

I AM A SCHOLAR

49th Annual Conference

November 20-23, 2024, Minneapolis, MN

Call for Proposals



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Conference Theme

I AM A
SCHOLAR
49th Annual Conference
November 20-23, 2024, Minneapolis, MN



ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

As an early career scholar, I worked at a regional state university. I remember my first ASHE as an assistant professor. I introduced myself to colleagues who would ask where I worked. Upon sharing, many would dismiss me and walk away. Others were more subtle, but the message was the same: I did not have the “right” pedigree; I was not an important scholar—or maybe even a scholar at all. The following year, I moved to another university—a large research university that was a member of the AAU. What a difference a year made. I introduced myself to colleagues who again asked where I worked. People were interested in what I was bringing to ASHE and what I had to share with the community as a scholar. These experiences made me reflect on what it meant to be a scholar and who “earned” that status. Did I really become more scholarly in a year’s time?

The intent of the 2024 conference theme, “I Am A Scholar,” is to not only consider our own identities as scholars, but to consider who we are as a scholarly community. As you reflect upon your own ideas about what makes you a scholar, I invite you to consider dismantling the hierarchies that have been constructed about who is worthy of the title “scholar.” I believe these often create barriers to better policy, practice, and scholarship.

The theme is not about navel gazing, something for which many of us are unfairly critiqued in our work. Rather, this is a project to welcome and learn from a community of scholars from a variety of institution types, associations, policy settings, unique identities, geographies, methodologies, epistemologies, positions within and beyond academe, and myriad other locations. Collectively, we can stake our claim as scholars who continue to transform higher education through the work we do.

Moreover, if inclusion, equity, and organizational diversity are among our values, we must be willing to consider the ways in which assumptions about who can and should be a scholar limit what we can accomplish as a community. We must critically interrogate the exclusionary practices in which we engage regarding be(com)ing a scholar and how those practices compromise the integrity of our scholarship. I believe we become better scholars by doing so—and in that way, we create better scholarship. Higher education, and the communities in which we work and live, are faced with vexing, complex, and wicked problems. We need all of our scholarly selves to find solutions and actively work toward our purpose and the purpose of higher education.

We must also acknowledge the tension that exists between neoliberal ideas of scholarly production and what role a conference plays in this—and at the same time, we hope to create a conference beyond reporting findings that centers on dialogue, exchanging ideas, learning from each other, and pushing ourselves to consider perspectives that may challenge our own. As you respond to this call for proposals, reflect upon how your proposal can shape the 2024 ASHE Conference to be a space and place to further realize who we are as scholars and as a scholarly community.

Conference Committee

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SCHOLAR

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Conference Committee Leadership Team

As the Annual Conference and related events continue to grow, coordination amongst the various committees and groups that impact the conference experience is imperative. As such, a Conference Committee was created beginning in 2023 to ensure alignment amongst the various events and projects connected to the Annual Conference. The Conference Committee serves to facilitate dialogue and communication amongst and between the various aspects of the annual conference.

To learn more about the Conference Committee visit www.ashe.ws/conferencecommittee.

The Conference Committee Leadership Team includes: www.ashe.ws/conferencecommittee2024

Conference Committee Chair

Hironao (Hiro) Okahana, American Council on Education, hokahana@acenet.edu

ASHE Assistant Director of Conference and Events

Alicia Castillo Shrestha, alicia@ashe.ws

Local & Community Engagement Committee Co-Chairs

The Local and Community Engagement Committee (LCEC) will guide ASHE in centering Indigeneity, space, place, and people by engaging with local Indigenous communities, local BIPOC communities, and higher education institutions in the location of the annual conference and by developing resources and opportunities for conference attendees to more fully engage with the conference location.

Tania D. Mitchell, University of Minnesota, tmitchel@umn.edu

Tabatha Cruz, University of Minnesota, cruz0099@umn.edu

Attendee Engagement Committee Co-Chairs

The Attendee Engagement Committee will develop resources and opportunities for conference attendees to more fully engage with the conference and each other, and serve as ambassadors of the Association for the continuum of first-time attendees to long-time returners to the annual conference.

Amanda Carr, University of Missouri, carram@missouri.edu

Gina Garcia, University of California, Berkeley, ginaanngarcia@berkeley.edu

Program Committee Co-Chairs

The Program Committee will be responsible for crafting the content for the peer-reviewed portion of the program for the annual conference by soliciting proposal submissions through the Call for Proposals and facilitating the peer review process including soliciting and selecting volunteers, and reviewing, and selecting proposals for the Annual Conference.

Rosemary (Rosie) Perez, University of Michigan, perezrj@umich.edu

Jonathan Pryor, California State University, Fresno, jpryor@csufresno.edu

Local and Community Engagement

Written by Tabatha Cruz and Tania D. Mitchell,
2024 Local and Community Engagement Committee Co-Chairs

The Local and Community Engagement Committee (LCEC) was formalized in 2021 under the leadership of ASHE President D-L Stewart and led by Awilda Rodriguez and Heather Shotton (Wichita & Affiliated Tribes, Kiowa, and Cheyenne). The LCEC is tasked with centering space and place through engagement with higher education institutions and Black, Indigenous, and Other Peoples of Color (BIPOC) communities in the location of the annual conference. Through the development of educational resources and engagement opportunities, the LCEC provides conference attendees with additional avenues for meaningful learning and reflection.

During the 2023 ASHE Annual Conference in Minneapolis, the LCEC hosted immersive experiences including: a presidential session with Twin Cities community leaders, an ASHE DASH podcast playlist on Minnesota waterways, a syllabus with resources on Minnesota history and present-day policies, and an exhibit and presentation on the impact of Dakota and Ojibwe treaties with the U.S. government on the lands and lifeways of the Indigenous peoples and of the place now called Minnesota. The LCEC is honored to return to the contemporary and ancestral homelands of the Dakota/Lakota/Nakota and Anishinaabe (Ojibwe) peoples for the 2024 ASHE Annual Conference. As Co-Chairs, we are grateful to continue building upon the groundwork established by our predecessors and look forward to engaging with attendees and community partners in new and creative ways.

Minnesota is home to approximately 200 institutions of higher education serving a multitude of learners, including distinct and unique cultural considerations. The fabric of the Twin Cities (i.e., Minneapolis and St. Paul) community is woven with a rich history of Black and Indigenous liberation movements, progressive policy making, and radical coalition building. Minnesota is well known for its leadership in legislative action to support LGBTQ+ communities with activism and organizing in the Twin Cities as key to those efforts. It is also a nexus point of immigrant and refugee diasporic communities including Karen (South Myanmar), Somali, Hmong, and numerous Latinx/e/a/o populations. The increasingly diverse and continually shifting demographics in the Twin Cities of Minneapolis and St. Paul, and across Minnesota, require institutions of higher education here to be responsive to the needs and expectations of a changed and still changing student population. Advocating for equity and inclusion in higher education institutions is crucial to ensure access to educational opportunities, foster diverse perspectives, and create an environment where all individuals can thrive, contribute, and succeed. If and how higher education institutions can be places and provide the spaces where true equity and inclusion are possible are questions critical to our scholarship and practice. We encourage all ASHE members to be intentional in your consideration of space and place within your research and practice.

This year's conference theme, "I Am A Scholar," offers an additional lens to place and space that feels meaningful to the work of local and community engagement. With respect and gratitude for that opportunity, we offer the following guiding questions:

1. How do we recognize, integrate, and honor the knowledge of the communities where we live, work, and research?
2. How can we challenge the marginalization, silencing, and/or erasure of the contributions of communities from research, teaching, and transformation in higher education?
3. Where can we create space to center and cultivate the scholars outside of higher education institutions whose knowledge making can inform, challenge, and transform our own?

It is with these questions in mind that we plan to shape the activities of the 2024 LCEC.

We are proud to work alongside an amazing group of colleagues and community partners on this endeavor and look forward to fostering a transformative conference experience for all.

The Local and Community Engagement Committee (LCEC) includes:

Co-Chairs

Tania D. Mitchell, University of Minnesota

Tabatha Cruz, University of Minnesota

Committee Members

Brittany Anderson (Fond du Lac Band of Lake Superior Anishinaabe), American Indian Science and Engineering Society

Gresham Collom (Stockbridge-Munsee Mohican), St. Cloud State University

Orkideh Mohajeri, West Chester University of Pennsylvania

Travis Olson, Michigan State University

Jess Proskin, University of Minnesota

Fernie Rodriguez, University of Wisconsin - Madison

Elaine Ward, Merrimack College

Attendee Engagement

Written by Amanda Carr and Gina Garcia, 2024 Attendee Engagement Committee Co-Chairs

This year's conference theme, "I Am A Scholar," invites us to reflect on what it means to be a scholar and to do scholarly work. As the Attendee Engagement Committee, we view our role as an opportunity to create spaces for ASHE scholars to learn, connect, think, act, and rest. Embracing the breadth and depth of experience and expertise represented in ASHE, our committee is made up of scholars from different organizational and professional perspectives across the higher education ecosystem, including faculty, graduate students, postdoctoral scholars, and professionals from the policy and nonprofit sectors. This allows us to define what it means to be a scholar beyond normative means. With gratitude, we continue the work done by last year's inaugural Attendee Engagement and Wellness Committees whose vision created a meaningful 2023 conference experience.

As a committee, we acknowledge the heaviness of current global, political, and social struggles and the ways they impact us as individuals and as a scholarly community. Many of us draw strength and motivation for our work from engagement with our communities – important scholarly work that often goes unacknowledged. As we plan, our committee is contemplating the role of activism in our scholarship and how we can incorporate this important dimension of being a scholar as part of the conference experience. We also recognize the importance of pauses, rest, and connection to nurture our scholarly work. Collectively we are working to add these important aspects of being a scholar to our more traditional ways of engaging beyond the concurrent sessions including the Newcomers' Breakfast, the presidential sessions, and the newly added celebration of promotion and tenure.

