13	5%	20	6%
Teaching Issues	20	7%	22	7%	26	9%	12	5%	15	5%

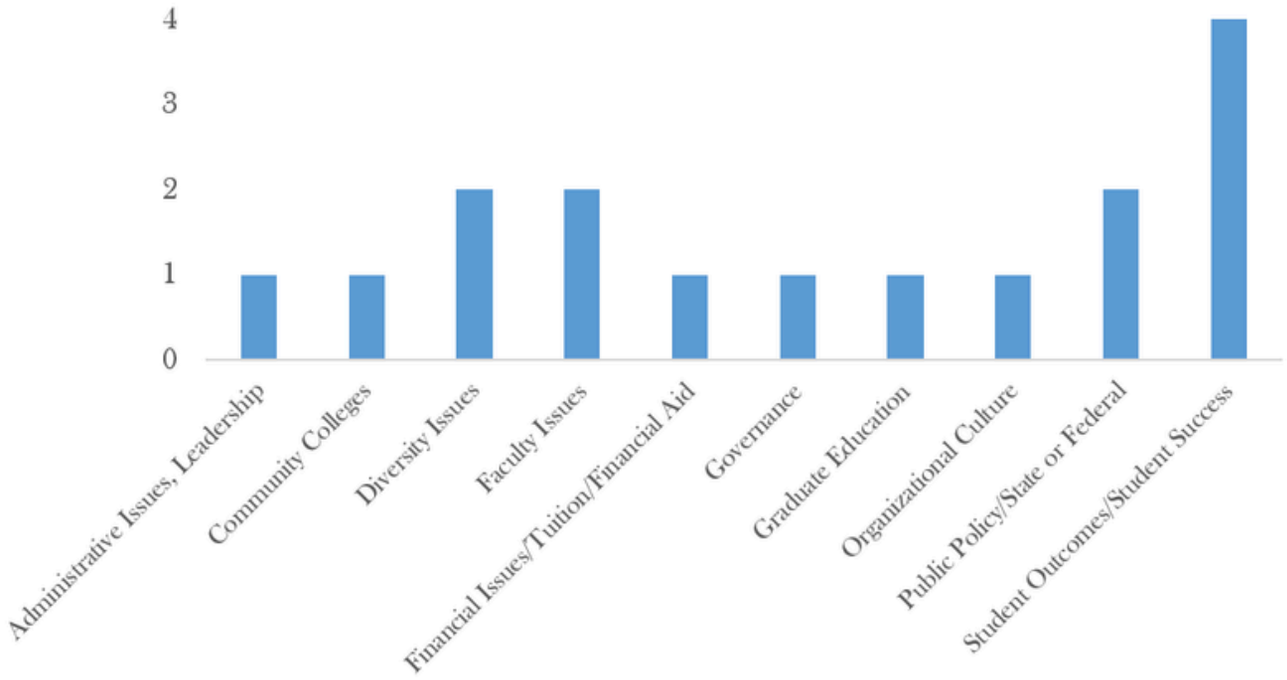
Note: Top eight topics determined by counts across all five years. Topic areas are those specified in the Scholar One system.

TOP TEN MOST VIEWED ARTICLES

SEPTEMBER 1, 2025 TO AUGUST 31, 2026

TITLE	AUTHORS	PUBLISHED	VIEWS
The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success	*Estela Mara Bensimon*	Vol. 30 (4), Summer 2007	1,925
I Don't Want to Die for This": Exploring Black Women Administrators' Workplace Wellbeing	*Brittany M. Williams, Audrey Devost, Vanessa Kay Herrera, & Joy N. Emmanuel*	Vol. 49 (3), Spring 2026	1,514
Tenure Bans: An Exploratory Study of State Legislation Proposing to Eliminate Faculty Tenure, 2012–2022	*Barrett J. Taylor & Kimberly Watts*	Vol. 48 (4), Summer 2025	1,511
The Impact of Culturally Engaging Campus Environments on Sense of Belonging	*Samuel D. Museus, Varaxy Yi, & Natasha Saelua*	Vol. 40, (2), Winter 2017	1,421
What Can Decolonial and Abolitionist Critiques Teach the Field of Higher Education?	*Sharon Stein*	Vol. 44 (3), Spring 2021	1,368
Black Taxes: African-American Doctoral Students Experiencing Tokenism at a Predominantly White Institution	*Deniece Dortch, Ijeoma Njaka, Qi Chen, & Joy A. Jack*	Vol. 48 (3), Spring 2025	1,292
When and How Does Placement onto Academic Probation Affect Six-Year College Graduation?	*Nicholas A. Bowman & Solomon Fenton-Miller*	Vol. 49 (1), Fall 2025	1,189
“Behind the Veil”: Unmasking Anti-blackness in Presidential Discourse and Responses to Racialized Incidents	*Kaleb L. Briscoe, Veronica A. Jones, & Melvin A. Whitehead*	Vol. 49 (1), Fall 2025	1,115
Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms	*Shaun R. Harper*	Vol. 36 (1), Fall 2012	1,096
Bad Lessons: Policy Feedback and the Democratic Costs of Student Loan Debt	*Travis Johnston & Erin O'Brien*	Vol. 48 (3), Spring 2025	1,072

