



# The Bend in the Arc

Activist Praxis & Justice  
Through Scholarly Creative Expression

**Denver, Colorado**

**Virtual Conference Day: Thursday, October 30, 2025**

**General Conference: November 12-15, 2025**

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## Call for Proposals



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# Conference Theme



## The Bend in the Arc

Activist Praxis & Justice  
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# Conference Theme

Written by Eboni M. Zamani-Gallaher, ASHE 2025 President

This year's theme is inspired by Reverend Dr. Martin Luther King Jr's quote, "The arc of the moral universe is long, but it bends toward justice." The concept of an arc mirrors the paradoxical nature of what's rhetorical and reality. It is a continuing storyline paralleling the arcs, two sides of the same coin -- rhetoric and reality. The story of our society has been one of progress. The broader narrative of advancement often shared reflects a more elusive idea of the strivings of humankind. Notwithstanding, during this convening, we will consider the arc of campuses as microcosms of larger society and the role the association has played as we work toward progress in our field.

Over the course of the past five decades, at its core, ASHE is a story of progress. As the association nears its 50th anniversary, we can take stock of the organization's beginning, past lessons, present realities, and advancing futures that are bold, collaborative, spur action, value equity and champion justice. For our fall conference, you are invited to consider character arcs. That is the academic journey of educational transformation and evolution considering higher education's story through notable events, challenges, and gradual changes. The same can be said for your own academic journey. What is your arc? Whether it be internal changes or an external change that have shaped your evolution, our journeys from here to there are a storied process of becoming.

As a field, higher education is ever evolving and yet constantly changing; ASHE as a professional home for higher education scholars has too shape shifted and managed to move alongside academia as it morphs into its next iteration. Therefore, it is paramount not to forget the history and legacy that precede where we are as a field and association today.

## Marrying Creativity, Discovery, and Activism

"Art is about building a new foundation, not just laying something on top of what's already there."

~Prince

I entered academia with excitement and a desire to create, and I have remained here to continue that mission. This year we are embracing innovative approaches to conferencing, encouraging us to take bold, creative approaches. The 2025 conference will endeavor to craft an environment that is intellectually enriching but also imaginatively engaging. We will make space for an environment that intersects criticality alongside scholarly creative activities, underscoring the power of our artistry as scholars while also showcasing the enduring excellence that defines our work.

Our theme this year is not only a clarion call to action, but an understanding that scholarly creative expression is a unique artform. There is relevance and connection between scholarly pursuits, art, and truth. Join us in considering, celebrating, and critiquing individual and institutional transformations, inner journeys across our personal and collective stories.

This year you are invited to move outside the frame and color outside the lines. As scholars, we are also artists — capable of producing and sharing high-quality content that goes beyond conventional boundaries to foster meaningfully rich, deep connections. As you submit your proposal for the ASHE golden anniversary, take time to reflect on how your ideas can contribute to shaping the conference



# Conference Committee



## The Bend in the Arc

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## Conference Committee Leadership Team

As the Annual Conference and related events continue to grow, coordination amongst the various committees and groups that impact the conference experience is imperative. As such, the Conference Committee was created beginning in 2023 to ensure alignment amongst the various events and projects connected to the Annual Conference. The Conference Committee serves to facilitate dialogue and communication amongst and between the various aspects of the annual conference. To learn more about the Conference Committee visit [www.ashe.ws/conference-committee](http://www.ashe.ws/conference-committee).

### Conference Committee Chair:

Shawna Patterson-Stephens, Central Michigan University, [patte2sm@cmich.edu](mailto:patte2sm@cmich.edu)

### ASHE Associate Director for Conference and Events

Alicia Castillo Shrestha, [alicia@ashe.ws](mailto:alicia@ashe.ws)

### Local & Community Engagement Committee

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

- Susana Muñoz, Colorado State University, [susana.munoz@colostate.edu](mailto:susana.munoz@colostate.edu)
- Heather Shotton, Fort Lewis College, [hjshotton@fortlewis.edu](mailto:hjshotton@fortlewis.edu)

### Attendee Engagement Committee

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

- Alex C. Lange, Colorado State University, [a.c.lange@colostate.edu](mailto:a.c.lange@colostate.edu)
- Wilson Okello, Penn State University, [wko5030@psu.edu](mailto:wko5030@psu.edu)

### Program Committee

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

- Tonisha B. Lane, Virginia Tech, [tblane@vt.edu](mailto:tblane@vt.edu)
- Marissa C. Vasquez, San Diego State University, [mvasquez@sdsu.edu](mailto:mvasquez@sdsu.edu)

## Local and Community Engagement

Written by Susana Muñoz and Heather Shotton,  
2025 Local and Community Engagement Committee Co-Chairs

The Local and Community Engagement Committee (LCEC) was formalized in 2021 under the leadership of ASHE President D-L Stewart to center space and place in the conference location through engagement with higher education institutions and Black, Indigenous, and Peoples of Color (BIPOC) communities. Through educational resources and engagement opportunities, the LCEC provides conference attendees with meaningful avenues for learning and reflection.

Denver is located on the traditional territory and homelands of the Nuuchiu (Ute), Tsistsistas (Cheyenne), and Hinono'ei (Arapaho) peoples. Forty-eight Tribal Nations are also connected to and continue to be in relation with the lands that are now known as Colorado. Denver was a site for the Indian Relocation Act of 1956, which sought to relocate Indigenous people from reservations to urban areas as a part of the federal government's broader termination policy era. Today, Denver is home to a large and thriving urban Indigenous community that is made up of citizens of Tribal Nations from across the country.

Denver has a long and storied history of social movements that have shaped its identity as a city of change and progress. During the Chicano Movement of the 1960s and 1970s, Denver played a pivotal role as a center of activism, with organizations like the Crusade for Justice, founded by Corky Gonzales, advocating for the rights of Mexican Americans. This movement fought for educational reform, labor rights, and cultural pride while amplifying the voices of Denver's Latinx/e/a/o communities. Similarly, the city has been a key site for Indigenous activism, with movements pushing for the recognition of treaty rights and the protection of sacred lands.

Denver is also known for its contributions to the Civil Rights Movement, where Black activists and leaders worked tirelessly to combat systemic racism and segregation. Organizations like the Urban League of Metropolitan Denver and local NAACP chapters were instrumental in advocating for equity in housing, education, and employment. More recently, Denver has been a hub for LGBTQ+ rights activism, with its role in advancing marriage equality and inclusive policy reforms being celebrated statewide. Environmental and climate justice movements have also gained momentum in Denver, with grassroots organizations working to address environmental racism and advocate for sustainable urban development. Historical and contemporary waves of migration have also shaped the city and continue to evolve through contemporary immigration, particularly from Mexico, Central and South American, East African, and Southeast Asian communities.