We wish to acknowledge the hard work of ASHE scholars to center values of inclusion, equity, and organizational justice. As we explore who we are as a scholarly organization, we ask you to consider what it means to engage meaningfully in the ASHE community. In particular, we acknowledge the work of the 2023 ASHE Conference Accessibility Committee and the 2020-2022 CEP Accessibility and Equity/Inclusion Sub-Committee to create the Access (Un)Statement, which can be accessed online at www.ashe.ws/disabilityjustice2023 for your continued reflection.

The Attendee Engagement Committee includes:

Co-Chairs

Amanda Carr, University of Missouri
Gina Garcia, University of California, Berkeley

Beth Nahlik, Kent State University
Andréa Rodriguez, Bill & Melinda Gates Foundation
Jasmine Victor, University of Texas at San Antonio
Brittany Williams, University of Vermont

Committee Members

Adeline De Angelis, SIT Graduate Institute
Marjorie Dorimé-Williams, MDRC
Tranquilino (Kino) Hurtado, Salt Lake City Community College
Jarett Lujan, Texas Tech University

Accessibility Advisor/Advocate

Georgina Rivera-Singletary, Saint Leo University

Program Committee

Members are most familiar with the ASHE Program Committee as it has existed since the association's formation. However, as the conference continues to grow both in size and complexity, we are grateful to expand leadership opportunities and deepen our collective work through the Conference Committee.

Consistent with this year's theme, "I Am A Scholar," we have sought to recruit a Program Committee that is reflective of multiple types of higher education scholars. We have also expanded criteria for those who provide important feedback to our community, namely Reviewers and Discussants. In doing so, we seek to recognize that only through our collective work and expanded inclusion can we truly live not only the first part of ASHE's mission, "to foster scholarly inquiry" but the imperative second part "for the purpose of increasing knowledge about and the understanding of higher education to enhance policy and practice."

We are grateful to our colleagues on the Local and Community Engagement Committee and Attendee Engagement Committee for their partnership in developing this call for proposals. Through this work, we recognize that our scholarship (broadly defined) and who we are as scholars is based both in our scholarship that is presented in hundreds of sessions throughout the conference, but also in hallways, over coffee, and through our impact as visitors to the lands of the Dakota/Lakota/Nakota and Anishinaabe (Ojibwe).

The Program Committee includes:

Co-Chairs

Rosemary (Rosie) Perez, University of Michigan
Jonathan Pryor, California State University, Fresno

Community-University Partnerships & Praxis

Roshaunda Breeden, East Carolina University

Faculty, Administrators & Staff

Tiffany Davis, University of Houston
Jordan Harper, Morgan State University

Graduate/Professional Students & Post-doctoral Scholars

Elizabeth Jach, University at Albany - State
University of New York
Dajanae Palmer, University of
Missouri-Columbia

International Higher Education

Chrystal George Mwangi, George Mason
University
Radomir Mitic, University of North Dakota

Leadership in Higher Education

Jeff Grim, George Mason University
Lucy LePeau, Indiana University

Organization & Administration

Sondra Barringer, Southern Methodist
University
Ángel González, California State University,
Fresno

Philosophy & Foundations

Sharon Stein, University of British Columbia

Policy, Finance, & Economics

Ashley Clayton, Louisiana State University

Jeremy Wright-Kim, University of Michigan

Posters & Works in Progress

Nathan Alleman, Baylor University

Lauren Irwin, University of Tennessee, Knoxville

Research Methods:

Melissa Whatley, SIT Graduate Institute

Teaching & Learning

Kristyn Lue, University of Southern California

Aireale J. Rodgers, University of

Wisconsin-Madison

Undergraduate Students: Access

Awilda Rodriguez, University of Michigan

Lydia Ross, Arizona State University

Undergraduate Students: Contexts

Crystal Garcia, University of Nebraska-Lincoln

Jay Garvey, University of Vermont

Brett Nachman, University of Arkansas

Undergraduate Students: Developmental

Theory

Amanda Mollet, University of Kansas

Undergraduate Students: Persistence,

Resilience, Retention, & Outcomes

Jacqueline Mac, Northern Illinois University

Christen Priddie, Indiana University

Rachel Smith, Iowa State University

Blanca Elizabeth Vega, Montclair State

University

Council for the Advancement of Higher

Education Programs (CAHEP) Pre-Conference

Erin Doran, Iowa State University

Council for Ethnic Participation (CEP)

Pre-Conference

Jesse Ford, University of North Carolina at Greensboro

Tiffany Steele, University of Rochester

Council on International Higher Education

(CIHE) Pre-Conference

Santiago Castiello-Gutiérrez, Seton Hall

University

Katie Koo, University of Georgia

Council on Public Policy on Higher Education

(CPPHE) Pre-Conference

Leticia Tomas Bustillos, Bill & Melinda Gates Foundation

Proposal Information

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Each year the ASHE Program Committee Co-Chairs and ASHE Staff review data from the previous conference (e.g. proposal submissions, evaluations), consider ASHE values and priorities, and make changes if needed to enhance the conference program. Relevant changes, policies, and procedures for the 2024 conference are listed below.

In addition, to provide greater transparency on the proposal review process, we have updated information about the proposal review process at www.ashe.ws/reviewprocess.

Conference Program Sections Updates

We have revised the names of two sections to better reflect the foci and topics of the following sections:

- **Graduate/Professional Students & Post-doctoral Fellows:** This section now specifically includes Post-Doctoral Scholars.
- **Teaching & Learning:** The previous section name included the word “Assessment.” Assessment continues to be included in this section as it is related to both teaching and learning.

We have added a Workshop format type for the Research Methods Section. This integrates the ASHE Research Workshop Series into the Call for Proposals as well as allows us to pilot a new format option for future conferences.

Proposal Submissions and Review

- **Proposal and Presentation Limits:** Participants may be included in a maximum of four General Conference proposals total regardless of role (e.g., co-author, symposium participant). A participant may appear on the General Conference program no more than five times in total across all roles and formats (e.g., Chair or symposium participant). These limits apply to the General Conference and do not include pre-conferences. Please keep this in mind as you submit proposals and agree to participate in collaborative submissions.
- **Assignment of Reviewers:** To ensure the Program Committee has enough Reviewers to provide substantive feedback to each proposal we will once again engage our membership more fully in the review process. We encourage all ASHE members to volunteer to review. Those ASHE members who are terminal degree holders (e.g., Ed.D., J.D., Ph.D.), are listed as an author/co-authors proposal(s), and who did not sign up as a Reviewer in the ASHE Conference Portal may be assigned up to 12 proposals to review as needed.

- **Reviewer Limits:** Reviewers will be able to indicate the maximum number of reviews they are willing to complete and no one Reviewer will be assigned more than 12 reviews in the initial round.
- **Reviewer and Discussant Recommendations:** To continue efforts to enhance our peer review process, we are once again providing a space for proposal submitters to suggest Reviewers for their proposals. As evidenced in the past three years, this will support the Program Committee in better aligning proposals with appropriate Reviewers, providing better matches for Reviewers, and providing better feedback on proposals. For paper proposals, we have added an option for submitters to suggest a Discussant(s) for their paper if accepted. Although recommendations will be considered, we cannot guarantee that all recommendations will be able to be fulfilled.
- **Extending Qualifications for Reviewers and Discussant:** In recognition that scholarship transcends a terminal degree, for 2024, current ASHE members with substantial research or practical expertise relevant to the proposal who do not have a terminal degree (e.g., a policy maker or policy researcher with 10+ years experience) will be able to serve as a third Reviewer on paper, interactive symposium, and PVDS individual and session submissions as well as a Discussant. The Program Committee has been charged with selecting qualified Reviewers for all conference proposals (e.g., a Reviewer with matching methods expertise to a proposal submission), ensuring that Reviewer feedback is quality (e.g., sending a proposal out for a fourth review if necessary), and assigning Discussant to sessions based on their expertise. Extending qualifications for Reviewers and Discussants will help the Program Committee ensure that proposals are matched to ASHE members who are able to provide quality and constructive feedback. More information about the peer review process can be found at: www.ashe.ws/reviewprocess2024

Virtual Conference Day Options

Presenters who are not able to attend the in-person conference or prefer to present in a virtual format will be able to submit their proposal for a Virtual Conference Day presentation. These presentations will be held on Thursday, November 7th and occur virtually. Presenters are able to select either an In-Person Presentation or a Virtual Conference Day Presentation, not both. Proposals submitted for one format will not be considered for the other and cannot be switched once accepted for one format type.

