

NOVEMBER 2020

# THE REVIEW OF HIGHER EDUCATION

*2019-2020 Report*

**EDITORS:**

Penny A. Pasque, PhD  
The Ohio State University

Thomas F. Nelson Laird, PhD  
Indiana University, Bloomington



# TABLE OF CONTENTS

• Letter from Editors	3
• Outgoing Editorial Team and Board Members	5
• <i>RHE</i> Quick Facts	6
• Editorial Team	7
• Editorial Board Members	7
• New Manuscript Workflow	8
• Review and Production Timelines	9
◦ Table 1: <i>RHE</i> Timeline for Manuscript Reviews and Decisions	
◦ Table 2: <i>RHE</i> Timeline for Manuscript Production	
◦ Table 3: <i>RHE</i> Timeline for Printed Journal Issues	
• Manuscripts Submitted	10
◦ Table 4: <i>RHE</i> New Manuscripts Submitted	
◦ Table 5: <i>RHE</i> Revised and Resubmitted Manuscripts	
◦ Figure 1: New and Revised Manuscripts	
• Primary Focus of Manuscript Submissions	12
◦ Table 6: Manuscript Submissions by Type	
◦ Table 7: Manuscript Submissions by Method	
◦ Table 8: Manuscript Submissions by Topic	
• Article Views	14
• <i>RHE</i> Subscriptions	14
• <i>RHE</i> Top Ten Most Viewed 2019-2020	15
• <i>RHE</i> Top Ten Most Viewed 2018-2019	16
• <i>RHE</i> Volume 44 Issue 2	17
• <i>RHE</i> Volume 44 Issue 1	18
• <i>RHE</i> Volume 43 Issue 4	19
• <i>RHE</i> Volume 43 Issue 3	21

# LETTER FROM THE EDITORS

Dear *Review of Higher Education* Readers,

It has been a particularly difficult year for scholars with COVID-19, anti-Black violence, and global protests. While we have made changes to adapt to the current climate we have continued to focus on our mission. As *RHE* is the journal for the primary association of the field, the Association for the Study of Higher Education (ASHE), we believe 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. *RHE*'s impact should be seen in spaces ranging from classrooms to boardrooms, research offices to presidents' offices, conference sessions to the pages of scholarly and applied journals, government offices to hearing rooms, student organizations to research organizations, and the many spaces in between. This past year we have focused on reviewing manuscripts with this in mind as well as strengthening the journal in a number of ways, some of which we want to share with you.

*RHE* requires a strong editorial team guiding its processes and direction. We are thrilled to have exceptional associate editors and outstanding managing editors. Having a strong team affords us the opportunity to dedicate more intentional efforts to communication strategies and increase the efficiency and impact of the journal. We also rely on a strong editorial board to ensure quality and develop the field by providing detailed, thoughtful manuscript reviews and feedback about *RHE* processes to the editorial team. To reach our goals, it is essential that the board represent the field's diversity in terms of areas of expertise, academic background, methodological heterogeneity and identity. Over the coming years, the board's membership will change in accordance with ASHE Bylaws, but its strength will remain or grow.

For example, one of the ASHE Bylaws states that *RHE* editorial board members serve three-year terms in order to rotate scholars through this service position. Making changes felt particularly difficult this year as key members of the field rotated off in November, 2020: Alberto Cabrera, Rajeev Daroila, Liliana M. Garces, Matthew Hartley, Jerlando F. L. Jackson, Matthew Mayhew, Michael McLendon, Brian Pusser, Tiffany Steele, Lisa Wolf-Wendel, Yonghong Jade Xu, and Liang Zhang. We thank these scholars for their years of service to the journal. An exciting group of scholars joined continuing editorial board members in November. A full list of current board members is included in this report.