These rich histories of social movements provide a powerful context for the 2025 ASHE Annual Conference, inviting attendees to consider how these advocacy, resistance, and coalition-building legacies intersect with higher education. Colorado's higher education landscape includes over 85 institutions serving diverse learners across urban and rural settings. These increasingly diverse and continually shifting demographics of Denver and Colorado require higher education institutions to be responsive to the needs and expectations of a changed and still-changing student population. Advocating for equity, inclusion, and justice in higher education is crucial to ensuring access to educational opportunities, fostering diverse perspectives, and creating an environment where everyone can thrive, contribute, and succeed.



This year's ASHE conference theme, "The Bend in the Arc: Activist Praxis & Justice Through Scholarly Creative Expression," invites us to examine the intersection of academic work and social transformation. With respect and gratitude for this opportunity, we offer the following guiding questions:

1. How does your scholarly creative expression address the current challenges to academic freedom, equity initiatives, and inclusive pedagogy while advancing justice within and beyond institutional boundaries?
2. In what ways does your work build meaningful partnerships between higher education institutions and local communities during this period of declining public trust in academia?
3. Where can we create opportunities for transformative coalition-building across campus constituencies and community partners to advocate for systemic change in higher education?
4. How does your work honor and integrate the knowledge systems of the Indigenous peoples of Colorado while supporting their ongoing sovereignty and relationship to place?

It is with these questions in mind that we seek to shape a conference experience that bridges theory and action, centers community knowledge, and advances justice through scholarly creative expression. We look forward to engaging with your innovative approaches to this critical work.

[The Local and Community Engagement Committee \(LCEC\)](#) includes:

Co-Chairs

Susana Muñoz, Colorado State University  
Heather Shotton, Fort Lewis College

Staff Partner

Alicia Castillo Shrestha, ASHE Associate Director for Conference and Events

Committee Members

Patrese Atine, Colorado State University  
Jim Barber, William and Mary  
Ashley J. Carpenter, Appalachian State University  
Angela Clark-Taylor, St. John Fisher University  
Sergio A. Gonzalez, University of Pittsburgh  
Stevie R. Lee, University of Denver  
Roberto Montoya, InsideTrack  
Fabiola Mora, Colorado State University  
Chris Nelson, University of Denver  
D-L Stewart, University of Denver  
Justin M. Weller, Michigan State University  
Jenay F. E. Willis, University of Mississippi

## Attendee Engagement

Written by Alex C. Lange and Wilson Okello, 2025 Attendee Engagement Committee Co-Chairs

If, indeed, the “moral arc of the universe bends,” it is not by alchemy, algorithm, or accident; not by wishful thinking nor a will weak to accountability. It does not bend by unremembering or misreading the long genealogy of world-making. The bend is neither predictable nor the consequence of statements or reputations. Where “power concedes nothing without demand,” bending demands patience, pulling and prodding, mapping, and the momentum of memory. It is the repercussion of resourcefulness and refusal—the illogical outcome of methodical, slow, conscientious, labored, and laboring breaths of elders and youth, cultural workers, artists, activists, and researchers. Bending is a project of specificity, vigilance, and a deep commitment to care—care as living tenderness and attunement; care as connectivity and regard; care as the responsibility of accompaniment.

We take seriously what “bending” requires—not the collective fictions and postures of a few designated to rescue the many, but an otherwise praxis that places value in trans-generational, trans-historical, trans-disciplinary, and trans-national (di)vestments from singular interests toward something worthy to be called justice. For too long, in ASHE and beyond, the labor of bending structural, epistemic, and ethical terrain—calling forth otherwise social and political horizons—has been thrust upon the few. This overreliance has caused harm to many communities, not least of all Black women.

Whereas bending, as method, is a praxis of being, doing, and living, we invite attendees to consider how creativity, as both act and process, can orient our collective energies toward the ongoing formation of an association that might justly anchor and buoy scholarship and praxis in the present moment and into the future.

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

[The Attendee Engagement Committee includes:](#)

### Co-Chairs

Alex C. Lange, Colorado State University

Wilson K. Okello, Penn State University

### Staff Partner

Alicia Castillo Shrestha, ASHE Associate Director for Conference and Events

## Committee Members

Krystal Elaine Andrews, Virginia Commonwealth University

Mary L. Bankhead, University of Arizona

Monica Hernandez, University of Texas at San Antonio

Xiaodan Hu, Southern Methodist University

Shetina M. Jones, University of Windsor

Noor Khalayleh, University of Texas at Austin

Jayla Marshall, North Carolina State University

Beth E. W. Nahlik, Kent State University

Lissa Ramirez-Stapleton, California State University, Fullerton

Sy Simms, University of Arizona

William B. Walker, Jr., McBee Institute of Higher Education and University of Georgia

Christine Zabala-Eisshofer, University of Iowa

## Program Committee

Written by Tonisha B. Lane and Marissa C. Vasquez, 2025 Program Committee Co-Chairs

Members are most familiar with the ASHE Program Committee as it has existed since the association's formation. However, as the conference continues to grow both in size and complexity, we are grateful to expand leadership opportunities and deepen our collective work through the Conference Committee. We are grateful to our colleagues on the Local and Community Engagement Committee's attention to the rich history and traditions of activism in Denver, and we hope this inspires scholars as they submit their scholarship for this year's conference. We also amplify the Attendee Engagement Committee's unpacking of this year's theme and how it reflects goals for member engagement. We hope the proposal process and our convening, both virtually and in Denver, exudes a deep commitment to care and creative expression through scholarly activity.

The 50th conference anniversary of ASHE seeks to bring together scholars, activists, artists, and community leaders to engage in meaningful dialogue and innovative approaches to justice. Inspired by Martin Luther King Jr.'s profound words, "The arc of the moral universe is long, but it bends toward justice," the conference theme underscores the enduring struggle for equity and the role of creative and scholarly efforts in bending that arc towards justice. In line with this year's conference theme, "The Bend in the Arc: Activist Praxis & Justice Through Scholarly Creative Expression," we seek proposals that explore the intersection of activism, scholarship, and creative expression. Together, we will celebrate the resilience and creativity of those who bend the arc of history towards justice.

While connection to the theme is not a criteria for proposal evaluation or selection (please refer to the review criteria in this document by the proposal type for more information), we encourage ASHE members to consider the guiding principles of this year's theme and integrate them into their proposals.

