

NOVEMBER 2022

THE REVIEW OF HIGHER EDUCATION

2021-2022 Report

EDITORS:

Penny A. Pasque, PhD
The Ohio State University

Thomas F. Nelson Laird, PhD
Indiana University-Bloomington



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https://www.ashe.ws/ashe_rhe

<https://www.press.jhu.edu/journals/review-higher-education>



@RHE_ASHE

LETTER FROM THE EDITORS

Dear *Review of Higher Education* Community,

We are enthusiastic about sharing the 2022 *RHE* Annual Report with you. We are still living through extremely complex times and remain thankful for all who have poured into the journal this year. We are grateful for authors and their important original scholarship, the editorial leadership team for its tremendous efforts, the editorial board for thoughtful reviews and engagement with important issues we face as a journal, the ad hoc reviewers for your detailed feedback to authors aimed at strengthening contributions to the field, the Association for the Study of Higher Education (ASHE) and Johns Hopkins University Press (JHUP) for your support and leadership, and to our readership for engaging with the important work we publish. This letter describes this year's board transitions, highlights new and continued initiatives, and introduces the remainder of the annual report.

We are fortunate to have stellar associate editors who will remain with us for the next year: Angela Boatman, Tim Cain, Sosanya Jones, Tania Mitchell, Milagros Castillo-Montoya, and Heather Rowan-Kenyon. Their continued service allows us to concentrate on initiatives that will help the journal for years to come. Thank you to Jessica Esch, Managing Editor, for her work from January 2020-July 2022. We welcome Stephanie T.X. Nguyen, who is joining Monica Quezada Barrera, as a Managing Editor. In addition, we thank our first ever intern, Maria Clara Rêgo Tenório de Albuquerque (Clara), a master's student from Bahia's Federal University (Salvador, Bahia, Brazil) for her 60 hours of service to the journal, including a marked difference in our Twitter presence and impact.

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. We are in compliance with the ASHE Bylaws that specify *RHE* editorial board members serve three-year terms so that scholars rotate through this important service position. At times, some members may be called upon to serve a second term to facilitate board stability and continue to support manuscript review quality. This year ten members are rotating off the board: Dominique Baker, Adrianna Kezar, Lucy LePeau, Chris Linder (who we congratulate as incoming editor of the *Journal of Diversity in Higher Education*), Pilar Mendoza, Louis Rocconi, Heather Shotton, Mirelsie Velázquez, Eboni Zamani-Gallaher, and Desiree Zerquera. We thank these scholars for their years of service to the journal. An exciting group of scholars join continuing editorial board members. A full list of current board members is included in this report.

Since we took over as editors, we have increased our sharing of information and resources on our websites (via ASHE and JHUP) and through Twitter, including:

- Information about "How to write a strong peer review";
- A video of an ASHE session "Looking behind the publishing curtain: Understanding all the steps and dissecting reviewer comments";
- A revision of the reviewer evaluation questions (in collaboration with the Editorial Board);
- A new look to our Twitter account with more pictures of authors and journal articles
- Articles available ahead of print complete with DOI numbers (in collaboration with JHUP) to help authors get their research out to readers in a more timely fashion; and JHUP podcast featuring *RHE* authors (see examples later in this report).

Further, *RHE* book reviews were strengthened under the associate editor leadership of Eddie Cole. Now, associate editor Tim Cain is strengthening the reviews further. Readers will find book reviews that dive in deeply to single books or reviews that connect concepts across two or more books in a similar genre or topic area. In this way, the book reviews become less about summarizing book contents and more towards putting the research of scholars in conversation with one another and advancing synthesis of ideas – a kind of new knowledge itself. We appreciate Tim for his leadership.

In our time as editors, we regularly come across assumptions from years past that perpetuate lore about the journal. We believe *RHE* has changed, and we urge you to review this report for the latest information about the journal. For example, despite what some take for granted as fact, *RHE* authors are graduate students, faculty at every level, and researchers within and outside the academy. Authors are both embedded in – and from beyond – the field of higher education. This report offers one snapshot in time; one that we believe demonstrates change as well as lays the foundation for continual improvement for years to come.

The theme of ASHE’s 2022 conference, “humanizing higher education,” syncs up with our prioritization of “humanizing” approaches to the publication process for the past few years. We welcome you to attend or view our ASHE 2022 session on *Humanizing ASHE’s Journal* to learn more. A special “thank you” to the ASHE Graduate Student Committee for sharing this open session widely. In the session, we outline our approach and build upon what we shared in the previous “Looking Behind the Curtain” ASHE session available on our website. We do not take manuscript submissions lightly; we review with an understanding that every manuscript deserves consideration and thoughtful feedback, whether it receives an accept, revise and resubmit, or reject before external review or after. We offer intentional feedback with the hope to see the work published with us or published elsewhere.

In addition, thanks to past president D-L Stewart, whose presidential speech *Spanning and Unsettling the Borders of Critical Scholarship in Higher Education* is in Volume 45, Number 4. As a result of that address the ASHE Office has reached out to all past presidents to ensure that, where possible, presidential speeches appear in *RHE* as well as this manuscript and recordings of the speeches appear [online](#). We appreciate Jason Guilbeau, ASHE Executive Director, and the team for the labor that went into updating this crucial archival material for the field.

Again, we thank you all for your engagement with the *Review of Higher Education*. We also look forward to working with you in the coming years as we build on the strong history of the journal and seek to highlight scholarship that will reshape thinking and practice across the US and around the globe.