In addition to a strong editorial team, we are pleased to announce that we are collaborating with *RHE*'s publisher, Johns Hopkins University Press, to make articles available online, complete with DOI numbers, well in advance of print publication, so authors and readers do not have to wait until articles are published in a printed issue before sharing this important work and increasing its impact. Further, we created an @RHE\_ASHE twitter account to foster communication as well as to keep you abreast of the important articles pushing our field forward. We have strengthened our commitment to publishing historical manuscripts as well as have included book reviews in the print version, so they are not limited to the online version anymore. This change highlights the important work of book authors and book reviewers.

*RHE*, including its editorial team and board, as well as its authors and reviewers have been affected by and responded to the tumultuous time we are living through. When COVID-19 hit, we automatically gave authors and reviewers more time to do their work. With the anti-Black violence and global protests, we used social media more regularly, including sharing race-related articles from *RHE*'s pages as well as from editorial board members, regardless of outlet. When DACA went before the US Supreme Court in June 2020, we shared relevant *RHE* articles and will continue to do the same as important issues of higher education hit the news cycle. We look forward to working with you in the coming years as we seek to build on the strong history of *RHE* by publishing the best the field has to offer.



Penny A. Pasque, Ph.D.  
Editor



Thomas F. Nelson Laird, Ph.D.  
Editor

# THANK YOU FOR YOUR SERVICE

Many thanks to 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!

## **Associate Editor**

Rajeev Daroila, University of Kentucky

## **Managing Editor**

Tiffany Steele, The Ohio State University

## **Editorial Board Members**

Alberto Cabrera, University of Maryland

Liliana Garcias, University of Texas at Austin

Matthew Hartley, University of Pennsylvania, Philadelphia

Jerlando F. L. Jackson, University of Wisconsin-Madison

Matthew Mayhew, The Ohio State University

Michael McLendon, Southern Methodist University, Dallas

Brian Pusser, University of Virginia, Charlottesville

Lisa Wolf-Wendel, University of Kansas, Lawrence

Yonghong Jade Xu, University of Memphis

Liang Zhang, Pennsylvania State University, University Park

The current Association for the Study of Higher Education bylaws limit board members to a 3-year term.

# RHE QUICK FACTS

## 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, 2019-AUG. 31, 2020**

**NUMBER OF SUBMISSIONS**

**351**

**OVERALL ACCEPTANCE RATE**

**5.7%**

**IMPACT FACTOR\***

**2.545**

**5-YEAR IMPACT FACTOR\***

**2.889**

**H-INDEX\*\***

**27**

**H5-INDEX\*\***

**36**

\*provided by Clarivate Analytics

\*\*provided by Google Scholar Metrics



# REVIEW OF HIGHER EDUCATION EDITORIAL TEAM

## EDITORS

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

## ASSOCIATE EDITORS

Angela Boatman, Boston College  
Milagros Castillo-Montoya, University of Connecticut  
Eddie R. Cole, University of California - Los Angeles  
Leslie D. Gonzales, Michigan State University  
Heather T. Rowan-Kenyon, Boston College

## MANAGING EDITORS

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Victoria Barbosa Olivo, The Ohio State University

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University of Michigan

Royel Johnson,  
Penn State University

Rosie Perez,  
University of Michigan

Dominique Baker,  
Southern Methodist University

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Maricopa Community Colleges

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Indiana University- Bloomington

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Grand Valley State University

Robert Kelchen,  
Seton Hall University

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Heather Shotton,  
University of Oklahoma

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The University of Arizona

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Indiana University-Bloomington