- **Activist Scholarship:** Examining how academic research can inform and support social justice movements.
- **Creative Resistance:** Showcasing artistic expressions that challenge oppression and inspire action.
- **Community Engagement:** Exploring collaborative efforts between scholars, activists, and communities to create lasting change.
- **Intersectional Justice:** Addressing the interconnectedness of race, ethnicity, tribal/Indigenous affiliation, national origin, citizenship status, class, gender, sexual orientation, disability, age, religion and the intersections across these identity markers in the fight for equality.

Note: Connection to the theme is not a criterion for evaluation for any proposals and is not part of the review criteria. Please refer to the review criteria in this document by the proposal type for more information.

[The Program Committee includes:](#)

### Co-Chairs

Tonisha B. Lane, Virginia Tech  
Marissa C. Vasquez, San Diego State University

### Staff Partner

Community-University Partnerships & Praxis

Travis C. Smith, Alabama State University

Faculty, Administrators & Staff

O'Juan D. Edwards, Florida A&M University  
Jovana Gomez, Eastern New Mexico University  
Danielle Molina, Mississippi State University

Graduate/Professional Students & Post-doctoral Scholars

Karly Ball, Michigan State University  
Chase Catalano, Virginia Tech  
Stephen Santa-Ramirez, University at Buffalo

International Higher Education

Frank Fernandez, University of Wisconsin  
Matthew A. Witenstein, University of Dayton

Leadership in Higher Education

Michael Anthony Goodman, The University of Texas at Austin

Organization & Administration

Kevin J. Bazner, Texas A&M University-Corpus Christi  
Nicholas R. Stroup, Ohio University

Philosophy & Foundations

Reginald Blockett, Auburn University  
Chaddrick James-Gallaway, Texas A&M University

Policy, Finance, & Economics

Eric R. Felix, San Diego State University  
Lydia Ross, Arizona State University  
M. Najeeb Shafiq, University of Pittsburgh

Research Methods

KC Culver, The University of Alabama

Teaching & Learning

Selyna Beverly, Eastern Michigan University  
Leslie Jo (LJ) Shelton, University of Arkansas

Undergraduate Students: Access

Jennifer Blaney, University of Georgia

Jonathan S. Lewis, uAspire

Undergraduate Students: Contexts

Tara D. Hudson, Kent State University  
Joseph Romero-Reyes, Iowa State University  
Amanda J. Simpfenderfer, William & Mary

Undergraduate Students: Developmental Theory

Melissa Abeyta, University of Nevada, Las Vegas  
Roberto C. Orozco, University of Minnesota-Twin Cities

Undergraduate Students: Persistence, Resilience, Retention, & Outcomes

Vincent D. Carales, University of Houston  
Nichole Margarita Garcia, Rutgers Graduate School of Education  
Matthew J. Smith, Valdosta State University  
Jue Wu, University of Florida

Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference

Erin Doran, The University of Texas at El Paso

Council for Ethnic Participation (CEP) Pre-Conference

Robin Phelps-Ward, Ball State University  
charlie amáyá scott, (Diné)

Council on International Higher Education (CIHE) Pre-Conference

Charles (Charlie) Mathies, Old Dominion University  
Hyejin (Tina) Yeo, University of California Los Angeles

Council on Public Policy on Higher Education (CPPHE) Pre-Conference

Christopher (Chris) Marsicano, Davidson College



# Proposal Information



## The Bend in the Arc

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Each year the ASHE Program Committee Co-Chairs and ASHE Staff review data from the previous conference (e.g. proposal submissions, evaluations), considers ASHE values and priorities, and make changes if needed to enhance the conference program. Relevant changes, policies, and procedures for the 2025 conference are listed below.

In addition, to provide greater transparency on the proposal review process, we have updated information about the proposal review process at [www.ashe.ws/review-process](http://www.ashe.ws/review-process).

## Conference Program Format Updates

The CEP Pre-Conference will be held in two parts, a virtual and an in-person component. More information can be found in the CEP Pre-Conference section of this document and on the website [www.ashe.ws/cep-precon](http://www.ashe.ws/cep-precon).

ASHE has created the ASHE Graduate Student Poster Award and will select the inaugural recipient(s) during the 50th Annual Conference. The award will provide \$750 in two installments; a \$250 annual award for the selected the poster author(s) (all of which shall be graduate students) and an additional \$500 gift upon submission of a manuscript of the poster presentation to a scholarly venue (e.g., journal, op-ed) within one year of the annual conference in which the award was presented. The stipend will be divided evenly amongst the authors. Additionally, the award comes with up to three hours of mentoring with the donors or another scholar that is most appropriate. The review criteria will be on the ASHE website later in the year once approved by the ASHE Awards Committee.

## Proposal Submissions and Review

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

Reviewer in the ASHE Conference Portal may be assigned up to 12 proposals to review as needed.

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

## Virtual Presentation Options

Presenters who are not able to attend the in-person conference and/or who prefer to present in a virtual format will be able to submit their proposal for a virtual presentation during the Virtual Conference Day (October 30) or the CEP Virtual Pre-Conference Colloquium (October 29). Presenters are able to select either an in-person presentation or a virtual presentation, not both.

All Proposal Formats except Posters across all General Conference Sections can be considered for the Virtual Conference Day.

Submissions for the CAHEP, CIHE, and CPPHE Pre-Conferences will only be considered for an In-Person Format.

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

## Important Dates

\*Please note these due dates are subject to change.

Early February	<ul style="list-style-type: none"> <li>• Call For Proposals sent to ASHE Community.</li> <li>• Conference Portal opens for proposal submissions and volunteer applications.</li> </ul>
Early April	Conference and hotel registration opens.
Wednesday, April 30, 3pm Denver/Mountain Time	<p>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.</p> <p>*Please note that this is an 80+ 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.</p>
Early May	Awards nominations open. Please visit the award section in the website navigation for more information about types of awards available for nominations.
Mid May	Reviewers are notified of assigned proposals and provided a two-week window to complete their reviews.
Late May	Reviews are due from assigned Reviewer(s).
Early June	Graduate Student Travel Scholarship applications open.
Mid June	Bobby Wright Dissertation of the Year and Outstanding Book Award nominations close (remaining awards open through June 30).
End of June	Award nominations close (excluding Bobby Wright Dissertation of the Year Award and Outstanding Book of the Year Award which are due earlier).
Early July	<ul style="list-style-type: none"> <li>• Notification of the decision to accept or not accept proposals.</li> <li>• Notification of Chair and/or Discussant assignments.</li> </ul>