All Proposal Formats except Posters and Workshops across all General Conference Sections can be considered for the Virtual Conference Day. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Key Dates

Early February	Call For Proposals sent to ASHE Community; Conference Portal Opens for proposal submissions and volunteer applications
Early April	Conference Registration and Hotel Booking opens
April 22, 2024 4:00 PM Central/Minneapolis Time	Proposals and applications to volunteer as a Reviewer, Chair, or Discussant are due. No exceptions will be made to this deadline. Please plan to submit your proposal before the deadline. Please note that this is an 81-day window in which you are able to submit your proposal and/or volunteer. This is a hard deadline and there will not be an extension to this deadline and late submissions will not be accepted.
Early May	Reviewers will be assigned proposals and provided a two-week window to complete their reviews.
Early July	Notification of the decision to accept or not accept proposals as well as assignment as a session Chair or Discussant will be sent via email. The ASHE General Conference acceptance rate is typically around 45%.
Late July	Time & room assignments sent to presenters, Chairs, and Discussants
July 31, 2024	Early Registration ends; Regular Registration begins on August 1, 2024
September 3, 2024 4:00 PM Central/Minneapolis Time	Presenter, Chair, and Discussant conference registration deadline. If your proposal is accepted and/or if you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend the conference.
October 15, 2024	Regular Registration ends; Late Registration begins on October 16, 2024
Papers for Virtual Day: October 21, 2024 4:00 PM Central/Minneapolis Time	Final Research Papers and Scholarly Papers (including papers in a Self-Designed session) must be uploaded to the ASHE Conference Portal and PVDS Individual Presentations must upload notes for their Discussant regarding aspects of their presentation they would like feedback on. The Program Committee reserves the right to rescind the acceptance of any Research Papers or
Papers for In-Person Conference & Pre-Conferences:	

October 31, 2024 4:00 PM Central/Minneapolis Time	Scholarly Paper not uploaded to the ASHE Conference Portal by this deadline.
PowerPoint Presentations for Virtual Day: October 31, 2024 4:00 PM Central/Minneapolis Time	PowerPoint Presentations must be uploaded. The Program Committee reserves the right to rescind the acceptance if a presentation is not uploaded by this deadline.
PowerPoint Presentations for In-Person Conference and Pre-Conferences: November 7, 2024 4:00 PM Central/Minneapolis Time	
November 7, 2024	Virtual Conference Day
November 20, 2024	Pre-Conference Day in Minneapolis, Minnesota
November 20-23, 2024	General Conference, in Minneapolis, Minnesota

Call For Volunteers

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How to Volunteer

To volunteer to serve as a Reviewer, Chair, and/or Discussant, visit www.ashe.ws/volunteers for more information, position descriptions, step-by-step instructions on how to volunteer, and the link to the ASHE Conference Portal.

The Volunteer Form asks if there are ways in which ASHE can make your volunteer time as a Chair, Discussant, and/or Reviewer more accessible. Please contact Alicia Castillo Shrestha, Assistant Director of Conference and Events at alicia@ashe.ws with questions.

Reviewers

Reviewers are needed to evaluate proposals in all conference sections and pre-conferences. Reviewers ensure the quality and integrity of the conference program. Ideally, they also provide ASHE members a valuable service by providing concrete feedback on their work, regardless of whether a proposal is accepted to the conference.

Interactive Symposiums, Self-Designed Paper Sessions, Research Papers, Scholarly Papers, Workshops and PVDS individual presentations and sessions will be assigned 3 Reviewers, with at least 2 doctoral/terminal degree holders (e.g. PhD, EdD, JD, etc.). The third Reviewer may be a doctoral candidate (meaning anyone who has defended their dissertation proposal) or a member with substantial research or practical expertise relevant to the proposal who does not have a terminal degree (e.g., a policy maker or policy researcher with 10+ years experience).

Posters and Works in Progress sessions will be assigned 3 Reviewers, with at least 1 doctoral/terminal degree holder (e.g. PhD, EdD, JD, etc.).

The Program Committee will make every effort to ensure that Reviewers receive proposals related to their area(s) of expertise in topic and/or method. At times, however, Reviewers may be assigned as a “higher education generalist” Reviewer who understands the general context of higher education and research methods, but may not have expertise in the specific topic or method. Ideally, at least two of the three assigned Reviewers will have knowledge in the topic and/or method, if not all three.

More information about the review process can be found at www.ashe.ws/reviewprocess2024.

Most Reviewers will be assigned five to ten proposals, however Reviewers may be assigned up to 12. Reviewers have the option in the ASHE Conference Portal to select the sections for

which they'd like to review as well as the maximum number of reviews per section. As a general suggestion, we ask each member who submits a proposal to volunteer to review at least 3 other proposals as each proposal requires 3 Reviewers.

Timeline & Time Commitment

- April 22: Deadline to apply for Reviewer positions through ASHE Conference Portal
- Early May: Assignment of reviews
- Late May: Reviews due

Qualifications

- Ability to provide critical, honest, and constructive feedback to authors and the Program Committee
- Current membership in ASHE during the review period (May 2024)
- Agreement to uphold the ASHE governing policies including the Events Code of Conduct (<https://www.ashe.ws/codeofconduct>); Ethics Policies (<https://www.ashe.ws/ethics>); and Inclusion, Equity, and Organizational Diversity Policy (<https://www.ashe.ws/ieod>)

Each proposal assigned will take on average 15-30 minutes to read and then to complete the reviewer form in the Conference Portal. The Program Committee will offer a web-based training for Reviewers in May 2024 that can be viewed live or at a later date. The Program Committee will provide example reviews on the ASHE website to showcase the kind of reliable, constructive, and developmental review process that is characteristic of strong peer review.

Session Chairs

The Program Committee will assign session Chairs and Discussants to each research paper, scholarly paper, and PVDS individual presentation session. Session Chairs will be assigned to Works In Progress sessions, but these sessions do not have a Discussant. Web-based training and a guide will be offered leading up to the Conference.

Session Chairs facilitate the session by introducing speakers, keeping time, and moderating post-presentation discussions. Chairs should coordinate communication among the presenters and the session Discussant (if applicable).

Session Chairs do not need to be a doctoral/terminal degree holder; this is especially a great volunteer opportunity for graduate students.

Timeline & Time Commitment

- April 22: Deadline to apply for Chair positions through Conference Portal
- Early July: Notification of Assignment
- Early August: Assignment of time and location
- September 3: Presenter, Chair, and Discussant conference registration deadline. If you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend applicable events: ASHE 2024 Virtual Conference Day, Conference, or respective Pre-Conference
- Early October: Contact presenters and Discussant (template emails will be provided in the guide)
- October 21: Papers for Virtual Conference due through ASHE Conference Portal
- October 31: Papers for In-Person Conference due through ASHE Conference Portal
- November 7: Attend ASHE Virtual Conference Day and serve as Chair (if applicable) (template schedule and script will be provided in the guide)
- November 20-23: Attend ASHE 2024 Conference and serve as Chair (if applicable) (template schedule and script will be provided in the guide)

Qualifications

- The two main qualifications to be a Session Chair are (1) organization and (2) comfortability managing conference sessions with presenters
- Current membership in ASHE and registration for applicable event: Virtual Conference Day, Conference, or respective Pre-Conference
- Agreement to uphold the ASHE governing policies including the Events Code of Conduct (<https://www.ashe.ws/codeofconduct>); Ethics Policies (<https://www.ashe.ws/ethics>); and Inclusion, Equity, and Organizational Diversity Policy (<https://www.ashe.ws/ieod>)

Discussants

The Program Committee will assign session Chairs and Discussants to sessions of research papers, and scholarly papers, and PVDS individual presentations¹. Web-based training and a guide will be offered leading up to the Conference.

Discussants play an integral role in the quality of the annual conference. They read research and scholarly papers in advance of the conference and review notes provided by performance, visual, and digital scholarship presenters. They provide oral and written feedback to authors at the session and offer comments that inform and integrate the papers in the larger session. The Discussant's comments should last about ten minutes. Critiques of

¹ Discussants may have PVDS Presentations included along with papers. The Program Committee and ASHE Staff will provide resources and support to aid Discussants in providing feedback to these authors.

individual papers and presentations should be framed constructively to assist the author(s) with revisions for publication. Discussant comments are most helpful when they integrate and emphasize how the paper topics, theories, study designs, and methods reveal or obscure important knowledge or ways of understanding key issues in the field.

Discussants can volunteer to be assigned by the Program Committee for a session which will include Research Papers, Scholarly Papers, and/or PVDS presentations. For Self-Designed Paper Sessions, Discussants should be identified with the proposal submission. Discussants must be doctoral/terminal degree holders or members with substantial research or practical expertise (e.g., a policy maker or policy researcher with 10+ years of experience).

The Program Committee will make every effort to ensure that Discussants are assigned to sessions related to their area(s) of expertise in topic and/or method.

Timeline & Time Commitment

- April 22: Deadline to apply for Discussant positions through ASHE Conference Portal
- Early July: Notification of Assignment
- Early August: Assignment of time and location
- September 3: Presenter, Chair, and Discussant conference registration deadline. If you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend applicable events: ASHE 2024 Virtual Conference Day, Conference, or respective Pre-Conference
- October 21: Papers for Virtual Conference due through ASHE Conference Portal
- October 31: Papers for In-Person Conference due through ASHE Conference Portal
- November 7: Attend ASHE Virtual Conference Day and serve as Discussant (if assigned) (template schedule and resources will be provided in the guide)
- November 20-23: Attend ASHE 2024 Conference and serve as Discussant (if assigned) (template schedule and resources will be provided in the guide)

Qualifications

- An earned terminal degree (e.g., Ph.D., Ed.D., J.D.) or substantial research or practical expertise.
- Expertise in the subject area of the session for which they are assigned. This would ideally include methodological expertise, especially for advanced methods; however, the method in which authors answer related research questions may vary.
- Ability to synthesize 3 different presentations, find common themes, and deliver this summary to session attendees
- Ability to provide critical, honest, and constructive feedback to authors and openness for follow-up questions from authors (e.g., for clarity of comments)
- Current membership in ASHE and registration for ASHE 2024 Conference or respective Pre-Conference

- Agreement to uphold the ASHE governing policies including the Events Code of Conduct (<https://www.ashe.ws/codeofconduct>); Ethics Policies (<https://www.ashe.ws/ethics>); and Inclusion, Equity, and Organizational Diversity Policy (<https://www.ashe.ws/ieod>)

Submitting a Proposal

I AM A
SCHOLAR
49th Annual Conference
November 20-23, 2024, Minneapolis, MN

 **ASHE**
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

The ASHE Conference Portal, which is software designed by All Academic, can be accessed via the ASHE website: www.ashe.ws/callforproposals. This is the system where proposals can be submitted; members can volunteer to be a Reviewer, Chair, and/or Discussant; Reviewers will complete reviews; Reviewer feedback will be available to authors in early July; the final conference schedule will be posted; Research Paper and Scholarly Paper authors will upload their final papers; and Discussants and Chairs will be able to access papers for their sessions.

