ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

48th Annual Conference
Call for Proposals

Table of Contents

Contacts

General and logistical questions about the ASHE 2023 Conference (such as help with the Conference Portal) can be directed to:

- conference@ashe.ws. The ASHE Staff will respond to you within 2 business days, and typically within a few hours.

General questions about the Call For Proposals or General Conference Program can be directed to:

- Program Committee Co-Chair Angela Boatman (boatmana@bc.edu)
- Program Committee Co-Chair Gerardo Blanco (blancoge@bc.edu)
- ASHE Director of Conference and Events Angela Hoffman-Cooper at (angela@ashe.ws)

Section related questions can be directed to Section Chairs (listed in respective sections below).

Pre-Conference related questions can be directed to Pre-Conference Chairs (listed in respective sections below).

Theme: Higher Ed Research: Purposes, Politics, & Practices

Written by Dr. Ana M. Martínez Alemán, ASHE 2023 President

As we approach our 50th year as an association whose members study higher education, and as we move to enact our association's strategic goals, it's fitting to take time to examine the many political forces and authorities that bear upon contemporary higher education. Challenges to higher education by social, political, and economic forces have always been a staple feature of the history of higher education, and as researchers, we have made empirical how those politics have impacted the purposes and practices of higher education.

Our membership has contributed research that made the case for the value of racial and ethnic diversity in our colleges and universities, as well as the ethics of deferred action for immigrant children. Our membership has provided evidence of the positive effects of federal and state funding for higher education, funding that has enabled economic growth in states, the expansion of entrepreneurship and technological breakthroughs, and national priorities. Research by our members has brought attention to the necessity for federal scrutiny of campus sexual violence, predatory for-profit institutions, and undergraduate student success. As higher education researchers, we have isolated and illuminated the impact of state legislative politics on academic freedom, neoliberalism's pervasive sculpting of intercollegiate athletics, and how immigration and foreign policies impact international student and scholar mobility.

I am reminded of a Gwendolyn Brooks poem, "a song in the front yard," in which she writes of her longing for life outside the safety of her front yard, even though that comes with implications, with danger, and with uncertainty. Brooks writes,

I've stayed in the front yard all my life.
I want a peek at the back
Where it's rough and untended and hungry weed grows.
A girl gets sick of a rose.

Brooks' poem is a reminder to me that part of being a social scientist is acknowledging and allowing the want to see something besides my well-tended roses 'out front,' the well-established, confining fences of my present and my past that keep me from the possibilities of a future unmapped.

The contemporary global and domestic politics that inform the purposes of higher education and their implications need our urgent attention as researchers. What needs our attention now?

The examples are countless but to illustrate the point, we can point to: State and federal elected officials have targeted public universities' teaching of racial justice, Critical Race Theory, and diversity programs through legislative channels and by xenophobic rhetoric. State lawmakers have targeted tenure to purge institutions of 'woke' faculty, and nationwide faculty have been dismissed for exercising academic freedom as well as their First Amendment rights to free speech. Equitable student access to higher education has been challenged on many fronts. Globally, spending on private tertiary education has experienced considerable growth, and in the U.S., the politics that have fueled the stalemate on student loan debt-relief and the decline of state direct appropriations to students over four decades suggest that privilege and entitlement have trumped higher education's purpose to serve as a public good.

At our 2023 annual conference, let's consider, debate, and examine the many different ways in which political forces have and will engineer higher education's purposes and practices. How can our empirical scrutiny address political forces that impact how we educate and serve students; or how we protect academic freedom or the livelihood of staff; or how we can inform legislation on access, affordability, and research integrity? And unquestionably, much, much more.

Conference Committee

As the Annual Conference and related events continue to grow, coordination amongst the various committees and groups that impact the conference experience is imperative. As such, in-line with the 2020-2023 Strategic Plan, a Conference Committee was created beginning in 2023 to ensure alignment amongst the various events and projects connected to the Annual Conference. The Conference Committee will serve to facilitate dialogue and communication amongst and between the various aspects of the annual conference.

To learn more about the Conference Committee visit
www.ashe.ws/conferencecommittee2023.

The Conference Committee Leadership Team includes:
<u>Conference Committee Chair</u>
Leslie D. Gonzales, Michigan State University

<u>Program Committee Co-Chairs</u>
Angela Boatman, Boston College
Gerardo Blanco, Boston College

<u>Attendee Engagement Committee Co-Chairs</u>
Laila McCloud, Grand Valley State University
Judy Marquez Kiyama, University of Arizona

<u>Local & Community Engagement Committee Co-Chairs</u>
Jameson D. Lopez (Quechan), University of Arizona
Jamaica DelMar, University of Arizona

<u>Accessibility Committee Co-Chairs</u>
Emily R. Koren, University of Southern California
Daniel J. Blake, University of Pennsylvania
Kat J. Stephens, Allegheny College
Julia Rose Karpicz, University of California, Los Angeles

<u>Wellness Committee Co-Chairs</u>
Amy E. Collinsworth, University of Massachusetts Boston
Liza A. Talusan, University of Massachusetts Boston

<u>ASHE Director of Conference and Events</u>
Angela Hoffman-Cooper, ASHE

Local and Community Engagement

Written by Jamaica DelMar and J.D. Lopez (Quechan),
Local and Community Engagement Committee Co-Chairs

We are honored to carry on the meaningful work of the Local and Community Engagement Committee (LCEC), which was formalized into committee under the leadership of ASHE President, Dr. D-L Stewart and led by Drs. Awilda Rodriguez and Heather Shotton (Wichita & Affiliated Tribes, Kiowa, and Cheyenne) in 2021. The inaugural committee facilitated deep place-based learning through intentional conversations, through virtual pre-conference learning opportunities, the development of culturally grounded syllabi, land acknowledgments, and decolonizing tours. Their work provided an excellent service for the ASHE membership and a strong foundation for the 2022 LCEC led by Drs. Chris A. Nelson (Laguna Pueblo and Diné) and Magdalena Martinez. Indeed, the 2022 LCEC's work included another powerful syllabus, a carefully coordinated visit to a People of Color-owned art studio and community center, and an informative Presidential Session.

