Call for Proposals

51st Annual Conference

VIRTUAL CONFERENCE DAY: OCTOBER 22, 2026

SAN JUAN, PUERTO RICO: NOVEMBER 3-6, 2026

ASHE®

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

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Important Dates

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Important Dates

*Please note these due dates are subject to change.

Early February	• Call For Proposals sent to ASHE Community. • Conference Portal opens for proposal submissions and volunteer applications.
Early April	• Conference and hotel registration opens.
Thursday, April 30, 3pm Pacific Time	• Proposals and applications to volunteer as a Reviewer, Chair, or Discussant are due. *We invite you to share your research by submitting a proposal within the 78-day window of the Call For Proposals launch on February 11 and the due date on Thursday, April 30 at 3:00 p.m. Pacific. To ensure that volunteer proposal reviewers have enough time to provide you with meaningful feedback on your proposal and the Program Committee can send you timely proposal status updates, please keep in mind that this is a firm deadline. We are unable to accept late submissions or grant extensions.
Early May	• Awards & Fellows nominations open. Please visit the award and Fellows section of the website navigation for more information about types of awards available for nominations.
Mid May	• Reviewers are notified of assigned proposals and provided a two-week window to complete their reviews.
Late May	• Reviews are due from assigned Reviewer(s).
Early June	• Graduate Student Travel Scholarship applications open.
Mid June	• Bobby Wright Dissertation of the Year and Outstanding Book Award nominations close.
End of June	• Award nominations close (excluding Bobby Wright Dissertation of the Year Award and Outstanding Book of the Year Award which are due earlier).
Early July	• Notification of the decision to accept or not accept proposals.Notification of Chair and/or Discussant assignments.
Mid July	• Graduate Student Travel Scholarship applications close.

Late July	• Tentative Schedule sent to presenters, chairs, and discussants.
Friday, July 31	• Early Registration Ends for the Conference and Pre-Conferences.
Mid-August	• Notifications sent to awardees for Graduate Student Travel Scholarships.
Mid-August	• Conference and Pre-Conference Schedules available.
Thursday, September 3, 3pm Pacific 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.
Early October	• Announcement of award recipients & Fellows.
Thursday, October 1	• Last day to register to receive a t-shirt with ASHE Dash registration
Thursday, October 1	• For Virtual Presenters (Virtual Conference Day): Final Research and Scholarly Papers (including papers in a Self-Designed session) must be uploaded to the ASHE Conference Portal and PVDS Sessions must upload notes for their Discussant regarding aspects of their presentation they would like feedback on.
Thursday, October 15	• Regular Registration Ends for the Conference and Pre-Conferences.
Thursday, October 15	• For Virtual Presenters (Virtual Conference Day): PowerPoint Presentations must be uploaded.
Thursday, October 15	• For In-person Conference and CAHE, CAHEP, CEP, CIHE, and CPPHE Pre-Conference Presenters: Final Research and Scholarly Papers (including papers in a Self-Designed session) must be uploaded to the ASHE Conference Portal and PVDS Sessions must upload notes for their Discussant regarding aspects of their presentation they would like feedback on for in-person conference and pre-conference sessions.
Tuesday, October 20	• CAHE Virtual Pre-Conference Gathering
Thursday, October 22	• Virtual Conference Day

Thursday, October 22	• For In-person Conference and CAHE, CAHEP, CEP, CIHE, and CPPHE Pre-Conference Presenters: PowerPoint Presentations must be uploaded.
Friday, October 23	• CEP Virtual Pre-Conference Colloquium
Monday, October 26	• CIHE Pre-Conference Virtual Keynote
Friday, October 30	• Late Registration ends online. • *Late registration after this date must be conducted onsite at the conference in San Juan, Puerto Rico.
Tuesday, November 3	• Pre-Conference Day in San Juan, Puerto Rico
November 3-6	• General Conference in San Juan, Puerto Rico

Calendar last updated on 2/6/2026

Conference Theme

51st Annual Conference

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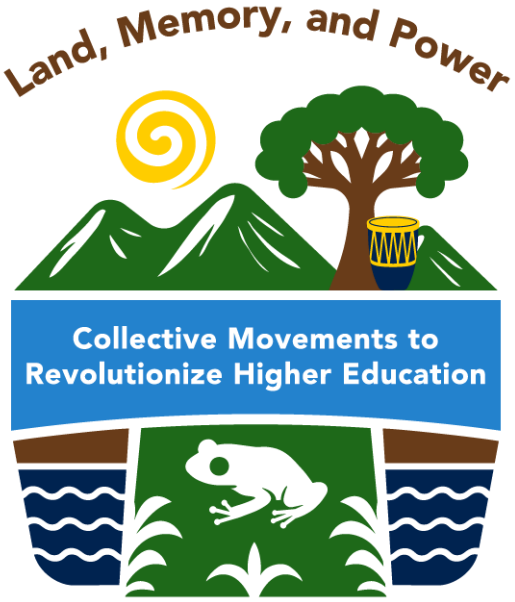
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

Conference Theme

Please note: Connection to the theme is not a criterion for proposal evaluation or selection. See the review criteria by proposal type for details.



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Written by Robin Zape-tah-hol-ah Minthorn (with Collective input from the ASHE 2026 Conference Leadership Team), ASHE 2026 President

"The acknowledgment that power and place produce personality means not only that the natural world is personal but that its perceived relationships are always ethical." -Deloria and Wildcat, 2001, p. 27)

"Somehow I learned that I belonged with my people and that I had a responsibility to contribute to them. I will participate in changing the situations of injustice and inequality that I encounter because they deny people their rights and destroy their potential."
– Dr. Antonia Pantoja, (Puerto Rican), 1922-2002, educator, feminist, civil rights leader and founder of ASPIRA, the Puerto Rican Forum, and Boricua College.

This year's ASHE conference theme is "Land, Memory, and Power: Collective Movements to Revolutionize Higher Education." As we are engaging as an association, as universities, as scholars, and as humans, we understand that colonization has permeated the landscape and fabric of the United States, the Americas, and the world in how we anchor notions of access, success, and higher education overall. While there are efforts to erase the colonial imposition on individuals and communities targeting race, ethnicity, Tribal/Indigenous affiliation, national origin, citizenship status, class, gender, sexual orientation, disability, age, religion and the intersections across these identity markers. Indigenous Peoples, Black, Latinx, 2SLGBTQIA+, and other populations. The impacts have

been felt through defunding and elimination of cultural centers, banning of DEI (Diversity, Equity, and Inclusion) initiatives, and censorship and diminishing of curriculum and voices of marginalized communities on campus. We acknowledge that within higher education, we are toiling with the efforts to undermine our advancements in creating belongingness, cultural centers, decolonizing spaces, and visibility with our students, faculty, staff, and communities.

This year's theme acknowledges the power of collective movements to unsettle the colonial narratives that continue to shape U.S. higher education. Undoing the harm of these narratives—visible in erased histories, campus namesakes, and institutional practices—requires both naming and action. A healing praxis rooted in critical consciousness can recenter marginalized voices and perspectives, moving our scholarly community toward disruption, dismantling, and transformation. Thus, allowing us to honor memory, the land, and communities for which we are responsible and connected.

Because this year's conference is hosted in Borikén, an archipelago, it is essential that we prepare ourselves in advance by engaging in self-reflection on how our own stories intersect with settler colonial narratives and how we are responsible for undoing harm and dismantling systems of oppression that have underpinned our higher education landscape. We acknowledge that there is ongoing colonialism in Boriken and we are not tourists but rather we are guests and allies. We must self-reflect on how this reality is visible in higher education. As an association, we have prioritized centering the local community's narrative and connecting to place in more tangible ways. Now, we must consider how we uplift those whose stories have been silenced. and lost while also recreating a story that is a shared narrative of acknowledging colonization and empowering the voices of the communities our universities are tethered to and responsible for.

Conference Committee

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Conference Committee

The Conference Committee serves as the heart of our member-led planning, ensuring the Annual Conference remains a space shaped by and for our community. This committee acts as the essential link between our Program Committee's scholarly vision, our Local and Community Engagement Committee's place-based relationships, and the Attendee Engagement's wellness and networking initiatives. By unifying these member-driven efforts, the committee ensures your experience—from the research you share to the community connections you build—is purposeful and cohesive. Their work bridges the diverse aspects of our gathering to create an inclusive environment where every member can thrive.

Conference Committee Leadership Team

Conference Committee Chair: Nichole M. Garcia, Rutgers University, nichole.garcia@gse.rutgers.edu

ASHE Associate Director for Conference and Events: Alicia Castillo Shrestha, alicia@ashe.ws

Local & Community Engagement Committee: 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. The committee is led by co-chairs:

- Theresa Ambo, University of California, Los Angeles, tjambo@ucla.edu
- Stephen Santa-Ramirez, University of Buffalo, srsantar@buffalo.edu

Attendee Engagement Committee: 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. The committee is led by co-chairs:

- LaShawn Faith Washington, The University of Texas at Austin, lfw@austin.utexas.edu
- Natalie Youngbull, University of Oklahoma, nyoungbull@ou.edu

Program Committee: 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. The committee is led by co-chairs:

- Crystal E. Garcia, University of Nebraska-Lincoln, crystalgarcia@unl.edu
- Demetri L. Morgan, University of Michigan, dlmorg@umich.edu

Local and Community Engagement Committee

Written by Theresa Ambo & Stephen Santa-Ramirez, 2026 Local and Community Engagement Committee Co-Chairs

The Local and Community Engagement Committee (LCEC) was formalized in 2021 under the leadership of ASHE President Darin Stewart to center land, space, and place in the conference location through engagement with higher education institutions and Black, Indigenous, and People of Color (BIPOC) communities. Through educational resources and engagement opportunities, the LCEC provides conference attendees with meaningful avenues for learning and reflection about, with, and alongside the lands and communities where ASHE is hosted.

