

NOVEMBER 2023

THE REVIEW OF HIGHER EDUCATION

2022-2023 Report

EDITORS:

Penny A. Pasque, PhD
The Ohio State University

Thomas F. Nelson Laird, PhD
Indiana University-Bloomington



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

✕ @RHE_ASHE

LETTER FROM THE EDITORS

Dear *Review of Higher Education* Community,

This is the fourth *Review of Higher Education (RHE)* Annual Report we have shared with you as editors and we are enthusiastic about the changes that have been made to the journal in such a short time. We resonate with last year's ASHE Conference theme from President **Joy Gaston Gayles**, "humanizing higher education," a theme that has characterized many of our efforts with *RHE*. This year's conference theme from President **Ana Martínez-Alemán** focused on the "purposes, politics, and processes" of higher education also offers important avenues to make some of the often hidden aspects of our work more visible, which is one of the goals of this report and other efforts (e.g., social media posts, website materials). Toward this end, we outline below board transitions as well as new and continued initiatives. Further, we introduce the remainder of the annual report.

Importantly, the work of the journal is a team effort, consisting of so many. We remain deeply thankful for all who have poured into the journal, including the associate editors, managing editors, editorial board, and ad hoc reviewers. We are also grateful to authors for their original scholarship and the meaningful ways they have advanced research, invited readers to think more deeply about myriad and complex issues, and encouraged us to act on respective recommendations and implications. We thank and congratulate **Sosanya Jones**, associate editor, who rotated off this year and will serve as chief editor of *Journal of the Alliance of Black School Educators (JABSE)*. We are also grateful for **Heather Rowan-Kenyon's** service as an associate editor since 2019. We welcomed **Chrystal A. George Mwangi** and **Federick Ngo** as associate editors and are excited for their contributions to the team. Related, we created a buddy system as we rotate associate editors onto our team as a way to ensure that we are helping each other learn as well as making decisions after considering multiple perspectives. We also thank **Tamika N. Smith** and **Steven Feldman**, who served as Editorial Assistants this year as **Stephanie T.X. Nguyen**, one of the managing editors, welcomed the youngest addition to the *RHE* family, baby **Tyler Nguyen Dyer!** We also have six colleagues rotating off the Editorial Board this year—**Nick Bowman**, **Cheryl Ching**, **Jeni Hart** (ASHE president 2023-2024), **Karen Kurotsuchi Inkelas**, **Royel Johnson**, and **Robert Kelchen**, three of whom will be joining **Sosanya Jones** as journal editors or associate editors; two of whom are in new ASHE roles. This is exciting for these individuals, and for the field at large. We welcome into their second three-year term on the board: **Peter Bahr**, **Nolan Cabrera**, **Michelle Espino**, **Román Liera**, **Rosie Perez**, and **Tricia Seifert**. New to the editorial board after offering exceptional reviews for several years are **Vicki Baker**, **Jennifer Delaney**, **Erin Doran**, **Judy Marquez Kiyama**, **Demetri Morgan**, and **Annemarie Vaccaro**. Welcome to the *RHE* Editorial Board!

We are appreciative of the collaborative efforts of Johns Hopkins University Press under the leadership of **Bill Breichner**, the ASHE Executive Director, **Jason P. Guilbeau**, and the ASHE Publications Committee, chaired by **Heather Rowan-Kenyon** and **Karen Kurotsuchi Inkelas**. As we have reported, *RHE's* editorial board is now in compliance with ASHE Bylaws, meaning each editorial board member serves a term of three years, with some able to serve a second term before rotating off. This policy allows for the editorial board and reviewers to be composed of many people from across the field and representative of the association's members. It also means we track how often we invite people to serve and consider the depth and quality of the feedback provided, encouraging thoughtful, challenging, and humanely written reviews.

We have created an intentional pipeline for people to move from ad hoc reviewers to editorial board members to associate editors to editors for journals across the field. At each point along the way, we pay attention to ensuring diverse representation across topical expertise, methodological approach, institution type, race, gender, doctoral program, etc. To strengthen manuscript reviews and further develop the pipeline, we have focused on inviting new reviewers through a web form and providing the community with information for writing strong reviews. This past year we started a sub-committee to focus on strengthening reviews and offer our thanks to **Nick Bowman**, **Milagros Castillo-Montoya**, **Antonio Duran**, **Robert Palmer**, **Tamika N. Smith**, and **Monica Quezada Barrera** for their willingness to serve. The committee has revised our reviewer invitation letter to include reviewer resources and will further develop reviewer resources in the coming months.