The 2023 ASHE Annual Conference will be held on the traditional homelands of the Dakota/Lakota/Nakota and Anishinaabe (Ojibwe) in the city of Minneapolis (Dakota "minne" meaning water + Greek "opolis" meaning city), the state of Minnesota (Mni-sota makoce, Dakota for land of smokey water). The Twin Cities (Minneapolis and St. Paul) are home to a diverse community including the largest Karen (South Myanmar) and Somali populations in the U.S., the second largest Hmong population, and significant indigenous and Mexican populations call the Twin Cities home, along with many others.

As the 2023 Co-Chairs, we gratefully embrace and build on the paths set before us. We plan to offer opportunities that facilitate place-based awareness through locally-based learning experiences. Thus, while cold temperatures and Prince's Purple Rain may come to mind before advocacy and activism, as LCEC Co-Chairs, we want to highlight that the Twin Cities metro area has long been a site for those whose interests lie in fighting for equity. For example, in response to discrimination and decades of inequitable Federal Indian policy, the American Indian Movement (AIM) was formed in Minneapolis in 1968 and soon became a nationwide movement. AIM members came together in Minneapolis and elsewhere to discuss the critical issues restraining their lives and to take control of their destinies. We look forward to collectively learning and sharing more about how the AIM movement addressed the reclamation of land, fought against high unemployment, slum housing, and broken treaty rights—all perpetuated by racism.

Minneapolis, as we will all learn, is a space of radical coalition. For example, activist groups including the abolition work of MPD150, Communities United Against Police Brutality, and

Black Lives Matter Minnesota, have followed and worked with AIM's fight for social justice. It is important to note that this racial justice work has been ongoing since and even before the 1960s. However, the recent murders of Philando Castile (2016) and George Floyd (2020) among others brought heightened attention to the injustices forced on communities of color in Minnesota.

Keeping all of this in our minds and hearts has led us to think more about: What is higher education's role in creating and sharing knowledge that can be used to advocate for justice in the communities where we live, work, and visit? How do we ensure that our research is helpful, not harmful and not extractive? How can we make our work relevant to practitioners who are leading the fights for justice in our communities? It is with these questions in mind that we plan to shape the activities of the 2023 LCEC.

We encourage 2023 ASHE conference proposal submitters and attendees to be purposeful and consider how higher education can be used to advocate for equity and justice. While we want everyone to enjoy the beautiful city of Minneapolis, let's not forget that it is home to some of the greatest racial disparities and a long ongoing fight for racial justice in the country.

Program Committee

Program Committee Co-Chairs

Angela Boatman, Boston College
Gerardo Blanco, Boston College

Section Chairs

Community-University Partnerships & Praxis
Louise Michelle Vital, Lesley University

Faculty, Administrative, & Staff
Roman Liera, Monclair State University
Jessica Pesce, Harvard Graduate School of Education

Graduate/Professional Education & Graduate Students
Julie Posselt, University of Southern California
Annie Wofford, Florida State University

International Higher Education
Lisa Unangst, SUNY Empire State College
Matthew Witenstein, University of Dayton

Leadership in Higher Education
Jorge Burmicky, Howard University
Ishara Casellas-Connors, Texas A&M University

Organization & Administration
Cheryl Ching, University of Massachusetts, Boston
Carrie Kortegast, Northern Illinois University

Philosophy & Foundations
Daniel B. Saunders, Florida International University
Laura Smithers, Old Dominion University

Policy, Finance, & Economics
Daniel Klasik, University of North Carolina at Chapel Hill
Karina Salazar, The University of Arizona

Research Methods:
Christa Winkler, Mississippi State University

Teaching, Learning, & Assessment

Paul Eaton, Sam Houston State University
Rachel Friedensen, St. Cloud State University

Undergraduate Students: Access
Jonathan Lewis, uAspire
Lydia Ross, Arizona State University

Undergraduate Students: Contexts
Adam McCready, University of Connecticut
Luis Antonio Leyva, Vanderbilt University

Undergraduate Students: Developmental Theory
Joseph Kitchen, University of Southern California
Demetri Morgan, Loyola University Chicago

Undergraduate Students: Persistence, Resilience, Retention, & Outcomes
Na Lor, Teachers College
Natalie Youngbull, University of Oklahoma
Stephany Cuevas, Chapman University

Format Resource Chairs

Performance, Visual, & Digital Scholarship (PVDS)
Candace N. Hall, Southern Illinois University Edwardsville

Posters & Works in Progress
Nathan Alleman, Baylor University
Paul Rubin, University of Utah

Pre-Conference Chairs

Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference
Erin Doran, Iowa State University

Council for Ethnic Participation (CEP) Pre-Conference
Vijay Kanagala, Salem State University
Nancy Acevedo-Gil, California State University, San Bernardino

Council on International Higher Education (CIHE) Pre-Conference
Jeongeun Kim, University of Maryland
Santiago Castiello Gutierrez, Seton Hall University

Council on Public Policy on Higher Education (CPPHE) Pre-Conference
Kevin McClure, University of North Carolina Wilmington

General Proposal Information
Important Notes for 2023

Each year the ASHE Program Committee Co-Chairs and ASHE Staff review data from the previous conference (e.g. proposal submissions, evaluations), consider ASHE values and priorities, and make changes if needed to enhance the conference program. Relevant changes, policies, and procedures for the 2023 conference are listed below.