This year, we will be returning to San Juan, Puerto Rico, an archipelago that includes what is currently known as Puerto Rico, Vieques, Culebra, and other uninhabited islands. Indigenous Taíno inhabitants refer to these lands as "Boriken," meaning "land of the great lords." Boriken is the world's longest-standing colony, occupied by the Spanish since 1493 and contested for over 500 years. Similar to other colonial projects across the globe, including the U.S., disease and violent enslavement dramatically impacted the lives and livelihood of the Indigenous population. The Spanish imperial projects also brought enslaved Africans to work the mines and later the sugar cane fields. This fraught history is reflected today in the blending of Taíno, West African, and European cultures, and is evident in the food, language, and music of present-day Puerto Rico.

In 1898, U.S. forces landed in Guánica, Puerto Rico, and claimed the former Spanish colony following the Spanish-American War for its strategic position in the Caribbean. Puerto Rico's relationship to the United States, rooted in colony and empire, would remain contested as policymakers grappled with the legal status of an unincorporated territory. At the same time, a nationalist movement fought for Puerto Rico's independence, continuing the struggle for autonomy from Spain. Puerto Ricans would receive U.S. citizenship in 1917, with the intention that Puerto Rico serve as the democratic example in the Caribbean. However, the President of the United States appointed the governor of Puerto Rico until 1948.

The higher education system in Puerto Rico was set up to mirror that of the U.S. In 2018-19, about 236,000 students were enrolled across 137 institutions—greater than 12 states.[iii] As U.S. citizens, students are entitled to Title IV funding, including Pell. With comparatively low tuition and fees ($3,620 at the University of Puerto Rico, Rio Piedras in 2019-20), Pell grants fully covered tuition at the flagship institution. In addition to having a sizeable higher education system, many of the four-year institutions are top producers of Latinx STEM degrees in the U.S.[iv]

However, the issues of sovereignty and status are far from resolved. In 2014, under the weight of onerous decades-old fiscal policies, Puerto Rico's governor announced its $72 billion debt was "not payable."[v] To address the fiscal insolvency of Puerto Rico, in 2016, the United States Congress imposed a fiscal oversight board, the Financial Oversight and Management Board for Puerto Rico

(aka La Junta), that holds authority over Puerto Rico's budget and financial decisions. The creation of this unelected board has amplified and made painfully visible Puerto Rico's colonial status. Indeed, Puerto Rico's higher education system is the only one in the United States subject to U.S. Congressional rule.

The U.S. government's underwhelming and irresponsible response to the devastation wrought by Hurricane Maria in 2017 and earthquakes in 2019 has further underscored Puerto Ricans' limited citizenship and status within a U.S. context. As recent as 2019, the United Nations' special commission on decolonization would note "with concern the way in which political insubordination impedes Puerto Rico's ability to tackle its serious economic and social problems..."[vi]. These conditions have led to mass migrations to the mainland US and challenges for the higher education system. Postsecondary enrollments decreased by 24% over the last five years, while tuition, under the draconian measures imposed by the U.S. fiscal board, increased by 87% at public four-year colleges.[vii] These changes to access and affordability have been met with staunch protestations from college students and faculty.

Puerto Rico has long been used by the United States for military and geopolitical purposes, including weapons testing on Vieques and Culebra, which left lasting environmental and health consequences. Despite U.S. citizenship since 1917, Puerto Ricans continue to experience limited self-determination and federal control over local governance and economic policy through La Junta. The inequitable federal response to disasters such as Hurricane María and subsequent earthquakes highlights the structural inequalities inherent in this colonial relationship. Further, the ongoing U.S. military and political maneuvers in the broader Caribbean and Latin American region underscore how Puerto Rico's place in U.S. power projection remains deeply entangled with a long history of interventionist policy. In January 2026, the United States executed a military operation in Venezuela that resulted in the capture of their President Nicolás Maduro—a move justified by the U.S. on narco-terrorism and democracy promotion grounds but widely interpreted as a forceful assertion of American influence aimed at regime change and access to strategic resources like oil. The U.S. administration's framing of this operation and its aftermath—where senior officials openly discussed "running" Venezuela and leveraging its oil infrastructure—revives colonial-style ideologies of territorial and economic control across the region. Puerto Rico, routinely overlooked in national conversations despite its critical role as a military staging ground and strategic outpost in Caribbean geopolitics, is a stark example of how U.S. policy continues to extend power over peoples and lands without full political representation, echoing patterns of domination that rooted the island's colonial status in the first place.

As the ASHE community prepares to travel to Puerto Rico, we recognize the importance of acknowledging the island's tenuous and contested relationship with the United States in the spirit of this year's theme, "Land, Memory, and Power: Collective Movements to Revolutionize Higher Education." As visitors, educators, and scholars, we carry a responsibility to engage Puerto Rico's history, honor its people, and remain mindful of our relationships and obligations to place. This

includes striving to be in right relation with land, water, and creation, and embracing the opportunity to learn with and be in community with the people of Puerto Rico in ways that affirm justice, sovereignty, and belonging.

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[i] Downes v. Bidwell, 182 U.S. 244, 287 (1901)
[ii] Ibid.
[iii] IPEDS 12-month enrollment 2018-19, all sectors, Title-IV Eligible institutions
[iv] https://www.edexcelencia.org/media/488
[v] https://www.nytimes.com/2015/06/29/business/dealbook/puerto-ricos-governor-says-islands-debts-are-not-payable.html?_r=0
[vi] https://www.un.org/press/en/2019/gacol3337.doc.htm
[vii] Enrollment: Comparison of 2018-19 and 2013-12 enrollment, all sectors, Title IV-eligible institutions; Tuition: unadjusted comparison of 2019-20 and 2013-14 in-state average tuition for full-time undergraduates, PR public 4-year colleges
*Note: Some of the above text was adapted by the ASHE 2021 conference LCEC co-chairs

The Local and Community Engagement Committee (LCEC) includes:

Co-Chairs
Theresa Jean Ambo, University of California, Los Angeles (on the unceded lands of the Gabrielino/Tongva Nation)
Stephen Santa-Ramirez, University at Buffalo (on the unceded ancestral territory of the Seneca Nation of the Haudenosaunee Six Nations Confederacy)

Staff Partner
Alicia Castillo Shrestha, ASHE Associate Director for Conference and Events

Committee Members
Rosa Maria Acevedo, University of Pittsburgh
Felicia Akerele, University of Michigan
Jodi Burshia, New Mexico Highlands University
Lucas English, Western Colorado University
William Hargrove, University of Georgia
Devin Henry, University of Wisconsin-Madison
Juanita Hinojosa, University of Nevada, Las Vegas
Aisha Kanwal, North Carolina State University
Sergio Gonzalez, University of Pittsburgh
Kayon Hall, Kent State University
Mara Lopez, The University of Arizona
Megan Red Shirt-Shaw, University of South Dakota
Jaden Mikoulinskii, University of Georgia
Catherine Montoya, New Mexico State University
Raymond Plaza, Santa Clara University
Chetna Priya, University of Virginia
Gabriel Pulido, University of Wisconsin-La Crosse
J. Audra Williams, Arizona State University

Attendee Engagement Committee

Written by Natalie Youngbull and LaShawn Faith Washington, 2026 Attendee Engagement Committee Co-Chairs

As we return to Puerto Rico, we recognize that much of the political and educational landscape has shifted. Thus, we ask the ASHE community to contemplate deeply what it means to return to a place that is familiar in unfamiliar times. More specifically, how can we cultivate a sense of belonging for attendees and utilize "collective movements to unsettle colonial narratives" in a place where coloniality is ever present and pervasive. Hence, our goals for the 2026 ASHE's Attendee Engagement Committee is to help create and find ways to bring people together and to help them feel at home while at the conference, while also acknowledging that we are visitors to Puerto Rico. As visitors, we continue to foster the connections that were built in 2021, and have a deeper understanding of the culture of Puerto Rico, its history, and its people.

This year's theme serves as a lens for the ASHE community reflect upon and advance the ways we have come to know, understand, and operate under harmful logics that have marginalized and excluded so many within academia–partciually within the frameworks of Land, Memory and Power.

- Land: As we return to Borikén, we should be mindful of the relationships and connections cultivated in 2021 and our responsibility as visitors to this place, the people, waterways, and all of creation. Just as the educational and political landscape has shifted, so has the physical landscape of Borikén since 2021. It is important to acknowledge this shift and the ripple effects from this shift. As visitors it is our responsibility to acknowledge what and how the land provides for us, so that we may continue our efforts towards unsettling the higher educational landscape.

- Memory: Memory is a power tool for solace, courage, and activism. Memory leads to acknowledgment, and acknowledgement can lead us towards gratitude for what was and what currently resides. To recall the past and to live within it, helps us gain a sense of empathy, and urgency to make new memories and reach beyond where we have been. Memory helps us envision where we have yet to go both personally and broadly as a field. Thus, collective approaches to revolutionizing higher education is not just one movement, but a combination of simultaneous movements that hold deep memories and vast liberatory possibilities to dismantle oppressive power structures .

- Power: Power moves best in silence. It is reified through the everyday seemingly mundane interactions and norms of our discipline and society writ-large. When thinking about power, and our relationships to it, we acknowledge that power is fluid, situational, and multilayered. While power dynamics can seem elusive, it has very real implications for how we come to understand knowledge, coloniality, and the regressive anti-DEI policies and attacks on scholarship centering inclusivity. For those who sit in between the margins of power and

privilege, we must seriously reckon with the ways in which power impacts our actions and dispositions towards scholarship, all members of our scholarly community, and residents of Puerto Rico.