Mid July	Graduate Student Travel Scholarship applications close.
Thursday, July 31	Early Registration Ends for the Conference and Pre-Conferences.
Late July	Tentative Schedule sent to presenters, chairs, and discussants.
Mid-August	Notifications sent to awardees for Graduate Student Travel Scholarships.
Mid-August	Conference and Pre-Conference Schedules available.
Wednesday, September 3, 3pm Mountain/Denver Time	Presenter, Chair, and Discussant conference registration deadline. If your proposal is accepted and/or if you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend the conference.
Early October	Announcement of award recipients.
October 1	Last day to register to receive a t-shirt with ASHE Dash registration
Wednesday, October 15	Regular Registration Ends for the Conference and Pre-Conferences.
Monday, October 20	For Virtual Presenters (Virtual Conference Day & CEP Virtual Pre-Conference Colloquium): Final Research and Scholarly Papers (including papers in a Self-Designed session) must be uploaded to the ASHE Conference Portal and PVDS Sessions must upload notes for their Discussant regarding aspects of their presentation they would like feedback on.
Thursday, October 23	For Virtual Presenters (Virtual Conference Day & CEP Virtual Pre-Conference Colloquium): PowerPoint Presentations must be uploaded.
Thursday, October 23	For In-person Conference and CAHEP, CIHE, and CPPHE Pre-Conference Presenters: Final Research and Scholarly Papers (including papers in a Self-Designed session) must be uploaded to the ASHE Conference Portal and PVDS Sessions must upload notes for their Discussant regarding aspects of their presentation they would like feedback on for in-person conference and pre-conference sessions.

Wednesday, October 29	CEP Virtual Pre-Conference Colloquium
Thursday, October 30	Virtual Conference Day
Thursday, October 30	For In-person Conference and CAHEP, CIHE, and CPPHE Pre-Conference Presenters: PowerPoint Presentations must be uploaded.
Friday, November 7	Late Registration ends online. *Late registration after this date must be conducted onsite at the conference in Denver, Colorado.
Wednesday, November 12	Pre-Conference Day in Denver, Colorado
November 12-15	General Conference in Denver, Colorado

Calendar last updated on 1/29/2025

# Call for Volunteers



## The Bend in the Arc

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# Call for Volunteers

## How to Volunteer

The quality and success of the conference is contingent upon the service and participation of our members. Thank you for considering a volunteer role as a Reviewer, Chair, and/or Discussant. Your service as a conference volunteer helps to ensure the integrity of the conference and, subsequently, the field of higher education scholarship.

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

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

## Reviewers

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

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

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

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

specific topic or method. Ideally, at least two of the three assigned Reviewers will have knowledge in the topic and/or method, if not all three.

More information about the review process can be found at [www.ashe.ws/review-process](http://www.ashe.ws/review-process).

Most Reviewers will be assigned five to ten proposals, however Reviewers may be assigned up to 12. Reviewers have the option in the ASHE Conference Portal to select the sections for which they'd like to review as well as the maximum number of reviews per section. As a general suggestion, we ask each member who submits a proposal to volunteer to review at least 3 other proposals as each proposal requires 3 Reviewers.

### Timeline & Time Commitment

- April 30: Deadline to apply for Reviewer positions through ASHE Conference Portal
- Mid May: Assignment of reviews
- Early June: Reviews due

### Qualifications

- Ability to provide critical, honest, and constructive feedback to authors and the Program Committee
- Current membership in ASHE during the review period (June 2025)
- Agreement to uphold the ASHE governing policies including the [Events Code of Conduct](#); [Ethics Policies](#); and [Inclusion, Equity, and Organizational Diversity Policy](#)

Each proposal assigned will take on average 15-30 minutes to read and then to complete the reviewer form in the Conference Portal. The Program Committee will offer a web-based training for Reviewers in May 2025 that can be viewed live or at a later date. The Program Committee will provide example reviews on the ASHE website to showcase the kind of reliable, constructive, and developmental review process that is characteristic of strong peer review.

## Session Chairs

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

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



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

### Timeline & Time Commitment

- April 30: Deadline to apply for Chair positions through Conference Portal
- Early July: Notification of Assignment
- Early August: Assignment of time and location
- September 3: Presenter, Chair, and Discussant conference registration deadline. If you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend applicable events: ASHE 2025 Virtual Conference Day, Conference, or respective Pre-Conference
- Early October: Contact presenters and Discussant (template emails will be provided in the guide)
- October 20: Papers for Virtual Conference due through ASHE Conference Portal
- October 23: Papers for In-Person Conference due through ASHE Conference Portal
- October 30: Attend ASHE Virtual Conference Day and serve as Chair (if applicable) (template schedule and script will be provided in the guide)
- November 12-15: Attend ASHE 2025 Conference and serve as Chair (if applicable) (template schedule and script will be provided in the guide)

### Qualifications

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

## Discussants

The Program Committee will assign session Chairs and Discussants to sessions of research papers, and scholarly papers, and PVDS individual presentations<sup>1</sup>. Web-based training and a guide will be offered leading up to the Conference.

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

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.

Discussants can volunteer to be assigned by the Program Committee for a session which will include Research Papers, Scholarly Papers, and/or PVDS presentations. For Self-Designed Paper Sessions, Discussants should be identified with the proposal submission and should not be an Author on any of the papers included in the proposal. Discussants must be doctoral/terminal degree holders or members with substantial research or practical expertise (e.g., a policy maker or policy researcher with 10+ years of experience).

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

### Timeline & Time Commitment

- April 30: Deadline to apply for Discussant positions through ASHE Conference Portal
- Early July: Notification of Assignment
- Early August: Assignment of time and location
- September 3: Presenter, Chair, and Discussant conference registration deadline. If you are assigned as Chair or Discussant, you have a professional and ethical obligation to register for and attend applicable events: ASHE 2024 Virtual Conference Day, Conference, or respective Pre-Conference
- October 20: Papers for Virtual Conference due through ASHE Conference Portal
- October 23: Papers for In-Person Conference due through ASHE Conference Portal
- October 30: Attend ASHE Virtual Conference Day and serve as Discussant (if assigned) (template schedule and resources will be provided in the guide)
- November 12-15: Attend ASHE 2025 Conference and serve as Discussant (if assigned) (template schedule and resources will be provided in the guide)

### Qualifications

- An earned terminal degree (e.g., Ph.D., Ed.D., J.D.) or substantial research or practical expertise.