Sincerely,



Penny A. Pasque, Ph.D.
Editor



Thomas F. Nelson Laird, Ph.D.
Editor

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

Jessica Esch, Indiana University-Bloomington

Social Media Intern

Maria Clara Rêgo Tenório de Albuquerque, Bahia's Federal University
(Salvador, Bahia, Brazil)

Editorial Board Members

Dominique Baker, Southern Methodist University

Adrianna Kezar, University of Southern California

Lucy LePeau, Indiana University-Bloomington

Chris Linder, University of Utah

Pilar Mendoza, University of Missouri

Louis Rocconi, University of Tennessee-Knoxville

Heather Shotton, Fort Lewis College

Mirelsie Velázquez, The University of Oklahoma

Eboni M. Zamani-Gallaher, University of Illinois-Urbana-Champaign

Desiree D. Zerquera, University of San Francisco

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

A large “thank you” to all our ad-hoc reviewers. Please see the list on page 24 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 consider to be an-hoc reviewer, then please let us know at bit.ly/RHE_reviewer.

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, 2021-AUG. 31, 2022

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

276

OVERALL ACCEPTANCE RATE

5%

IMPACT FACTOR*

2.383

5-YEAR IMPACT FACTOR*

3.101

H5-INDEX**

34

H5MEDIAN-INDEX**

47

*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
Timothy Reese Cain, University of Georgia
Milagros Castillo-Montoya, University of Connecticut
Sosanya Jones, Howard University
Tania D. Mitchell, University of Minnesota
Heather T. Rowan-Kenyon, Boston College

MANAGING EDITORS

Monica Quezada Barrera, The Ohio State University
Stephanie T.X. Nguyen, Indiana University-Bloomington