As we prepare to head to the Indigenous lands of the Borikén peoples, we also encourage ASHE scholars to consider the following: How can we connect with the local animals and their ecosystems? And how do we connect to the land, water, place, and ways that are not merely performative but meaningful? As stated in previous years, we want to continue to elevate and acknowledge the labor, thought, and care of many of the ASHE scholars who advocate and make diversity, inclusion, equity, and organizational justice a priority in this association. As a scholarly community, we ask you to ruminate on what it means to "actively" engage meaningfully within the ASHE community. Notably, 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 at www.ashe.ws/disability-justice for your continued engagement and reflection.

The Attendee Engagement Committee includes:

Co-Chairs
LaShawn Faith Washington, The University of Texas at Austin
Natalie Youngbull, University of Oklahoma

Staff Partner
Alicia Castillo Shrestha, ASHE Associate Director for Conference and Events

Committee Member
Maria Baylock, University of North Texas
Lazaro Camacho, Jr., University of Rhode Island
Ellen Clements, University of Louisiana at Lafayette
Leslie Ekpe, Texas A&M University Commerce
Maria Luz Espino, Rutgers University
Hind Haddad, The Ohio State University
Amy Hawley Alvarez, Columbia University
Stephanie Hernandez Rivera, Elon University
Asmaa Ibrahim, University of North Texas
Tiffani Kelly, University of Oklahoma
Jieun Lee, University of Georgia
Stevie Lee, University of Denver
Courtney Luedke, University of Illinois-Chicago
Jordan Mitchell, University of Georgia
Khadejah Ray, University of Buffalo
Pam Suzadail, William & Mary
Jasmine Victor, The University of Texas at San Antonio

Program Committee

Written by Crystal E. Garcia & Demetri L. Morgan, 2026 Program Committee Co-Chairs

Gil Scott-Heron's 1971 poem "The Revolution Will Not Be Televised" repeats its refrain to satirize the interconnectedness of capitalism, corporations, and the revolutionary forces that spilled into the 1970s from the contentious 1960s. The point: revolution and the status quo are incompatible. Revolution is the upending of norms toward something different—ideally better, more sustainable, and just. Importantly, revolution requires action. It calls for sustained engagement as Scott-Heron asserted, “you will not be able to plug in, turn on and cop out.”

The poem ends unmistakably: the revolution will be live. The systems, structures, curricula, and policies that make higher education what it is are rarely capable of changing themselves. Revolution has to be constructed, earned, and passed on. Fifty-five years after this poem was written, our conference theme invites us, at a perilous moment in the history of higher education, to examine Land, Memory, and Power in ways that enable us to build and sustain collective movements to revolutionize higher education.

As Program Committee Co-Chairs, and on behalf of the Program Committee, we take seriously the invitation from President Robin Zape-tah-hol-ah Minthorn to craft a program that harnesses our collective intellect, theorizing, creativity, praxis, and advocacy toward a meaningful aim: revolution in higher education.

Now, some reading this might think it's not our place as researchers, as scholars, as people in higher education to call for revolution. And it certainly isn't, some may argue, the place for an association to encourage proposals as part of a collective movement. "What if I think higher education needs reform, not revolution?" "What if my research isn't connected to a critique of colonialism or oppression?" "Themes always make lofty calls, but they don't really change anything." These questions and assertions are fair. Revolution is not uniform. It isn't linear. It isn't polite. Revolution is complex, jagged, and unconcerned with academic norms. And what are academic norms anyway at a moment when colleagues are witnessing the degradation of human rights and experiencing the gutting of research grants, limited career prospects, the closing down of programs, and the lingering impact of politically generated public skepticism about higher education?

The same old same old may be working for some in our community, but it isn't working at scale. We can put our heads down and shoulder on individually, or we can choose—you can choose to leverage “the power of collective movements” and embrace: "a healing praxis rooted in critical consciousness [that] recenter[s] marginalized voices and perspectives, moving our scholarly community toward disruption, dismantling, and transformation" (Minthorn and Colleagues, this CFP). What if this conference could be the start of something more healing and generative in higher education scholarship? Are there ways your proposal can contribute to that vision?

As we sound this call for revolution and collective movement in higher education it is important to note, connection to the theme is not a criterion for proposal evaluation or selection (see the review criteria by proposal type for details). Even so, we encourage and challenge ASHE members to consider how your submission helps us meet the moment.

We are grateful to all of the brilliant scholars who have given their time and expertise to support our collective scholarship and path forward as a field and association through their service on the ASHE Program Committee. We look forward to receiving your work through the proposal process and hope to continue to engage our ASHE community in actualizing the conference theme.

The Program Committee includes:

Co-Chairs
Crystal Garcia, University of Nebraska-Lincoln
Demetri Morgan, University of Michigan

Staff Partner
Alicia Castillo Shrestha, ASHE Associate Director for Conference & Events

Section Chairs:

Administrators & Staff
Ali Watts, Bowling Green State University
Charlotte Davidson, University of Illinois-Urbana Campaign

Ecosystems & Community Partnerships
Gordon Palmer, University of Illinois-Chicago
Kamia Slaughter, Alabama State University

Faculty
Christopher Broadhurst, University of Louisiana at Lafayette
Norma López, Loyola University Chicago

Graduate & Professional Students and Postdoctoral Scholars
Jarett Haley, University of Delaware
Jonathan Okstad, Northwestern University

Graduate & Professional Education
Joshua Wallace, University of Louisville
Musbah Shaheen, University of Massachusetts at Amherst

Interdisciplinary & Transdisciplinary Research
Omi Salas-SantaCruz, University of Utah
Danielle Molina, Mississippi State University

International Higher Education
Lijing Yang, Ohio University
Lisa Unangst, Empire State University

Leadership in Higher Education
Frances Graham, Maryville University
Karyn Rabourn, Grand Valley State University

Organization, Administration & Governance
Karley Riffe, University of Cincinnati
Stephanie Aguilar-Smith, University of Georgia

Philosophy, Theory, and Foundations
Matthew Smith, Valdosta State University
Ashton Cooper, University of Cincinnati

Policy, Finance, & Economics
Daniel Corral, University of Toronto
Paul Rubin, University of Utah

Research Methods
Erin Kahunawaika'ala Wright, University of Hawaii System
Walter Ecton, University of Michigan

Teaching & Learning
Dre'Sha Singleton, North Carolina State University
Peggy Kerr, Gwynedd Mercy University

Technology
Benjamin Selznick, James Madison University
Jeongeun Kim, University of Maryland

Undergraduate Students: Access
Daniel Klasik, University of North Carolina at Chapel Hill
Zyrashae Smith-Onyewu, University of Florida

Undergraduate Students: Contexts
Beth Nahlik, Kent State University
Charisse Staine, Grand Canyon University
Lydia Ross, Arizona State University
Danielle Susi, University of Utah

Undergraduate Students: Developmental Theory
Ebelia Hernández, Rutgers University
Roberto Orozco, University of Minnesota–Twin Cities

Undergraduate Students: Outcomes
Jarrod Druery, University of Cincinnati
Amanda Simpfenderfer, William & Mary

Undergraduate Students: Persistence, Resilience & Retention
Chandler Hawkins, Purdue University
Shonda Goward, San José State University

Pre-Conference Chairs:
Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference
Erin Doran, The University of Texas at El Paso

Council on Athletics in Higher Education (CAHE) Pre-Conference
Molly Harry, University of Florida
Ezinne D. Ofoegbu, Santa Clara University

CEP – Council for Racial Equity, Praxis, and Presence Pre-Conference
Ángel González, California State University, Fresno
Susana Hernández, Northern Arizona University

Council on International Higher Education (CIHE) Pre-Conference
Mary Ann Bodine Al-Sharif, The University of Alabama at Birmingham
Hyejin (Tina) Yeo, University of North Dakota

Council on Public Policy on Higher Education (CPPHE) Pre-Conference
Eddy Conroy, National College Attainment Network

Proposal Information

51st Annual Conference

VIRTUAL CONFERENCE DAY: OCTOBER 22, 2026

SAN JUAN, PUERTO RICO: NOVEMBER 3-6, 2026

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Conference Program Format Updates

Each year the ASHE Program Committee Co-Chairs and ASHE Staff review data from the previous conference (e.g. proposal submissions, evaluations), considers ASHE values and priorities, and make changes if needed to enhance the conference program. Relevant changes, policies, and procedures for the 2026 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/review-process.

- New, User-Friendly Conference Portal: For 2026, the Program Committee will utilize software called OpenWater for the submission and review process. Our new conference portal provides easier navigation for members. Please reach out to the ASHE Staff at conference@ashe.ws if you have any questions or encounter any roadblocks. The ASHE Staff has poured much time and attention into this new system; however, it is possible (and perhaps likely) that we missed something or something is not as clear as it could be. We hope you will reach out to us with any questions, comments, or concerns. This will help us ensure the system is set up well for all of our members.
- New & Realigned Sections: To better capture emerging research and align submissions, we have introduced new sections and split existing ones:
    - New Sections: Technology & Interdisciplinary and Transdisciplinary Research.
    - Faculty, Administrators, and Staff: Split into Administrators and Staff & Faculty.
    - Graduate/Professional Students and Postdoctoral Scholars: Split into Graduate and Professional Education & Graduate and Professional Students and Postdoctoral Scholars.
    - Undergraduate Students: Persistence, Resilience, Retention, and Outcomes: Split into Persistence, Resilience, and Retention & Outcomes.
    - Community-University Partnerships & Praxis: Now Ecosystems and Community Partnerships.
    - Philosophy & Foundations: Now Philosophy, Theory, and Foundations.
    - Organization & Administration: Now Organization, Administration & Governance.
- Council Pre-Conference Updates:
    - Council on Athletics in Higher Education (CAHE): In an evolution of their pre-conference hosted for 15 years, CAHE will now accept proposal submissions for a peer-reviewed pre-conference forum. More information can be found in the CAHE Pre-Conference section of the Call For Proposals and on the website www.ashe.ws/cahe-precon.
    - CEP – Council for Racial Equity, Praxis, and Presence: Will once again be held in two parts, featuring both virtual and in-person components. The Virtual Pre-Conference Colloquium will be curated by the Pre-Conference Chairs and the In-Person Pre-Conference Forum will accept proposal submissions. Please note this is a change

from the 2025 format. More information can be found in the CEP Pre-Conference section of this document and on the website www.ashe.ws/cep-precon.
    - Council on International Higher Education (CIHE): In an effort to spotlight what goes on behind the scenes of research, CIHE welcomes proposals focusing on "Meta Reflection."
    - Council on Public Policy in Higher Education (CPPHE): Now introducing Policy Briefs as a new submission type The submission and review criteria are listed in the Format section of the Call For Proposals.