We are fortunate as *RHE* is considered one of the top higher education journals, publishing the highest quality empirical, theoretically-grounded scholarship about the functioning and effects of higher education. We publish and promote scholarship from varying disciplinary, conceptual, and methodological perspectives and rank 4th amongst all Project Muse journals in terms of total usage for this year. *RHE* manuscripts should challenge higher education scholars and practitioners as well as leaders and policymakers to think even more deeply about topics and to encourage research-informed change now and in the future. As modes of social science research expand, we have developed an approach for sharing materials outside the printed page, including color artwork from photo elicitation, videos that accompany performance ethnographies, albums dropped alongside manuscripts, datasets across methodological approach, and the like. We do not have a website to make these available but welcome authors to submit manuscripts that link to permanent websites where additional information is maintained by the author. Further, we encourage international submissions that draw on existing higher education literature as well as extend it. Related, we are encouraged by ASHE's efforts to expand publication venues and consider the internationalization of the field in thoughtful ways.

We remain committed as a team to improve *RHE* each year as we continue this team approach. The Editorial Team of editors, associate editors, and managing editors meet bi-weekly and the full editorial board meets once per semester. Together we have revised the online submission and review process, updated reviewer feedback forms, created and shared many helpful resources, and written individualized letters to all authors focusing on being as helpful as possible, whether a manuscript will be published in the pages of *RHE* or in a journal elsewhere. In addition, we have offered a session about *RHE* at the ASHE conference and sit on the panels of journal editors at ASHE and other conferences/events so we may help colleagues better understand the publishing process as well as the complex issues and dynamics involved. We are also pleased to have worked with JHUP to provide articles online before printed issues appear in mailboxes and in Project MUSE.

A special thank you to **Eddie Cole** and **Tim Cain**, past and present associate editors, for their efforts transforming the *RHE* book review process. We invite people with a terminal degree to write engaging and critical book reviews, sometimes while mentoring a graduate student as they write collaboratively. Such book reviews help book authors and the field better understand the contributions of the books and how the work connects to other scholarship in the field.

In summary, we reflect on words from **Bryan Brayboy** during this season's fantastic ASHE Presidential Podcast, hosted by **Felecia Commodore** and **Royel Johnson**, when he spoke about the differences between a "start" and the "beginning." As editors, we recognize that *RHE* has been serving the field since its beginning in 1977 and our start as editors began just four years ago. Our hope is that the annual reports we offer each year provide you, our higher education community, with a level of transparency that reminds you that *RHE* is your/our journal. We thank you and look forward to working with you as we seek to build on the strong history of the *Review of Higher Education* by publishing the best the field has to offer.

Sincerely,



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Editor
Professor & Associate Dean
Indiana University-Bloomington
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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!

Associate Editors

Sosanya Jones, Howard University
Heather Rowan-Kenyon, Boston College

Editorial Assistants

Steven Feldman, Indiana University-Bloomington
Tamika N. Smith, Indiana University-Bloomington

Editorial Board Members

Nicholas Bowman, University of Iowa
Cheryl D. Ching, University of Massachusetts-Boston
Jeni Lynn Hart, University of Missouri
Karen Kurotsuchi Inkelas, University of Virginia
Robert Kelchen, University of Tennessee-Knoxville
Royel M. Johnson, University of Southern California

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 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.

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
Chrystal A. George Mwangi, George Mason University
Tania D. Mitchell, University of Minnesota
Federick Ngo, University of Nevada-Las Vegas