EDITORIAL BOARD MEMBERS

Sonja Ardoin,
Clemson University

Claudia García-Louis,
University of Texas-San Antonio

Federick Ngo,
University of Nevada-Las Vegas

Peter Riley Bahr,
University of Michigan-Ann Arbor

Chrystal A. George Mwangi,
George Mason University

Z Nicolazzo,
The University of Arizona

Nicholas Bowman,
University of Iowa

Jeni Hart,
University of Missouri

Elizabeth Niehaus,
University of Nebraska-Lincoln

Allison BrckaLorenz,
Indiana University-Bloomington

Deryl Hatch-Tocaimaza,
University of Nebraska-Lincoln

Robert T. Palmer,
Howard University

Nolan L. Cabrera,
The University of Arizona

Chayla Haynes Davison,
Texas A & M University

Rosemary Perez,
University of Michigan-Ann Arbor

Brendan Cantwell,
Michigan State University

Nicholas Hillman,
University of Wisconsin-Madison

OiYan Poon,
Colorado State University

Rozana Carducci,
Elon University

Karen Kurotsuchi Inkelas,
University of Virginia

Kelly Rosinger,
Pennsylvania State University

Deborah Faye Carter,
Claremont Graduate University

Royel M. Johnson,
University of Southern California

Vanessa Sansone,
University of Texas-San Antonio

Cheryl D. Ching,
University of Massachusetts-Boston

Robert Kelchen,
University of Tennessee-Knoxville

Tricia Seifert,
Montana State University

Ashley Clayton,
Louisiana State University

Cindy Ann Kilgo,
Indiana University-Bloomington

Barrett Taylor,
University of North Texas

Regina Deil-Amen,
The University of Arizona

Román Liera,
Montclair State University

Xueli Wang,
University of Wisconsin-Madison

Antonio Duran,
Arizona State University

Angela Locks,
California State University-
Long Beach

Stephanie Waterman,
University of Toronto

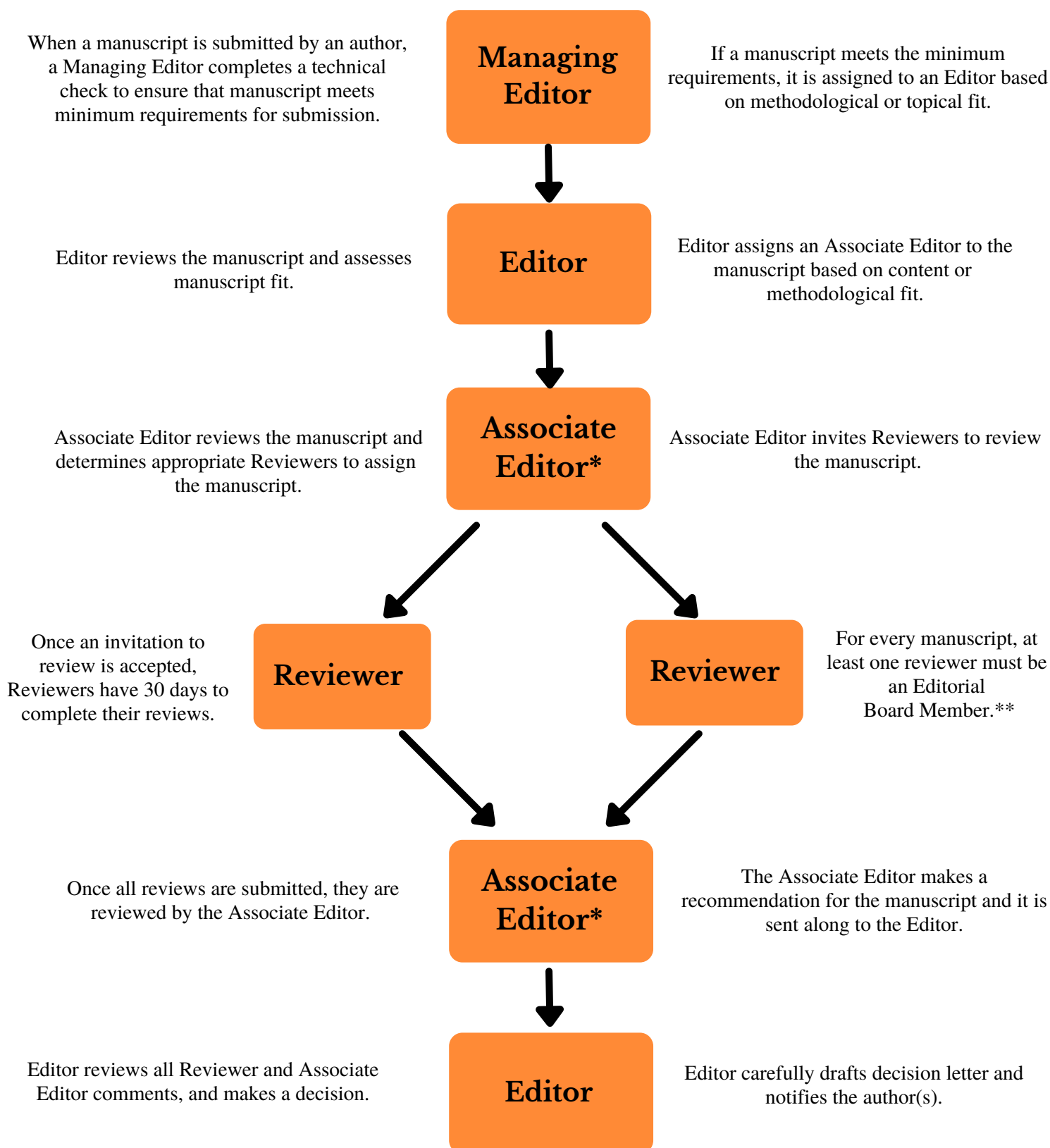
Michelle Espino,
University of Maryland

Rebecca Natow,
Hofstra University

Rachelle Winkle-Wagner,
University of Wisconsin-Madison

MANUSCRIPT WORKFLOW

SEPTEMBER 1, 2021 TO AUGUST 31, 2022



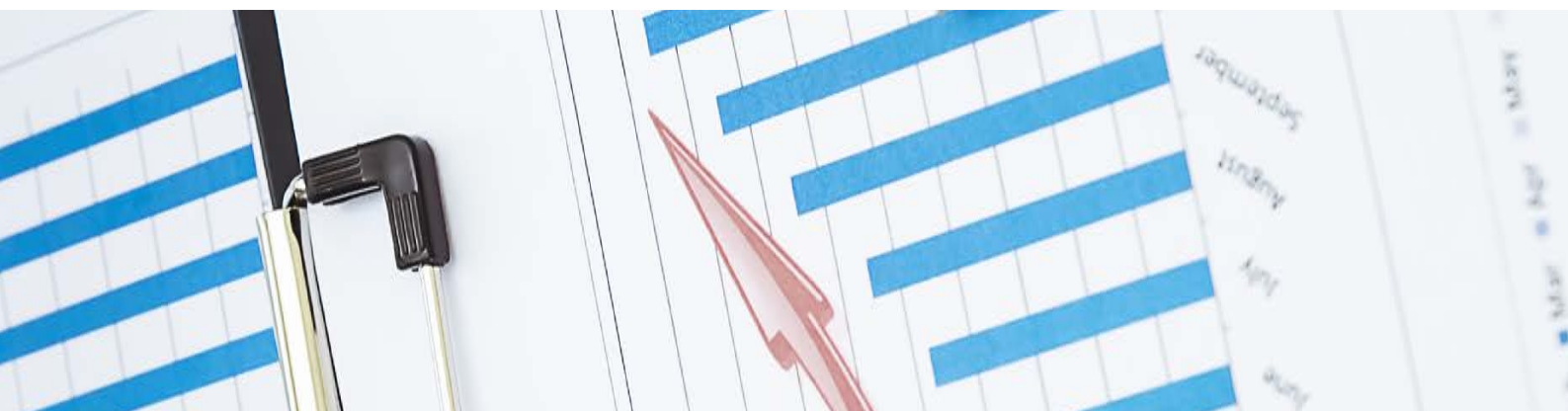
*Note: the Editors also serve in the Associate Editor role for some manuscripts.

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

MANUSCRIPT TIMELINE

Table 1. *Review of Higher Education* Timeline for Manuscript Reviews and Decisions

<i>Review of Higher Education</i> Timeline for Manuscript Decision	
Managing Editor Technical Checks	1-3 days
Editor reviews and assigns manuscript to Associate Editors	3-5 days
Associate Editor reviews and invites Reviewers	3-5 days
Reviewer comments due	30 days provided
Associate Editor makes a recommendation	5-7 days
Editor makes decision	5-7 days
Authors revise and resubmit manuscript	90 days
Repeat process above until manuscript is accepted or rejected	-



MANUSCRIPTS SUBMITTED

Because of the nature of the Revise and Resubmit process, the numbers between Original Submissions, R1s and R2s are not aligned. Some revised manuscripts were original submissions in a previous submission period (i.e., Sept 1, 2020 - Aug 31, 2021).