Trisha Siefert,  
University of Montana

Timothy Reese Cain,  
University of Georgia

Roman Liera,  
Montclair State University

Mirelsie Velázquez,  
University of Oklahoma

Brendan Cantwell,  
Michigan State University

John S. Levin,  
University of California, Riverside

Xueli Wang,  
University of Wisconsin-Madison

Rozana Carducci,  
Elon University

Chris Linder,  
University of Utah

Lisa Wolf-Wendel,  
University of Kansas, Lawrence

Cheryl Ching,  
University of Massachusetts-  
Boston

Angela Locks,  
California State University,  
Long Beach

Yonghong Jade Xu,  
University of Memphis

Michelle Espino,  
University of Maryland

Pilar Mendoza,  
University of Missouri

Eboni Zamani-Gallaher,  
University of Illinois

Jacob P. Gross,  
University of Louisville

Elizabeth Niehaus,  
University of Nebraska-Lincoln

Desiree Zerquera,  
University of San Francisco

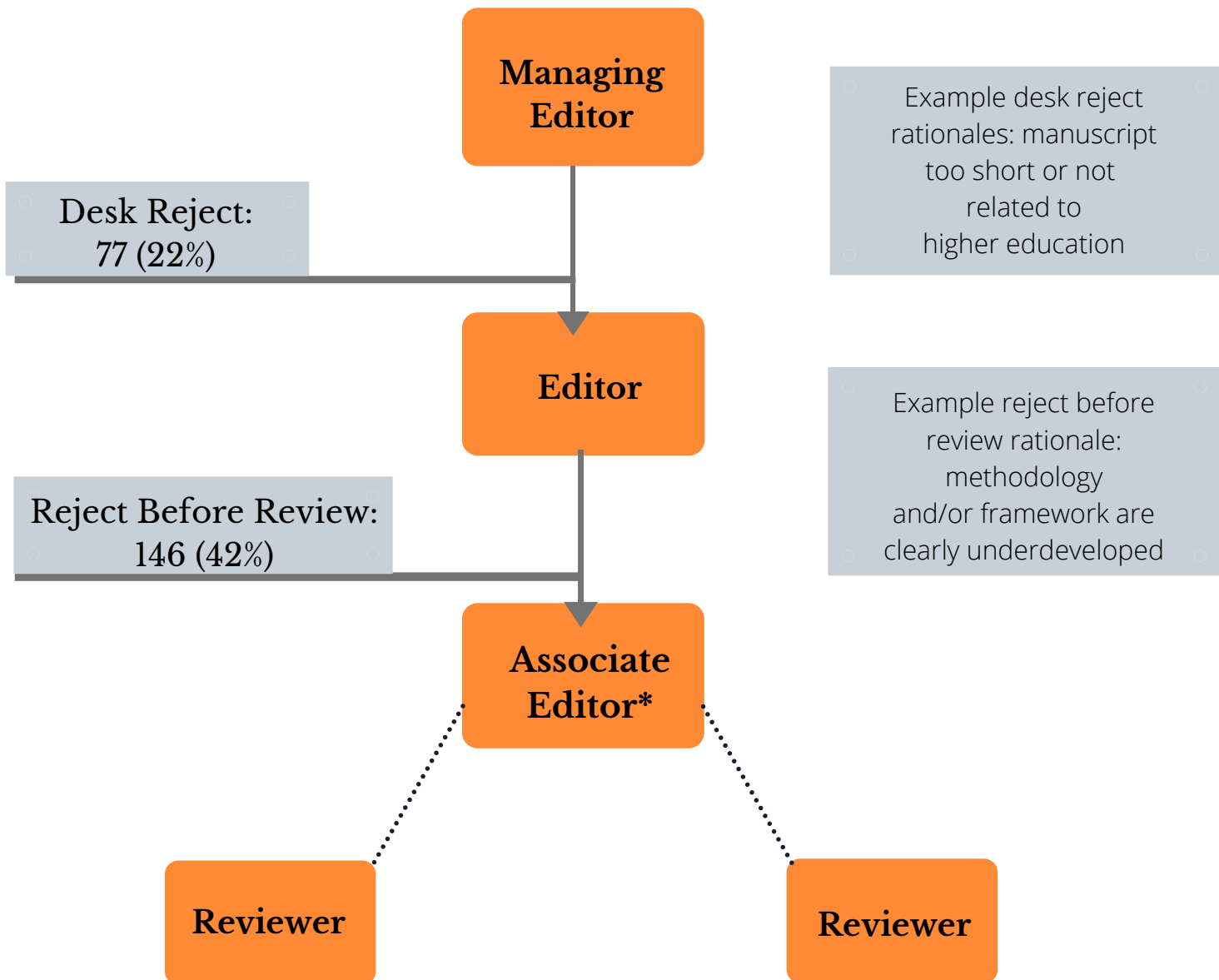
Deryl Hatch-Tocaimaza,  
University of Nebraska-Lincoln