- In 2025, ASHE created the ASHE Graduate Student Poster Award. The recipient is annually selected. The award will provide $750 in two installments; a $250 annual award for the selected the poster author(s) (all of which shall be graduate students) and an additional $500 gift upon submission of a manuscript of the poster presentation to a scholarly venue (e.g., journal, op-ed) within one year of the annual conference in which the award was presented. The stipend will be divided evenly amongst the authors. Additionally, the award comes with up to three hours of mentoring with the donors or another scholar that is most appropriate. The review criteria will be on the ASHE website later in the year once approved by the ASHE Awards Committee.

Proposal Submissions and Review

- Proposal and Presentation Limits: Participants may be included in a maximum of four General Conference (including Virtual Conference Day) 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., EdD, JD, PhD), 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 4 proposals to review per proposal submitted to review as needed.

Virtual Presentation Options

ASHE is excited to offer the Virtual Conference Day again this year, to be held on Thursday, October 22, 2026. All Proposal Formats except Posters across all General Conference Sections can be considered for the Virtual Conference Day. Submissions for the CAHE, CAHEP, CEP, CIHE, and CPPHE Pre-Conferences will only be considered for an In-Person Format.

Presenters are able to select either an in-person presentation or a virtual presentation, not both. If the same proposal is submitted more than once, all proposals will be removed from consideration.

For in-person sessions, virtual/hybrid options are not available. Presenters can not be Zoomed. This limits the accessibility of the event as audio and video may not be able to be connected properly during the in-person session.

Options to Present Virtually during the In-Person General Conference and Pre-Conferences: If additional Authors/Presenters from a paper/presentation are unable to attend in person, the following options are available:

- Option 1: The Presenter(s) who is in attendance present on behalf of the group. ASHE highly recommends this option to avoid any technical difficulties and optimum accessibility.
- Option 2: If Option 1 isn't possible, the Presenter(s) not able to travel to San Juan record their portion of the presentation for the Presenter(s) in attendance to play. This is ASHE's second recommendation, however, there may be difficulties with wifi or showing the video which may hinder the delivery of the presentation. As such, Option 1 is recommended. If Option 2 is selected, please download the video on a USB drive rather than rely on the hotel's wifi. Presenters can not be Zoomed in on a personal laptop. This limits the accessibility of the event as audio and video may not be able to be connected properly during the in-person session.

To help ensure the accessibility of the conference, individuals may not be video-conferenced in during in-person events.

Call for Volunteers

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Call for Volunteers

How to Volunteer

The quality and success of the conference is contingent upon the collective engagement of each and every member serving as Reviewers, Chairs, and Discussants. Service in these roles helps to ensure the integrity of our conference and, subsequently, the field of higher education scholarship.

For more information, position descriptions, step-by-step instructions on how to volunteer, and the link to the ASHE Conference Portal visit www.ashe.ws/volunteers.

We are committed to creating a welcoming and accessible environment where every member can participate fully. Our volunteer form includes a section where you can let us know how we can make your time as a Chair, Discussant, or Reviewer more accessible. If you have any questions, please reach out to Alicia Castillo Shrestha, Associate Director of Conference and Events, at alicia@ashe.ws.

Proposal Reviewers

We invite you to help shape the conference program by serving as a proposal reviewer. By participating, you provide a meaningful service to our colleagues through concrete, developmental feedback. This thoughtful exchange strengthens our collective scholarship and ensures a meaningful and engaging conference program.

- Interactive Symposiums, Self-Designed Sessions, Research Papers, Scholarly Papers, Policy Briefs, and PVDS proposals 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/review-process.

Reviewers will be able to indicate how many reviews they are willing to review, either up to 7 or up to 14. In recent years, members have reviewed on average 8-10 proposals.

Timeline & Time Commitment

- April 30: Deadline to apply for Reviewer positions through ASHE Conference Portal
- Mid May: Assignment of reviews
- Early June: 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 (June 2026)
- Agreement to uphold the ASHE governing policies including the Events Code of Conduct; Ethics Policies; and Inclusion, Equity, and Organizational Diversity Policy

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 2026 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 pairs Chairs and Discussants with Research, Scholarly, and PVDS presentations to ensure a rich exchange of ideas. While Works in Progress (WIP) sessions do not have Discussants, a Chair leads each session to guide the conversation forward.

To support your success as a Session Chair, the Program Committee provides web-based training and a comprehensive guide leading up to the conference. As a Session Chair, you serve as the bridge for your session—introducing colleagues, managing time, and sparking the post-presentation discussion. You also help your fellow presenters and the Discussant stay connected as you prepare for the event.

We welcome graduate students to this vital role; a doctoral degree is not required.

Timeline & Time Commitment

- April 30: 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 2026 Virtual Conference Day, Conference, or respective Pre-Conference
- Early October: Contact presenters and Discussant (template emails will be provided in the guide)
- October 1: Papers for Virtual Conference due through ASHE Conference Portal
- October 15: Papers for In-Person Conference due through ASHE Conference Portal
- October 22: Attend ASHE Virtual Conference Day and serve as Chair (if applicable) (template schedule and script will be provided in the guide)
- November 3-6: Attend ASHE 2026 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; Ethics Policies; and Inclusion, Equity, and Organizational Diversity Policy

Session Discussants

As a Session Discussant, you play a vital role in advancing our collective scholarship and helping colleagues grow. By reviewing Research, Scholarly, and PVDS works in advance, you provide the thoughtful, constructive feedback authors need to refine their research for publication.

Your expertise brings the session together. In your ten-minute oral comments, you serve as a bridge—identifying common themes and exploring how different methods and theories shape our understanding of higher education. To ensure you feel prepared, the Program Committee offers web-based training and a comprehensive guide to support your preparation and feedback process.

We invite members with terminal degrees or significant professional expertise to help us maintain the high quality of our conference dialogue. Whether you are assigned by the Program Committee or join a self-designed session, your insights are essential to sparking the meaningful scholarly exchange our community relies on.

Timeline & Time Commitment

- April 30: 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 2026 Virtual Conference Day, Conference, or respective Pre-Conference
- October 1: Papers for Virtual Conference due through ASHE Conference Portal
- October 15: Papers for In-Person Conference due through ASHE Conference Portal
- October 22: Attend ASHE Virtual Conference Day and serve as Discussant (if assigned) (template schedule and resources will be provided in the guide)
- November 3-6: Attend ASHE 2026 Conference and serve as Discussant (if assigned) (template schedule and resources will be provided in the guide)

Qualifications

- An earned terminal degree (e.g., PhD, EdD, JD) 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 2026 Conference or respective Pre-Conference
- Agreement to uphold the ASHE governing policies including the Events Code of Conduct; Ethics Policies; and Inclusion, Equity, and Organizational Diversity Policy

Submitting a Proposal

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Submitting a Proposal

The ASHE Conference Portal, which is software designed by OpenWater, can be accessed via the ASHE website: www.ashe.ws/call-for-proposals. 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, Scholarly Paper, and PVDS authors will upload their final papers or notes; and Discussants and Chairs will be able to access papers for their sessions.

As outlined, all submitted proposals will be reviewed by three reviewers. Upon the end of the review period, submitting submitters will be able to access written feedback from the reviewers via the Conference Portal. Additionally, submitters that are accepted to the General Conference or a Pre-Conferences for formats that include a Discussant, will also receive public feedback as part of the session. For more details on the role of the Discussant, visit https://www.ashe.ws/volunteers.

If there are any ways in which ASHE can make the proposal submission form more accessible for you, please contact Alicia Castillo Shrestha, Associate 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.

If you are new to our community, you can join as an ASHE member or create a free non-member account.

- Learn about Membership
- Create a Free Non-Member Account

If you created an ASHE account in the past, please do not create a new one, as the system may suspend duplicate accounts. If you need help, please reach out to us at office@ashe.ws.

2) Selecting Virtual Conference Day, a Pre-Conference, or the General Conference

Submitters will then select if they are submitting their proposal to the General Conference (In-Person in San Juan or Virtual Conference Day) or to an In-Person Pre-Conference in San Juan.

- ★ A proposal can be submitted only once to the conference, either to a section in the General Conference or to a pre-conference.
- ★ If the same proposal is submitted more than once, all proposals will be removed from consideration.

3) Selecting a Presentation Format

Submitters then select their presentation format. See page 63 of the Call for Proposals for submission availability by section/pre-conference, submission requirements for submitters, and review criteria for each format type.

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 and does not include any substantive 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. The Program Committee Co-Chairs may review content suspected of using LLM and disqualify proposals at their discretion.
3. The content of the proposal has not been and will not before the conference be submitted for publication or published in any venue online or print or presented at other conferences, with the exception of content presented in Interactive Symposia. Dissertations published on university websites or portals does not disqualify authors from presenting at ASHE.
4. Individual names and/or organization names do not appear anywhere on the proposal unless the proposal is an Interactive Symposium. If a name appears anywhere on the proposal, it will be removed from consideration.
5. All current ASHE members with a terminal degree (e.g., EdD, JD, PhD) listed on a proposal agree to review a minimum of four proposals per proposal submitted.