A step-by-step guide on how to submit a proposal is available at:
www.ashe.ws/callforproposals

If there are any ways in which ASHE can make the proposal submission form more accessible for you, please contact Alicia Castillo Shrestha, Assistant Director of Conference and Events at alicia@ashe.ws. Presenters and attendees will have the opportunity to share accessibility requests for the In-Person Conference, Pre-Conference, and/or Virtual Conference Day on the Conference registration form.

1) Logging In

To access the ASHE Conference Portal, use your ASHE login credentials. All authors will need an ASHE account to be added to proposals in the system (e.g., the author submitting the proposal will search the system for co-authors to add).^{*} If you do not have an ASHE account—meaning you’ve never had an ASHE membership or guest account, you may become an ASHE member or create a free guest account; more information can be found at www.ashe.ws/membership.

Note: If you already have an ASHE account (either as a current or expired member or a guest account), do not create a new account as the system will likely suspend all of your accounts. If you have questions or need help accessing your account, please contact the ASHE Staff at office@ashe.ws.

Note: It can take 10-60 minutes for a new account to flow from the ASHE membership system to the ASHE Conference Portal. As such, we encourage submitters who have co-authors who are not ASHE members, who were never ASHE members, and who do not have a guest account to become a member or create a guest account well in advance of the proposal submission deadline. Additional authors will not be able to be added after the submission deadline.

2) Selecting a Section or Pre-Conference

Authors must designate a section or pre-conference for their proposal. A proposal can be submitted to only one conference section in the General Conference or to one pre-conference. If the same proposal is submitted to more than one section or to a section and a pre-conference, all proposals will be removed from consideration.

3) Selecting a Presentation Format

Authors must designate a preferred presentation format. Submitters will have the option to select if they want to present In Person during the General Conference or during the Virtual Conference Day. Submissions to Pre-Conferences will only be considered for an In-Person Format. The content of a proposal can be submitted as only one conference format. If the same proposal content is submitted in more than one format, all proposals will be removed from consideration.

4) Terms of Agreement

After selecting your section and format type, you will be prompted to agree to the following terms:

Terms of Agreement for Proposal Submissions:

1. All co-authors and/or presenters are named in my proposal, are aware of this submission, have agreed to be listed on this proposal, and understand these terms of agreement.
2. This proposal is based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.
3. Names do not appear anywhere on the proposal unless the proposal is an Interactive Symposium or Workshop. If a name appears anywhere on the proposal, it will be removed from consideration.
4. All current ASHE members with a terminal degree (e.g., Ed.D., J.D., Ph.D.) listed on proposals agree to review a minimum of three proposals.

Terms of Agreement for Accepted Proposals:

1. All presenters agree to register for the ASHE General Conference, Virtual Conference Day, and/or respective Pre-Conference by September 3, 2024, 4:00 PM Central/Minneapolis Time and pay appropriate registration fees.
2. For Research Papers, Scholarly Papers, and Self-Designed Paper proposals: If accepted, the completed paper will be submitted through the ASHE Conference Portal by:
 - October 21, 2024 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference or a Pre-Conference in Minneapolis, Minnesota.Failure to upload a completed paper by the respective deadline may result in the submission being removed from the conference program.
3. For PVDS individual proposals: If accepted, presenters will submit notes for their Discussant to support the PVDS Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
 - October 21, 2024 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference or a Pre-Conference in Minneapolis, Minnesota.
4. For Workshops: If accepted, presenters will submit their session schedule and logistical requests to the ASHE Staff by August 15, 2024.
5. All presenters agree to upload their PowerPoint presentations by:
 - October 21, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference or a Pre-Conference in Minneapolis, Minnesota.
6. For Paper, Poster, PVDS individual presentation, Self-Designed Paper Sessions, or Works in Progress proposals: If accepted, at least one author/co-author will present the work on the day and time designated and all authors/co-authors presenting will register and pay for the respective event in which they are presenting.
7. For Interactive Symposium, PVDS session, and Workshop proposals: If accepted, all of the presenters named in the proposal will present the work on the day and time designated and all authors/co-authors presenting will register and pay for the respective event in which they are presenting.
8. Submitters with an outstanding balance owed to the Association of more than 30 days may be removed from consideration by the ASHE Staff in accordance with the ASHE Payment Policies.
9. All Presenters at the Virtual Conference Day grant ASHE the right and permission to stream live and record presentation(s) as part of the annual conference. This material will be available to conference registrants, members, and the ASHE community during

and after the conference for educational purposes consistent with the mission of the association. Presenters relinquish the right to examine or approve the audio or video recordings before publication, including any print materials in connection with audio and video recordings. Presenters agree no royalties are due to me. By agreeing to these terms, presenters understand that ASHE is relying on this agreement and release and that release and consent are irrevocable.

5) Title

The title should be entered with proper APA capitalization in title case and must not exceed 15 words. Make Sure the First Letter of Each Appropriate Word is Capitalized.

6) Abstract

Provide an abstract of no more than 50 words briefly describing your proposal. The Program Committee relies on abstracts to assign appropriate Reviewers.

7) Proposal Text

Proposals must not exceed:

- 2,000 words for Research Papers, Scholarly Papers, Interactive Symposium, PVDS individual submissions, PVDS session submissions, and Workshops.
- 1,500 words for Works in Progress and Posters
- 1,000 words for Self-Designed Paper Session main proposal and 350 words abstract for each paper within the session

Please submit only the text of the proposal, excluding references. APA in-text citations must be used and are included in the word count.

References are submitted in the next section and do not count toward the proposal text word count.

Any tables, figures, formulas, and graphics will be submitted as an attachment on the next screen.

Note: Research Paper proposals (including those in Self-Designed Sessions) must include preliminary findings or a summary of full findings.

8) References

Cite the published and/or unpublished references in your proposal. There is no limit to the number of references provided. Please adhere to the APA Style guidelines but do not use italics, bold, or underline -- these enhancements will be lost.

9) Keywords

Proposals must include three keywords describing the proposal. These words are used by the Program Committee to assign Reviewers to proposals and help to ensure your proposal is matched with an appropriate Reviewer. Please enter three keywords separated by commas.

10) Research Methodology

Research Paper, Scholarly Paper, Self-Designed Paper Session, Poster, Works in Progress and PVDS individual and session proposal submitters must choose the methodological category that best describes their work.

Submitters will first select from a list of general methodologies and then type in their specific methodologies. This will help the Program Committee match Reviewers to proposals.

For Self-Designed Paper Sessions, research methodology will be selected for each paper when adding them.

11) Reviewer and Discussant Recommendations

To continue efforts to enhance our peer review process, we are once again providing a space for proposal submitters to suggest Reviewers for their proposal. This will support the Program Committee in better-aligning proposals with appropriate Reviewers, providing better matches for Reviewers, and ultimately providing better feedback on proposals.

For Research Paper, Scholarly Paper, and PVDS individual and session proposals, we have added an option for submitters to suggest a Discussant(s) for their proposal if accepted. Although recommendations will be considered, we cannot guarantee that all recommendations will be able to be fulfilled.

12) Proposal Participants

Research Papers, Scholarly Papers, Works in Progress, Posters, and PVDS individual and session submitters will designate an Author(s).

Self-Designed Paper sessions must designate individual paper authors as well as a Chair and Discussant.

Interactive Symposiums must designate a Chair(s), Presenter(s), and an Organizer.

Workshops must designate an Organizer and Presenter(s).

With the exception of Interactive Symposiums, no identifying information should be included in the proposal itself. The list of participants provided here will only be available to the Program Committee and ASHE Staff. Please ensure that author information is removed if an attachment is submitted with graphs, charts, graphics, etc. See the Interactive Symposiums section of this document for more information. If identifying information is included in any proposal besides an Interactive Symposium, it may be removed from consideration as it does not allow for a masked review process.

Note: Submitters do not need to remove self-cited work if that information is not identifiable (e.g., In a previous study, Guilbeau (2020) referenced this). However, if the information is identifiable (e.g., "In a previous study, I wrote about this (Guilbeau, 2020)), then the information should be masked.

13) Self-Designed Paper Session Individual Paper Abstracts

**Only applicable to Self-Designed Paper Session submissions*

In addition to the 1,000-word count for the main proposal, Self-Designed Paper Sessions will also submit a title (15 words maximum) and an abstract (350 words maximum/paper) for each paper in the session. The submitter will also select Authors for each individual paper (see note above about Authors, Organizers, Chairs, and Discussants) but should not identify authors in the actual proposal text or in any attachments.

14) Attachments

Select on the "Choose File" button to select the file you wish to upload. You must submit your document (e.g. tables, figures, formulas, and graphics) as a single PDF file. The size limit for the file is 50 MB.

Only tables, figures, formulas, and graphics should be uploaded. Additional proposal text will not be considered as part of the proposal if it is uploaded.

Please ensure there is no identifying information in attachments, with the exception of Interactive Symposium proposals. Submitters do not need to remove self-cited work if that information is not identifiable (e.g., In a previous study, Guilbeau (2020) referenced this). However, if the information is identifiable (e.g., "In a previous study, I wrote about this (Guilbeau, 2020)), then the information should be masked.

After you have selected the file, click the "Accept and Continue" button. Your submission will be saved when you select the button.

You will receive a confirmation email once your proposal has been submitted and it will show in the ASHE Conference Portal. If you do not receive an email and/or if the proposal does not show in the ASHE Conference Portal, it has not been submitted.

15) Editing your Proposal

Although your proposal is submitted, you can return to it at any time to edit it prior to the deadline. Edits can only be made by the proposal submitter.

General Conference Sections

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Authors must submit General Conference proposals to a section that best represents the content and foci of their work. Like all good work, section descriptions draw heavily from previous years of work and thinking, so authors will likely find continuity between this call and earlier years, with changes noted previously. If there are questions as to whether your proposal fits with a section, read its description carefully, and ask whether it attends to any of the section aims and/or foci listed. Section Co-Chairs are also listed and can be contacted for further information. All sections are described below and are presented in alphabetical order.