- Expertise in the subject area of the session for which they are assigned. This would ideally include methodological expertise, especially for advanced methods; however, the method in which authors answer related research questions may vary.
- Ability to synthesize 3 different presentations, find common themes, and deliver this summary to session attendees
- Ability to provide critical, honest, and constructive feedback to authors and openness for follow-up questions from authors (e.g., for clarity of comments)
- Current membership in ASHE and registration for ASHE 2025 Conference or respective Pre-Conference
- Agreement to uphold the ASHE governing policies including the [Events Code of Conduct](#); [Ethics Policies](#); and [Inclusion, Equity, and Organizational Diversity Policy](#)

# Submitting a Proposal



## The Bend in the Arc

Activist Praxis & Justice  
Through Scholarly Creative Expression



## Submitting a Proposal

The ASHE Conference Portal, which is software designed by All Academic, can be accessed via the ASHE website: [www.ashe.ws/call-for-proposals](http://www.ashe.ws/call-for-proposals). This is the system where proposals can be submitted; members can volunteer to be a Reviewer, Chair, and/or Discussant; Reviewers will complete reviews; Reviewer feedback will be available to authors in early July; the final conference schedule will be posted; Research Paper 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/call-for-proposals](http://www.ashe.ws/call-for-proposals)

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

### 1) Logging In

To access the ASHE Conference Portal, use your ASHE login credentials. Everyone on a proposal will need an ASHE account to be added to proposals in the system (e.g., the submitter will search the system for co-authors/presenters to add).

If you do not have an ASHE account—meaning you've never had an ASHE account (either a current member, expired member, or non-member), you may become an ASHE member or create a free non-member account

To learn more about membership, please visit <https://www.ashe.ws/membership-information>

To create a free non-member account, please visit <https://www.ashe.ws/create-account>

Note: If you already have an ASHE account (either as a current or expired member or a non-member 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](mailto:office@ashe.ws).

**Note:** New log-in accounts (member and non-member) are processed within two business days. 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 non-member account to become a member or create a non-member 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 only once to the conference, either to a section in the General Conference or to a 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

Submitters must designate a presentation format. Submitters will have the option to select if they want to present in-person during the General Conference, during the Virtual Conference Day or CEP Virtual Pre-Conference Colloquium. Submissions to CAHEP, CIHE and CPPHE 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. (Dissertations published on university websites or portals does not disqualify authors from presenting at ASHE.) 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. Individual names and/or organization names do not appear anywhere on the proposal unless the proposal is an Interactive Symposium. If a name appears anywhere on the proposal, it will be removed from consideration.
4. All current ASHE members with a terminal degree (e.g., Ed.D., J.D., Ph.D.) listed on proposals agree to review a minimum of three proposals.



## Terms of Agreement for Accepted Proposals:

1. All presenters agree to register for the ASHE General Conference, Virtual Conference Day, and/or respective Pre-Conference by September 3, 2025, 3:00 PM Mountain/Denver Time and pay appropriate registration fees.
2. For Research Papers, Scholarly Papers, and Self-Designed Paper proposals: If accepted, the completed paper will be submitted through the ASHE Conference Portal by:
  - October 20, 2025 3:00 PM Mountain/Denver Time, if accepted to present a virtual presentation for either the CEP Pre-Con or the Virtual Conference Day
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for the In-Person Conference or a Pre-Conference in Denver, Colorado.Failure to upload a completed paper by the respective deadline may result in the submission being removed from the conference program.
3. For PVDS individual proposals: If accepted, presenters will submit notes for their Discussant to support the PVDS Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:
  - October 20, 2025 3:00 PM Mountain/Denver Time, if accepted to present a virtual presentation for either the CEP Pre-Con or for the Virtual Conference Day
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for the In-Person Conference or a Pre-Conference in Denver, Colorado.
4. All presenters agree to upload their PowerPoint presentations by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted to present a virtual presentation for either the CEP Pre-Con or for the Virtual Conference Day
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for the In-Person Conference or a Pre-Conference in Denver, Colorado.
5. For Paper, Poster, PVDS individual presentation, Self-Designed Paper Sessions, or Works in Progress proposals: If accepted, at least one author/co-author will present the work on the day and time designated and all authors/co-authors presenting will register and pay for the respective event in which they are presenting.
6. For Interactive Symposium and PVDS session 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 CEP Pre-Con and Virtual Conference Day grant ASHE the right and permission to stream live and record presentation(s) as part of the annual

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

## 5) Title

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

## 6) Abstract

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

## 7) Proposal Text

Proposals must not exceed:

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

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

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

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

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

## 8) References

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

## 9) Keywords

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

## 10) Research Methodology

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

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

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

## 11) Reviewer and Discussant Recommendations

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

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

## 12) Proposal Participants

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

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

Interactive Symposiums must designate a Moderator(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 and organization information is removed if an attachment is submitted with graphs, charts, graphics, etc. See the Interactive Symposiums section of this document for more information. If identifying information is included in any proposal besides an Interactive Symposium, it may be removed from consideration as it does not allow for a masked review process.

Note: Submitters do not need to remove self-cited work if that information is not identifiable (e.g., In a previous study, Guilbeau (2020) referenced this). However, if the information is identifiable (e.g., "In a previous study, I wrote about this (Guilbeau, 2020)), then the information should be masked. Similarly, ensure references to work cited from institutions and organizations are also masked (e.g., "In a study conducted at Miami University in 2021..." rather than "In a study conducted by our office at Miami University in 2021...").

## 13) Self-Designed Paper Session Individual Paper Abstracts

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

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

## 14) Attachments

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

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

Please ensure there is no identifying information in attachments, with the exception of Interactive Symposium proposals. Submitters do not need to remove self-cited work if that information is not identifiable (e.g., In a previous study, Guilbeau (2020) referenced this). However, if the information is identifiable (e.g., "In a previous study, I wrote about this (Guilbeau, 2020)), then the information should be masked. The same applies to organizations avoid identifying your organization/entity (e.g., in a study conducted by our Center for the Study of Higher and Postsecondary Education at the Marsal Family School of Education") in favor of (e.g. "in a study conducted by the Center for the Study of Higher and Postsecondary Education...").

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

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

## 15) Editing your Proposal

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

# General Conference Sections



## The Bend in the Arc

Activist Praxis & Justice  
Through Scholarly Creative Expression



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

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

Across these sections we welcome a range of content, theoretical perspectives, and methodological approaches from all members of ASHE.