MANAGING EDITORS

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

EDITORIAL BOARD MEMBERS

Sonja Ardoin,
Clemson University

Antonio Duran,
Arizona State University

Elizabeth Niehaus,
University of Nebraska-Lincoln

Peter Riley Bahr,
University of Michigan-
Ann Arbor

Michelle M. Espino,
University of Maryland-
College Park

Robert T. Palmer,
Howard University

Vicki Baker,
Albion College

Claudia García-Louis,
University of Texas-San Antonio

Rosemary Perez,
University of Michigan

Allison BrckaLorenz,
Indiana University-Bloomington

Deryl Hatch-Tocaimaza,
University of Nebraska-Lincoln

OiYan A. Poon,
University of Maryland-
College Park

Nolan L. Cabrera,
The University of Arizona

Chayla Haynes Davison,
Texas A & M University

Kelly Rosinger,
Pennsylvania State University

Brendan Cantwell,
Michigan State University

Nicholas Hillman,
University of Wisconsin-Madison

Vanessa A. Sansone,
University of Texas-San Antonio

Rozana Carducci,
Elon University

Cindy Ann Kilgo,
Indiana University-Bloomington

Tricia Seifert,
Montana State University

Deborah Faye Carter,
Claremont Graduate University

Román Liera,
Montclair State University

Barrett Taylor,
University of North Texas

Ashley Clayton,
Louisiana State University

Angela Locks,
Cal State University- Long Beach

Annemarie Vaccaro,
University of Rhode Island

Regina Deil-Amen,
The University of Arizona

Judy Marquez Kiyama,
University of Arizona

Xueli Wang,
University of Wisconsin-Madison

Jennifer A. Delaney,
University of Illinois
Urbana-Champaign

Demetri L. Morgan,
Loyola University Chicago

Stephanie Waterman,
University of Toronto

Erin E. Doran,
Iowa State University

Rebecca Natow,
Hofstra University

Rachelle Winkle-Wagner,
University of Wisconsin-Madison

Z Nicolazzo,
The University of Arizona

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, 2022-AUG 31, 2023

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

310

OVERALL ACCEPTANCE RATE

5%

IMPACT FACTOR*

1.8

5-YEAR IMPACT FACTOR*

3.2

H5-INDEX**

36

H5 MEDIAN-INDEX**

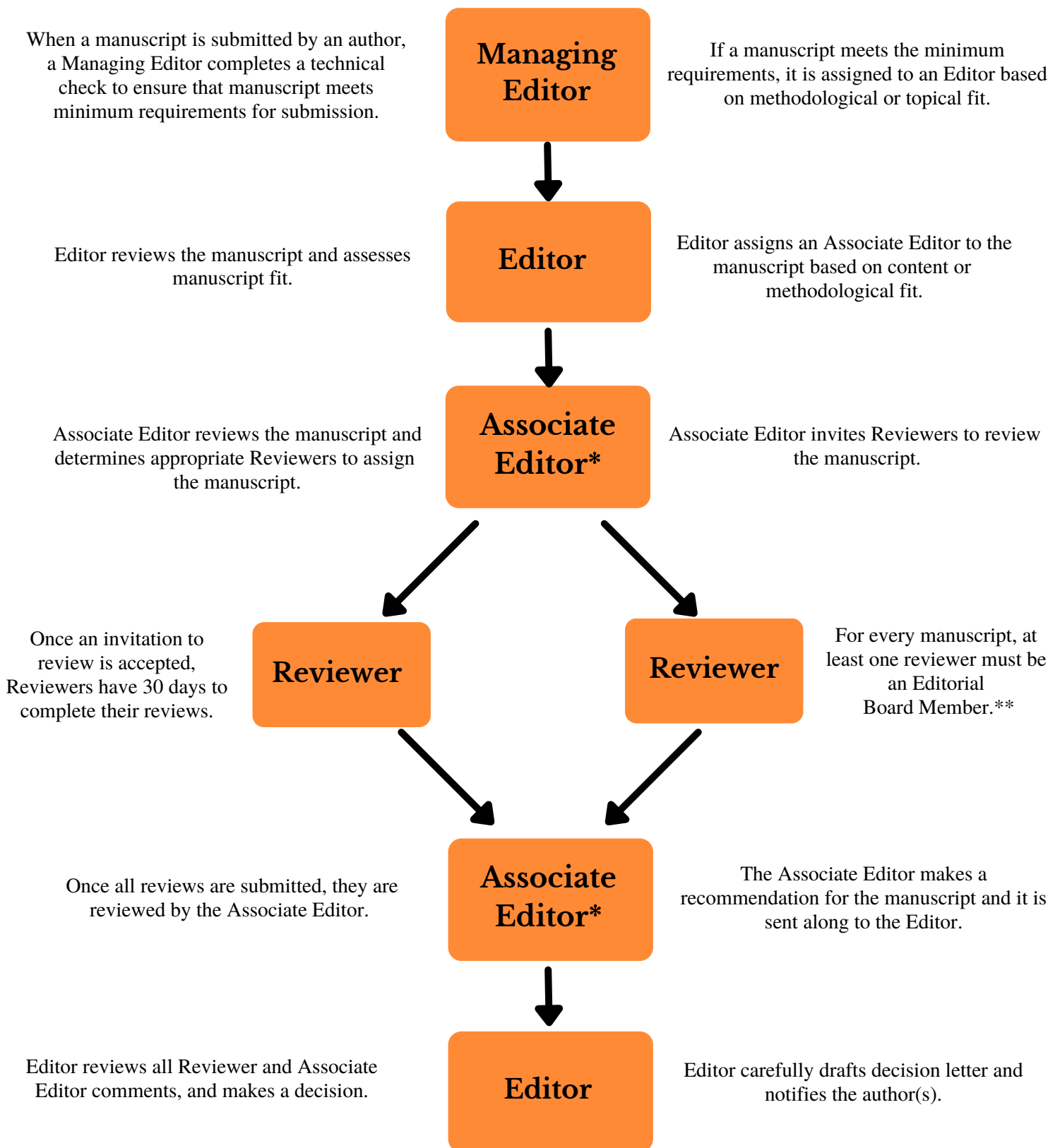
53

*provided by Clarivate Analytics

**provided by Google Scholar Metrics

NEW SUBMITTED MANUSCRIPT WORKFLOW

SEPTEMBER 1, 2022 TO AUGUST 31, 2023



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

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

NEW SUBMITTED MANUSCRIPT TIMELINE

Table 1. *Review of Higher Education* Timeline for New Submitted Manuscripts 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	-

*Note: 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.