Tara Parker,  
University of Massachusetts,  
Boston

# NEW MANUSCRIPT WORKFLOW

SEPTEMBER 1, 2019 TO AUGUST 31, 2020

Total Manuscripts: 351



Reject after review: 70 (20%)  
Revise and resubmit: 36 (10%)  
Review in progress: 17 (5%)  
Withdrawn (by author): 5 (1%)

\*Note: the Editors also serve in the Associate Editor role for some manuscripts.



# MANUSCRIPT TIMELINE

Table 1. *RHE* Timeline for Manuscript Reviews and Decisions

Task	Est. Time Frame
Editorial technical checks	1-2 Days
Editor reviews and assigns manuscript to Associate Editor	3-5 days
Associate Editor reviews and invites reviewers	3-5 days
Reviewer comments due	30 days provided
Editor/Associate Editor makes a recommendation	7-10 days
Authors revise and resubmit manuscript until accepted or rejected	90 days
<b>Total</b>	<b>Varies</b>

Table 2. *RHE* Timeline for Manuscript Production

Task	Est. Time Frame
Final edits before copy editing made to accepted manuscript by the autho	2-4 weeks
Editor and Managing Editor review manuscript	2-3 days
Manuscript submitted for copyediting	1 day
Manuscript copy edited and returned to editorial team	3 weeks
Manuscript approved and sent to publisher	3-5 days
First proof produced and returned to editorial team	2 weeks
First proof sent to author with copy editor tracked changes document	1-3 days
First proof and copy edited manuscript reviewed by author	1 week
First proof feedback reviewed, approved changes sent	3 days
Final proof produced	1 week
Final proof reviewed by Editors	3-5 days
DOI assigned	2 days
Article posted with DOI, editorial team notified	1-2 days
Author notified article is available online	1-3 days
<b>Total</b>	<b>10 – 14 weeks</b>

Table 3. *RHE* Timeline for Printed Journal Issues

Task	Est. Time Frame
Editor identify manuscripts for an issue	-
Issue proof constructed and sent to editorial team	2 weeks
Issue proof reviewed, changes requested (if any)	1 weeks
Issue printed	2 weeks
Issue sent	-
<b>Total</b>	<b>5 weeks</b>