Table 2. *Review of Higher Education* New Manuscripts Submitted from Sept 1, 2021- Aug 31, 2022

<i>Review of Higher Education</i> NEW Manuscripts Submitted Sept 1, 2021- August 31, 2022		
Rejected before review process	155	63%
Desk Reject	76	31%
Reject Before Review	79	32%
Sent out for review and first decision made	74	30%
Reject after review	52	21%
Revise and resubmit	22	9%
In-Progress	17	7%
Total:	246	100%

Table 3. *Review of Higher Education* Revised and Resubmitted (Revision 1) Manuscripts from Sept 1, 2021- Aug 31, 2022

<i>Review of Higher Education</i> Revised & Resubmitted (R1) Manuscripts Sept 1, 2021-August 31, 2022		
Sent out for review and awaiting scores	7	33%
Rejected	3	14%
Revise and resubmit again	3	14%
Accepted	8	38%
Total:	21	100%

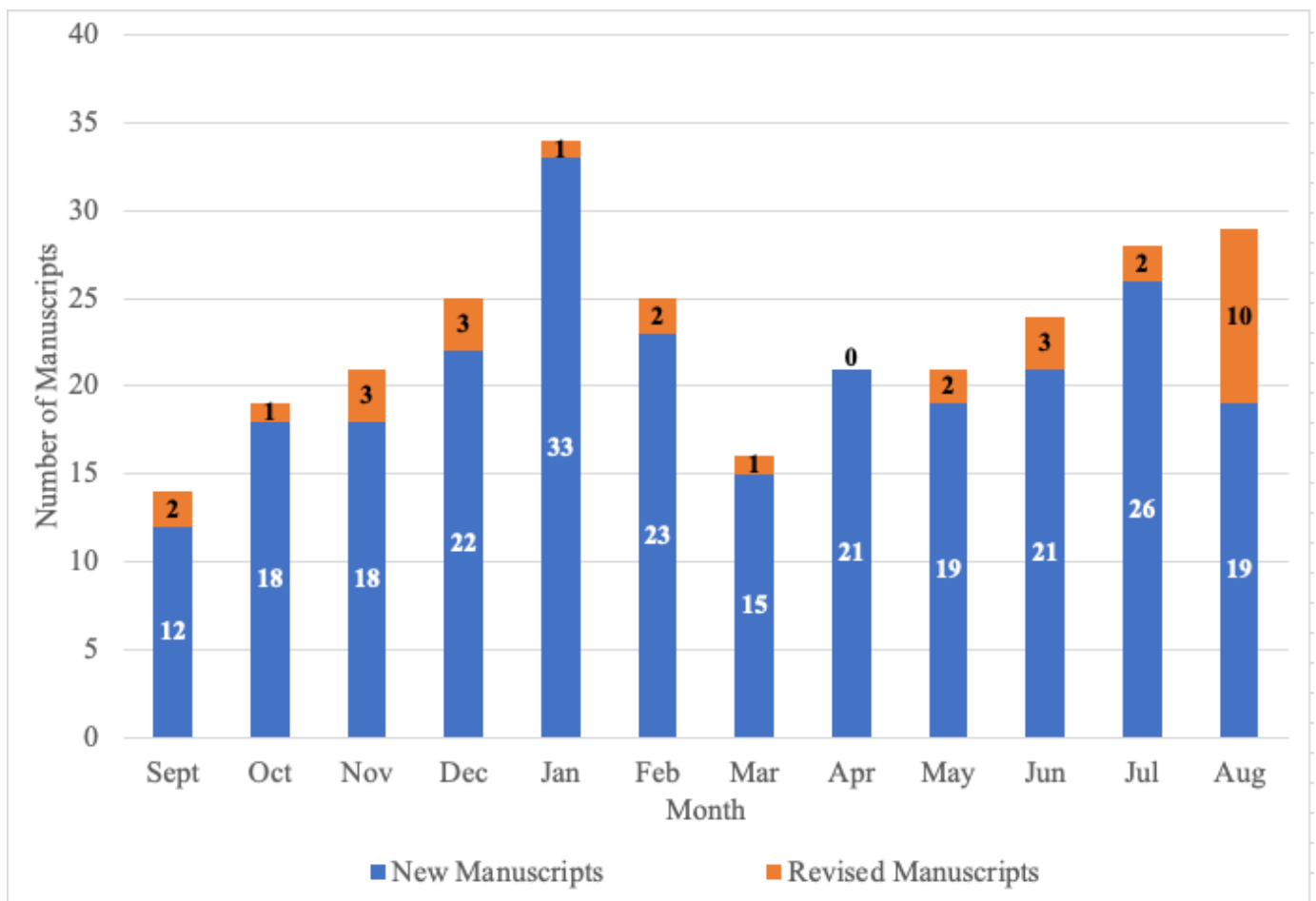
Table 4. *Review of Higher Education* Revised and Resubmitted (Revision 2 & 3) Manuscripts from Sept 1, 2021- Aug 31, 2022

<i>Review of Higher Education</i> Revised & Resubmitted (R2 and R3) Manuscripts Sept 1, 2021-August 31, 2022		
Sent out for review and awaiting scores (R2)	1	11%
Rejected (R2)	1	11%
Accepted (R2 and R3)	7	78%
Total:	9	100%

Note: Table 4 includes eight R2s and one R3. The R3 that was accepted was also submitted as an R2 during this time frame.