NEW SUBMITTED MANUSCRIPTS

In Tables 2-4, the number of Original Submissions does not necessarily include R1s and R2s. 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 Submitted Manuscripts from Sept 1, 2022- Aug 31, 2023

	Count	Percent
Rejected before review process	182	69%
Desk Reject	126	48%
Reject Before Review	56	21%
Sent out for review and first decision made	57	22%
Reject after review	25	9%
Revise and resubmit	32	12%
In-Progress	26	10%
Total:	265	100%

Table 3. *Review of Higher Education* Revised and Resubmitted (Revision 1) Manuscripts from Sept 1, 2022- Aug 31, 2023

	Count	Percent
Sent out for review and awaiting scores	13	38%
Rejected	3	9%
Withdrawn	1	3%
Revise and resubmit again	10	29%
Accepted	7	21%
Total:	34	100%

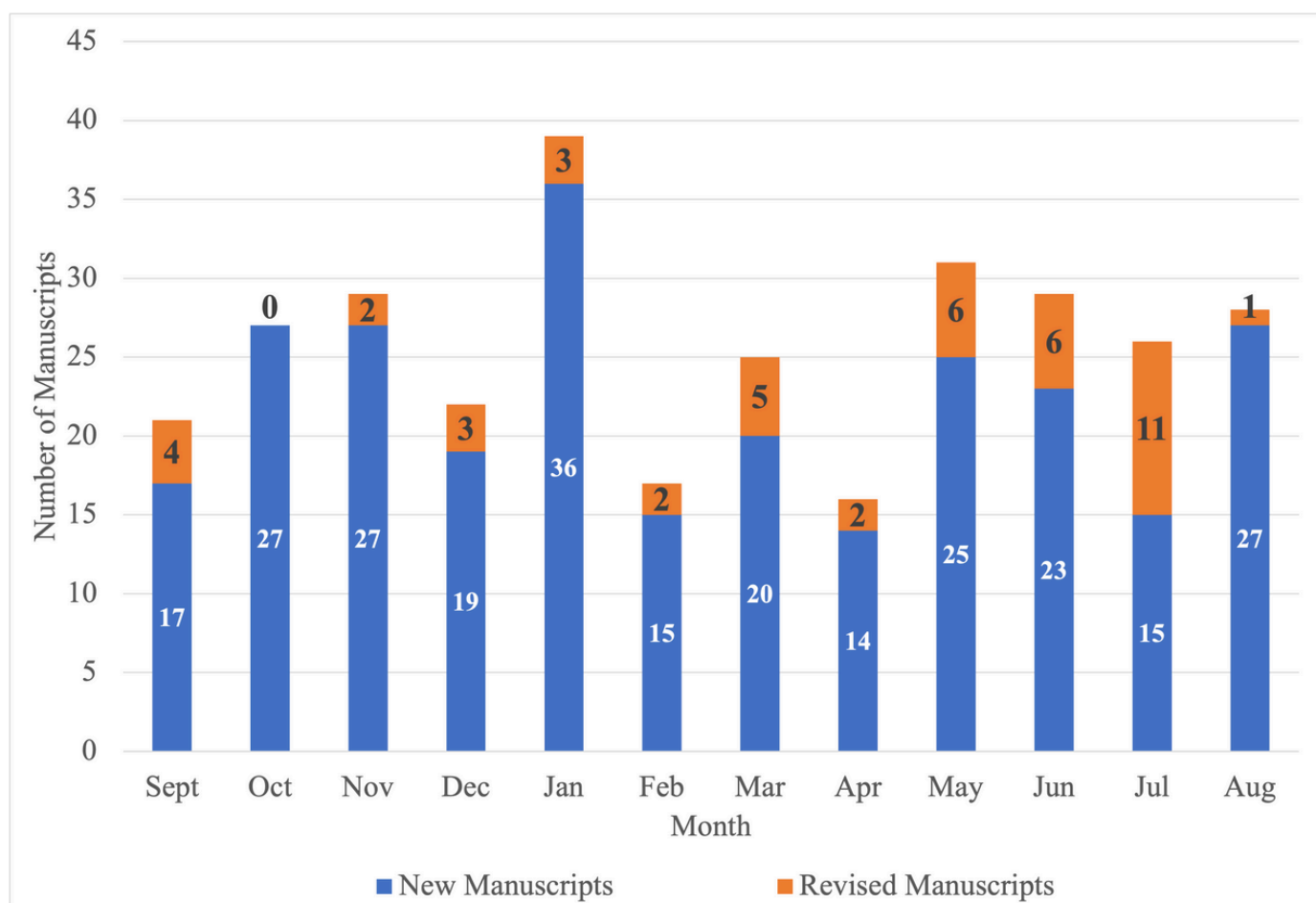
Table 4. *Review of Higher Education* Revised and Resubmitted (Revision 2 & 3) Manuscripts from Sept 1, 2022- Aug 31, 2023

	Count	Percent
Sent out for review and awaiting scores (R2 and R3)	4	36%
Rejected (R2)	0	0%
Revise and Resubmit Again (R2)	1	9%
Accepted (R2)	6	55%
Total:	11	100%

Note: Table 4 includes ten R2s and one R3. The R3 was submitted as an R2, then sent out for a revise and resubmit during this time frame.