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

Conference Program Sections Updates

- Now in the fifth year of featuring Performance, Visual, and Digital Scholarship (PVDS) presentations, we continue to review this form of knowledge presentation, including attendee feedback through the conference evaluation. For 2023, PVDS will once again be a presentation format and can be submitted to any section and most pre-conferences. As such, accepted proposals may be integrated into conference sessions with papers or other PVDS presentations to allow for sessions that are topically similar. As in previous years, submitters will be able to indicate logistical needs for presentations as well as contact the ASHE Staff with any questions.

- The Philosophy, Foundations, and Research Methods Section is split into two sections to more accurately reflect and clarify topics appropriate for each:
  - o Philosophy & Foundations
  - o Research Methods

- The Undergraduate Students sections are rearranged to better align research foci:
  - o Access
  - o Contexts
  - o Developmental Theory
  - o Persistence, Resilience, Retention, & Outcomes

Roundtables are now Works in Progress

Works in Progress seek to promote the exchange of feedback for ongoing projects and the development of promising ideas. Proposals are meant to be unfinished projects or emerging ideas that the authors are actively working on. Works in progress emphasize that feedback on early stages of research is central to the academic endeavor. As such, Works in Progress

discussions are intended to help authors focused on similar research topics share ideas and make progress on their research. These sessions will be moderated by a chair but will not feature a discussant. Audience questions, feedback, and suggestions will be the mechanisms for the exchange of ideas.

With this change, Research and Scholarly Papers are no longer able to be considered for alternate presentation formats as Works in Progress and Research and Scholarly Papers should differ in their format. Submitters should consider the format that best matches their work to ensure appropriate reviewers are able to be matched.

Proposal Submissions and Review

- <u>Proposal and Presentation Limits</u>: Participants may be included in a maximum of four General Conference proposals total regardless of role (e.g., co-author, symposium participant). A participant may appear on the General Conference program no more than five times in total across all roles and formats (e.g., chair or symposium participant). These limits apply to the General Conference and do not include pre-conferences. Please keep this in mind as you submit proposals and agree to participate in collaborative submissions.

- <u>Assignment of Reviewers</u>: To ensure the Program Committee has enough reviewers to provide substantive feedback to each proposal we will once again engage our membership more fully in the review process. We encourage all ASHE members to volunteer to review. Those ASHE members who are terminal degree holders (e.g., Ed.D., J.D., Ph.D.), are listed as an author/co-authors proposal(s), and who did not sign up as a reviewer in the ASHE Conference Portal may be assigned up to 12 proposals to review as needed.

- <u>Reviewer Limits</u>: Reviewers will be able to indicate the maximum number of reviews they are willing to complete and no one reviewer will be assigned more than 12 reviews in the initial round.

- <u>Reviewer and Discussant Recommendations</u>: To continue efforts to enhance our peer review process, we are once again providing a space for proposal submitters to suggest reviewers for their proposals. As evidenced in 2021 and 2022, this will support the Program Committee in better-aligning proposals with appropriate reviewers, providing better matches for reviewers, and providing better feedback on proposals. For paper proposals, we have added an option for submitters to suggest a Discussant(s) for their paper if accepted. Although recommendations will be considered, we cannot guarantee that all recommendations will be able to be fulfilled.

Virtual Conference Day Options

Presenters who are not able to attend the in-person conference or prefer to present in a virtual format will be able to submit their proposal for a Virtual Conference Day presentation. These presentations will be held on November 2 and occur virtually. Presenters are able to select either an In-Person Presentation or a Virtual Conference Day Presentation, not both. Proposals submitted for one format will not be considered for the other.

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

For more information visit www.ashe.ws/updates2023.

Key Dates

Early February	Call For Proposals sent to ASHE Community; Conference Portal Opens for proposal submissions and volunteer applications
April 25, 2023 4:00 PM Central/Minneapolis Time	Proposals and applications to volunteer as a Reviewer, Chair, or Discussant are due. No exceptions will be made to this deadline. Please plan to submit your proposal before the deadline. Please note that this is an 83-day window in which you are able to submit your proposal and/or volunteer. This is a hard deadline and there will not be an extension to this deadline and late submissions will not be accepted.
Early May	Reviewers will be assigned proposals and provided a two-week window to complete their reviews.
Early July	Notification of the decision to accept or not accept proposals as well as assignment as a session Chair or Discussant will be sent via email. The ASHE General Conference acceptance rate is typically around 45%.
September 15, 2023 4:00 PM Central/Minneapolis Time	Presenter, Chair, and Discussant conference registration deadline. If your proposal is accepted and/or if you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend the conference.
Posters for Virtual Conference: September 29, 2023 4:00 PM Central/Minneapolis Time	Virtual Poster must be uploaded
Papers for Virtual Day: October 19, 2023 4:00 PM Central/Minneapolis Time Papers for In-Person Conference & Pre-Conferences: October 31, 2023 4:00 PM Central/Minneapolis Time	Final Research Papers and Scholarly Papers (including papers in a Self-Designed session) must be uploaded to the ASHE Conference Portal and PVDS Sessions must upload notes for their Discussant regarding aspects of their presentation they would like feedback on. The Program Committee reserves the right to rescind the acceptance of any Research Papers or Scholarly Paper not uploaded to the ASHE Conference Portal by this deadline.