# MANUSCRIPTS SUBMITTED

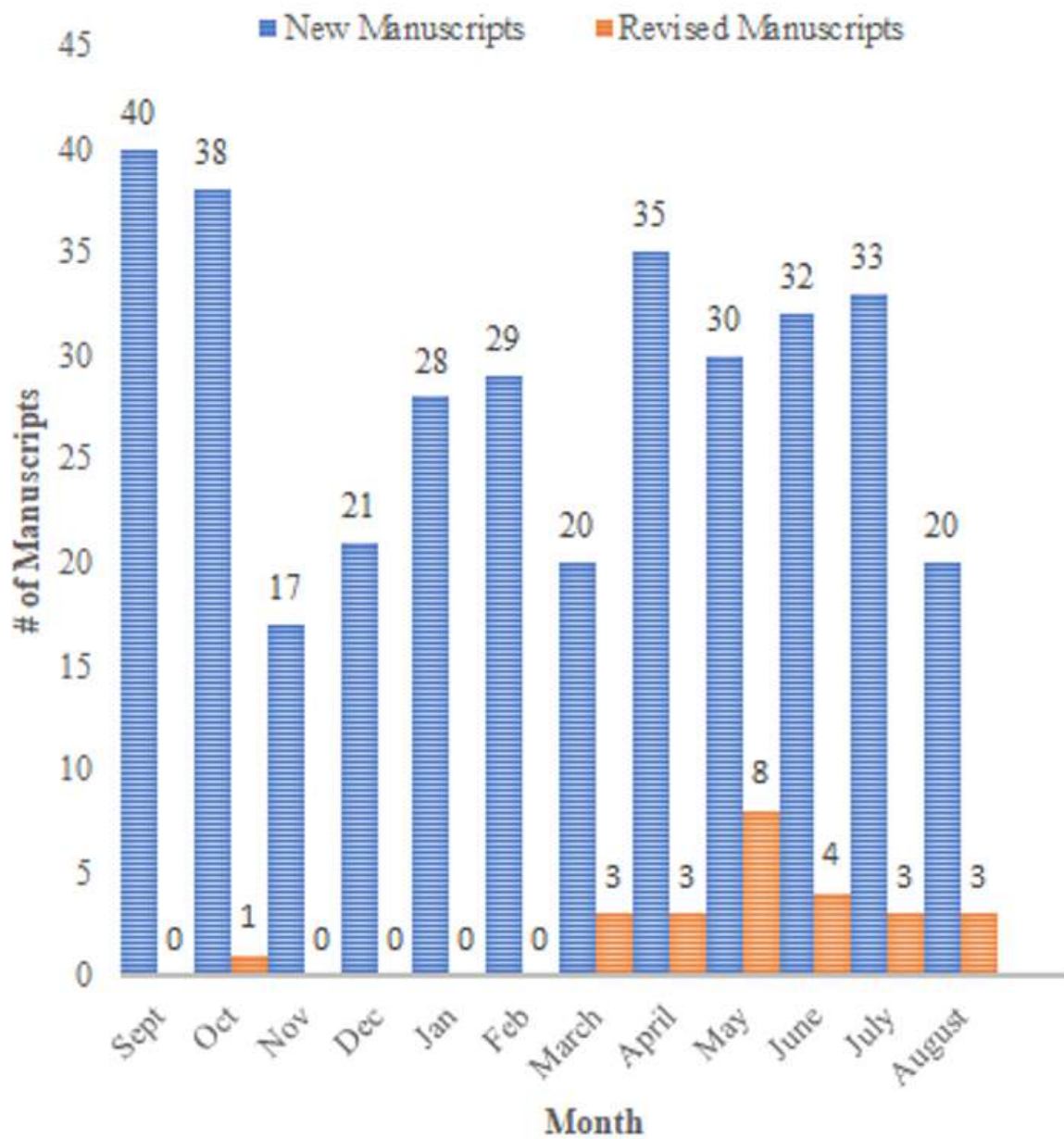
Table 4. *Review of Higher Education* New Manuscripts  
Submitted Sept 1, 2019- Aug 31, 2020

	# of Manuscript
Reject before review process	223 (64%)
Desk reject	77 (22%)
Reject before review	146 (42%)
Sent out for review and first decision made	106 (30%)
Reject after review	70 (20%)
Revise and resubmit (Note: 26 resubmitted so far)	36 (10%)
In-Progress	17 (5%)
Withdrawn (by author)	5 (1%)
Total:	351 (100%)

Table 5. *Review of Higher Education* Revised and Resubmitted Manuscripts from  
Sept 1, 2019- Aug 31, 2020

	# of Manuscript
In-revision by author	10 (28%)
Resubmitted manuscripts	26 (72%)
Sent out for review and awaiting scores (R1)	4 (11%)
Rejected	2 (5%)
Revise and resubmit again (Note: three R2 submitted)	9 (25%)
Sent out for review and awaiting scores (R2)	1 (3%)
Accepted (two R2s and seven R1s)	10 (28%)
Total:	36 (100%)

Figure 1. Manuscripts Submitted  
Sept. 1, 2019 - Aug. 31, 2020



# Primary Focus of Manuscript Submissions

Table 6. Manuscript Submissions by Type, as Identified by Author

Manuscript Type	# of Manuscripts
Empirical Research Article	259 (74%)
Essay/Literature Review	47 (13%)
Scholarly Paper	45 (13%)
Total	351 (100%)



Table 7. Manuscript Submissions by Method Type, as Identified by Author

Method	# of Manuscripts
Quantitative	113 (32%)
Qualitative	157 (45%)
Mixed-Methods	59 (17%)
Other	22 (6%)
Total	351 (100%)

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

Table 8 reports the primary focus of the manuscripts submitted to the *Review of Higher Education* between September 1, 2019 and August 30, 2020, as identified by the author. As shown in Table 8, a wide range of topics were represented in submissions. The largest numbers of submissions were in the areas of “Diversity Issues” (43, 12%), “Student Outcomes/Student Success” (40, 11%), “International Higher Education” (32, 9%), and “Administrative Issues, Leadership, Structures” (27, 8%).