NEW SUBMITTED MANUSCRIPTS

Figure 1. Submitted Manuscripts by Month
from Sept 1, 2022 - Aug 31, 2023



PRIMARY FOCUS OF SUBMITTED MANUSCRIPTS

Table 5. Submitted Manuscripts by Type, as Identified by Author

	Total Submissions		Accepted Manuscripts	
	Count	Percent	Count	Percent
Empirical Research Article	251	81%	11	79%
Essay/Literature Review	32	10%	1	7%
Scholarly Paper	27	9%	2	14%
Total:	310	100%	14	100%



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

	Total Submissions		Accepted Manuscripts	
	Count	Percent	Count	Percent
Qualitative	121	39%	7	50%
Quantitative	82	27%	6	43%
Mixed-Methods	87	28%	0	0%
Conceptual/Theoretical/Literature Review	18	6%	1	7%
Historical	2	1%	0	0%
Total:	310	100%	14	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, 2022 and August 31, 2023, as identified by the author. As shown in Table 7, a wide range of topics were represented in submissions. The largest numbers of submissions were in the areas of “Student Outcomes/Student Success” (36, 12%), “Student Development/Student Affairs” (33, 11%), “Faculty Issues” (28, 9%), “International Education” (26, 8%), and “Graduate Education” (25, 8%).

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

Topic	Count	Percentage
Student Outcomes/ Student Success	36	12%
Student Development/Student Affairs	33	11%
Faculty Issues	28	9%
International Higher Education	26	8%
Graduate Education	25	8%
Diversity Issues	23	7%
Teaching Issues	22	7%
Access/Equity	18	6%
Administrative Issues, Leadership, Structures	15	5%
Academic Freedom	11	4%
Organizational Culture	11	4%
Public Policy/State or Federal	11	4%
Community Colleges	8	3%
Financial Issues/Tuition/Financial Aid	7	3%
Technology Issues	7	2%
Retention/Persistence/Completion	6	2%
Social Movements and Higher Education	5	2%
Assessment/ Accountability	4	1%
Governance	4	1%
Philosophy & Values	3	<1%
College Choice	2	<1%
For-Profit Higher Education	2	<1%
Legal Issues	2	<1%
Service Learning	1	<1%
Total:	310	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.
- **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*.