MANUSCRIPTS SUBMITTED

Figure 1. Manuscripts Submitted by Month
from Sept. 1, 2021 - Aug. 31, 2022



PRIMARY FOCUS OF MANUSCRIPTS SUBMISSIONS

Table 5. Manuscript Submissions by Type, as Identified by Author

<i>Review of Higher Education</i> Manuscript Type Sept 1, 2021-August 31, 2022				
	Total Submissions		Accepted Manuscripts	
Empirical Research Article	213	(77%)	15	100%
Essay/Literature Review	33	(12%)	0	(0%)
Scholarly Paper	30	(11%)	0	(0%)
Total:	276	(100%)	15	(100%)

Note: For Table 5, no essays, literature reviews or scholarly papers were accepted in this time frame, but *RHE* does accept and publish such articles when warranted by the review process.



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

<i>Review of Higher Education</i> Approach Sept 1, 2021-August 31, 2022				
	Total Submissions		Accepted Manuscripts	
Qualitative	122	(44%)	8	(53%)
Quantitative	83	(30%)	4	(27%)
Mixed-Methods	57	(21%)	3	(20%)
Conceptual/Theoretical/Literature Review	14	(5%)	0	(0%)
Historical	0	(0%)	0	(0%)
Total:	276	(100%)	15	(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, 2021 and August 31, 2022, 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” (45, 16.3%), “Graduate Education” (25, 9.1%), “Administrative Issues, Leadership, Structures” (24, 8.7%), and “Student Development/Student Affairs” (23, 8.3%).

Table 7. Manuscript Submissions by Topic, as Identified by Author

<i>Review of Higher Education</i> Keywords September 1, 2021-August 31, 2022		
Student Outcomes/ Student Success	45	16.3%
Graduate Education	25	9.1%
Administrative Issues, Leadership, Structures	24	8.7%
Student Development/Student Affairs	23	8.3%
International Higher Education	21	7.6%
Diversity Issues	21	7.6%
Teaching Issues	20	7.2%
Faculty Issues	16	5.8%
Access/Equity	14	5.1%
Organizational Culture	10	3.6%
Public Policy/ State or Federal	9	3.3%
Retention/Persistence Completion	7	2.5%
Social Movements and Higher Education	5	1.8%
Technology Issues	5	1.8%
Community Colleges	5	1.8%
Financial Issues/Tuition/Financial Aid	5	1.8%
College Choice	4	1.4%
Assessment/ Accountability	3	1.1%
Philosophy & Values	3	1.1%
Governance	3	1.1%
For-Profit Higher Education	3	1.1%
Service Learning	2	0.7%
Academic Freedom	1	0.4%
Enrollment Management	1	0.4%
Legal Issues	1	0.4%
Total:	276	100%

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

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.

COPYEDITING

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*.

VOLUME 45 REPORT

Table 8. Article Topics for Vol 45, as Identified by Author

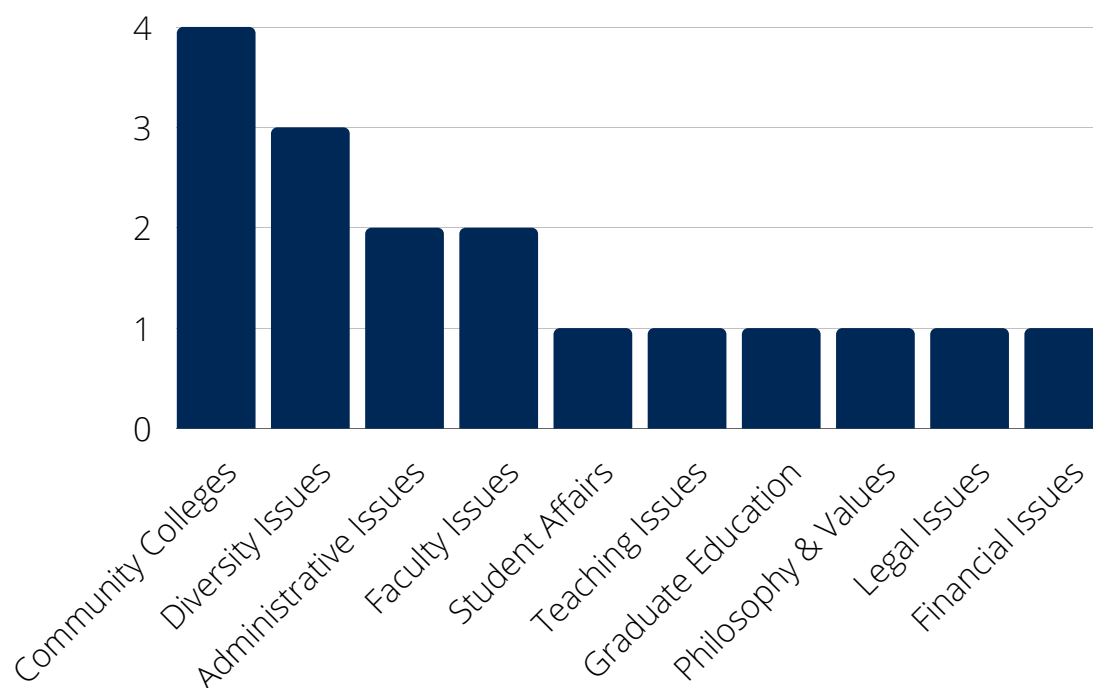
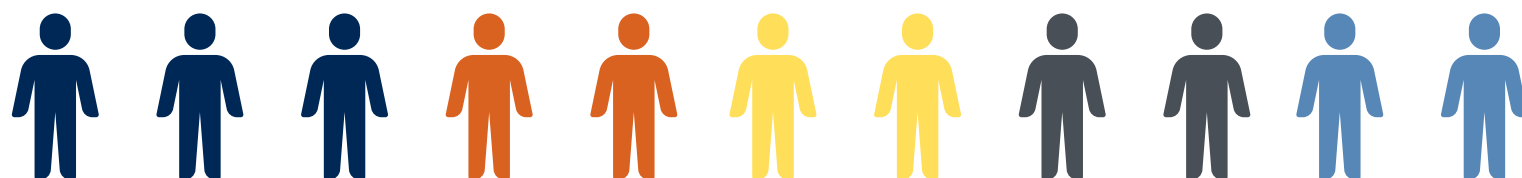