Figure 6. Article Topics for Vol 49, as Identified by Author



Note: This list of topics does not include three Book Reviews and one Presidential Address published in Vol 49.

Figure 7. Article Method of Publication for Vol 49



Figure 8. First Author's Rank at Time of Publication for Vol 49

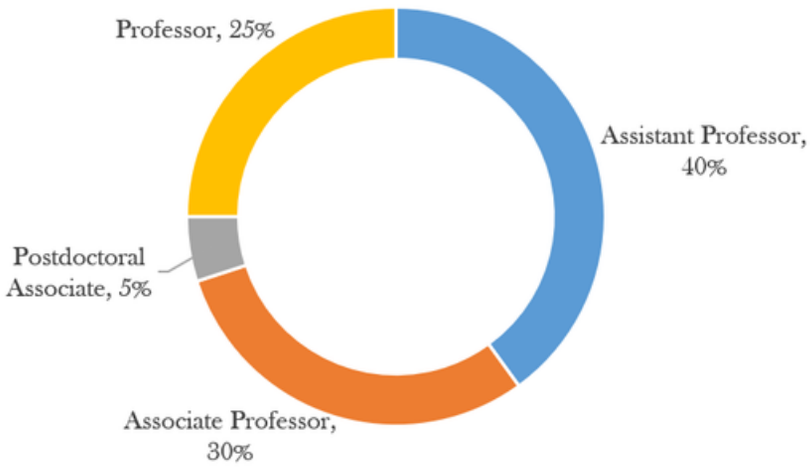


Figure 8 illustrates the distribution of first author's positions among those who contributed to the publication of *RHE* Volume 49. Assistant Professors were the most frequent contributors, making up 40% (8) of the authors, followed by Associate Professors at 30% (6), Professors at 25% (5), and Postdoctoral Associate 5% (1).

RHE VOLUME 50 ISSUE 1

FALL 2026

Letter from the Editors
Thomas F. Nelson Laird & Penny A. Pasque

"Finding Other People Whose Minds Work Similarly to Mine:": Supporting Autistic College Student Success
Bradley E. Cox, Brett Ranon Nachman, Julie Lounds Taylor, Nicholas Gelbar, Kristen Gillespie-Lynch, Emily Raclaw, Karly Ball Isaacson & Yilun Jiang

Excellence at the Expense of Equity: A Study of Inclusive Excellence in Collegiate Honors Education
Amy E. Stich & Renni Turpin

Exploring Geographic Differences in High School Math Curricula, College Enrollment, and Postsecondary Math Remediation
Ryan Creps & Angela Boatman

Letter from the Liberatory Possibilities & Praxis Advisory: An invitation
Chrystal A. George Mwangi, Milagros Castillo-Montoya, Nolan L. Cabrera, Antonio Duran, Deryl K. Hatch-Tocaimaza, Darin M. L. Stewart, Annemarie Vaccaro & Rachelle Winkle-Wagner

"To Be Loved": A bell hooksian exploration of Black Women Undergraduates' Experiences of Love, Community, and Healing at a PWI
LaShawn Faith Washington

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RHE VOLUME 49 ISSUE 4
SUMMER 2026

Institutional Responses to Tuition Controls: Evidence from Tennessee's Tuition Ranges
Taylor Odle & Salomé Otero

"I'm Not Afforded the Opportunity to Just Say No": Exploring Superwoman Schema Among Black Women Tenure-Track Faculty
Khadejah Ray, Janella D. Benson, Rachelle Winkle-Wagner & Bridget J. Goosby