## Community-University Partnerships & Praxis

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

### Section Chair

Travis C. Smith, Alabama State University

## Faculty, Administrators, & Staff

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

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

### Section Chairs

O'Juan D. Edwards, Florida A&M University

Jovana Gomez, Eastern New Mexico University

Danielle Molina, Mississippi State University

## Graduate/Professional Students & Postdoctoral Scholars

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

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

### Section Chairs

Karly Ball, Michigan State University

Chase Catalano, Virginia Tech

Stephen Santa-Ramirez, University at Buffalo

## International Higher Education

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

*Please note that this section is part of the general conference and distinct from the Council on International Higher Education (CIHE) Pre-Conference. Authors can submit to either the general*

*conference or the CIHE Pre-Conference; however, the same proposal may not be submitted to both.*

### Section Chairs

Frank Fernandez, University of Wisconsin

Matthew A. Witenstein, University of Dayton

## 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 Chair

Michael A. Goodman, The University of Texas at Austin

## Organization & Administration

Proposals for this section illuminate features, functions, and practices of organizations, institutions, and administrative leadership related to higher education. This section welcomes proposals that call attention to contemporary or historical influences of local, state, national, and supranational legislative action (e.g., anti-DEI, tenure reform), social discourses (e.g., credentialism, postsecondary education as public good, anti-immigration sentiment) on the structure of higher education organizations and administrative functions of colleges and universities (e.g., ability to continue or restrictions on structures, policies, procedures, practices, programs, and professional development within institutions and across institutional types).

Recognizing the complexity of higher education organization and administration—shaped by both policy and non-policy actors, in addition to advances in theoretical and empirical research, this section invites advancements in praxis and scholarship-to-practice models that critically examine higher education organizations as dynamic and multifaceted models for change, with particular emphasis on promoting equity and inclusion across U.S. and international systems. Proposals for this section may explore higher education governance, strategy, administration, organizational change, and institutional planning. Topics may include examinations of organizational processes (e.g., culture, decision-making), specific administrative experiences (e.g., responses to rankings, faculty governance, accreditation), or organizational behavior within functional areas (e.g., departments and divisions).

## Section Chairs

Kevin J. Bazner, Texas A&M University-Corpus Christi

Nicholas R. Stroup, Ohio University

## Philosophy & Foundations

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

## Section Chairs

Reginald Blockett, Auburn University

Chaddrick James-Gallaway, Texas A&M University

## Policy, Finance, & Economics

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

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

## Section Chairs

Eric R. Felix, San Diego State University

Lydia Ross, Arizona State University

M. Najeeb Shafiq, University of Pittsburgh

## Research Methods

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

## Section Chair

KC Culver, The University of Alabama

## Teaching & Learning

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

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

## Section Chairs

Selyna Pérez Beverly, Eastern Michigan University

Leslie Jo (LJ) Shelton, University of Arkansas

## 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

Jennifer Blaney, University of Georgia

Jonathan Lewis, uAspire

## Undergraduate Students: Contexts

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

### Section Chairs

Tara D. Hudson, Kent State University

Joseph Romero-Reyes, Iowa State University

Amanda J. Simpfinderfer, William & Mary

## Undergraduate Students: Developmental Theory

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

### Section Chairs

Melissa Abeyta, University of Nevada, Las Vegas

Roberto C. Orozco, University of Minnesota–Twin Cities

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

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

### Section Chairs

Vincent D. Carales, University of Houston

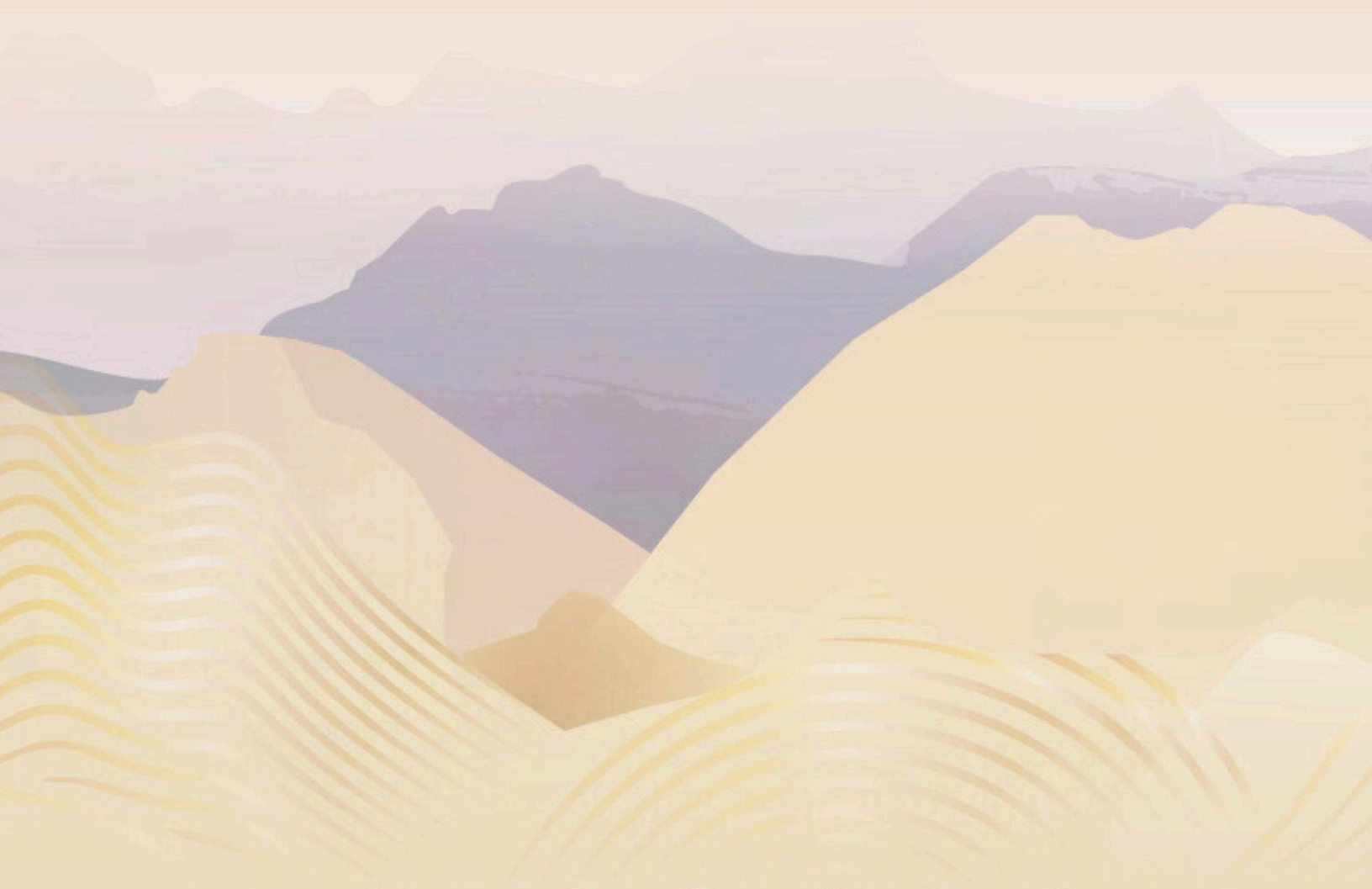
Nichole Margarita Garcia, Rutgers Graduate School of Education

Matthew J. Smith, Valdosta State University

Jue Wu, University of Florida



# Pre-Conferences



## The Bend in the Arc

Activist Praxis & Justice  
Through Scholarly Creative Expression



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 on Ethnic Participation (CEP);
- (3) the Council on International Higher Education (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.