Table 8. Manuscript Submissions by Topic, as Identified by Author

Keywords	# of Manuscripts
Diversity Issues	43 (12%)
Student Outcomes/Student Success	40 (11%)
International Higher Education	32 (9%)
Administrative Issues, Leadership, Structures	27 (8%)
Faculty Issues	21 (6%)
Graduate Education	21 (6%)
Access/Equity	19 (5%)
Student Development/Student Affairs	19 (5%)
Teaching Issues	16 (5%)
Assessment/Accountability	14 (4%)
Public Policy/State or Federal	14 (4%)
Community Colleges	13 (4%)
Retention/Persistence/Completion	12 (3%)
Financial Issues/Tuition/Financial Aid	11 (3%)
Organizational Culture	7 (2%)
Social Movements and Higher Education	7 (2%)
Academic Freedom	5 (1%)
College Choice	5 (1%)
Philosophy & Values	5 (1%)
Enrollment Management	4 (1%)
Governance	3 (1%)
Service Learning	3 (1%)
For-Profit Higher Education	2 (1%)
Legal Issues	2 (1%)
Remediation	1 (<1%)
Total	351 (100%)

Note: The list of keywords are the only choices available to authors in the Scholar One system.

## Article Views

There were 281,254 article views recorded between September 1, 2019 - August 31, 2020. Many of these views came during the open access period during April-May in response to the SARS-CoV-2 pandemic. Of the views, 120,022 were to PDFs of articles with the remainder to the html version. Muse currently consists of 684 journals and *RHE* ranks 6th amongst all Muse journals in terms of total usage for the current year.



## *RHE* Subscriptions

The following data correspond to the period beginning September 1, 2019 and ending August 31, 2020. 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 2,339 subscribers to Volume 43, which contains Issues 1-4. This number represents 860 members and 38 library subscriptions to the print versions, as well as 51 libraries that also subscribed to the electronic version. An additional 1,390 members have opted for the electronic-only version of the journal.



# REVIEW OF HIGHER EDUCATION TOP TEN MOST VIEWED ARTICLES

## Top Ten Articles with the Most Views Sept. 1, 2019 - Aug. 31, 2020

<b>Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Critics</b> <i>Nolan L. Cabrera</i>	6,164 Views
<b>Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms</b> <i>Shaun R. Harper</i>	4,425 Views
<b>Bait and Switch: Representation, Climate, and Tensions of Diversity Work in Graduate Education</b> <i>Julie R. Posselt, Kelly E. Slay, &amp; Kimberly A. Reyes</i>	3,787 Views
<b>Socioeconomic Status and College: How SES Affects College Experiences and Outcomes</b> <i>MaryBeth Walpole</i>	2,932 Views
<b>Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice</b> <i>Alma R. Clayton-Pedersen, Jeffrey F. Milem, Sylvia Hurtado, &amp; Walter Recharde Allen</i>	2,189 Views
<b>Effective Advising: How Academic Advising Influences Student Learning Outcomes in Different Institutional Contexts</b> <i>Kevin Fosnacht &amp; Lanlan Mu</i>	1,974 Views
<b>The Impact of Culturally Engaging Campus Environments on Sense of Belonging</b> <i>Natasha Saelua, Samuel D. Museus, &amp; Varaxy Yi</i>	1,963 Views
<b>To Be Young, Gifted, and Black: The Relationship between Age and Race in earning Full Professorships</b> <i>Crystal R. Chambers &amp; Sydney Freeman Jr.</i>	1,697 Views
<b>Social Class and Belonging: Implications for College Adjustment</b> <i>Joan M. Ostrove &amp; Susan M. Long</i>	1,473 Views
<b>The Causal Effect of Campus Residency on College Student Retention</b> <i>Lauren T. Schudde</i>	1,450 Views