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, 2026, 3:00 PM Pacific Time and pay appropriate registration fees.
    - For Paper, Poster, PVDS, Self-Designed Sessions, Policy Briefs, 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.
    - For Interactive Symposium: 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.

2. For Research Papers, Scholarly Papers, Policy Briefs, and Self-Designed Session proposals: If accepted, the completed paper will be submitted through the ASHE Conference Portal by:
    - October 1, 2026 3:00 PM Pacific Time, if accepted to present a virtual presentation for Virtual Conference Day
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for the In-Person Conference or a Pre-Conference in San Juan, Puerto Rico.

   Failure to upload a completed paper by the respective deadline may result in the submission being removed from the conference program.
3. For PVDS proposals: If accepted, presenters will submit notes for their Discussant to support the Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
    - October 1, 2026 3:00 PM Pacific Time, if accepted to present a virtual presentation for the Virtual Conference Day
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for the In-Person Conference or a Pre-Conference in San Juan, Puerto Rico.
4. All presenters agree to upload their PowerPoint presentations by:
    - October 15, 2026, 3:00 PM Pacific Time, if accepted to present a virtual presentation for either the Virtual Conference Day
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for the In-Person Conference or a Pre-Conference in San Juan, Puerto Rico.
5. 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.
6. All Presenters at the Virtual Conference Day grant ASHE the right and permission to stream live presentation(s) as part of the annual conference. This presentation will be available to conference registrants, members, and the ASHE community during the Virtual Conference Day for educational purposes consistent with the mission of the association.

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, and PVDS submissions.
- 1,500 words for Works in Progress and Posters
- 1,000 words for Self-Designed 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.

9) Keywords

Proposals must include three keywords describing the proposal.

10) Research Methodology

Research Paper, Scholarly Paper, Self-Designed Session, Poster, Works in Progress and PVDS 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.

ForSelf-Designed 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 proposals, we have added an option for submitters to suggest a Discussant(s) for their proposal if accepted.

To support a meaningful peer review process, the Program Committee is implementing a process for submitters to exclude potential discussants or reviewers with whom they have concerns. Please use this box to indicate ASHE Members with whom you have any serious concerns or experiences that would make it inappropriate for them to be assigned as a discussant or reviewer for your proposal. This may include prior interactions or circumstances that could negatively impact your participation or well-being. The information provided here will only be visible to the Program Committee Co-Chairs and ASHE Staff.

Specific concerns about reviewers and/or discussants needing to be excluded from specific proposals can be confidentially communicated to ASHE Executive Director Jason P. Guilbeau, PhD, CAE at jason@ashe.ws.

12) Proposal Participants

Each proposal submission requires participants:

- Research Papers, Scholarly Papers, Works in Progress, Policy Briefs, Posters, and PVDS submitters will designate at least one Author.
- Self-Designed Sessions must designate at least one Author per paper and one Chair and one Discussant.
- Interactive Symposia must designate at least one of each of the following: Moderator, Presenter, and Organizer.

Adding Participants (Including Yourself)

To join a proposal, all proposal collaborators will need an ASHE account.
If a colleague is new to our community, they can join as an ASHE member or create a free non-member account.

- Learn about Membership
- Create a Free Non-Member Account

If a colleague created an ASHE account in the past, please do not create a new one, as the system may suspend duplicate accounts. If you need help, please reach out to us at office@ashe.ws.

13) Self-Designed Session Individual Presentation Abstracts

**Only applicable to Self-Designed Session submissions*
In addition to the 1,000-word count for the main proposal, Self-Designed Sessions will also submit a title (15 words maximum) and an abstract (350 words maximum/presentation) for each presentation in the session. The submitter will also select Authors for each individual presentation (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. The same applies to organizations avoid identifying your organization/entity (e.g., in a study conducted by our Center for the Study of Higher and Postsecondary Education at the Marsal Family School of Education") in favor of (e.g. "in a study conducted by the Center for the Study of Higher and Postsecondary Education…").

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

All participants on the proposal 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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General Conference Program Sections

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.

- Administrators & Staff
- Ecosystems and Community Partnerships
- Faculty
- Graduate & Professional Education
- Graduate & Professional Students and Postdoctoral Scholars
- Interdisciplinary & Transdisciplinary Research
- International Higher Education
- Leadership in Higher Education
- Organization, Administration, and Governance
- Philosophy, Theory & Foundations
- Policy, Finance, & Economics
- Research Methods
- Teaching & Learning
- Technology
- Undergraduate Students: Access
- Undergraduate Students: Contexts
- Undergraduate Students: Developmental Theory
- Undergraduate Students: Outcomes
- Undergraduate Students: Persistence, Resilience and Retention

Administrators & Staff

Proposals for this section should explore the roles, experiences, and challenges of administrators, including academic and student affairs, and other functional areas that sustain institutional missions. This includes topics about how administrators and staff navigate complex and often competing demands related to governance, accountability, equity, resource constraints, and institutional change across diverse higher education contexts. Proposals that interrogate how administrative labor sustains, contests, or reconfigures institutional missions amid governance pressures, accountability regimes, austerity, and political backlash are invited. We also encourage submissions that attend to how identities—such as race, ethnicity, tribal/Indigenous affiliation, national origin, citizenship status, class, gender, sexual orientation, disability, age, religion and the intersections across these identity markers—intersect with organizational structures, power, and positionality to influence professional experiences and outcomes.

Section Chairs
Charlotte Davidson, University of Illinois-Urbana Champaign
Ali Watts, Bowling Green State University

Ecosystems & Community Partnerships

Proposals for this section should examine how diverse actors, organizations, and forces—both within and beyond institutions—interact to shape higher education policy, practice, and outcomes. Emphasizing the relational nature of these dynamics, this section includes scholarship on community-university partnerships and engaged research that centers collaboration, shared knowledge production, and social transformation.

Section Co-Chairs
Gordon Palmer, University of Illinois-Chicago
Kamia Slaughter, Alabama State University

Faculty

Proposals for this section should focus on the experiences of contingent and tenure-stream faculty across diverse institutional settings, highlighting how various identities and experiences shape their roles and challenges in higher education, particularly given the continued and rising attacks against tenure and academic freedom. Topics may include faculty labor and employment structures, professional development, career trajectories, and governance. We welcome submissions examining faculty responses to political interference, anti-DEI legislation, and the erosion of shared governance

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.

Section Chairs
Christopher Broadhurst, University of Louisiana at Lafayette
Norma López, Loyola University Chicago

Graduate and Professional Education

Proposals for this section should focus on the broader aspects of graduate and professional education, such as program development, curriculum design, and faculty support. Topics may also include recruitment strategies, interdisciplinary opportunities, and diversity and inclusion efforts within graduate programs.

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.

Section Chairs
Musbah Shaheen, University of Massachusetts at Amherst
Joshua Wallace, University of Louisville

Graduate & Professional Students and Postdoctoral Scholars

Proposals for this section should address the experiences of graduate students and postdoctoral scholars, focusing on academic success, career development, and well-being. This includes topics such as mentorship, mental health resources, financial support, and community building for these groups.

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.

Section Chairs
Jarett Haley, University of Delaware
Jonathan Okstad, Northwestern University

Interdisciplinary and Transdisciplinary Research

Proposals for this section should highlight scholarship that intentionally moves beyond traditional higher education studies to engage interdisciplinary or transdisciplinary perspectives. Submissions are encouraged to critically examine how applying frameworks, methods, and questions from other disciplines can challenge, expand, or reimagine the boundaries of higher education research and practice.

Section Chairs
Danielle Molina, Mississippi State University
Omi Salas-SantaCruz, University of Utah

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.

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.

Section Chairs
Lisa Unangst, Empire State University
Lijing Yang, Ohio University

Leadership in Higher Education

This section aims to foster a nuanced understanding of leadership that moves beyond traditional models, recognizing the potential for any member in higher education to serve as a leader and change agent.

Proposals in this section explore the processes, functions, opportunities, and challenges of institutional leadership in higher education. Submissions may examine leadership practice, theory, conceptual frameworks, and diverse approaches to leadership. This section welcomes analyses of leadership exercised by both formal and informal institutional leaders, including (but not limited to) deans, department chairs, diversity officers, faculty and staff change agents, presidents, and members of governing boards.

Section Chair
Frances D. Graham, Maryville University
Karyn Rabourn, Grand Valley State University

Organization, Administration & Governance

Proposals for this section illuminate features, functions, and practices of administrative leaders, organizations, governance, institutions, and fields related to higher education. This section welcomes proposals that call attention to contemporary or historical influences of local, state, national, and supranational forces, including legislative action (e.g., anti-DEI policies and tenure reform), as well as social discourses (e.g., credentialism, postsecondary education as a public good, and anti-immigration sentiment) on the organization, administration, and governance of higher education.

In addition to advances in theoretical and empirical research, this section invites advancements in praxis and scholarship-to-practice models, which promote equity and inclusion in the organization, administration, and governance of higher education, both within the United States and abroad. Proposals for this section may explore higher education governance, strategy, administration, organizational change, and institutional planning, among other possibilities. For instance, proposals may include examinations of organizational concepts and/or processes (e.g., culture, decision-making, servingness), administrative experiences (e.g., responses to rankings, shared governance, accreditation), or organizational behavior within functional areas (e.g., departments and divisions).

Section Chairs
Stephanie Aguilar-Smith, University of Georgia
Karley Riffe, University of Cincinnati

Philosophy, Theory & Foundations

Proposals for this section should examine the philosophical, historical, and foundational underpinnings of higher education, including core debates and assumptions that shape the field. This section also invites proposals that critically engage with theory and its (mis)use in higher education scholarship, especially those grounded in broad epistemological frameworks such as critical, postmodern, and other paradigms.