VOLUME 46 REPORT

Table 8. Article Topics for Vol 46, as Identified by Author

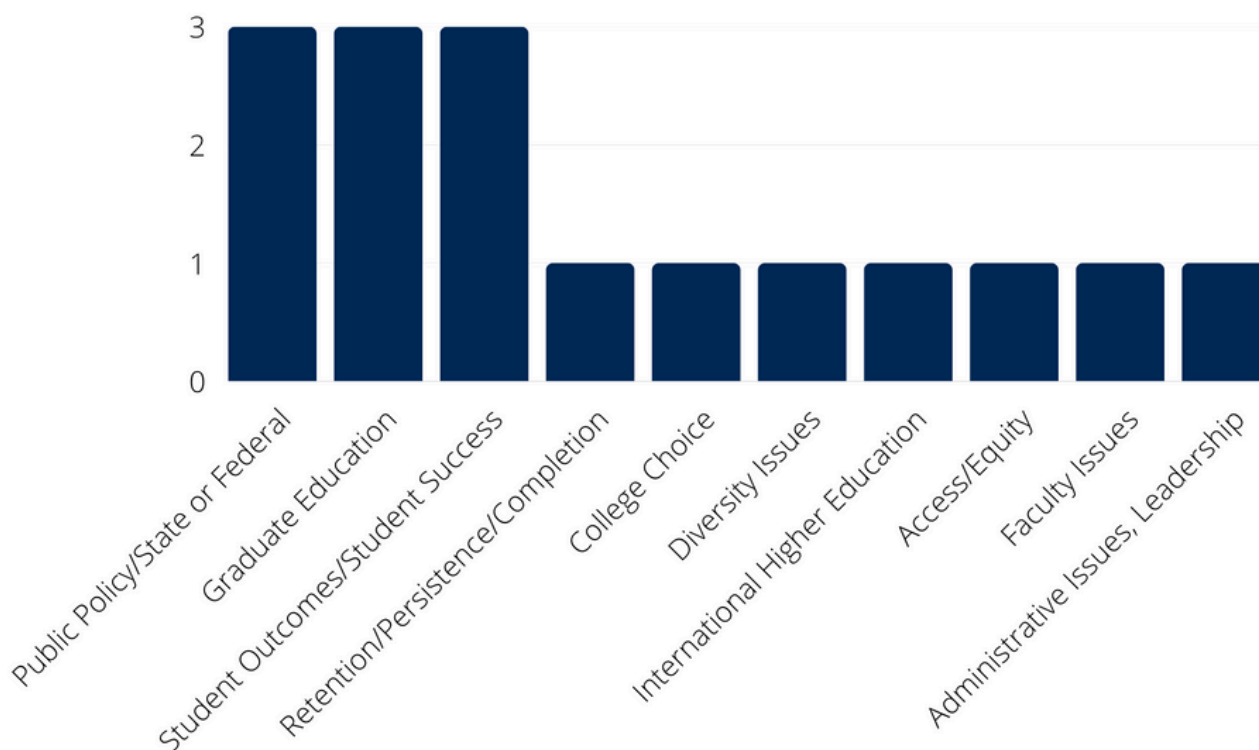


Table 9. Article Method of Publication for Vol 46

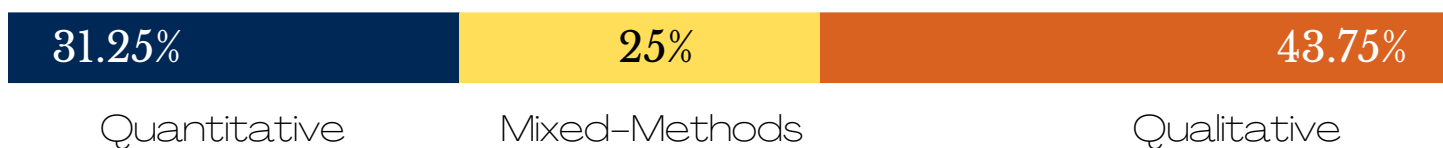


Table 10. Author Rank at Time of Publication for Vol 46



31% OF AUTHORS (14)
were Graduate Students

24% OF AUTHORS (11)
were Associate Professors

13% OF AUTHORS (6)
were Assistant Professors

13% OF AUTHORS (6)
were Research or Administrative Professionals

11% OF AUTHORS (5)
were Full Professors

4% OF AUTHORS (2)
were recent graduates

2% OF AUTHORS (1)
were Lecturers

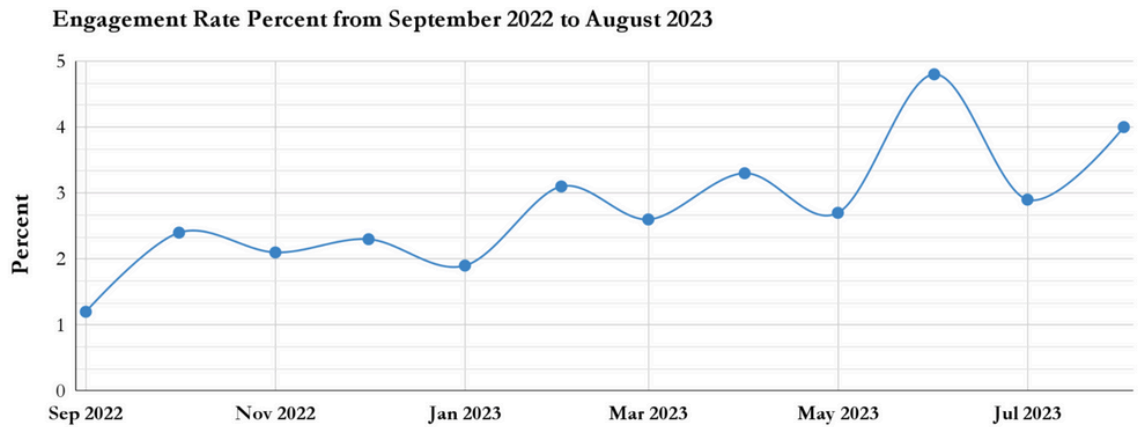
SOCIAL MEDIA REPORT

Table 11. X (Formerly Twitter) Summary report for Sept 1, 2022-Aug 31, 2023

X (Formerly Twitter): @RHE_ASHE	Total#
Followers	2,439
New Followers	224
Tweets	88
Impressions	196,135
Mentions	74

@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
X (Formerly
Twitter)
Engagement
Rate (Right)