- Community-University Partnerships & Praxis
- Faculty, Administrators, & Staff
- Graduate/Professional Students & Post-doctoral Scholars
- International Higher Education
- Leadership in Higher Education
- Organization & Administration
- Philosophy & Foundations
- Policy, Finance, & Economics
- Research Methods
- Teaching & Learning
- Undergraduate Students: Access
- Undergraduate Students: Contexts
- Undergraduate Students: Developmental Theory
- Undergraduate Students: Persistence, Resilience, Retention, & Outcomes

Across these sections we welcome a range of content, theoretical perspectives, and methodological approaches from all members of ASHE that reflect the diverse approaches to being a *scholar* of higher education.

Community-University Partnerships & Praxis

Proposals for this section use community-engaged and community-accountable research to disrupt traditional, mainstream approaches to inquiry. Proposals in this section seek to create authentic and empowering spaces from which to conduct research, thus allowing for more “horizontal relationships” among scholars, universities, and communities. Communities are those that share a common sociopolitical, geographic, institutional/ized, cultural, and/or identitarian subject position. Proposals for this section may also explore the nature, development, (in)efficacy, and outcomes of community and university partnerships, particularly from the perspectives of the communities, and the applied principles (praxis) that undergird them. Submissions should clearly reflect principles of community-engaged research such as collaboration, reciprocity, and valuing nontraditional forms of knowledge. Proposals for this section should use community-engaged research tenets and practices, and/or have community engagement at the core of the study itself (e.g., the use of Participant Action Research as a methodology to inform research questions, data collection, analysis, and beyond). Proposals that explore community-engaged methods/methodologies as an innovation, expounding on this method (not specifically touching on community-university partnerships) should be submitted to the Research Methods section.

Section Chair

Roshaunda Breeden, East Carolina University, breedenr22@ecu.edu

Faculty, Administrators, & Staff

Proposals for this section examine issues related to careers and experiences of tenure-earning, tenure-free (full-time instructional and professional), and VITAL (visiting, instructors, temporary, adjuncts, and lecturers) faculty, as well as administrators and staff (e.g., academic affairs, student affairs, and support professionals) across various institutional contexts (e.g., community colleges, Tribal Colleges and Universities, for-profits, minority-serving institutions, research institutions). Research on hiring, motivation, work and life roles, the labor market in higher education, tenure and/or promotion, retention, professional development, performance evaluation, reward systems, decision-making, and disciplinary and professional cultures are relevant to this section. Proposals related to contingent (including full-time and adjunct) faculty and staff unionization efforts are also suited for this section. We welcome submissions that explore the multifaceted dimensions of faculty, administrator, and staff careers and experiences encompassing diverse identities (e.g., leadership trajectories of Faculty of Color, financial precarity among community college contingent faculty).

Section Chairs

Tiffany J. Davis, University of Houston, tdavis9@uh.edu

Jordan Harper, Morgan State University, jordan.harper@morgan.edu

Please note that this section is part of the General Conference and distinct from the Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference. Authors can submit to either the general conference or the CAHEP Pre-Conference; however, the same proposal may not be submitted to both.

Graduate/Professional Students & Postdoctoral Scholars

Proposals for this section examine issues concerning graduate/professional students and postdoctoral scholars, as well as graduate/professional/postdoctoral education and training as a context. Proposals related to access to graduate/professional school, graduate/professional student and postdoctoral scholar experiences, and related outcomes (e.g., retention, graduation, career pathways), are relevant to this section. Studies may address issues such as undergraduate student aspirations to graduate/professional education, graduate/professional student and postdoctoral scholar socialization, organizing and unionization, pathways to the professoriate and/or non-academic careers, graduate/professional student and postdoctoral scholar equity, and other issues affecting graduate and/or professional education and postdoctoral training.

Section Chairs

Elizabeth Jach, University at Albany, State University of New York, ejach@albany.edu

Dajanae Palmer, University of Missouri, dlpydg@missouri.edu

Please note that this section is part of the General Conference and distinct from the Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference. Authors can submit to either the general conference or the CAHEP Pre-Conference; however, the same proposal may not be submitted to both.

International Higher Education

Proposals for this section examine international and comparative issues in higher education. Research in this section may focus on a wide range of topics including policy, organization, governance, faculty, students, and others within an international/comparative context. Proposals submitted to this section may include comparative studies analyzing two or more higher education national systems, studies exploring the conditions and consequences of transnational faculty, staff, and student mobility; organizational global strategy and engagement; explorations of cross-border higher education institutions and programs; and analyses of internationalization practices, including education abroad and internationalization at home. We encourage proposals that employ non-Western, Global South, and decolonial epistemologies and approaches that engage critical scholarship beyond North America.

Section Chairs

Radomir Mitic, University of North Dakota, radomir.mitic@und.edu

Crystal A. George Mwangi, George Mason University, cgeorgem@gmu.edu

Please note that this section is part of the general conference and distinct from the Council on International Higher Education (CIHE) Pre-Conference. Authors can submit to either the general conference or the CIHE Pre-Conference; however, the same proposal may not be submitted to both.

Leadership in Higher Education

Proposals for this section illuminate the processes, functions, opportunities, and challenges of institutional leadership related to higher education. Proposals for this section may focus on leadership practice, theories, conceptual frameworks, and varied approaches to leadership. This section includes examinations of the leadership roles of formal and informal institutional leaders (e.g., deans, department chairs, diversity officers, faculty and staff change agents, presidents, governing board members).

Section Chairs

Jeffrey K. Grim, George Mason University, jgrim5@gmu.edu

Lucy LePeau, Indiana University, llepeau@indiana.edu

Organization & Administration

Proposals for this section illuminate the processes, functions, experiences, and challenges of organizations, institutions, and administration/institutional leadership related to higher education. Proposals for this section may focus on higher education governance, strategy, administration, organizational change and innovation, organizational theory, perspectives on the organization of higher education, higher education foundations, and institutional planning. This section includes examinations of organizational processes (e.g., organizational change, culture, decision-making), the leadership roles of formal and informal institutional leaders (e.g., deans, department chairs, diversity officers, faculty and staff change agents, presidents, governing board members), studies of specific administrative or organizational experiences (e.g., institutional response to rankings in comprehensive publics, faculty governance at community colleges, support for Tribal Colleges and Universities), and organizational behavior(s) within specific functional areas of higher education (e.g., schools, departments and divisions). Proposals that examine accreditation in higher education, including policies and practices related to accreditation and issues of educational quality are also suited for this section.

Section Chairs

Sondra N. Barringer, Southern Methodist University, sbarringer@smu.edu

Ángel De Jesus Gonzalez, California State University, Fresno, angonzalez@mail.fresnostate.edu

Philosophy & Foundations

Proposals for this section examine the theoretical, philosophical, ethical, epistemological, and ontological underpinnings of the foundations of higher education research, practice, and institutions. Proposals may include sociological, theoretical, legal, philosophical, cultural, and/or historical inquiries and interventions. Topics addressed may include historical and contemporary issues related to institutional missions and organization, academic freedom, governance, political economy, racial and other systemic inequities, epistemic justice, the climate and nature emergency, technology, and more. Proposals that rethink naturalized and normalized approaches to the philosophy and foundations of higher education are especially welcome.

Section Chairs

Sharon Stein, University of British Columbia, sharon.stein@ubc.ca

Policy, Finance, & Economics

Proposals for this section examine local/regional, state, and federal higher education policies; public finance of higher education; and policies and practices related to the economics of higher education. Relevant research may include, but is not limited to affordability; finance; institutional, state, and federal financial aid policies; the economic returns to postsecondary education; the state and federal governmental role in accountability; privatization; government relations; the intersection between federal or state level policy and institutional practice; the beliefs and values of policymakers; and the politics of higher education, including policy formation and evaluation. Proposals in this section may highlight the impact of policy on marginalized and minoritized populations (e.g., students of color, low-income students), including the consequences of specific policy initiatives and legislation. Recognizing the multifaceted nature of policy relevant scholarship, we encourage proposals from all methodological and theoretical approaches, as well as work from the range of players in the policy space (e.g., policymakers, faculty, researchers, foundations, graduate students).

Section Chairs

Ashley B. Clayton, Louisiana State University, aclayton@lsu.edu

Jeremy Wright-Kim, University of Michigan, jwrightk@umich.edu

Please note that this section is part of the general conference and distinct from the Council on Public Policy in Higher Education (CPPHE) Pre-Conference. Authors can submit to either the general conference or the CPPHE Pre-Conference; however, the same proposal may not be submitted to both.

Research Methods

Proposals for this section focus on the study of research methods. This includes the application of new or emerging methods in social science research, including qualitative, quantitative, and mixed-methods research, along with the discussion of potential incorporation of methods not widely utilized within the field, but utilized in other fields and areas of inquiry that can be applied to higher education topics. Research Methods submissions may discuss epistemologies, methodologies, or methods for higher education research, as well as inquiry related to the state of research in higher education.

Proposals for this section may also be submitted as a Workshop, a new format for 2024. Please refer to the Workshop format type later in this document to learn more.

Section Chair

Melissa Whatley, SIT Graduate Institute, Melissa.Whatley@sit.edu

Teaching & Learning

Proposals for this section examine teaching and/or learning processes across a wide range of higher education contexts (e.g., community colleges, research institutions, Tribal College and Universities, Minority Serving Institutions, summer bridge programs, professional societies). Proposals for this section may focus on: examinations of pedagogy and instruction; curriculum development; learning theory; critical approaches to teaching, learning, and assessment; use of instructional technology; ways to integrate (more) accessible teaching methods; faculty attitudes and behaviors related to teaching, learning, and assessment; learning contexts (e.g., the influence of institutions and disciplines); and the political and ethical dimensions of postsecondary teaching and learning.