Table 9. Article Method of Publication for Vol 45



Table 10. Author Rank at Time of Publication for Vol 45



(9) 26% OF AUTHORS

were Associate Professors

(7) 20% OF AUTHORS

were Post-Docs/Grad Students

(7) 20% OF AUTHORS

were Assistant Professors

(6) 17% OF AUTHORS

were Research or
Administrative Professionals

(6) 17% OF AUTHORS

were Full Professors

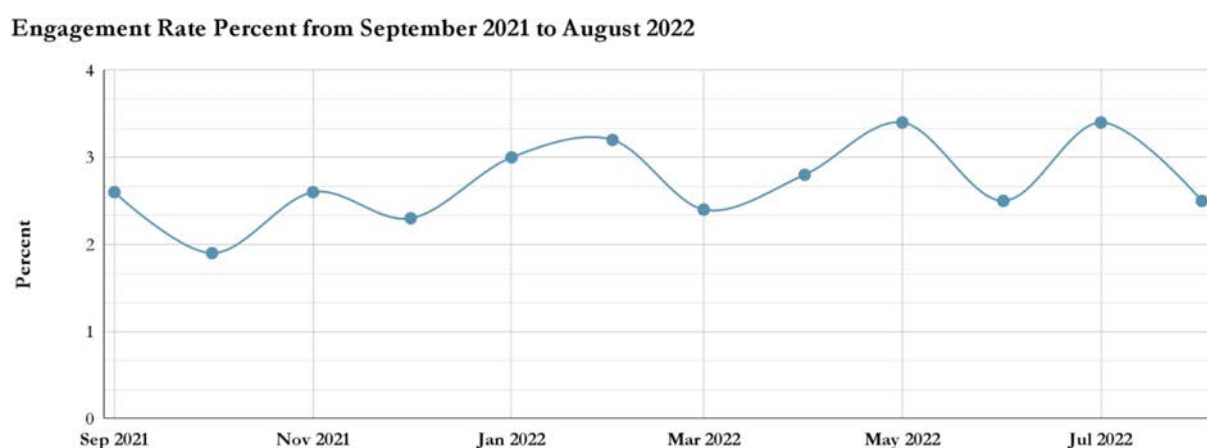
TWITTER REPORT

Table 11. Summary report for September 1, 2021-August 31, 2022.

Twitter: @RHE_ASHE	Total##
Followers	2,215
New Followers	538
Tweets	119
Impressions	499,100
Mentions	211

@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 2.
@RHE_ASHE
Twitter
Engagement
Rate (*Right*)



Twitter Likes by Month from September 2021 to August 2022

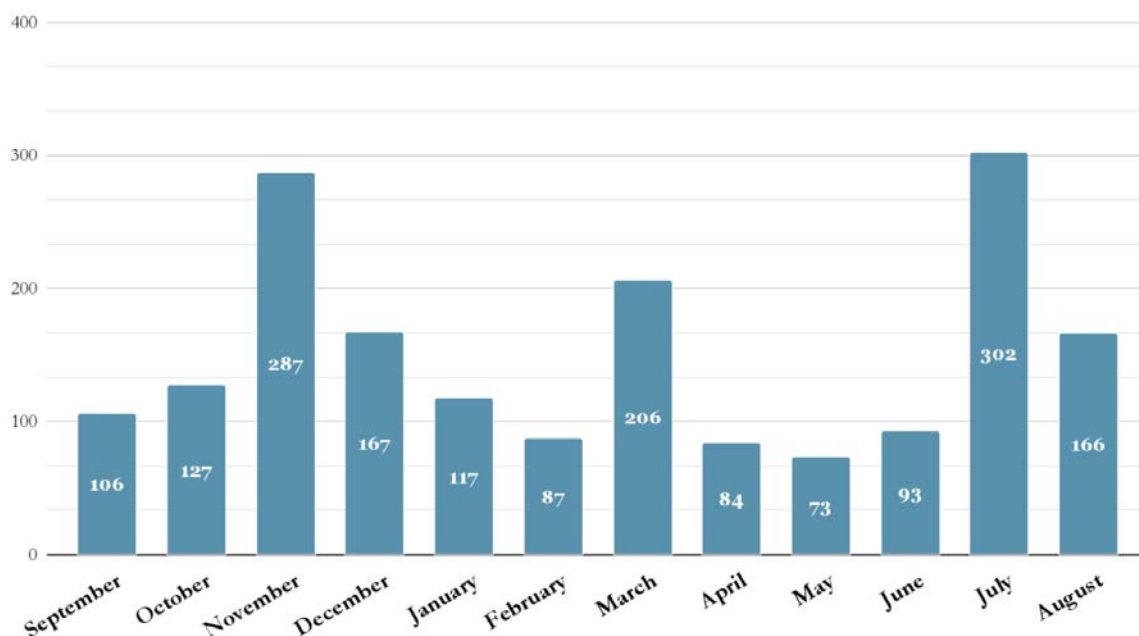


Figure 3.
@RHE_ASHE
Twitter Likes
By Month
(*Left*)