X (Formerly Twitter) Likes by Month from September 2022 to August 2023

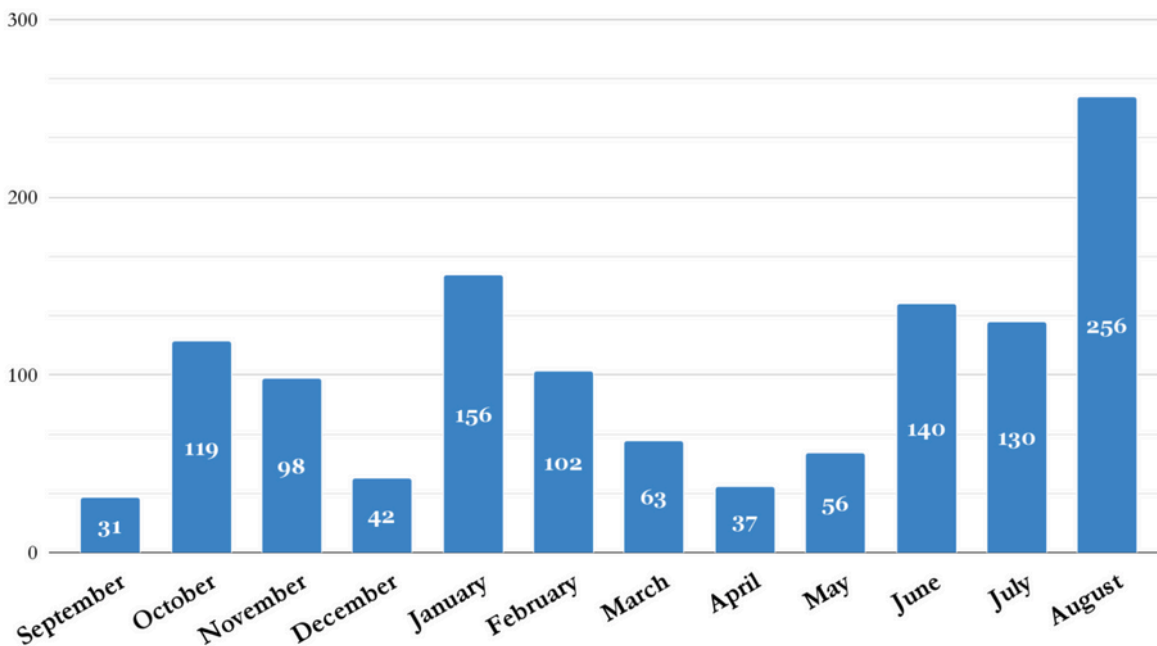


Figure 3.
@RHE_ASHE
Social Media
Likes By
Month (Left)

Article Views

There were 130,759 article views recorded between September 1, 2022 - August 31, 2023 in Project Muse. Of the views, 50,588 were to PDFs of articles with the remainder the html version. Project Muse currently consists of 708 journals and *RHE* ranks 4th amongst all Muse journals in terms of total usage for the current year.

Podcast Series: *Review of Higher Education* Featured Articles

The Johns Hopkins University Press (JHUP) Podcast hosted conversations with *RHE* authors, from four separate issues published in Spring 2021, Winter 2021, Fall 2022, and Winter 2022. These podcasts episodes featured “Black Joy” by Antar Tichavakunda; “Ghost Stories” by Z Nicolazzo, “Higher Ed Bills in Congress” by Rebecca Natow, and “School Counselors and College Counseling During the COVID-19 Pandemic” by Heather T. Rowan-Kenyon, Stephanie Carroll, Tara P. Nicola, & Mandy Savitz-Romer.

RHE Subscriptions

The following data correspond to the period beginning September 1, 2022 and ending August 31, 2023. 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 1,949 subscribers to Volume 46, which contains Issues 1-4. This number represents 1,887 members and 45 libraries that subscribed to the electronic version as well as 17 institutional subscriptions to the print versions. An additional 1,206 members have opted for the electronic-only version of the journal.

TOP TEN MOST VIEWED ARTICLES

SEPTEMBER 1, 2022 TO AUGUST 31, 2023

TITLE	AUTHORS	PUBLISHED	VIEWS
Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Crits	<i>Nolan L. Cabrera</i>	Vol. 42 (1) Fall 2018	3,434
Women of Color Undergraduate Students' Experiences with Campus Sexual Assault: An Intersectional Analysis	<i>Jessica C. Harris</i>	Vol. 44 (1) Fall 2020	2,319
Socioeconomic Status and College: How SES Affects College Experiences and Outcomes	<i>MaryBeth Walpole</i>	Vol. 27 (1) Fall 2003	2,183
The Impact of Culturally Engaging Campus Environments on Sense of Belonging	<i>Samuel D. Museus, Varaxy Yi & Natasha Saelua</i>	Vol. 40 (2) Winter 2017	1,962
Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms	<i>Shaun R. Harper</i>	Vol. 36 (1) Fall 2012	1,558
Social Class and Belonging: Implications for College Adjustment	<i>Joan M. Ostrove & Susan M. Long</i>	Vol. 30 (4) Summer 2007	1,347
Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice	<i>Sylvia Hurtado, Jeffrey F. Milem, Alma R. Clayton-Pedersen & Walter Recharde Allen</i>	Vol. 21 (3) Spring 1998	1,277
Black Joy on White Campuses: Exploring Black Students' Recreation and Celebration at a Historical White Institution	<i>Antar A. Tichavakunda</i>	Vol 44 (3) Spring 2021	1,247
Understanding the Food Insecurity Experiences of College Students: A Qualitative Inquiry	<i>Michael J. Stebleton, Crystal K. Lee & Kate K. Diamond</i>	Vol. 43 (3) Spring 2020	977
An Inconvenient Truth About "Progress": An Analysis of the Promises and Perils of Research on Campus Diversity Initiatives	<i>Lori D. Patton, Berenice Sánchez, Jacqueline Mac & D-L Stewart</i>	Vol. 42 (Supplement) 2019	957