PowerPoint Presentations for Virtual Day: October 26, 2023 4:00 PM Central/Minneapolis Time	PowerPoint Presentations must be uploaded. The Program Committee reserves the right to rescind the acceptance if a presentation is not uploaded by this deadline.
Powerpoint Presentations for In-Person Conference and Pre-Conferences: November 7, 2023 4:00 PM Central/Minneapolis Time	
November 2, 2023	Virtual Conference Day
November 15, 2023	Pre-Conference Day in Minneapolis, Minnesota
November 15- November 18, 2023	General Conference, in Minneapolis, Minnesota

Call for Volunteers

How to Volunteer

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

The Volunteer Form asks if there are ways in which ASHE can make your volunteer time as a chair, discussant, and/or reviewer more accessible. Please contact Angela Hoffman Cooper, Director of Conference and Events at angela@ashe.ws with questions.

Reviewers

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

Interactive Symposiums, Self-Designed Paper Sessions, Research Papers, Scholarly Papers, and PVDS sessions will be assigned 3 reviewers, with at least 2 doctoral/terminal degree holders (e.g. PhD, EdD, JD, etc.) and no more than one doctoral candidate (meaning anyone who has defended their dissertation proposal). Posters and Works in Progress sessions will be assigned 2 reviewers, with at least 1 doctoral/terminal degree holder and no more than two graduate students (meaning anyone who is enrolled in a graduate program but has not yet defended their proposal for doctoral candidacy).

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.

Most reviewers will be assigned five to ten proposals, however reviewers may be assigned up to 12. Reviewers have the option in the ASHE Conference Portal to select the sections for which they'd like to review as well as the maximum number of reviews per section.

Timeline & Time Commitment

- April 25: Deadline to apply for Reviewer positions through ASHE Conference Portal
- Early May: Assignment of reviews
- Late May: Reviews due

<u>Qualifications</u>
- Ability to provide critical, honest, and constructive feedback to authors and the Program Committee
- Current membership in ASHE during the review period (May 2023)
- Agreement to uphold the ASHE governing policies including Conflict of Interest Policy and Ethics Policies

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 2023 that can be viewed live or at a later date. The Program Committee will provide example reviews on the ASHE website to showcase the kind of reliable, constructive, and developmental review process that is characteristic of strong peer review.

Session Chairs

The Program Committee will assign session Chairs and Discussants to each research paper,scholarly paper, and PVDS session. Web-based training will be offered leading up to the Conference.

Session Chairs facilitate the session by introducing speakers, keeping time, and moderating post-presentation discussion. Chairs should coordinate communication among the presenters.

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

<u>Timeline & Time Commitment</u>
- April 25: Deadline to apply for Chair positions through Conference Portal
- Early July: Notification of Assignment
- Early August: Assignment of time and location
- Early October: Contact presenters and Discussant
- September 15: 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 the conference.
- October 19: Papers for Virtual Conference due through ASHE Conference Portal
- October 26: Papers for In-Person Conference due through ASHE Conference Portal
- November 6: Attend ASHE Virtual Conference Day and serve as Chair (if assigned)
- November 15-18: Attend ASHE 2023 Conference and serve as Chair (if assigned)

Qualifications
- The two main qualifications to be a Session Chair are (1) organization and (2) comfortability managing conference sessions with presenters and a Discussant
- Current membership in ASHE and registration for ASHE 2023 Conference or respective Pre-Conference
- Agreement to uphold the ASHE governing policies including Bylaws, Conflict of Interest Policy, and Ethics Policies

Discussants

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

Discussants play an integral role in the quality of the annual conference. They read research and scholarly papers in advance of the conference and review notes provided by performance, visual, and digital scholarship presenters. They provide oral and written feedback to authors at the session and offer comments that inform and integrate the papers in the larger session. The Discussant's comments should last about ten minutes. Critiques of individual papers and presentations should be framed constructively to assist the author(s) with revisions for publication. Discussant comments are most helpful when they integrate and emphasize how the paper topics, theories, study designs, and methods reveal or obscure important knowledge or ways of understanding key issues in the field.

With the changes to the Performance, Visual, and Digital Scholarship format for 2023, Discussant may have PVDS Presentations included along with papers. The Program Committee and ASHE Staff will provide resources and support to aid Discussants in providing feedback to these authors.

Discussants can volunteer to support multiple conference sessions including Research Papers, Scholarly Papers, and PVDS sessions. For Self-Designed Paper Sessions, Discussants should be identified with the proposal submission. Discussants must be a doctoral/terminal degree holder.

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

Timeline & Time Commitment
- April 25: Deadline to apply for Discussant positions through ASHE Conference Portal
- Early July: Notification of Assignment

- Early August: Assignment of time and location
- September 15: 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 the conference.
- October 19: Papers for Virtual Conference due through ASHE Conference Portal
- October 26: Papers for In-Person Conference due through ASHE Conference Portal
- November 6: Attend ASHE Virtual Conference Day and serve as Chair (if assigned)
- November 15-18: Attend ASHE 2023 Conference and serve as Chair (if assigned)

Qualifications
- An earned terminal degree (e.g., Ph.D., Ed.D., J.D.)
- 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 2023 Conference or respective Pre-Conference
- Agreement to uphold the ASHE governing policies including Bylaws, Conflict of Interest Policy, and Ethics Policies

Submitting A Proposal

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

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

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

1) Logging In

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

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

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

2) Selecting a Section or Pre-Conference

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

3) Selecting a Presentation Format

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

4) Terms of Agreement

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

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

Terms of Agreement for Accepted Proposals:

1. All presenters agree to register for the ASHE General Conference, Virtual Conference Day, and/or respective Pre-Conference by September 15, 2023, 4:00 PM Central/Minneapolis Time and pay appropriate registration fees.
2. For Research Paper, Scholarly Paper, and Self-Designed Paper proposals: If accepted, the completed paper will be submitted through the ASHE Conference Portal by:
   ● October 19, 2023 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
   ● October 31, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
     Failure to upload a completed paper by the respective deadline may result in the submission being removed from the conference program.
3. For PVDS proposals: If accepted, presenters will submit notes for their Discussant to support the PVDS Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
   ● October 19, 2023 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
   ● October 31, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
4. All presenters agree to upload their PowerPoint presentations by:
   ● October 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
   ● November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
5. For Paper, Poster, PVDS, Self-Designed Paper Sessions, or Works in Progress proposals: If accepted, at least one author/co-author will present the work on the day and time designated and all authors/co-authors presenting will register and pay for the respective event in which they are presenting.
6. For Interactive Symposium proposals: If accepted, all of the presenters named in the proposal will present the work on the day and time designated and all authors/co-authors presenting will register and pay for the respective event in which they are presenting.
7. 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.
8. All Presenters at the Virtual Conference Day grant ASHE the right and permission to stream live and record presentation(s) as part of the annual conference. This material will be available to conference registrants, members, and the ASHE community during and after the conference for educational purposes consistent with the mission of the association. Presenters relinquish the right to examine or approve the audio or video recordings before publication, including any print materials in connection with audio

and video recordings. Presenters agree no royalties are due to me. By agreeing to these terms, presenters understand that ASHE is relying on this agreement and release and that release and consent are irrevocable.

5) Title

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

6) Abstract

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

7) Proposal Text

Proposals must not exceed:
- 2,000 words for Research Papers, Scholarly Papers, Interactive Symposium, PVDS.
- 1,500 words for Works in Progress and Posters
- 1,000 words for Self-Designed Paper Session main proposal and 350 words abstract for each paper within the session

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

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

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

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

9) References

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

10) Keywords

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

11) Research Methodology

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

- community engaged research and/or participatory action research
- historical
- legal
- literature review
- mixed methods
- philosophical
- quantitative
    - correlation/regression/ANOVA
    - data analytics
    - experiments
    - multi-level modeling
    - quasi-experimental
    - structural equation modeling
    - other
- qualitative
    - case study
    - ethnography
    - grounded theory
    - narrative
    - phenomenology
    - other

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

12) 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. Although recommendations will be considered, we cannot guarantee that all recommendations will be able to be fulfilled.

13) Proposal Participants

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

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

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

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

14) Self-Designed Paper Session Individual Paper Abstracts

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

15) 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.

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

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

16) 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 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.

- Community-University Partnerships & Praxis

- Faculty, Administrators, & Staff

- Graduate/Professional Education & Graduate Students

- International Higher Education

- Leadership in Higher Education

- Organization & Administration

- Philosophy & Foundations

- Policy, Finance, & Economics

- Research Methods

- Teaching, Learning, & Assessment

- Undergraduate Students: Access

- Undergraduate Students: Contexts

- Undergraduate Students: Developmental Theory

- Undergraduate Students: Persistence, Resilience, Retention, & Outcomes

Community-University Partnerships & Praxis

Proposals for this section use community centric and engaged research to disrupt traditional, mainstream approaches to inquiry and create authentic and empowering spaces from which to conduct research, thus allowing for more "horizontal relationships" among scholars, universities, and the communities alongside whom they are engaged. Communities are those that share a common sociopolitical, geographic, institutional/ized, cultural, and/or identitarian subject position. Proposals for this section may also explore the nature, development, (in)efficacy, and outcomes of community and university partnerships, particularly from the perspectives of the communities, and the applied principles (praxis) that undergird them. Submissions should clearly reflect principles of community-engaged research such as collaboration, reciprocity, and valuing nontraditional forms of knowledge. Proposals for this section should use community engaged research tenets and practices, and/or have community engagement at the core of the study itself (e.g., the use of Participant Action Research as a method to inform research questions, data collection, and analysis).

Proposals that explore community engaged methods/methodologies as an innovation, expounding on this method (not specifically touching on community-university partnerships) should be submitted to the Research Methods section.

Section Chair
Louise Michelle Vital, Lesley University, louisemichellevital@gmail.com

Faculty, Administrators, & Staff

Proposals for this section examine issues related to careers of contingent and tenure-stream faculty, as well as administrative (academic and student affairs) and staff across various institutional settings (e.g., community colleges, for-profits, research institutions) and constellations of identities and experiences (e.g., job satisfaction among student affairs educators of color). Research on hiring, motivation, work and life roles, the labor market in higher education, tenure and promotion, retention, growth and development, performance evaluation, reward systems, decision-making, and disciplinary and professional cultures are relevant to this section.

Section Chairs
Roman Liera, Monclair State University, lierar@montclair.edu
Jessica Pesce, Harvard Graduate School of Education, jessica_pesce@gse.harvard.edu

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

Graduate/Professional Education & Graduate Students

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

Section Chairs
Julie Posselt, University of Southern California, posselt@usc.edu
Annie Wofford, Florida State University, awofford@fsu.edu

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

International Higher Education

Proposals for this section examine international and comparative issues in higher education. Research in this section may focus on a wide range of topics including policy, organization, governance, faculty, students, and others within an international/comparative context. Proposals submitted to this section may include comparative studies analyzing two or more higher education national systems, studies exploring the conditions and consequences of transnational faculty, staff, and student mobility; organizational global strategy and engagement; explorations of cross-border higher education institutions and programs; and analyses of internationalization practices, including education abroad and internationalization at home.

Section Chairs
Lisa Unangst, SUNY Empire State College, lisa.unangst@gmail.com
Matthew Witenstein, University of Dayton, mwitenstein1@udayton.edu

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

Leadership in Higher Education

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

Section Chairs
Jorge Burmicky, Howard University, jorge.burmicky@howard.edu
Ishara Casellas-Connors, Texas A&M University, icasellasconnors@tamu.edu

Organization & Administration

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

Section Chairs
Cheryl Ching, University of Massachusetts, Boston, cheryl.ching@umb.edu
Carrie Kortegast, Northern Illinois University, ckortegast@niu.edu

Philosophy & Foundations

Proposals for this section examine broader philosophical underpinnings of higher education arguments regarding the foundational topics in and debates pertaining to higher education. Proposals may include sociological, legal, philosophical, cultural, or historical explorations. Philosophy submissions may relate to problems pertaining to higher education, such as the specific aims of an institutional degree, institutional missions, academic freedom etc. Foundations submissions may grapple with contemporary issues, debates, and challenges concerning higher education, including those surrounding institutional structures, governance, and standards.