Section Chairs

Kristyn Lue, University of Southern California, kristynl@usc.edu

Aireale J. Rodgers, University of Wisconsin-Madison, arodgers4@wisc.edu

Please note that this section is part of the general conference and distinct from the CAHEP Pre-Conference. Authors can submit to either the general conference or the CAHEP Pre-Conference; however, the same proposal may not be submitted to both.

Undergraduate Students: Access

Proposals for this section examine undergraduate student access. In this section, studies may address barriers and/or promising practices in relation to undergraduate student access; how access is or is not actualized in relation to ongoing manifestations of systemic oppression and power; the role of multiple/overlapping policies (e.g., sociopolitical, regional, state, campus-specific) on undergraduate student access. Proposals may also consider the multidirectional and often non-linear pathways students navigate as they access undergraduate education.

Section Chairs

Awilda Rodriguez, University of Maryland, awilda@umd.edu

Lydia Ross, Arizona State University, llross1@asu.edu

Undergraduate Students: Contexts

Proposals for this section examine the various contexts through which undergraduate students experience higher education. Proposals may address topics such as contexts that present barriers and/or promising practices in relation to the undergraduate student experience; how various contexts are experienced in relation to ongoing manifestations of systemic oppression; campus ecologies and environmental studies that focus on the influence of undergraduate students; how various higher education contexts mediate the undergraduate student experience; and/or the role of multiple/overlapping contexts (e.g., sociopolitical, regional, state, tribal, institutional) on undergraduate student experiences. Proposals may also consider the multidirectional and sometimes non-linear pathways students navigate as they move in, through, and across college environments, including studies on transfer between different institutions.

Section Chairs

Crystal E. Garcia, University of Nebraska-Lincoln, crystalgarcia@unl.edu

Jason C. Garvey, University of Vermont, jcgarvey@uvm.edu

Brett Ranon Nachman, University of Arkansas, bnachman@uark.edu

Undergraduate Students: Developmental Theory

Proposals for this section examine identity, identity formation, and/or development/al theory related to undergraduate student populations. Studies may address influences on undergraduate student development, the formation of new/revised theorizations of student identity/development, and/or treatments of how development/al theories motivate undergraduate student learning, engagement, and/or experiences in higher education. Proposals for this section should focus expressly on development/al theory and its dis/connections with undergraduate student experiences, learning, and engagement.

Section Chair

Amanda Mollet, University of Kansas, amollet@ku.edu

Undergraduate Students: Persistence, Resilience, Retention, & Outcomes

Proposals for this section examine undergraduate student persistence, resilience, retention, and outcomes of various student identity and experience-based populations, cohorts, or programmatic interventions. This can include campus-, system-, or institution-wide initiatives. Proposals can address processes and outcomes related to undergraduate student achievement and graduation, across a variety of domains, including academic, socio-emotional, and career contexts. This section also includes studies of postsecondary graduates, including students' long-term outcomes of postsecondary education, and the relationship of these outcomes to the multifaceted realities of persistence, resilience, retention, and outcomes.

Section Chairs

Jacqueline Mac, Northern Illinois University, jmac@niu.edu

Christen Priddie, Indiana University, cpriddie@iu.edu

Rachel A. Smith, Iowa State University, rsmith2@iastate.edu

Blanca Elizabeth Vega, Montclair State University, vegab@montclair.edu

Pre- Conferences

I AM A
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November 20-23, 2024, Minneapolis, MN



ASHE
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Councils play a critical role in the support, development, and socialization processes of ASHE members. Each year, the Councils host pre-conference forums. These forums provide an additional outlet for ASHE members to present work, network with others, and garner important insights about the higher education field. ASHE is home to four Councils:

- (1) the Council for the Advancement of Higher Education Programs (CAHEP);
- (2) the Council for Ethnic Participation (CEP);
- (3) the Council on International Higher Education forum (CIHE);
- (4) the Council on Public Policy in Higher Education (CPPHE).

Council Pre-Conference Chairs develop their respective Call for Proposals, assign reviewers, select proposals, and design pre-conference forum schedules.

Please remember that the same proposal cannot be submitted to both a Council Pre-Conference and the General Conference.

Terms, requirements, and formats for Pre-Conference proposals are the same as for the General Conference unless otherwise stated below.

Proposals for pre-conference forums are submitted through the ASHE Conference Portal by selecting the respective pre-conference instead of a General Conference section.

Pre-Conferences will occur on Wednesday, November 20, 2024 in Minneapolis, Minnesota. Pre-Conferences have a separate registration and registration fee from the General Conference.

Council for the Advancement of Higher Education Programs (CAHEP)

Website: www.ashe.ws/cahepprecon

The mission of CAHEP is to enrich the teaching and learning experiences of graduate students and faculty in the Association's constituent higher education programs within North America and around the world. Toward that end, the purpose of the CAHEP Pre-Conference is to facilitate the exchange among program coordinators/directors, faculty, students, and other interested members of the Association.

In keeping with this year's theme of "I Am A Scholar," CAHEP seeks proposals to present research and scholarly papers or facilitate works in progress and interactive symposiums that look at the scholarship of graduate education specifically within higher education and student affairs programs. As a field, how do we mentor, encourage, and challenge the next generation of researchers and scholar-practitioners for the field? What perspectives and suggestions do current students have to help us improve practice and more effectively shape the future of professional preparation? How do we invite in the scholarship of colleagues who may have been marginalized to bring in new lenses for understanding the rich diversity of contexts within higher education?

With this context in mind, CAHEP is interested in proposals that might explore policies and practices in the organization, administration, delivery, and outcomes of graduate higher education programs; teaching and learning within programs; and graduate student and faculty experiences, including recruitment, socialization, mentorship, and success. CAHEP encourages creativity in exploring and addressing challenges facing today's higher education programs as well as those that may inform the next generation of scholars and teachers of higher education. We hope proposals can present conceptual, empirical, practical, and policy-based considerations in the study of higher education and preparation of higher education administrators, faculty, students, and independent scholars. We particularly welcome proposals and involvement from graduate students and proposals that focus on politics and policies that inform higher education practice.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes
Self-Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	Yes
Works in Progress	Yes
Posters	No

2024 CAHEP Pre-Conference Chair

Erin Doran, Iowa State University, edoran@iastate.edu

Website: www.ashe.ws/cepprecon

Beyond Academia's Canvas: How Scholars of Color Reimagine the Academy

The primary purpose of CEP, as stated in its by-laws, is to facilitate the participation of scholars from ethnically and racially minoritized groups in the affairs of the Association. The CEP Pre-Conference Forum consists of two components: (1) the presentation of research/scholarly papers, works in progress, posters, performance, visual, and digital scholarship, and interactive symposia and (2) the CEP Mentor-Protégé Program, which provides mentoring/professional development sessions. Towards that end, the CEP Pre-Conference offers opportunities for attendees to focus intensively, extensively, and specifically on issues of race, ethnicity, and racism, and the intersections of racism with other interlocking systems of oppression. It recognizes the urgency of not only decentering whiteness, but imagining other ways of being and knowing that deliberately attend to the needs, dreams, and desires of People of Color.

When considering the 2024 general conference theme, “I Am A Scholar,”, there is an inherent assumption that the larger academy may not see all those who inhabit it as “scholars.” But truly, what is, who is, or who can be a scholar? For years, academia has created curricula, both visible and invisible, to signal what is valued as research and scholarship. In response, those who fall outside this messaging are left (and forced) to prove their value and worth through institutional bureaucracy steeped in centering and upholding whiteness through the use and privileging of Western ways of knowing and knowledge production. Due to this continuous reality, efforts such as the Council for Ethnic Participation have been created to release Scholars of Color from the burden of answering the question, “will I be seen as a scholar?”

bell hooks (1994) reminds us that the academy is not paradise. Her words call for us to question the purpose of education as we seek to define ourselves in and outside of the academy in the quest to paint a new canvas and path forward towards freedom and liberation.

The classroom, with all its limitations, remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom. (hooks, 1994, p. 207)

In this spirit, we invite all scholars to view the CEP Pre-Conference as their “classroom” to freely envision and propose inclusive, yet engaging scholarship that center liberation and transgress the traditional norms of the academy. In addition, as you engage with CEP, we ask those who submit to tap into relational ties with all potential collaborators, specifically those who often face

marginalization and are excluded from research spaces and topics (e.g., specifically those who come from or study teaching institutions, community colleges, or MSIs).

We lean into the “good” Scholars of Color bring to the academy and the humanity that is present within our inquiries. Rather than perform respectability with a fear of being categorized as “bad” or “unruly,” we call each of you to reconsider CEP as a place to explore possibility and purpose that calls the academy to transgress beyond “conventional” research practice. When developing proposals, we ask you to consider the following:

1. What is your definition of *scholar*, and how is that present in your work?
2. What would you write about, propose, submit, or produce without the white gaze or potential harm from existing structures of the academy?
3. What transformation needs to occur in the academy (e.g., systems, policies, etc.) to make space for new understandings of “scholar” and “scholarship”?
4. How do we preserve our new understandings for scholars to come while grappling with the nuances of being the scholars of today?
5. When engaging in research, how can the scholarly community decenter colonized research methods and embrace, cultivate and foster Indigenous and non-western forms of collaborative inquiry?

CEP is a deliberate counter space to think about and prioritize what matters most to us, as racially and ethnically minoritized people, and those we serve; to celebrate the experiences and developments of those with whom we co-create knowledge with; and to create impactful and culturally-sustaining approaches that address the needs of communities in our own backyard. This year, we seek to facilitate a pre-conference that invites new questions, validates the complexities and intersections of racial and ethnic identities—and the experiences encountered as a result thereof—and invites the creation of tools that enable us to reimagine knowledge production as life-affirming.