RHE VOLUME 47 ISSUE 1

FALL 2023

Variability Patterns in Self-Authorship Trajectories: Complicating Understanding of Development

Patricia M. King, Rosemary J. Perez & James P. Barber

The Ties That Bind: Student-Mothers' Social Capital During the COVID-19 Pandemic

Margaret W. Sallee & Alyssa Stefanese Yates

Gender and Race-Based Differences in Negotiating Behavior among Tenured and Tenure-Track Faculty at Four-Year Institutions

Jeremy Wright-Kim & Laura W. Perna

A Web of Support: A Critical Narrative Analysis of Black Women's Relationships in STEM Disciplines

Paris Wicker, Dorian L. McCoy, Rachelle Winkle-Wagner & Imani Barnes

Ethan W. Ris's *Other People's Colleges: The Origins of American Higher Education Reform* (Book Review)

Reviewed by Erica Eckert

Bruce A. Kimball and Sarah M. Iler's *Wealth, Cost, and Price in American Higher Education* (Book Review)

Reviewed by Christopher P. Loss & William Krause

RHE VOLUME 46 ISSUE 4

SUMMER 2023

A National Analysis of the Impact of Performance-Based Funding on Completion Outcomes Among Underserved Students

Justin C. Ortagus, Kelly Rosinger, Robert Kelchen, Nicholas Voorhees, Garam Chu & Hope Allchin

Beyond Recidivism: Exploring Formerly Incarcerated Student Perspectives on the Value of Higher Education in Prison

Patrick Filipe Conway

On the Tenuous Track: Unionization Efforts among Contingent Faculty at Private Colleges and Universities

Christopher T. Bennett

The “People’s Universities” Over Time: Tracing the Histories and Evolutions of Regional Comprehensive Universities as Anchor Institutions Between 1970 and 2000

Lydia C. Supplee & Cecilia M. Orphan

Humanizing Higher Education: A Path Forward in Uncertain Times (ASHE 2022 Presidential Address)

Joy Gaston Gayles

Eileen H. Tamura’s *We Too! Gender Equity in Education and the Road to Title IX* (Book Review)

Reviewed by Heidi Jaeckle

RHE VOLUME 46 ISSUE 3

SPRING 2023

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RHE NOTABLES

Editorial Assistants

Steven Feldman and Tamika Smith joined our team as editorial assistants during the spring 2023 semester. They assisted the editorial team by managing *RHE*'s manuscript submissions, X account (@RHE_ASHE), and attending editorial team meetings. Thank you for your service!



Steven Feldman (he/they) is a PhD student in the Higher Education and Student Affairs program at Indiana University-Bloomington where they also work as a Project Associate in the Center for Postsecondary Research. They hold a B.A. in Gender & Sexuality Studies and Music from Muhlenberg College, an M.A. in Music History & Theory from Stony Brook University, and an M.A. in Higher Education & Student Affairs from the University of Connecticut. Steven has previously worked in LGBTQ Services, academic advising, and undergraduate admissions. Their research focuses on trans and queer communities in higher education, Jewish identity and antisemitism, and frameworks for social justice education.



Tamika N. Smith (she/her) is a Ph.D. Student in the Higher Education and Student Affairs Program at Indiana University Bloomington. Tamika received her bachelor's degree in Interpersonal communication from Michigan State University. She received a master's degree in College Student Affairs at The Pennsylvania State University and a master's degree in Applied Biblical Studies from Moody Bible Institute. Before returning to school to do her doctorate, Tamika worked professionally in Student Affairs in various areas, including residence life and multicultural affairs. Her research interests include examining impactful diversity, equity, inclusion, and social justice development of minoritized populations.

RHE in the News

In a [March 3, 2023 article](#), Johns Hopkins University Press (JHUP) announced that Dr. Nolan L. Cabrera's fall 2018 *RHE* article, "Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Crits," as the most-read JHUP journal article on Project MUSE in 2022. In 2022-2023, Dr. Cabrera's article received 3434 views.

In an [October 5, 2023 press release](#), University of Michigan News featured Drs. Jeremy Wright-Kim and Laura W. Perna's fall 2023 *RHE* article, "Gender and Race-Based Differences in Negotiating Behavior among Tenured and Tenure-Track Faculty at Four-Year Institutions."

RHE authors and editorial board members, have news to share? Email rhe@ashe.ws if your *RHE* article was cited in media news outlets.

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FREQUENTLY ASKED QUESTIONS, RESOURCES, AND HELPFUL LINKS

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

Submission and Book Review Guidelines

How can I submit a manuscript to the *Review of Higher Education*?

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

Does the *Review of Higher Education* accept international submissions?

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

Who should I contact to submit a book review?

RHE publishes book reviews of original research, summaries of research, or scholarly thinking in book form. Graduate students are welcome to co-author book reviews, with faculty or seasoned research professionals as first authors. If you want to know whether *RHE* would consider a book review before writing it, please email Associate Editor Timothy Reese Cain 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 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 cannot 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.](#)"



Report Created by:

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RHE Editors