Section Chairs
Ashton Cooper, University of Cincinnati
Matthew Smith, Valdosta State University

Policy, Finance, & Economics

Proposals for this section examine institutional, state, and federal higher education policies; finance of higher education; and policies and practices related to the economics of higher education. Relevant research may consider topics including, but not limited to affordability; finance; institutional, state, and federal access (e.g., financial aid) and success (e.g., retention) 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 historically underserved populations (e.g., students of color, low-income students, immigrant students, previously foster youth, adult 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).

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.

Section Chairs
Daniel Corral, University of Toronto
Paul Rubin, University of Utah

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.

Section Chair
Walter Ecton, University of Michigan
Erin Kahunawaika'ala Wright, University of Hawaii System

Teaching & Learning

Proposals for this section explore teaching and/or learning processes across a wide range of higher education contexts, including community colleges, research universities, Tribal Colleges and Universities, Minority-Serving Institutions, summer bridge programs, professional organizations, and beyond. Proposals may address topics such as innovative pedagogical strategies; curriculum design and development; learning theory; critical and equity-centered approaches to teaching, learning, and assessment; the use of instructional technologies; strategies for fostering accessible and inclusive teaching practices; faculty attitudes and behaviors on teaching, learning, and assessment; and learning contexts such as the influence of institutions and disciplines on learning environments; and the political, social, and ethical dimensions of postsecondary education.

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.

Section Chairs
Peggy Kerr, Gwynedd Mercy University
Dre'Sha Singleton, North Carolina State University

Technology

Proposals for this section should explore how technological innovations —such as artificial intelligence, social media, and digital platforms—are (re)shaping higher education. Submissions may examine the broad impacts of technology on institutions, teaching and learning, research, policy, and the experiences of students, faculty, and staff. Proposals may focus on specific technologies, their applications, and their intended or unintended consequences; for example work examining connections between generative AI and academic integrity, equity, governance, and organizational change or social media and student wellbeing.

Section Chairs
Jeongeun Kim, University of Maryland
Benjamin Selznick, James Madison University

Undergraduate Students: Access

Proposals for this section may address topics such as 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; and/or 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
Daniel Klasik, University of North Carolina at Chapel Hill
Zyrashae Smith-Onyewu, University of Florida

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
Beth Nahlik, Kent State University
Lydia Ross, Arizona State University
Charisse Staine, Grand Canyon University
Danielle Susi, University of Utah

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. Proposals may also consider the tensions, contradictions, and possibilities in the convergence and divergence of new/revised theorizations of student identity/development.

Section Chairs
Ebelia Hernández, Rutgers University
Roberto Orozco, University of Minnesota Twin Cities

Undergraduate Students: Outcomes

Proposals for this section should focus on the educational, social, and career outcomes of undergraduate students, exploring how different experiences and supports impact their success after or during college.

Section Chairs
Jarrod Druery, University of Cincinnati
Amanda Simpfenderfer, William & Mary

Undergraduate Students: Persistence, Resilience & Retention

Proposals for this section should examine undergraduate student persistence, resilience, retention, and outcomes of various student populations, as well as interventions (institution and/or system-wide).

Section Chairs
Shonda Goward, San José State University
Chandler Hawkins, Purdue University

Pre-Conferences

51st Annual Conference

VIRTUAL CONFERENCE DAY: OCTOBER 22, 2026

SAN JUAN, PUERTO RICO: NOVEMBER 3-6, 2026

ASHE®

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

Pre-Conferences

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. The following councils will host a pre-conference in 2026:

(1) the Council for the Advancement of Higher Education Programs (CAHEP)
(2) the Council on Athletics in Higher Education (CAHE)
(3) CEP – Council for Racial Equity, Praxis, and Presence.
(4) the Council on International Higher Education (CIHE)
(5) 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 have a separate registration and registration fee from the General Conference.

Council for the Advancement of Higher Education Programs (CAHEP)

Tuesday, November 3, 2026, 9:00am-6:00pm, San Juan, Puerto Rico
Website: www.ashe.ws/cahep-precon

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.

Dr. Robin Zape-tah-hol-ah Minthorn and the 2026 Conference Committee Leadership Team have put together a timely call for us to think about the systems of power embedded in our field, including colonization (www.ashe.ws/conference-theme). In doing so, they challenge us to work toward a collective critical consciousness that enables us to think through how we meet the troubling times we find ourselves in and how these impact our communities. As I reflect on their powerful theme and what it means for this year's CAHEP Pre-Conference, the following questions enter my mind:

1. How do we resist the powers that seek to undo what gains we have made in greater access and representation of minoritized communities in our field?
2. How do we support students, colleagues, and ourselves when support structures are actively dismantled?
3. How do we hold onto hope and work for collective action when the chaos and uncertainty feel overwhelming?
4. As higher education scholar-practitioners, what are our responsibilities to our scholarly communities and our students to keep going?
5. In a time where hope feels like an act of defiance, how do we find space to be hopeful?

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. CAHEP prides itself on being a friendly, supportive space, and we particularly welcome proposals and involvement from graduate students.

In-Person Proposal formats accepted (Tuesday November 3, 2026)

Research Paper	Yes
Scholarly Paper	Yes

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

2026 CAHEP Pre-Conference Chair

Erin Doran, The University of Texas at El Paso, edoran@utep.edu

Council on Athletics in Higher Education (CAHE)

Virtual Pre-Conference Gathering: Tuesday, October 20, 2026, 8:00am-1:00pm Pacific
In-Person Pre-Conference: Tuesday, November 3, 2026, 9:00am-4:00pm, San Juan, Puerto Rico
Website: https://www.ashe.ws/cahe-precon

The purpose of the Council on Athletics in Higher Education (CAHE) is to promote research on and advance understanding of athletics in U.S. higher education and build virtual and in-person communities between scholars, practitioners, and students in higher education, sport management/administration, sport sociology, and other adjacent fields (e.g., law, economics, finance, advising). CAHE serves as an ongoing network for the exchange of ideas and information related to athletics' role in and impact on higher education. CAHE shall pursue these purposes by providing opportunities for researchers, practitioners and policymakers to share research findings to advance research, policy, and practice.

CAHE's Pre-Conference, "Contested Grounds: Memory, Power, and the Place of Athletics in Higher Education," positions intercollegiate athletics as a critical site for examining how higher education's power dynamics are produced, maintained, disrupted, and increasingly challenged. As a longstanding cultural tradition in U.S. higher education, contemporary intercollegiate athletics reflects political logics and ideologies rooted in American colonization that continue to shape how sport is experienced and understood. Since the 19th century, intercollegiate athletics has served as a space in which power operates within universities, shaping whose bodies are celebrated, whose labor is valued, and whose voices are supported. To date, intercollegiate athletics represents one of the most powerful and visible institutional spaces of the American university, occupying land (e.g., athletics facilities) and shaping memory and place through school traditions, sporting events, and identities.

For decades, college athletes have contested these embedded politics and ideologies, producing a rich history of athlete activism and social movements that assert their rightful place within both sport and education. With this perspective, CAHE seeks to honor these histories and memories by centering college athletes and athletic environments, challenging narratives that (dis)place college athletics within educational research. As legal, economic, and cultural shifts (e.g., NIL, athlete employment debates, gender equity, racial justice movements) unfold, athletics continues to emerge as a site of collective struggle over institutional values, resources, and futures. By exploring athletics' place in higher education, this pre-conference aligns with the broader conference call to rethink who and what controls institutional spaces, how memories shape present inequities, and how collective movements can reimagine higher education.

We invite CAHE Members to attend our Virtual Pre-Conference Gathering on Tuesday, October 20 as we begin shaping our content together. The Virtual Pre-Conference Gathering will be curated by the CAHE Pre-Conference Chairs.

For our In-Person Pre-Conference Forum in San Juan on Tuesday, November 3, we invite members to submit proposals to present research on college athletes and athletic environments. Below you will find specific formats accepted for the In-Person Pre-Conference.

In-Person Proposal formats accepted (Tuesday November 3, 2026)

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

2026 CAHE Pre-Conference Chairs

Molly Harry, University of Florida, mharry3@ufl.edu
Ezinne D. Ofoegbu, Santa Clara University, eofoegbu@scu.edu

CEP – Council for Racial Equity, Praxis, and Presence.

Virtual Pre-Conference Colloquium: Friday, October 23, 2026, 9:00am-5:00pm Pacific Time
In-Person Pre-Conference Forum: Tuesday, November 3, 2026, 9:00am-6:00pm, San Juan, Puerto Rico
Website: www.ashe.ws/cep-precon

(Re)membering a Place Called Home: Ontoepistemic Commitments Towards Liberation

The purpose of CEP, as stated in our by-laws, is to facilitate the participation of scholars from ethnically and racially minoritized communities in the affairs of the Association.
The theme of CEP's Pre-Conference is "(Re)membering a Place Called Home: Ontoepistemic Commitments Towards Liberation." Historically, CEP has been deliberately a counterspace, third space, a mundo zurdo, to think, consider, and prioritize ontologies and epistemologies that disrupt westernized ways of knowledge production. A place of "rooting one's truth as a site of knowledge production and understanding that allows the interrogation of self, society, systems, and process" (González et al., 2023, p. 4). Through our contributions within and beyond the academy, we have collectively created impactful and culturally sustaining approaches to address the harm and needs of our communities.

In relation to the broader conference theme, the CEP Pre-Conference seeks to create an intentional space to (re)member who we are as minoritized scholars, educators, and peoples. Grounded in decolonial, Indigenous, and feminist traditions, this pre-conference centers vulnerability, embodiment, and language as interconnected practices of resistance and collective power that oppose coloniality. As Anzaldúa (2015) reminds us, visible and public acts of vulnerability, though risky, can become sources of transformative power when mobilized in community.