Article Views

There were 140,746 article views recorded between September 1, 2021 - August 31, 2022 in Project Muse. Of the views, 53,805 were to PDFs of articles with the remainder the html version. Project Muse currently consists of 713 journals and *RHE* ranks 4th 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, 2021 and ending August 31, 2022. 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 1,917 subscribers to Volume 45, which contains Issues 1-4. This number represents 1,873 members and 23 institutional subscriptions to the print versions as well as 44 libraries that subscribed to the electronic version. An additional 1,134 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, 2021 - Aug. 31, 2022

- Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Crits** Vol. 42 (1) Fall 2018
Nolan L. Cabrera 3,279 Views
- Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms** Vol. 36 (1) Fall 2012
Shaun R. Harper 1,956 Views
- Socioeconomic Status and College: How SES Affects College Experiences and Outcomes** Vol. 27 (1) Fall 2003
MaryBeth Walpole 1,928 Views
- The Impact of Culturally Engaging Campus Environments on Sense of Belonging** Vol. 40 (2) Winter 2017
Samuel D. Museus, Varaxy Yi & Natasha Saelua 1,916 Views
- Women of Color Undergraduate Students' Experiences with Campus Sexual Assault: An Intersectional Analysis** Vol. 44 (1) Fall 2020
Jessica C. Harris 1,841 Views
- Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice** Vol. 21 (3) Spring 1998
Sylvia Hurtado, Jeffrey F. Milem, Alma R. Clayton-Pedersen & Walter Recharde Allen 1,165 Views
- Understanding the Food Insecurity Experiences of College Students: A Qualitative Inquiry** Vol. 43 (3) Spring 2020
Michael J. Stebleton, Crystal K. Lee & Kate K. Diamond 1,103 Views
- Black Joy on White Campuses: Exploring Black Students' Recreation and Celebration at a Historical White Institution** Vol 44 (3) Spring 2021
Antar A. Tichavakunda 1,080 Views
- Social Class and Belonging: Implications for College Adjustment** Vol. 30 (4) Summer 2007
Joan M. Ostrove & Susan M. Long 1,041 Views
- Color-evasive Racism in the Final Stage of Faculty Searches: Examining Search Committee Hiring Practices that Jeopardize Racial Equity Policy** Vol. 45 (2) Winter 2021
Román Liera & Theresa E. Hernandez 987 Views

RHE VOLUME 46 ISSUE 1

FALL 2022

Understanding Higher Education Bill Success in the United States Congress

Rebecca S. Natow

“We are a huge source of labor”: Exploring STEM Graduate Students’ Roles in Changing Departmental Climate

Rosemary J. Perez, Rudisang Motshubi & Sarah L. Rodriguez

Institutionalizing Inequity Anew: Grantmaking and Racialized Postsecondary Organizations

Heather McCambly & Jeannette A. Colyvas

Exploring the Impact of GRE-Accepting Admissions on Law School Diversity and Selectivity

Kelly Ochs Rosinger, Karly S. Ford, Julie Posselt & Junghee Choi

Robert L. Hampel's *Radical Teaching in Turbulent Times: Martin Duberman's Princeton Seminars, 1966–1970* (Book Review)

Reviewed by Benjamin Holtzman

Charlie Eaton's *Bankers in the Ivory Tower: The Troubling Rise of Financiers in US Higher Education* (Book Review)

Reviewed by Ethan Ris

RHE VOLUME 45 ISSUE 4

SUMMER 2022

When Higher Education is Framed as a Privilege: Anti-Blackness and Affirmative Action during Tumultuous Times

V. Thandi Sulé, Rachelle Winkle-Wagner, Dina C. Maramba & Abigail Sachs

Does Taking a Few Courses at a Community College Improve the Baccalaureate, STEM, and Labor Market Outcomes of Four-Year College Students?

Vivian Yuen Ting Liu & Maggie P. Fay

Navigating Transfer Through Networks: How Community College Students Seek Support From Social Ties Throughout the Transfer Process

Elif Yücel, Huriya Jabbar & Lauren Schudde

Nevertheless, We Persist: Exploring the Cultural Capital of Black First-Generation Doctoral Students at Non-Black Serving Institutions

Jason K. Wallace

Spanning and Unsettling the Borders of Critical Scholarship in Higher Education (ASHE 2021 Presidential Address)

D-L Stewart

Adam Harris's *The State Must Provide: Why America's Colleges Have Always Been Unequal—And How To Set Them Right* (Book Review)

Reviewed by Alan Mandell & Xenia Coulter

***RHE* VOLUME 45 ISSUE 3**

SPRING 2022

Hate Speech on Campus: How Student Leaders of Color Respond

Liliana M. Garces, Evelyn Ambriz, Brianna Davis Johnson & Dwuana Bradley

The Financial Behaviors of Chasing Athletic Prestige: Evidence from the NCAA Cost of Attendance Policy

Federick Ngo, Michelle Coyner & Nancy Lough

The Role of Administrative and Academic Leadership in Advancing Faculty Diversity

Damani K. White-Lewis

Understanding Academic Structure: Variation, Stability, and Change at the Center of the Modern Research University