# REVIEW OF HIGHER EDUCATION TOP TEN MOST VIEWED ARTICLES

## Top Ten Articles with the Most Views Sept. 1, 2018 - August 31, 2019

- Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice**  
*Alma R. Clayton-Pedersen, Jeffrey F. Milem, Sylvia Hurtado, & Walter Recharde Allen* 3,924 Views
- Socioeconomic Status and College: How SES Affects College Experiences and Outcomes**  
*MaryBeth Walpole* 3,842 Views
- Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice**  
*Shaun R. Harper* 3,830 Views
- The Impact of Culturally Engaging Campus Environments on Sense of Belonging**  
*Natasha Saelua, Samuel D. Museus, & Varaxy Yi* 2,557 Views
- The Causal Effect of Campus Residency on College Student Retention**  
*Lauren T. Schudde* 2,187 Views
- Understanding the Effects of Rurality and Socioeconomic Status on College Attendance and Institutional Choice in the United States**  
*Andrew Koricich, Rodney P. Hughes, & Xi Chen* 1,867 Views
- Colleges as Communities: Taking Research on Student Persistence Seriously**  
*Vincent Tinto* 1,782 Views
- Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Crits**  
*Nolan L. Cabrera* 1,764 Views
- Social Class and Belonging: Implications for College Adjustment**  
*Joan M. Ostrove & Susan M. Long* 1,757 Views
- College Students' Sense of Belonging: A Key to Educational Success for All Students (Review)**  
*Eunyoung Kim & John P. Irwin* 1,619 Views



# **RHE**

## **VOLUME 44 ISSUE 2**

### **WINTER 2020**

**The Eyes of History Are Upon You: Toward a Theory of Intellectual Reconstruction for Higher Education in a Post-Truth Era**

*Dr. Z.W. Taylor & Dr. Richard J. Reddick*

**Major Movement: Examining Meta-Major Switching at Community Colleges**

*Lauren T. Schudde, Wonsun Ryu, & Raymond Stanley Brown*

**Far Beyond Post-Secondary: Longitudinal Analyses of Topical and Citation Networks in the Field of Higher Education Studies**

*Rachel A. Smith & Michael G. Brown*

**"You Can't Be a Class Ally If You're An Upper-Class Person Because You Don't Understand": Working-Class Students' Definitions and Perceptions of Social Class Allyship**

*Genia M. Bettencourt*

**Good Work If You Can Get It: How to Succeed in Academia by Jason Brennan (review)**

*Calvin H. Warner*

**Note:** These manuscripts are not hyperlinked as they are in press at the time of this report.

# **RHE**

# **VOLUME 44 ISSUE 1**

# **FALL 2020**

## **Letter from the Editors**

*Thomas F. Nelson Laird & Penny A. Pasque*

## **Women of Color Undergraduate Students' Experiences with Campus Sexual Assault: An Intersectional Analysis**

*Jessica C. Harris*

## **Campus Climate Perceptions and Residential Living Among Queer and Trans Students Living on Campus: An Exploration Using Structural Equation Modeling**

*Amanda Davis Simpfinderfer, Jeane Robles, Jessica Drummond, Jason C. Garvey, Rebecca E. Haslam, Soren D. Dews, & Caroline A. Weaver*

## **Collective Bargaining and Committee A: Five Decades of Unionism and Academic Freedom**

*Timothy Reese Cain*

## **Making It Free and Easy: Exploring the Effects of North Carolina College Application Week on College Access**

*Ashley B. Clayton & Paul D. Umbach*

## **Who Deserves Benefits in Higher Education? A Policy Discourse Analysis of a Process Surrounding Reauthorization of the Higher Education Act**