The CEP Pre-Conference will include a Virtual Colloquium to take place on Wednesday, October 29, with an in-person Forum in Denver, Colorado on Wednesday, November 12, 2025.

The CAHEP, CIHE & CPPHE Pre-Conferences will occur in-person on Wednesday, November 12, 2025 in Denver, Colorado.

Pre-Conferences have a separate registration and registration fee from the General Conference.

## Council for the Advancement of Higher Education Programs (CAHEP)

Wednesday, November 12, 2025, Tentative 9:00am-6:00pm, Denver, Colorado

Website: [www.ashe.ws/cahep-precon](http://www.ashe.ws/cahep-precon)

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

In keeping with Dr. Zamani-Gallaher's timely metaphor of an "arc," CAHEP seeks proposals to present research and scholarly papers or facilitate works in progress and interactive symposiums that look at the scholarship of graduate education specifically within higher education and student affairs programs. As a field, what are our individual and collective stories? How do these shape how we move about in the field and the responsibilities we owe to our communities through our work? How do we mentor, encourage, and challenge the next generation of researchers and scholar-practitioners for the field? What perspectives and suggestions do current students have to help us improve practice and more effectively shape the future of professional preparation? How do we invite the scholarship of colleagues who may have been marginalized to bring in new lenses for understanding the rich diversity of contexts within higher education?

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

### 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	Yes
Posters	No

### 2025 CAHEP Pre-Conference Chair

Erin Doran, The University of Texas at El Paso, [edoran@utep.edu](mailto:edoran@utep.edu)

## Council for Ethnic Participation (CEP)

Virtual Pre-Conference Colloquium: Wednesday, October 29, 2025, Tentative 9:00am-5:00pm

In-Person Pre-Conference Forum: Wednesday, November 12, 2025, Tentative 9:00am-6:00pm,  
Denver, Colorado

Website: [www.ashe.ws/cep-precon](http://www.ashe.ws/cep-precon)

### Tending to Our Roots: Joy, Art, and Community

The purpose of CEP, as stated in our by-laws, is to facilitate the participation of scholars from ethnically and racially minoritized communities in the affairs of the Association. The CEP Pre-conference, historically, has consisted of two components:

- 1) The presentation of research/scholarly papers, works in progress, performance, visual, and digital scholarship, and interactive symposia
- and
- 2) The CEP Mentor-Protege Program, which provides mentoring /professional development sessions.

The theme of CEP's Pre-Conference is "Tending To Our Roots: Joy, Art, and Community." Historically, CEP has been deliberately a counter space to think, consider, and prioritize what we, as ethnically and racially minoritized people, care and carry with us: our communities, celebrating the experiences and developments of those with whom we co-create knowledge with and for. Through our research and scholarship, we have collectively created impactful and culturally-sustaining approaches to address the harm and needs of our communities. This is the work we have dedicated our scholarship towards, which is personal and political.

However, this year, in alignment with the conference theme, the CEP Pre-Conference will be engaged differently. We want to honor the dedication of CEP and our communities by providing both a virtual counter-space celebrating and honoring our work as well as providing an in-person convening to nurture and nourish ourselves through joy, art, and community. We hope you accept our invitation to, in the words of our ASHE President, "move outside the frame and color outside the lines" as we curate a space that celebrates and honors who you are, where you come from, and what you dream of.

### Part 1: Virtual Pre-Conference Colloquium on Wednesday, October 29

There will be a virtual pre-conference with a scholarly focus inviting attendees to share and center research and scholarship on issues of race, ethnicity, and racism and the relationship of race, ethnicity, and racism with other systems of oppression, domination, and violence.

With these intentions in mind, we invite scholars to submit proposals, research papers; scholarly papers; works in progress; performance, visual, and digital scholarship; and interactive symposia

that reflects your connection and dedication to community. As you develop your proposals, we ask you to consider the following:

- Who are you beyond academia?
- Where and who do you inherit and draw knowledge from?
- How does your research and scholarship nurture yourself and community?
- How do you embody and practice joy through theory, through methodology, and through scholarship?
- How does your community or communities guide the direction and development of your research and scholarship?
- In what ways have you intentionally moved away from the demands and expectations of the academy moving outside the established theoretical frameworks and coloring new lines of thinking, writing, and more?

The CEP Virtual Pre-Conference Colloquium 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 cis-heteropatriarchy through systemic and structural lenses. Proposals that confront racism’s entanglement with other interlocking structures of marginalization and privilege (e.g., social class, ability, sex assigned at birth, gender identity and expression, sexuality, religion/spirituality/faith, and global/transnational) are especially encouraged.

Proposal formats accepted

\*Please note that all accepted proposals for the CEP Pre-Conference will be presented during the virtual component of the CEP Virtual Pre-Conference Colloquium on Wednesday, October 29.

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

Part 2: In-Person Pre-Conference Forum on Wednesday, November 12 in Denver, Colorado

Whereas, our in-person convening will be dedicated to “tending to our roots” as scholars, as parents, as students, as organizers, as activists, as artists, etc. We are so much more than the academy and our in-person Pre-Conference Forum will be dedicated to reminding us of our

power, beauty, and brilliance through conversations, laughter, and self-reflective activities with the intention of nurturing community with one another.

The CEP Pre-Conference Committee and CEP Executive Committee will coordinate the agenda for this day. As such, proposals are not being accepted for the in-person convening. We will share more in the coming months and the full agenda will be released in late summer.

Note on registration: Registration rates will remain unchanged from 2024. Presenters and attendees who register for the CEP Pre-Conference will receive access to both the Virtual Conference Colloquium and the In-Person Pre-Conference Forum.