Section Chairs
Daniel B. Saunders, Florida International University, saunders.danielb@gmail.com
Laura Smithers, Old Dominion University, lsmither@odu.edu

Policy, Finance, & Economics

Proposals for this section examine local/regional, state, and federal higher education policies; public finance of higher education; and policies and practices related to the economics of higher education. Relevant research may include, but is not limited to affordability; finance; institutional, state, and federal financial aid policies; the economic returns to postsecondary education; the state and federal governmental role in accountability; privatization; government relations; the intersection between federal or state level policy and institutional practice; the beliefs and values of policymakers; and the politics of higher education, including policy formation and evaluation. Proposals in this section may highlight the impact of policy on marginalized and minoritized populations (e.g., students of color, low-income students), including the consequences of specific policy initiatives and legislation.

Section Chairs
Daniel Klasik, University of North Carolina at Chapel Hill, djklasik@unc.edu
Karina Salazar, The University of Arizona, ksalazar@arizona.edu

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

Research Methods

Proposals for this section focus on the study of research methods. This includes the application of new or emerging methods in social science research, including qualitative, quantitative and mixed-methods research, along with the discussion of potential incorporation of methods not widely utilized within the field, but utilized in other areas of inquiry, such as digital humanities, sentiment analysis, and human-object interaction. 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 Chairs
Christa Winkler, Mississippi State University, cw2979@msstate.edu

Teaching, Learning, & Assessment

Proposals for this section examine teaching and/or learning processes in higher education contexts. Proposals may also focus on student learning outcomes assessment, classroom assessments, teaching evaluations, or institutional assessment. This section includes examinations of pedagogy and instruction; curriculum development; learning theory; critical approaches to teaching, learning, and assessment; use of instructional technology; faculty attitudes and behaviors related to teaching, learning, and assessment; and learning contexts (e.g., the influence of institutions and disciplines).

Section Chairs
Paul Eaton, Sam Houston State University, refriedensen@stcloudstate.edu
Rachel Friedensen, St. Cloud State University pweaton@shsu.edu

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

Undergraduate Students: Access

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

Section Chairs
Jonathan Lewis, uAspire, jonathanl@uaspire.org
Lydia Ross, Arizona State University, llross1@asu.edu

Undergraduate Students: Contexts

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

Section Chairs
Adam McCready, University of Connecticut, adam.mccready@uconn.edu
Luis Antonio Leyva, Vanderbilt University, luis.a.leyva@vanderbilt.edu

Undergraduate Students: Developmental Theory

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

Section Chairs
Joseph Kitchen, University of Southern California, Kitchenj@usc.edu
Demetri Morgan, Loyola University Chicago, demetrimorganphd@outlook.com

Undergraduate Students: Persistence, Resilience, Retention, & Outcomes

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

Section Chairs
Na Lor, Teachers College, nl2831@tc.columbia.edu
Natalie Youngbull, University of Oklahoma, nyoungbull@ou.edu
Stephany Cuevas, Chapman University, stcuevas@chapman.edu

Council-Sponsored Pre-Conference Submission Information

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

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

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

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

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

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

Council for the Advancement of Higher Education Programs (CAHEP)

Website: www.ashe.ws/cahepprecon

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

In keeping with this year's theme of *Higher Ed Research: Purposes, Politics, & Practices*, CAHEP seeks proposals to present research and scholarly papers or facilitate works in progress and interactive symposiums that (re)consider the international and domestic politics that inform higher education policies and practices. The 2023 conference theme challenges us as higher education scholars to "break through the boredom and confinement of the well-manicured roses of our front yards." Therefore, we should consider past, current, and even future challenges to higher education and how these may impact academic programs. As higher education institutions and programs face growing political pressure to refrain from teaching critical perspectives, for example, we as a field–as scholars and educators–have to think about the implications of the choice to restrict or limit perspectives and voices.

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. As President Martínez-Alemán reminds us in this year's theme, ASHE is approaching its 50th year as an association, and CAHEP encourages creativity in exploring and addressing challenges facing today's higher education programs as well as those that may inform the next 50 years. We hope proposals can present conceptual, empirical, practical, and policy-based considerations in the study of higher education and preparation of higher education administrators and faculty. We particularly welcome proposals and involvement from graduate students and proposals that focus on politics and policies that inform higher education practice.

Proposal formats accepted

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

2023 CAHEP Pre-Conference Interim Chair

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

Council for Ethnic Participation (CEP)

Website: www.ashe.ws/cepprecon

Research in Our Own Backyards: Impacts, Strengths, and Approaches

The primary purpose of CEP, as stated in its by-laws, is to facilitate the participation of scholars from ethnically and racially minoritized groups in the affairs of the Association. The CEP Pre-Conference Forum consists of two components: (1) the presentation of research/scholarly papers, works in progress, posters, performance, visual, and digital scholarship, and interactive symposia and (2) the CEP Mentor-Protégé Program, which provides mentoring/professional development sessions).

Towards that end, the CEP Pre-Conference offers opportunities for attendees to focus intensively, extensively, and specifically on issues of race, ethnicity, and racism, and the intersections of racism with other interlocking systems of oppression. It recognizes the urgency of not only decentering whiteness, but imagining other ways of being and knowing that deliberately attend to the needs, dreams, and desires of People of Color.