The CEP Pre-Conference Forum peer-review process reflects high expectations of rigor and quality. Sessions selected are those that expand, challenge, and shift the field’s thinking, practice, and praxis. We welcome proposals that engage in critical analyses of hegemonic whiteness and white supremacy, racial capitalism, settler colonialism, ethnocentrism, and cisheteropatriarchy through systemic and structural lenses. Proposals that confront racism’s entanglement with other interlocking structures of marginalization and privilege (e.g., social class, ability, sex assigned at birth, gender identity and expression, sexuality, religion/spirituality/faith, and global/transnational) are especially encouraged.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes

Self-Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	Yes
Works in Progress	Yes
Posters	Yes

2024 CEP Pre-Conference Program Co-Chairs

Jesse Ford, University of North Carolina at Greensboro, jrfordjr@uncg.edu

Tiffany Steele, University of Rochester, tsteele@warner.rochester.edu

Council on International Higher Education (CIHE)

Website: <http://www.ashe.ws/ciheprecon>

The CIHE pre-conference within the ASHE 2024 General Conference seeks proposals that resonate with the overarching theme, "I Am A Scholar." We invite submissions that not only delve into international higher education but also contribute to our collective understanding of scholarly identity, including scholar-practitioners perspectives and approaches. The intent is to explore the diverse facets of being a scholar on an international stage and fostering inclusivity within our scholarly community.

Proposals for this CIHE forum incorporate a comparative dimension in their methods or theoretical frameworks, or explore practices and structures that have international implications. Proposals for the pre-conference forum may include comparative studies analyzing two or more higher education national systems; studies exploring the conditions and consequences of transnational faculty, staff, and student mobility as a result of changing global demographics and economic development needs; organizational (institutional or system) global strategy and engagement; empirical and critical explorations of cross-border higher education institutions and programs; and critical analyses of internationalization practices, including education abroad as well as internationalization at home and a distance.

Proposals that include under-utilized theories, such as (Post-/De-) Colonial Theory, Southern Epistemologies, and Indigenous Scholarship, are particularly encouraged. We also seek proposals that engage with new methodological approaches that go beyond the national containers and that interrogate the normalization of Western perspectives.

Following the ASHE 2024 theme, we invite scholars to submit research reflecting on what it means to be a scholar in different global contexts. This includes considering the unique challenges posed by the current volatile political and social climate. Scholars are encouraged to address, among others, the threats to freedom of speech and the suppression of diverse voices, the impact of forced migration on academic communities, and the complex dynamics that arise in international and comparative higher education settings under such circumstances.

Please note that the CIHE Pre-Conference Forum is different from the General Conference section International Higher Education. Authors can submit to either the general conference or the CIHE Pre-Conference; however, the same proposal may not be submitted to both.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes

Self-Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	Yes
Works in Progress	Yes
Posters	Yes

2024 CIHE Pre-Conference Co-Chairs

Katie Koo, University of Georgia, Katie.Koo@uga.edu

Santiago Castiello-Gutiérrez, Seton Hall University, santiago.castiello@shu.edu

Council on Public Policy in Higher Education (CPPHE)

Website: <http://www.ashe.ws/cppheprecon>

The ASHE Council on Public Policy in Higher Education (CPPHE) seeks proposals that examine the link between public policy and higher education with a focus on the conference theme, “I Am A Scholar.” We encourage submissions from an array of “scholars” in spaces where higher education and policy meet - foundations, think tanks, advocacy organizations, legislative bodies, institutions of higher education, consultancies, and others - with the goal of bringing together the multitude of perspectives and approaches shaping higher education policy today.

The CPPHE Pre-Conference Forum provides participants the opportunity to explore and discuss significant public policy issues that affect higher education in the U.S. at the local, state, and federal levels. Proposals that emphasize active dialogue and audience participation are particularly welcome. Additionally, CPPHE encourages proposals that bring together researchers and policy actors as partners to help research inform policy. The CPPHE Pre-Conference Forum generally features more applied work than is found in the general conference program.

In light of this year’s conference theme, “I Am A Scholar,” we invite researchers to submit proposals that address this question of who is a scholar, whose scholarship is privileged in policy spaces, but most importantly, whose scholarship is absent and the implications this has for the development of meaningful, student-centered policies that address the “vexing, complex, and wicked problems” our students and communities are experiencing across U.S. higher education.

ASHE President Dr. Jeni Hart says, “We need all of our scholarly selves to find solutions and actively work toward our purpose and the purpose of higher education.” As such, we invite proposals from scholars occupying expected and unexpected spaces, from faculty and students, to policy analysts and strategists, with the goal of breaking down silos and engendering a space where the tough questions are asked, where potential solutions are considered, and where new partnerships across the multitude of scholars in the room are formed. We particularly encourage scholars to submit proposals that address the translation of policy research to policy action (including activism and advocacy), the responses of policymakers to the global pandemic, racial injustices, ongoing challenges in accessing and succeeding from higher education, and other significant events that continue to beset higher education, and the interaction among different levels of policymaking (local and state; state and federal; local and federal) to address timely higher education topics.

Please note that the CPPHE Pre-Conference Forum is different from the General Conference section Policy, Finance, and Economics. Authors can submit to either the general conference or the CPPHE Pre-Conference; however, the same proposal may not be submitted to both.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes
Self-Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	No
Works in Progress	No
Posters	No

2024 CPPHE Pre-Conference Chair

Leticia Tomas Bustillos, Bill & Melinda Gates Foundation, leticia.t.bustillos@gmail.com

Proposal Formats

I AM A
SCHOLAR

49th Annual Conference
November 20-23, 2024, Minneapolis, MN



ASHE

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

The following proposal format submissions will be accepted:

	General Conference	Virtual Conference Day	CAHEP Pre-Conference	CEP Pre-Conference	CIHE Pre-Conference	CPPHE Pre-Conference
<u>Individual Submissions</u> (Individual Submissions will be grouped with other submissions by the Program Committee to create a session)						
PVDS	In-Person	Virtual	In-Person	In-Person	In-Person	Not Available
Poster	In-Person	Not available	In-Person	In-Person	In-Person	Not Available
Research Paper	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
Scholarly Paper	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
Works in Progress	In-Person	Virtual	In-Person	In-Person	In-Person	Not Available
<u>Session Submissions</u> (Session Submissions are for a full 75-minute session)						
Interactive Symposium	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
PVDS	In-Person	Virtual	In-Person	In-Person	In-Person	Not Available
Self-Designed Paper Session	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
Workshop	In-Person ²	Not Available	Not Available	Not Available	Not Available	Not Available

You can find example proposals from previous years at www.ashe.ws/exampleproposals.

² Only available for Research Methods Section

Research Papers

Research Paper proposals should describe empirical/data-based studies. Reviewers will evaluate proposals on connection to the literature, research plan, and significance.

To provide a presentation venue for those who may not be able to attend the in-person conference, authors are able to select to submit their proposal to present either at the Virtual Conference Day or In-Person at the General Conference or a Pre-Conference in Minneapolis, Minnesota. Authors must choose only one format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Proposals are for a 12-15 minute presentation which if accepted, will be grouped with presentations on the same topic or for a full 75-minute session and will receive feedback from a Discussant.

Connection to the theme is not a criterion for evaluation.

As agreed upon the submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

In no more than 2,000 words, Research Paper proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Research plan, study methods, or modes of inquiry
- Data sources or evidence
- Analytical plan or approach
- Findings (Preliminary, partial, or full)
- Importance/significance of the study for higher education

Research Paper proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)

- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Relevance of findings, whether partially or fully reported
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by:
 - October 21, 2024 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Research Papers that are accepted for the conference will be grouped by topic with other Research Papers, Scholarly Papers, or PVDS Individual Presentations and assigned a Discussant who will comment on the papers in the session. Each paper will have 12-15 minutes to present.

Scholarly Papers

Scholarly Paper proposals feature novel arguments, pose and grapple with critical questions, synthesize divergent bodies of literature, and/or elaborate new theoretical or conceptual frameworks. As non-data-driven papers, authors are not required to adhere to an empirical research design (e.g., methods, data collection, and data analysis).

To provide a presentation venue for those who may not be able to attend the in-person conference, authors are able to select to submit their proposal to present either at the Virtual Conference Day or In-Person at the General Conference or a Pre-Conference in Minneapolis Minnesota. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Proposals are for a 12-15-minute presentation which if accepted, will be grouped with presentations on the same topic or for a full 75-minute session and will receive feedback from a Discussant.

Connection to the theme is not a criterion for evaluation.

As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

In no more than 2,000 words, Scholarly Paper proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Emergent conclusions or propositions and implications of the argument
- Importance of the argument for higher education

Scholarly Paper proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature

- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature.
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by:
 - October 21, 2024 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Scholarly Papers that are accepted for the conference will be grouped by topic with other Scholarly Papers, Research Papers, or PVDS Individual Presentations and assigned a Discussant to comment on the papers in the session. Each paper will have 12-15 minutes to present.

Interactive Symposium

An Interactive Symposium is a 75-minute session that features interaction between and among expert presenters and the audience to advance knowledge of a particular research problem, theory, or higher education issue. Rather than present the results of discrete research studies as in a paper session, participants in an Interactive Symposium session draw from research and/or experience to foster dialogue and interactions.

A typical Interactive Symposium session might begin with brief presentations from the panelists (or interactive Q&A between the moderator and panelists) about the session's topic, followed by ample time for discussion and activities among the panelists and between the panelists and attendees. The names and backgrounds of presenters/facilitators should be included in the proposal because the expertise and perspectives of the presenters is important to the success of the session.