Knowledge here is understood as situated, felt, and co-created rather than neutral or detached. Feliciano-Santos's (2017) insights on Taíno linguistic practices informs how the CEP Pre-Conference will attend to language as a site of refusal. How we speak, write, and name ourselves in academic spaces matters, not only as a method, but as an assertion of presence against colonial erasure. Because we have been here before, this call is not new. It is in relationship with the past, grounded in the histories, struggles, and knowledges that continue to shape our present. We invite participants to revisit the Borikén Syllabus (https://www.ashe.ws/boriken-syllabus) as part of this ongoing conversation. Together with these frameworks, we invite engagement with research and scholarship as embodied, linguistic, and political acts. Through dialogue and collective reflection, the CEP Pre-Conference seeks to nurture solidarity in Borikén, reclaiming research and scholarship as sites of healing, accountability, and transformative change.

Part 1: Virtual Pre-Conference Colloquium on Friday, October 23

Considering the Pre-Con theme and role of 'home,' the Virtual Pre-Conference Colloquium is designed as a relational space for scholars to center critical self-interrogation and communal accountability. Rather than positioning Puerto Rico as a site to be consumed, studied, or experienced, this colloquium invites participants to examine how colonial histories, desires, and academic formations shape how we arrive, move, listen, and engage. The colloquium focuses on interrogating the colonial self, how power, longing, entitlement, and curiosity are produced through empire and reproduced through scholarly travel, research, and conferencing. Participants will be invited to reflect on their positionalities, the languages they carry, and the relational responsibilities that precede physical arrival.

This colloquium space will aim to reflect on relational practices over content accumulation, emphasizing slow preparation, ethical presence, and collective accountability. In this space, we will together consider the following questions:

- Who are you beyond academia? How do you (re)member who you are?
- What does it mean to arrive responsibly?
- How do we practice refusal, humility, and care in spaces shaped by ongoing colonial conditions? And how might preparation itself become a decolonial practice?
- What are your commitments towards liberation in praxis?

➔ We also invite colleagues to help us shape this year's virtual Pre-Conference colloquium. Please contact us directly via email to share your interest.

<u>Part 2: In-Person Pre-Conference Forum on Tuesday, November 3 in San Juan, Puerto Rico</u>
Building from the virtual colloquium's focus on relational preparation and interrogation of the colonial self, the in-person Pre-Conference Forum in San Juan is designed as a space for situated, accountable, and embodied engagement. This forum invites participants to move beyond arrival as consumption and toward presence as relational responsibility. Rather than centering mastery of place or extractive knowledge production, the in-person gathering emphasizes being in relation to land, language, history, and community under conditions of ongoing coloniality. Participants are encouraged to consider how scholarly practices shift when accountability is no longer abstract but embodied, spatial, and relational.

Our time together in-person should foreground collective meaning-making, ethical witnessing, and methodological experimentation that honors Puerto Rico not as backdrop, but as a living site shaped by resistance and struggle. Sessions should reflect careful attention to relationality, positionality, power, and desire, and demonstrate how research, pedagogy, and creative work can be reoriented toward liberation.

With these intentions in mind, we invite scholars to submit proposals, research papers; scholarly papers; works in progress; performance, visual, and digital scholarship; and interactive symposia that reflects your connection and dedication to home.

In-Person Proposal formats accepted (Tuesday, November 3, 2026)

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

As you develop your proposals, we ask you to consider the following:

- Where and who do you inherit and draw knowledge from?
- How has homespace shaped your ontoepistemic orientations?
- How does your research and scholarship nurture yourself and community?
- How do you embody and practice joy through theory, through methodology, and through scholarship?
- How does your community or communities guide the direction and development of your research and scholarship?
- In what ways have you intentionally moved away from the demands and expectations of the academy moving outside the established theoretical frameworks and coloring new lines of thinking, writing, and more?
- What are your commitments towards liberation in praxis?

The CEP Pre-Conference peer-review process reflects high expectations of rigor and quality, where rigor is not measured by distance or detachment, but by the depth of our accountability to communities, histories, and the knowledge we steward. We welcome proposals that engage in critical analyses of hegemonic whiteness and white supremacy, racial capitalism, settler colonialism, ethnocentrism, and cis-heteropatriarchy 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 also encouraged.

★ In alignment with our Pre-Conference theme, we will also prioritize place based scholarship that explores and honors our relational responsibility to Puerto Rico and the Caribbean.

2026 CEP Pre-Conference Program Co-Chairs

Ángel González, California State University, Fresno, angonzalez@mail.fresnostate.edu
Susana H. Hernández, Northern Arizona University, susana.hernandez@nau.edu

Council on International Higher Education (CIHE)

Virtual Pre-Conference Keynote: Monday, October 26, 2026, Time TBD, via Zoom
In-Person Pre-Conference Forum: Tuesday, November 3, 2026, 9:00am-6:00pm, San Juan, Puerto Rico
Website: http://www.ashe.ws/cihe-precon

During CIHE Pre-conference in San Juan, Puerto Rico, we want to embrace a profound commitment to this year's theme, "Land, Memory, and Power: Collective Movements to Revolutionize Higher Education," calling to reckon with colonial histories, collective struggle, and the possibilities for transformative change across the higher education landscape. CIHE recognizes that knowledge production is deeply entangled with power, place, and memory, and invites scholars to examine how our research practices can either reproduce or actively disrupt colonial and exclusionary structures within international and comparative higher education. Methodological rigor, critical inquiry, and ethical responsibility are central to this work, particularly in cross-border and international research. In this spirit, and alongside our traditional proposal formats, we are introducing a new proposal category, a Meta-Reflection which allows for a peek into the behind the scenes of research.

This new category offers participants the unique opportunity to engage with what happens behind-the-scenes of research by examining deeper approaches to reflexivity, ethical awareness, and innovative and culturally responsive approaches to the research process. A Meta-Reflection or 'Behind-the-Scenes of Research' focuses on how research is done rather than the findings, i.e., the emotional, political, or relational labor that is often absent from published work. It offers participants a unique opportunity to engage in the behind-the-scenes of research, fostering deeper reflexivity, ethical awareness, and culturally responsive approaches. Possible topics include, but are not limited to:

- Navigating power dynamics in cross-border research
- Emotional labor of qualitative inquiry
- Failures, false starts, and ethical dilemmas
- Methodological choices and trade-offs within cross-border settings
- Ethical dilemmas and institutional constraints
- Power, identity, and positionality in the research or practice process
- Moments of uncertainty, failure, or recalibration

A *Meta-Reflection* proposal can be submitted as an Interactive Symposium that introduces the concept of a *Meta-Reflection* process in decolonizing one's research, and then opens discussion and interactive conversations on how participants can intentionally work to decolonize their own research by applying decolonization practices to their research methods, positionality statements, and ethical approaches to research. Thus, we can all become more intentional about decolonizing

our research by fostering engagement, discussion, and opportunities for collective learning about the Meta-Reflection process.

By creating a space for Meta-Reflection, the CIHE Pre-conference seeks to engage in deep reflective critical discourse, examining how our own stories and positionalities intersect with these colonial legacies. We reflect on the power dynamics inherent in cross-border research and the emotional labor that accompanies it. Because we recognize the potential harm that research can inflict on international communities when cultural sensitivity and critical consciousness are absent, we want to provide an opportunity to look behind the scenes of research and unpack the researcher's journey to transformation.

Aligning well with ASHE's commitment to advancing knowledge in higher education and this year's theme, this new category for proposal submission will help us to explore healing practices that honor the land, the memory, and the communities to which we are connected. It will provide a space to emphasize the importance of amplifying marginalized voices and creating a shared narrative that is inclusive and transformative. Thus, we will not only acknowledge the ongoing colonialism in higher education but also commit to being allies who actively engage in dismantling these systems of oppression by cultivating a space for reflexive engagement and deep self-reflection that promotes collective action by encouraging our scholarly community to move toward disruption, dismantling, and transformation in ways that are culturally responsive and ethically grounded within our own research practices.

We warmly invite you to participate in this year's CIHE Pre-conference under the theme of "Land, Memory, and Power: Collective Movements to Revolutionize Higher Education" by submitting a proposal that reflects the behind-the-scenes of research through the submission of a meta-reflection or any of our traditional proposal submission formats listed below.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium (including Meta-Reflection)	Yes
Self-Designed Session	Yes
Performance, Visual, and Digital Scholarship	Yes
Works in Progress	Yes
Posters*	Yes

**Posters accepted via the Pre-Conference will be presented during the General Conference Poster Session on Thursday, November 5, 2026.*

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.

2026 CIHE Pre-Conference Co-Chairs
Mary Ann Bodine Al-Sharif, University of Alabama at Birmingham, drbas@uab.edu
Hyejin (Tina) Yeo, University of North Dakota, hyejin.yeo@und.edu

Council on Public Policy in Higher Education (CPPHE)

Tuesday, November 3, 2026, 9:00am-6:00pm, San Juan, Puerto Rico
Website: http://www.ashe.ws/cpphe-precon

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, with a particular focus on the "Collective Movements to Revolutionize Higher Education" element of this year's theme." 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.

We are especially interested in submissions that show collaboration, crossover and influence of academic work into the policy realm, including work that highlights collaboration between academics and policy organizations, whether at the state or federal level.

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, "Land, Memory, and Power: Collective Movements to Revolutionize Higher Education," we invite researchers to submit proposals that explore the need for collective approaches to thinking, talking, and acting differently in higher education as the sector faces enormous challenges.

Proposals that use the theme of revolution as a starting point to take a positive view about what higher education can and should be, not simply in response to present attacks, but because new ways of thinking and doing are required for higher education to retain its power as a force for good in the world, in every possible sense.