Sondra N. Barringer & Kim Nelson Pryor

Laura T. Hamilton and Kelly Nielsen's *Broke: The Racial Consequences of Underfunding Public Universities* (Book Review)

Reviewed by Amy E. Stich & Collin Case

RHE VOLUME 45 ISSUE 2

WINTER 2021

Ghost Stories from the Academy: A Trans Feminine Reckoning
Z Nicolazzo

Collaborative Learning and Need for Cognition: Considering the Mediating Role of Deep Approaches to Learning
Chad N. Loes & Brian P. An

Color-evasive Racism in the Final Stage of Faculty Searches: Examining Search Committee Hiring Practices that Jeopardize Racial Equity Policy
Román Liera & Theresa E. Hernandez

Advising Academically Underprepared Students in the “College for All” Era
Amanda N. Nix, Tamara Bertrand Jones & Shouping Hu

Beyond the Visual: Artful Inquiry in Higher Education Journals 2000–2020
Maureen A. Flint & Whitney Toledo

Ron Lieber's *The Price You Pay for College: An Entirely New Roadmap for the Biggest Financial Decision Your Family Will Ever Make* (Book Review)
Reviewed by Emily C. Chen-Bendle & Gregory C. Wolniak

Lisa M. Nunn's *College Belonging: How First-Year and First-Generation College Students Navigate Campus Life* (Book Review)
Reviewed by Saralyn McKinnon-Crowley

RHE NOTABLES

New Podcast Series: *Review of Higher Education Featured Articles*

The Johns Hopkins University Press (JHUP) Podcast hosted conversations with three authors, from three separate issues published in Spring 2021, Winter 2021, and Fall 2022. These podcasts episodes featured:

Rebecca S. Natow

Understanding Higher Education Bill Success in the United States Congress

Vol 46 (1) Fall 2022

Podcast Published September 22, 2022



Z Nicolazzo

Ghost Stories from the Academy: A Trans Feminine Reckoning

Vol 45 (2) Winter 2021

Podcast Published March 11, 2022



Antar A. Tichavakunda

Black Joy on White Campuses: Exploring Black Students' Recreation and Celebration at a Historical White Institution

Vol 44 (3) Spring 2021

Podcast Published June 1, 2021



Summer 2022 Twitter Intern



Maria Clara Rêgo Tenório de Albuquerque (Clara), a master's student from Bahia's Federal University (Salvador, Bahia, Brazil) joined our team during summer 2022 committing herself to 60 hours of service to manage *RHE*'s Twitter account (@RHE_ASHE). She read through *RHE* publications to create unique posts that were of similar interest to her work. Clara hopes to apply to PhD programs in the near future.

RHE AD-HOC REVIEWERS

SEPTEMBER 1, 2021 TO AUGUST 31, 2022

Ignacio Acevedo	Sean Gehrke	Raquel Muñiz
S. Renea Akin	Chris Glass	Brett Nachman
Elizabeth Allan	Cynthia Gordon da Cruz	Erik Ness
David Ayers	Jacob Gross	Thai-Huy Nguyen
Lorenzo Baber	Heather Haeger	H. Kenny Nienhusser
Roger Baldwin	Ronald Hallett	Gloria Oikelome
Cassie Barnhardt	Cassandra Harper	Cecilia Orphan
April Belback	Michael Harris	Justin Ortagus
Joshua Bittinger	Matthew Hartley	Michael Owens
Reginald Blockett	Siduri Haslerig	Brian Pusser
Liza Bolitzer	James Hearn	Rosalind Raby
Ginny Boss	Theresa Heath	Robert Reason
Katharine Broton	Ebelia Hernández	Karley Riffe
Erin Callister	Michael Hevel	Jessica Rivera
William Casey Boland	Karri Holley	Susan Roll
Erin Castro	Susan Iverson	Rebecca Ropers
Andrés Castro Samayoa	Shanna Jaggars	Paul Rubin
Nuchelle Chance	Rashne Jehangir	Amanda Rutherford
Anna Cohenmiller	Travis Johnston	Margaret Sallee
Millie Cordaro	Susan Kater	Aaron Smith
Hal DeLaRosby	Frances Kochan	Amy Stich
Jennifer Delaney	Mariah Kornbluh	Kristin Stowe
Erin Doran	Aaron Kuntz	V. Thandi Sulé
Deniece Dortch	Dorian McCoy	Katalin Szelényi
Pamela Eddy	Adam McCready	Heather Tillewein
Shelley Erickson	Brian McGowan	Lisa Unangst
Maureen Flint	Michael McLendon	Blanca Vega
Zak Foste	Monica Miles	Elaine Ward
Sydney Freeman	Amanda Mollet	Ryan Wells
Rachel Freeman-Wong	T. Mark Montoya	Natalie Williams
Liliana Garces	Christina Morton	Annie Wofford
		Lisa Wolf-Wendel

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 our publications center around issues within U.S. higher education. International submissions must have clear implications for U.S. higher education and must 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, but with faculty or seasoned research professionals as first authors. If you want to know whether the *RHE* would consider a book review before writing it, please email Associate Editor Timothy Reese Cain 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 areas of need for a three-year term. *RHE* welcomes recent graduates with a terminal doctoral degree to become a reviewer!



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 cannot serve as a reviewer for *RHE*, we do encourage you to practice being a reviewer during your graduate career. Serve as a reviewer on student-led journals 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 2020 ASHE Presentation "[Looking Behind the Publishing Curtain: Understanding All the Steps and Dissecting Reviewer Comments](#)."



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