*Denisa Gànadara & Sosanya Jones*

## **The Privileged Poor: How Elite College Are Failing Disadvantaged Students by Anthony Abraham Jack (review)**

*Brian J. Mills & Tenisha Tevis*

## **Straddling Class in the Academy: 26 Stories of Students, Administrators, and Faculty from Poor and Working-Class Backgrounds and Their Compelling Lessons for Higher Education Policy and Practice by Sonja Ardoin & becky martinez (review)**

*Katherine C. Aquino*

# **RHE**

# **VOLUME 43 ISSUE 4**

# **SUMMER 2020**

**Reimagining the Study of Higher Education: Generous Thinking, Chaos, and Order in a Low Consensus Field**

*Kristen A. Renn*

**An Exploration of Actionable Insights Regarding College Students with Autism: A Review of the Literature**

*Bradley E. Cox, Brett Ranon Nachman, Kerry Thompson, Steven Dawson, Jeffrey A. Edelstein, & Chase Breeden*

**From Equity and Enlightenment to Entrepreneurialism: An HSI's Pursuit of "Tier-One" Status in the Neoliberal Era**

*Sara DeTurk & Felecia Briscoe*

**"We're Caught In Between Two Systems": Exploring the Complexity of Dual Credit Implementation**

*Julia C. Duncheon & Stefani R. Relles*

**What Do We Know About Campus Sexual Violence? A Content Analysis of 10 Years of Research**

*Chris Linder, Niah Grimes, Brittany M. Williams, Marvette C. Lacy, & Brean'a Parker*

**The Cost of Caring: An Arts-Based Phenomenological Analysis of Secondary Traumatic Stress in College Student Affairs**

*R. Jason Lynch & Chris R. Glass*

**Neoliberal Consequence: Data-driven decision making and the subversion of student success efforts**

*Leonard D. Taylor Jr.*

# **RHE**

# **VOLUME 43 ISSUE 4**

# **SUMMER 2020**

**Subjective Social Class and Subjective Well-Being among College Students: The Mitigating Roles of Self-Esteem and Critical Consciousness**

*Fatma Aydin & Elizabeth Vera*

**Can Text Message Nudges Improve Academic Outcomes in College? Evidence from a West Virginia Initiative**

*Benjamin L. Castleman & Katharine E. Meyer*

**Lifting While We Climb: Undergraduate Students of Color Communal Uplift and Promotion of College-Going within Their Communities**

*Courtney L. Luedke*

**Negotiating Place and Gender: Appalachian Women's Postsecondary Transition Experiences**

*Erin McHenry-Sorber & Katlin Swisher*

# **RHE**

# **VOLUME 43 ISSUE 3**

# **SPRING 2020**

**Understanding the Food Insecurity Experiences of College Students: A Qualitative Inquiry**

*Michael J. Stebleton, Crystal K. Lee, & Kate K. Diamond*

**STEM Degree Completion and First-Generation College Students: A Cumulative Disadvantage Approach to the Outcomes Gap**

*Genia M. Bettencourt, Catherine A. Manly, Ezekiel Kimball, & Ryan S. Wells*

**Visualizing Quality: University Online Identities as Organizational Performativity in Higher Education**

*Gerardo Luu Blanco & Amy Scott Metcalfe*

**To Be Young, Gifted, and Black: The Relationship between Age and Race in earning Full Professorships**

*Crystal R. Chambers & Sydney Freeman Jr.*

**The Role of Social Justice Living-Learning Communities in Promoting Students Understanding of Social Justice and LLC Involvement**

*Jody E. Jessup-Anger, Megan Armstrong, & Brianne Johnson*

**Fostering Historically Underserved Students' Success: An Embedded Peer Support Model that Merges Non-Cognitive Principles with Proven Academic Support Practices**

*Kathryn Tucker, Gwen Sharp, Shi Qingmin, Tony Scinta, & Sandip Thanki*

**Exploring Factors Contributing to College Success among Student Veteran Transfers at a Four-Year University**

*Vanessa A. Sansone & Jennifer S. Tucker Segura*

NOVEMBER 2020