A Structural Approach to Doctoral Students' Perceptions of Racial Climate on Program Satisfaction
Radomir Ray Mitic, Enyu Zhou & Hironao Okahana

Minimizing Marginalization: Black Disabled Faculty Non-Disclosure
Daniel J. Blake

Presidential Address: Not Just the Arc, but the Architects: Justice, Scholarship, and the Power to Reimagine Higher Education*
Eboni M. Zamani-Gallaher

**Note: This presidential address includes photographs and links to videos that were shared during the presentation in reflection of arts-based scholarship.*

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RHE VOLUME 49 ISSUE 3
SPRING 2026

The Paradox of Marketability: Degree Utilization and Labor Market Outcomes by College Field of Study
Corey Moss-Pech

Average and Differential Effects of Corequisite Math Reforms on Short-, Medium-, and Long-Term Outcomes
Lauren Schudde & Wonsun Ryu

"I Don't Want to Die for This": Exploring Black Women Administrators' Workplace Wellbeing
Brittany M. Williams, Audrey Devost, Vanessa Kay Herrera & Joy N. Emmanuel

Does Advanced High School Coursework Enhance Community College Women's Pathways to Computing Degrees? Evidence from Florida
Lara Perez-Felkner, Yang Li, Kristen Erichsen, Shouping Hu, Jinjushang Chen, Chantra Nhien & Ciera Fluker

Creating the University of the Future: A Global View on Future Skills and Future Higher Education **by Ulf-Daniel Ehlers and Laura Eigbrecht (Book Review)**
Reviewed by Ratan Sarkar & Madhurima Chakraborty

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RHE VOLUME 49 ISSUE 2
WINTER 2026

Proving Our Worth: HBCUs, STEM Partnerships and the Marginalization of Black Women in Industry Settings
Krystal L. Williams, Edward Dillon, Janelle Jones, Shanice Carter, William Walker & Shelly Melchior

The Importance of Place: How State Policy Contexts Shape Student-Mothers' Educational Experiences
Margaret W. Sallee & Danielle Vegas Lewis

We Sit Side by Side: How Course Peers Shape the Achievement and Success of At-Promise Students
KC Culver & Manuel S. González Canché

"Eyes Were Watching Me": Undergraduate Women's Experiences in Computing Internships Across Modalities
Katie N. Smith

Caught in a Double Bind: Toward an Understanding of Undergraduate Women Engineers Early Experiences
Linda DeAngelo, Danielle Vegas Lewis & Morgen Snowadzky

Amplifying Black Undocumented Student Voices in Higher Education **by Felecia S. Russell (Book Review)**
Reviewed by H. Kenny Nienhusser

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Our graduate student editorial team consists of one member from The Ohio State University and one from Indiana University, Bloomington, each holding a GRA position of .5. The graduate student editorial team assists authors at the initial manuscript submission stage, supports them throughout the publication process, and helps the Editors, Associate Editors, and editorial board members with daily tasks, crafts posts on LinkedIn and X, and performs other important responsibilities.



Mianmian Fei (she, her, hers) is a PhD candidate in the Higher Education and Student Affairs Program at The Ohio State University. 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 her Master's degree in Anthropology and Sociology from the Geneva Graduate Institute, Switzerland as a Hans Wilsdorf Scholar. She then worked as a Consultant at the UNESCO International Bureau of Education. An interdisciplinary qualitative researcher, Mianmian's research interests include international and comparative higher education, the purposes of higher education, qualitative health research, and culturally responsive methodology.



Miras Sharipov (he, him, his) is a PhD student in the Higher Education 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. His research interests include international education, faculty experience, transformation of higher education institutions, and related areas.

RHE Team and Board Achievements

Penny A. Pasque and **Thomas F. Nelson Laird**, Editors of the *Review of Higher Education*, received the ASHE Special Merit Award.



Royel M. Johnson, incoming Editor of the *Review of Higher Education*, received the ASHE Mid-Career Award.

Gina Ann Garcia, Editorial Board Member of the *Review of Higher Education*, received the Council for Racial Equity, Praxis, and Presence's Founders' Service Award.

Cecilia M. Orphan, Editorial Board Member of the *Review of Higher Education*, received the Council on Public Policy in Higher Education's Excellence in Public Policy Higher Education Award.







Thomas F. Nelson Laird, Editor of the *Review of Higher Education*, and **Timothy Reese Cain**, Associate Editor of the *Review of Higher Education*, have been named in the second class of ASHE Fellows. The ASHE Fellows program recognizes scholars for their integrity, mentorship, significant contribution to higher education scholarship, and service to ASHE.