Acknowledging the deep tensions between a higher education system that has been increasingly framed as leading to individual benefits in terms of higher wages and "return on investment" first narratives, CPPHE is particularly interested in proposals that focus on the value of higher education across multiple dimensions. That is not to exclude the important and valuable individual economic benefits that higher education provides, but to break out of the box that ROI first narratives have created, to think about broader framings that blend individual and societal benefits. Proposals could consider innovative, activist approaches to scholarly work, emphasizing the transformative potential of creativity, discovery, and collaboration in developing meaningful,

student-centered policies that foster equity and lasting change. Proposals may also take a more traditional policy-analyst or institutional lens to research and policy analysis.

The notion of "collective movements" means advancing public policy cannot be confined to those who occupy traditional scholarly roles. In fact, doing so is likely to limit the academy's ability to play a substantive role in current policy debates. Partnerships with policymakers, think tanks, advocacy organizations, and others outside academia are needed for researchers to impact policy. For that reason, we take a broad view of the definition of "scholar" and especially invite proposals from those 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), strategies for combating injustice, 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
Policy Brief *NEW!*	Yes
Interactive Symposium	Yes
Self-Designed Session	Yes
Performance, Visual, and Digital Scholarship	No
Works in Progress	No
Posters	No

2026 CPPHE Pre-Conference Chair

Eddy Conroy, National College Attainment Network, edward.v.conroy@gmail.com

Proposal Formats

51st Annual Conference

VIRTUAL CONFERENCE DAY: OCTOBER 22, 2026

SAN JUAN, PUERTO RICO: NOVEMBER 3-6, 2026

ASHE®

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

Proposal Formats

The following proposal format submissions will be accepted:

	General Conference	Virtual Conference Day	CAHE Pre-Conference	CAHEP Pre-Conference	CEP Pre-Conference	CIHE Pre-Conference	CPPHE Pre-Conference
Session Component Submission (Grouped by the Program Committee with other proposals for a Full Session)							
Performance, Visual, & Digital Scholarship	In-Person	Virtual	Not Available	Not Available	In-Person	In-Person	Not Available
Policy Brief *NEW!*	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	In-Person
Poster	In-Person	Not available	Not Available	Not Available	Not Available	In-Person**	Not Available
Research Paper	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person
Scholarly Paper	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person
Works in Progress	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	Not Available
Full Session Submission (75 minutes)							
Interactive Symposium	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person
Self-Designed Session	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person

***During the General Conference Poster Session.*

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

Performance, Visual, and Digital Scholarship (PVDS)

PVDS proposals can be submitted as:

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
2. part of a Self-Designed Session (see the Self-Designed Session information on page 80)
3. a full 75-minute session that will be fully managed by the session organizers submitted as an Interactive Symposium (see the Interactive Symposium information on page 77).

PVDS Proposals submitted as a Session Component Submission are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Virtual	Not Available	Not Available	In-Person	In-Person	Not Available

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.

Connection to the theme is not a criterion for evaluation for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on page 32 prior to beginning a 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 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.)

Proposals including PVDS presentations must also describe the logistical or technical needs for their session (e.g., podium and microphone, x-by-y foot open area, projector/screen, or display boards). Submitters will be prompted to provide their logistical information on the submission form so 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 area, 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).

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://scheduler.zoom.us/alicia-ashe before April 29, 2026.

All authors of accepted PVDS proposals will receive an invitation to meet with ASHE Associate Director of Conference and Events, Alicia Castillo Shrestha, to discuss the logistical needs of your session.

Accepted PVDS

- Presenters of PVDS presentations will submit notes for their Discussant to support the Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
    - October 1, 2026 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).

    - October 15, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- All presenters are required to upload a PowerPoint presentation (if applicable) by:
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).

Posters

Poster Proposals are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Not available	Not Available	Not Available	Not Available	In-Person**	Not Available

***During the General Conference Poster Session.*

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. Posters are only available to submit in an in-person format either during the General Conference or a relevant Pre-Conference. (See the table on page 56 for details.)

ASHE created the ASHE Graduate Student Poster Award in 2025. Now in its second year, the award will provide $750 in two installments; a $250 annual award for the selected the poster author(s) (all of which shall be graduate students) and an additional $500 gift upon submission of a manuscript of the poster presentation to a scholarly venue (e.g., journal, op-ed) within one year of the annual conference in which the award was presented. The stipend will be divided evenly amongst the authors. Additionally, the award comes with up to three hours of mentoring with the donors or another scholar that is most appropriate. The review criteria will be on the ASHE website later in the year once approved by the ASHE Awards Committee.

Connection to the theme is not a criterion for evaluation for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on pages 32 prior to beginning a 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 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.)

Policy Briefs

Policy Brief Proposals are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	In-Person

Policy Briefs should focus on ideas that could improve or change federal or state higher education policy. This type of work can be based on original empirical research that include primary data collection and analysis, but can also include the use of existing data to come to new policy solutions. White papers and Policy briefs should still engage with relevant policy and academic literature, as well as considering the practicality of implementing any suggested policy changes.

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 for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on page 32 prior to beginning a proposal.

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

- The policy goal or challenge being addressed by the work, including the policy history on the subject, if relevant
- An explanation of why new solutions are required, and how this research, analysis or proposal is a suitable solution. 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 state or federal policy, along with consideration of any implementation challenges or fiscal costs involved.

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

- Significance of the proposal to the study and field of higher education. Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, policy, and/or practice.)
- Connection to Relevant Literature: How well does the proposal connect to relevant literature.
- Study Design: Discussion of methodology, study methods, analysis, and goodness criteria.
- Findings: 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: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).

Accepted Policy Briefs

- Final papers must be uploaded to the ASHE Conference Portal by:
    - October 1, 2026 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers should not be longer than 20 double-spaced pages (excluding references, tables, and appendices). Final Policy Briefs must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Policy briefs that are accepted for the pre-conference will be grouped by topic with other Research Papers, Scholarly Papers, or Policy Briefs and assigned a Discussant who will comment on the papers in the session. Each paper will have 12-15 minutes to present.

Research Papers

Research Paper Proposals are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person

Research Paper proposals should describe empirical/data-based studies. Reviewers will evaluate proposals using criteria noted in the discussion below.

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 for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on page 32 prior to beginning a 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 1, 2026 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- 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 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Research Papers that are accepted for the conference will be grouped by topic with other Research Papers, Scholarly Papers, or PVDSs 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 are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person

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).

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 for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on pages 32 prior to beginning a 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 1, 2026 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- 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 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Scholarly Papers that are accepted for the conference will be grouped by topic with other Scholarly Papers, Research Papers, or PVDSs and assigned a Discussant to comment on the papers in the session. Each paper will have 12-15 minutes to present.

Works in Progress

Works In Progress Proposals are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	Not Available

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.

Connection to the theme is not a criterion for evaluation for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on pages 32 prior to beginning a 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 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers are not required or able to be uploaded.

Interactive Symposium

Interactive Symposium Proposals are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person

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.

Submitters will need to identify at least one person for each role below and a person can serve in multiple roles:

- Organizer: The person submitting the proposal and who is responsible for organization of the session.
- Moderator: The person who will lead discussion during the session. This is similar to a paper session chair in that they keep time and the session flowing, but they may also serve more as a moderator of the session, asking questions and providing prompts, etc.
- Presenters: anyone on the panel. Individuals may serve in more than one role for the symposia.

Note: There is not a Discussant for interactive symposia.

Connection to the theme is not a criterion for evaluation for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on pages 32 prior to beginning a 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

Proposals including PVDS presentations must also describe the logistical or technical needs for their session (e.g., podium and microphone, x-by-y foot open area, projector/screen, or display boards). Submitters will be prompted to provide their logistical information on the submission form so 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 area, 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).

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 strategies to facilitate audience discussion and learning
- 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.)

<u>Accepted Interactive Symposiums</u>

- If the symposium will utilize a PowerPoint, the presenters are required to upload their PowerPoint presentation by:
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers are not required or able to be uploaded.

Self-Designed Session

Self-Designed Proposals are accepted for the following events:

General Conference	Virtual Conference Day	CAHE Pre-Con	CAHEP Pre-Con	CEP Pre-Con	CIHE Pre-Con	CPPHE Pre-Con
In-Person	Virtual	In-Person	In-Person	In-Person	In-Person	In-Person

In a 75-minute Self-Designed Session, the session organizers propose a complete session of papers (research and/or scholarly) and/or performance, visual, and digital scholarship (PVDS) that consists of three (3) presentations that address a specific topic. Organizers must provide a title for the session and must include a session Chair and Discussant. The Discussant should not be an Author on any of the presentations included in the proposal.

Connection to the theme is not a criterion for evaluation for the General Conference; please refer to Pre-Conference Call For Proposals for specific notes about Pre-Conference themes and selection/prioritization of proposals.

Submitters and all Authors should review the Terms of Agreement in the Call For Proposals on pages 32 prior to beginning a 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 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 presentation within the session will include a title (15 words maximum) and abstract (350 words maximum per presentation). Abstracts should the individual presentation'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)

Proposals including PVDS presentations must also describe the logistical or technical needs for their session (e.g., podium and microphone, x-by-y foot open area, projector/screen, or display boards). Submitters will be prompted to provide their logistical information on the submission form so 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 area, 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).

Self-Designed 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.) and strength of connection among the identified papers

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.

<u>Accepted Sessions</u>

- Final papers or PVDS information must be uploaded to the ASHE Conference Portal by:
    - October 1, 2026 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- 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.
- 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.
- All presenters are required to upload their PowerPoint presentation by:
    - October 15, 2026, 3:00 PM Pacific Time, if accepted for a virtual presentation (Virtual Conference Day).
    - October 22, 2026, 3:00 PM Pacific Time, if accepted for an in-person presentation (General Conference, CAHE Pre-Con, CAHEP Pre-Con, CEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).

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