To provide a presentation venue for those who may not be able to attend the in-person conference, authors are able to select to submit their proposal to present either at the Virtual Conference Day or In-Person at the General Conference or a Pre-Conference in Minneapolis Minnesota. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

In no more than 2,000 words, proposals for Interactive Symposium sessions should describe as many of the following as are applicable, preferably in this order:

- Session Objectives
- Backgrounds & expertise of the presenters as related to the session's topic
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Emergent conclusions or propositions and implications of the argument
- Structure and format of the session, including the designation of a moderator and strategies to facilitate audience discussion and learning

- Significance of the Topic of the Symposium, including why the topic deserves attention by the field

Interactive Symposium session proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature
- Relevance and persuasiveness of the analytical argument, including how well the argument extends or challenges the extant literature.
- Expertise or perspectives of presenters/facilitators relative to the topic
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Interactive Symposiums

- If the symposium will utilize a PowerPoint, the presenters are required to upload their PowerPoint presentation by:
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers are not required or able to be uploaded.

Self-Designed Paper Session

In a 75-minute Self-Designed Paper session, the session organizers propose a complete session of papers (research and/or scholarly) that consists of three or four papers that address a specific topic. Organizers must provide a title for the session and must include a session Chair and Discussant.

To provide a presentation venue for those who may not be able to attend the in-person conference, authors are able to select to submit their proposal to present either at the Virtual Conference Day or In-Person at the General Conference or a Pre-Conference in Minneapolis Minnesota. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

Do not include the names and backgrounds of paper presenters, the session Chair, or the Discussant in the proposal text. Use language such as "Presenter #1, Presenter #2," "Chair," etc.

In no more than 1,000 words, the main proposal for Self-Designed Paper session should describe as many of the following as applicable, preferably in this order:

- Objectives or purposes of the overall inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Emergent conclusions or propositions and implications of the papers
- Importance/significance of the papers for higher education

Additionally, each paper within the session will include a title (15 words maximum) and abstract (350 words maximum per paper). Abstracts should the individual paper's:

- Objectives or purposes of the individual inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Research plan, study methods, or modes of inquiry
- Data sources or evidence

- Analytical plan or approach
- Findings (Preliminary, partial, or full)

Self-Designed Paper session proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Relevance of findings, whether partially or fully reported
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Note: The review will be a summation of the overall proposal as well as individual papers within the session. As such, we recommend submitters ensure cohesiveness across the proposal.

Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by:
 - October 21, 2024 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.

Performance, Visual, and Digital Scholarship (PVDS)

PVDS proposals are intended to provide opportunities for the (re)presentation of scholarship, inquiry, and knowledge production in the forms of exhibitions, live performances, videos, looped slides, and other digital and arts-based mediums. PVDS proposals are based on empirical research that present findings of a study. Proposals could include photo-voice exhibition, spoken word art, performance ethnography, digital storytelling, poetry, documentary videos, art displays, visual discourse analysis, digital humanities projects, and other (re)presentations of knowledge production and inquiry outside of the paper, symposium, or poster formats. Authors should describe artifacts, objects, or mediums that they cannot upload to the ASHE Conference Portal.

Proposals can be either for:

1. a 12-15-minute presentation which if accepted, will be grouped with presentations on the same topic and will receive feedback from a Discussant or
2. for a full 75-minute session that will be fully managed by the session organizers.

To provide a presentation venue for those who may not be able to attend the in-person conference, authors are able to select to submit their proposal to present either at the Virtual Conference Day or In-Person at the General Conference or a Pre-Conference in Minneapolis Minnesota. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

In no more than 2,000 words, PVDS proposals should describe the following, preferably in this order:

- Objective or purpose of inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Description of how scholarship will be (re)presented (e.g. exhibition, performance, video; digitally)
- Data sources or evidence
- Analytical plan or approach

- Findings (Preliminary, partial, or full)
- Importance/significance of the study for higher education
- Significance

PVDS proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasiveness of the analytical argument, including how well the argument extends or challenges the extant literature.
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Proposal writers MUST also describe the logistical or technical needs for performance or display at the annual conference (e.g., podium and microphone, x-by-y foot open stage area, projector/screen, or display boards). Authors will be given an additional 50 words to provide enough logistical information that the ASHE Staff will be able to understand your full needs. If you have ideal conditions but could present your project under more limited minimal conditions, please share that information (for example, ideal would be x-by-y foot open stage, minimum is a-by-b foot; or ideal would be 4 display board of x-by-y dimensions, minimum is 2 boards of x-by-y dimensions).

All authors of accepted PVDS proposals will receive an invitation to meet with ASHE Assistant Director of Conference and Events, Alicia Castillo Shrestha, to discuss the logistical needs of your session. Should you have questions about logistical capabilities for PVDS sessions prior to your proposal submission, please contact alicia@ashe.ws with your question or set up a meeting via <https://calendly.com/alicia-ashe> before April 22, 2024.

Accepted PVDS

- Presenters of Individual PVDS presentations will submit notes for their Discussant to support the PVDS Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
 - o October 21, 2024 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - o October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- All presenters are required to upload a PowerPoint presentation (if applicable) by:

- October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
- November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.

Questions about this proposal format can be directed to Alicia Castillo Shrestha, Assistant Director for Conference and Events, at alicia@ashe.ws.

Works in Progress

Works in Progress sessions provide an opportunity for authors to share information regarding their research in an informal, conversational style and to receive feedback at early stages of the project. Both research and scholarly works are accepted. Proposals in this format will be evaluated on the basis of their potential to generate discussions that advance the field and provide opportunities to exchange feedback.

Accepted proposals will be grouped with several other proposals that have similar content or foci in a 75-minute session. Each work in progress will have 20 minutes to discuss their work. Works in Progress Sessions will be moderated by a Chair but will not feature a Discussant. Presenters are encouraged to use 8-10 minutes to present their work followed by time to engage with audience members. Presenters are encouraged to end their presentation with prompts or questions for the audience. Each presenter will have up to 20 minutes for their presentation. Presenters are encouraged to create material providing an overview of their work, such as a very brief PowerPoint presentation and/or one-page handout, but should specifically focus on an overview of the project, purpose, and questions to engage the audience.

To provide a presentation venue for those who may not be able to attend the in-person conference, authors are able to select to submit their proposal to present either at the Virtual Conference Day or In-Person at the General Conference or a Pre-Conference in Minneapolis Minnesota. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

In no more than 1,500 words, Works in Progress proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Data sources or evidence
- Analytical plan or approach

- Importance/significance of the study for higher education

Works in Progress proposals will be reviewed by three ASHE members (at least one of whom are terminal degree holders) on the following criteria:

- Significance and contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Works in Progress

- All presenters are required to upload any presentation materials by:
 - October 31, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
 - November 7, 2024, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers are not required or able to be uploaded.

Questions about the Works in Progress format can be directed to Poster and Works in Progress Format Resource Co-Chairs Nathan Alleman, Baylor University at Nathan.Alleman@Baylor.edu and Lauren Irwin, University of Tennessee, Knoxville, lauren.irwin22@gmail.com.

*This proposal type is only available for the Research Methods section of the General Conference.

Since 2019, the ASHE Research Workshops have been a space for ASHE members to engage with and explore cutting-edge quantitative and qualitative research methodologies. In 2023, a pilot for member proposal submissions led to six workshops being hosted during the General Conference. For 2024, the proposal process is being integrated into the Call For Proposals.

The Research Workshops are intended as spaces for ASHE members to engage with and explore cutting-edge research methodologies and research management in ways that center critical methods and inquiry in research. Originally designed for additional methods training for graduate students, the workshops have evolved to cater to a diverse range of participants including early-career scholars, mid-career scholars, and/or senior scholars.

Each Workshop will be three hours. Workshops will be held on Thursday, Friday, or Saturday of the ASHE General Conference in Minneapolis. Attendance is typically capped at 20-25 participants and has been a mix of graduate students, early-career scholars, mid-career scholars, and senior scholars. While the workshops were originally intended to support graduate students who wanted/needed additional methods training, the audiences for these workshops have varied widely. Facilitators are provided with necessary AV equipment including microphones, projectors, etc.

Connection to the theme is not a criterion for evaluation.

In no more than 2,000 words, Workshop proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the workshop
- Backgrounds & expertise of the presenters as related to the session's topic
- Literature and/or sources to be used as the foundation for the workshop
- Structure and format of the session, including strategies to facilitate audience discussion and learning
- Significance of the topic of the workshop

Workshop proposals will be reviewed by three ASHE members (at least one of whom are terminal degree holders) on the following criteria:

- Connection of the proposal to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Expertise or perspectives of presenters/facilitators relative to the topic
- Relevance to the ASHE membership (e.g., is this a workshop that is necessary to be hosted by ASHE).

- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Workshops

- Workshop Facilitators will be provided with a planning guide by the ASHE Staff.
- Workshop information will be due in August, including presenter bios, headshots, and final session agenda.
- Workshop Facilitators will be asked to meet with the ASHE Staff twice before the conference. ASHE Staff will be available for additional meetings as necessary.

Posters

Posters are a mechanism for scholars to engage in interactive discussions with other conference participants about a research project. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point.

Connection to the theme is not a criterion for evaluation.

As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. This proposal does not include text generated from a large-scale language model (LLM) such as ChatGPT, with the exception of proposals that explicitly study LLM text and present text as part of the conceptual or experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

In no more than 1,500 words, poster proposals should provide:

- Objectives or purposes of the inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Research plan, study methods, or modes of inquiry
- Data sources or evidence
- Analytical plan or approach
- Findings (Preliminary, partial, or full)
- Importance/significance of the study for higher education

Poster proposals will be reviewed by three ASHE members (at least one of whom are terminal degree holders) on the following criteria:

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal connect to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature.
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Questions about the poster format can be directed to Poster and Works in Progress Format Resource Co-Chairs Nathan Alleman, Baylor University at Nathan_Alleman@Baylor.edu and Lauren Irwin, University of Tennessee, Knoxville, lauren.irwin22@gmail.com.

I AM A
SCHOLAR
49th Annual Conference
November 20-23, 2024, Minneapolis, MN



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