The ASHE Fellows program also recognized former *Review of Higher Education* Associate Editors **Heather T. Rowan-Kenyon** (2019-2023) and **Leslie D. Gonzales** (2019-2021), along with several former Editorial Board Members: **Nolan León Cabrera** (2020-2026), **Xueli Wang** (2018-2024), **Jeni Hart** (2021-2024), **Heather J. Shotton** (2019-2022), and **Matthew J. Mayhew** (2019-2020).





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!

MANAGING EDITOR

Arman Zhumazhanov, Indiana University, Bloomington

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Rosemary Perez, University of Michigan, Ann Arbor
Tricia Seifert, Montana State University
Darin M. L. Stewart, University of Denver

A huge "thank you" to all our ad-hoc reviewers. Please see the list on page 26 for a list of ad-hoc reviewers. Ad-hoc reviews who do excellent reviews are often invited to serve on the editorial board. If you would like to be considered as an-hoc reviewer, then please let us know by filling out this 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, to ensure the most thoughtful and intentional board possible.

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 ASHE Publications Committee approval.



RHE AD-HOC REVIEWERS
SEPTEMBER 1, 2025 TO AUGUST 31, 2026

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Amanda Simpfenderfer
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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 *RHE* 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. housed 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.

How to submit a manuscript for a Liberatory Possibilities and Praxis (LPP) section?
To submit your manuscript for consideration for the LPP section, please follow the submission guidelines on this page: https://www.ashe.ws/liberatory-possibilities-and-praxis-section.

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.

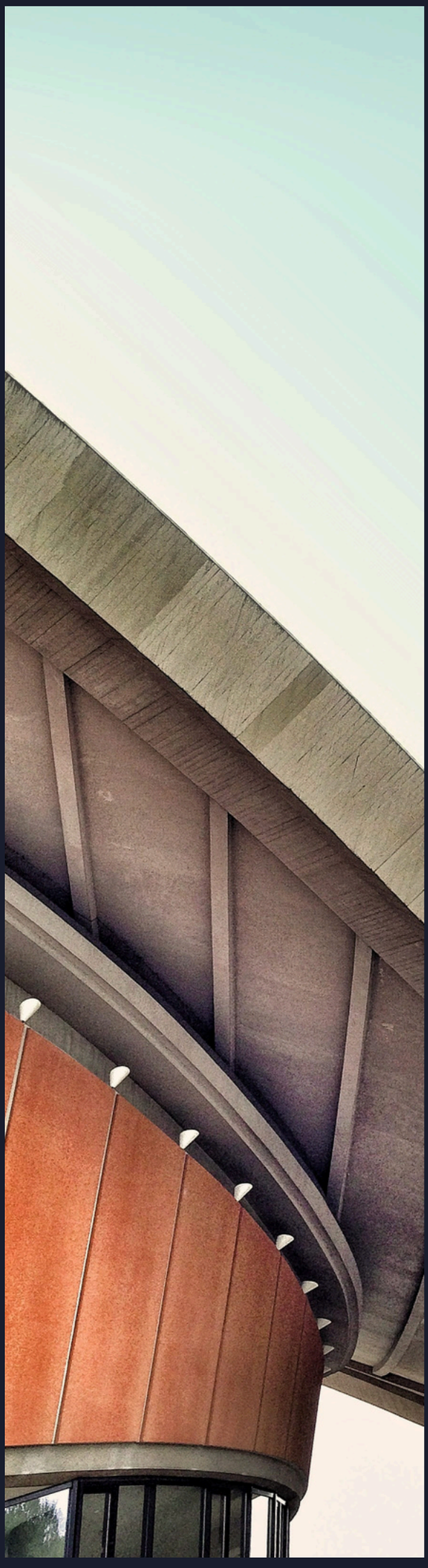
Is the *Review of Higher Education* Open Access, and how long will articles remain freely available?
Beginning in 2025, the *RHE* operates under a Subscribe to Open (S2O) model, published by Johns Hopkins University Press. Under this model, when subscription targets are achieved for a given year, all journal content, including Ahead of Print articles, becomes freely accessible to readers worldwide. The threshold has been met for 2025, meaning that all *RHE* articles published during the 2025 calendar year are available as open access. The continuation of open access in future years will depend on meeting the annual subscription thresholds established by the publisher.

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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