The 2023 general conference theme, *Higher Ed Research: Purposes, Politics, & Practices*, centers *Gwendolyn Brooks poem, "a song in the front yard,"* as a request to look beyond our front yard. We build on the theme by including the poem in its entirety:

> I've stayed in the front yard all my life.
> I want a peek at the back
> Where it's rough and untended and hungry weed grows.
> A girl gets sick of a rose.
>
> I want to go in the back yard now
> And maybe down the alley,
> To where the charity children play.
> I want a good time today.
>
> They do some wonderful things.
> They have some wonderful fun.
> My mother sneers, but I say it's fine
> How they don't have to go in at quarter to nine.
> My mother, she tells me that Johnnie Mae
> Will grow up to be a bad woman.
> That George'll be taken to Jail soon or late
> (On account of last winter he sold our back gate).

But I say it's fine. Honest, I do.
And I'd like to be a bad woman, too,
And wear the brave stockings of night-black lace
And strut down the streets with paint on my face.

The remainder of the poem aligns with the nuances of engaging in research that looks beyond the well-tended roses and calls us to question the purpose for looking beyond well kept yards. The theme acknowledges that looking beyond the roses comes with "implications, with danger, and with uncertainty;" we envision this year's CEP pre-conference as a space to highlight the work of Scholars of Color whose purpose for being in academia has been to engage in research beyond the roses from a place in the academy that has always been dangerous and uncertain. We lean into Gwendolyn Brooks' wild and mysterious backyard by boldly reframing Scholars of Color akin to the weeds and wildflowers. Rather than perform respectability with a fear of being categorized as "bad" or "unruly," we call each of you to reconsider the front yard of the academy and embrace the backyard's medicinal properties, resilience, and tenacity. With this in mind, we consider:

1. What have been the impacts that Scholars of Color encounter when engaging in this work? And, how do Scholars of Color navigate such impacts?
2. How can this call to look beyond the front yard center the scholarship of Scholars of Color who often face marginalization and are already engaged in this research, particularly those who come from teaching institutions and colleges that were not intended to conduct research?
3. What are the implications of an open invitation for all scholars–those historically excluded from the front yard and/or those too distracted by the front yard– to enter the "backyards" and "alleys" where "rough and untended and hungry weed grows?"
4. How do we engage in such a call while reducing the potential harm of unqualified, well-meaning scholars from the majority to engage in this work?
5. When engaging in this work, how can the scholarly community decenter colonized research methods and embrace, cultivate, foster, non-dominant, indigenous, and non-western forms of art-based collaborative inquiries?

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

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

Proposal formats accepted

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

2023 CEP Pre-Conference Program Co-Chairs
Vijay Kanagala, Salem State University, vkanagala@salemstate.edu
Nancy Acevedo-Gil, California State University, nacevedo-gil@csusb.edu
Charles H.F. Davis III, University of Michigan, hfdavis@umich.edu

Council on International Higher Education (CIHE)

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

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

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

Following the ASHE 2023 theme, we invite scholars to submit research that highlights the role of domestic educational policies and the geopolitical landscape in shaping "equitable access and affordability and the experiences and livelihoods of all staff, faculty, and students." We also encourage scholars to share works that critically engage with "the politics of privilege and entitlement" and that "challenge the continued evolution of higher education to serve the public good" globally and in different national and regional contexts.

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

Proposal formats accepted

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

2023 CIHE Pre-Conference Co-Chairs
Jeongeun Kim, University of Maryland, jkim0217@umd.edu

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

Council on Public Policy in Higher Education (CPPHE)

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

The ASHE Council on Public Policy in Higher Education (CPPHE) encourages the submission of proposals that examine the link between public policy and higher education. The CPPHE Pre-Conference Forum examines the role of higher education research in informing decision-making in the public policy arena, while simultaneously exploring how the places and spaces that higher education occupy shape how policies are formed, how policies are implemented, and how policies are evaluated.

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. CPPHE invites proposals from researchers, policymakers, and policy analysts for higher education policy-relevant research, scholarly papers, and symposia. 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, *Higher Education Research: Purposes, Politics, & Practices*, we invite researchers to submit proposals that address a question posed by ASHE President Ana Martínez-Alemán: What is the purpose of higher education research and what are the politics that shape it? Dr. Martínez-Alemán encourages us to "think about higher education beyond your current front yard, beyond your views of the cultivated roses of today."

As such, we invite proposals on topics and issues which address urgency, uncertainty, and possibility. While we welcome all proposals that focus on higher education policy, we particularly encourage scholars to submit proposals that address the translation of policy research to policy action (including activism and advocacy), the responses of policymakers to natural disasters, the global pandemic, racial injustices, and other significant events that disrupted higher education, and the interaction among different levels of policymaking (local and state; state and federal; local and federal) to address timely higher education topics.

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

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes

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

2023 CPPHE Pre-Conference Chair

Kevin McClure, University of North Carolina Wilmington, mcclurek@uncw.edu

Proposal Formats

The following proposal format submissions will be accepted:

	General Conference	Virtual Conference Day	CAHEP Pre-Conference	CEP Pre-Conference	CIHE Pre-Conference	CPPHE Pre-Conference
Individual Submissions (Individual Submissions will be grouped with other submissions by the Program Committee to create a session)						
PVDS	In-Person	Virtual	In-Person	In-Person	In-Person	No
Poster	In-Person	Virtual	In-Person	In-Person	No	No
Research Paper	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
Scholarly Paper	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
Works in Progress	In-Person	Virtual	In-Person	In-Person	In-Person	No
Session Submissions (Session Submissions are for a full 75-minute session)						
Interactive Symposium	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person
PVDS	In-Person	Virtual	In-Person	In-Person	In-Person	No
Self-Designed Paper Session	In-Person	Virtual	In-Person	In-Person	In-Person	In-Person

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

Research Papers

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

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

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

Connection to the theme is not a criterion for evaluation.

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.)

<u>Accepted Papers</u>

- Final papers must be uploaded to the ASHE Conference Portal by:
  - October 19, 2023 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - October 31, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
  - October 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Research Papers that are accepted for the conference will be grouped by topic with other Research Papers,Scholarly Papers, or PVDS Presentations and assigned a Discussant who will comment on the papers in the session. Each paper will have 12-15 minutes to present.

Scholarly Papers

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

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

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

Connection to the theme is not a criterion for evaluation.

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 19, 2023 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - October 31, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
  - October 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Scholarly Papers that are accepted for the conference will be grouped by topic with other Scholarly Papers, Research Papers, or PVDS Presentations and assigned a Discussant to comment on the papers in the session. Each paper will have 12-15 minutes to present.

Interactive Symposium

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

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

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

Connection to the theme is not a criterion for evaluation.

In no more than 2,000 words, proposals for Interactive Symposium sessions should describe as many of the following as are applicable, preferably in this order:
- Session Objectives
- Backgrounds & expertise of the presenters as related to the session's topic
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Emergent conclusions or propositions and implications of the argument
- Structure and format of the session, including the designation of a moderator and strategies to facilitate audience discussion and learning
- Significance of the Topic of the Symposium, including why the topic deserves attention by the field

Interactive Symposium session proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:
- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources

- Connection of the proposal to relevant literature
- Relevance and persuasiveness of the analytical argument, including how well the argument extends or challenges the extant literature.
- Expertise or perspectives of presenters/facilitators relative to the topic
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Interactive Symposiums
- If the symposium will utilize a PowerPoint, the presenters are required to upload their PowerPoint presentation by:
    - October 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
    - November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers are not required or able to be uploaded.

Self-Designed Paper Session

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

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

Connection to the theme is not a criterion for evaluation.

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

In no more than 1,000 words, the main proposal for Self-Designed Paper session should describe as many of the following as applicable, preferably in this order:
● Objectives or purposes of the overall inquiry
● The philosophical, theoretical, or practical argument and its bases
● Literature and/or sources to support the argument/analysis
● Emergent conclusions or propositions and implications of the papers
● Importance/significance of the papers for higher education

Additionally, each paper within the session will include a title (15 words maximum) and abstract (350 words maximum per paper). Abstracts should the individual paper's:
● Objectives or purposes of the individual inquiry
● The philosophical, theoretical, or practical argument and its bases
● Literature and/or sources to support the argument/analysis
● Research plan, study methods, or modes of inquiry
● Data sources or evidence
● Analytical plan or approach
● Findings (Preliminary, partial, or full)

Self-Designed Paper session proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:
● Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)

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

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

Accepted Papers
- Final papers must be uploaded to the ASHE Conference Portal by:
  - October 19, 2023 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - October 31, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
  - October 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.

Performance, Visual, and Digital Scholarship (PVDS)

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

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

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

Connection to the theme is not a criterion for evaluation.

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.)

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

All authors of accepted PVDS proposals will receive an invitation to meet with ASHE Director of Conference and Events Angela Hoffman-Cooper to discuss the logistical needs of your session. Should you have questions about logistical capabilities for PVDS sessions prior to your proposal submission, please contact angela@ashe.ws with your question or set up a meeting via https://calendly.com/angelahcooper before April 19, 2023.

Accepted PVDS
- Presenters will submit notes for their Discussant to support the PVDS Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
  o October 19, 2023 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  o October 31, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- All presenters are required to upload a PowerPoint presentation (if applicable) by:
  o October 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  o November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.

Questions about this proposal format can be directed to PVDS Format Resource Chair Candace N. Hall, Southern Illinois University Edwardsville, canhall@siue.edu.

Works in Progress

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

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

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

Connection to the theme is not a criterion for evaluation.

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 26, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
    - November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers are not required or able to be uploaded.

Questions about the Works in Progress format can be directed to Poster and Works in Progress Format Resource Co-Chairs Nathan Alleman, Baylor University at Nathan_Alleman@Baylor.edu and Paul Rubin, University of Utah at paul.rubin@utah.edu.

Posters

Posters are a mechanism for scholars to engage in interactive discussions with other conference participants about a research project. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point. The presenters, rather than an assigned Discussant, are responsible for facilitating the conversation.

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

Connection to the theme is not a criterion for evaluation.

In no more than 1,500 words, poster proposals should provide:
● Objectives or purposes of the inquiry
● The philosophical, theoretical, or practical argument and its bases
● Literature and/or sources to support the argument/analysis
● Research plan, study methods, or modes of inquiry
● Data sources or evidence
● Analytical plan or approach
● Findings (Preliminary, partial, or full)
● Importance/significance of the study for higher education

Poster proposals will be reviewed by three ASHE members (at least one of whom are terminal degree holders) on the following criteria:
● Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
● Quality of theoretical or conceptual frameworks and data sources
● Connection of the proposal connect to relevant literature
● Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
● Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature.
● Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Questions about the virtual poster format can be directed to Poster and Works in Progress Format Resource Co-Chairs Nathan Alleman, Baylor University at Nathan_Alleman@Baylor.edu and Paul Rubin, University of Utah at paul.rubin@utah.edu.

Accepted Posters

- All presenters are required to upload their poster presentation by:
  - September 29, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the Virtual Conference Day
  - November 7, 2023, 4:00 PM Central/Minneapolis Time, if accepted for the In-Person Conference in Minneapolis, Minnesota.
- Final papers are not required or able to be uploaded.