#### 2025 CEP Pre-Conference Program Co-Chairs

Robin Phelps-Ward, Ball State University, [rjphelpsward@bsu.edu](mailto:rjphelpsward@bsu.edu)  
charlie amáyá scott, (Diné), [charlieamayascott@gmail.com](mailto:charlieamayascott@gmail.com)

## Council on International Higher Education (CIHE)

Wednesday, November 12, 2025, Tentative 9:00am-6:00pm, Denver, Colorado

Website: <http://www.ashe.ws/cihe-precon>

As we approach ASHE's 50th anniversary, we are called to reflect deeply on the transformative power of our collective journey and the ways in which international higher education embodies the "bend in the arc" toward justice. The 2025 theme, "The Bend in the Arc: Activist Praxis & Justice Through Scholarly Creative Expression," draws inspiration from Dr. Martin Luther King Jr.'s profound reminder that while the moral universe is long, it bends toward justice.

This year, CIHE Pre-conference embraces this vision by centering equity, inclusion, and global social justice in our exploration of internationalization and globalization in higher education. Across borders and cultures, we confront shifting realities, persistent inequities, and untapped possibilities. The intersections of comparative and international perspectives provide us with a fertile ground to reimagine higher education as a space for transformative change and collaborative progress.

We invite you to join us in shaping this dialogue by bringing your unique insights and experiences to our pre-conference. Let us embrace the creativity and artistry that are integral to our scholarly pursuits, challenging the boundaries of conventional approaches and forging new pathways towards justice. How can international higher education dismantle inequities and foster inclusive global communities? What creative risks can we take to advance justice through activism, theory, and praxis?

As we celebrate ASHE's golden anniversary, let us harness the power of our global community to co-create a space where scholarship and activism converge. Together, we can transform international higher education into a vehicle for justice, inclusion, and the realization of a more equitable world. Proposals that include under-utilized theories, such as (Post-/De-) Colonial Theory, Southern Epistemologies, and Indigenous Scholarship are encouraged. Particularly, we encourage proposals set in global contexts/environments. We seek proposals that engage with new methodological approaches that go beyond national containers and interrogate the normalization of Western perspectives.

We invite you to participate under this year's theme, submitting proposals and ideas that reflect your own "arc" as a scholar and advocate for global social justice. Let's step outside the frame, color boldly beyond the lines, and reimagine what is possible for our field and the communities we serve.

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



### Proposal formats accepted

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

### 2025 CIHE Pre-Conference Co-Chairs

Charles Mathies, Old Dominion University, [cmathies@odu.edu](mailto:cmathies@odu.edu)

Hyejin (Tina) Yeo, University of California, Los Angeles, [yhjtina108@ucla.edu](mailto:yhtina108@ucla.edu)

## Council on Public Policy in Higher Education (CPPHE)

Wednesday, November 12, 2025, Tentative 9:00am-6:00pm, Denver, Colorado

Website: <http://www.ashe.ws/cpphe-precon>

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

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

In light of this year’s conference theme, “The Bend in the Arc,” we invite researchers to submit proposals that explore the fusion of progress, justice, and creativity in addressing the major public policy challenges of our time. Inspired by the metaphor of an arc, the theme challenges participants to reflect on the slow but persistent journey toward justice and to interrogate the policy levers in which justice and equity can be achieved. Acknowledging the tensions between rhetorical ideals and lived realities, CPPHE is particularly interested in proposals that focus on the challenges individuals face in pursuing higher education as well as the institutional challenges. Proposals could consider innovative, activist approaches to scholarly work, emphasizing the transformative potential of creativity, discovery, and collaboration in developing meaningful, student-centered policies that foster equity and lasting change. Proposals may also take a more traditional policy-analyst or institutional lens to research and policy analysis.

The work of advancing equity and justice in public policy cannot be confined to those who occupy traditional scholarly roles; on the contrary, partnerships with policymakers, think tanks, advocacy organizations, and others outside academia are needed for researchers to impact policy. For that reason, we take a broad view of the definition of “scholar” and especially invite proposals from those occupying expected and unexpected spaces, from faculty and students, to policy analysts and strategists, with the goal of breaking down silos and engendering a space where the tough questions are asked, where potential solutions are considered, and where new partnerships across the multitude of scholars in the room are formed. We particularly encourage scholars to submit proposals that address the translation of policy research to policy action (including activism and advocacy), strategies for combating injustice, ongoing challenges in accessing and succeeding from higher education, and other significant events that continue to beset higher education, and

the interaction among different levels of policymaking (local and state; state and federal; local and federal) to address timely higher education topics.

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

Proposal formats accepted

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

2025 CPPHE Pre-Conference Chair

Christopher Marsicano, Davidson College, [chmarsicano@davidson.edu](mailto:chmarsicano@davidson.edu)

# Proposal Formats



## The Bend in the Arc

Activist Praxis & Justice  
Through Scholarly Creative Expression



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

You can find example proposals from previous years at [www.ashe.ws/example-proposals](http://www.ashe.ws/example-proposals).

## 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. Authors must choose only one format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

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

Connection to the theme is not a criterion for evaluation.

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

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

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

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

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

### Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by:
  - October 20, 2025 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Research Papers that are accepted for the conference will be grouped by topic with other Research Papers, Scholarly Papers, or PVDS Individual Presentations and assigned a Discussant who will comment on the papers in the session. Each paper will have 12-15 minutes to present.

## Scholarly Papers

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

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

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

Connection to the theme is not a criterion for evaluation.

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

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

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

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

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



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

### Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by:
  - October 20, 2025 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Scholarly Papers that are accepted for the conference will be grouped by topic with other Scholarly Papers, Research Papers, or PVDS Individual Presentations and assigned a Discussant to comment on the papers in the session. Each paper will have 12-15 minutes to present.

## Interactive Symposium

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

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

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

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

*Note: There is not a Discussant for interactive symposia.*

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. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

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

experimental analysis, in which case all instances of LLM text must be clearly identified as LLM text in the proposal.

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

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

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

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

### Accepted Interactive Symposiums

- If the symposium will utilize a PowerPoint, the presenters are required to upload their PowerPoint presentation by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers are not required or able to be uploaded.

## Self-Designed Paper Session

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

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. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

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

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

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

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

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

- Objectives or purposes of the individual inquiry
- The philosophical, theoretical, or practical argument and its bases

- Literature and/or sources to support the argument/analysis
- Research plan, study methods, or modes of inquiry
- Data sources or evidence
- Analytical plan or approach
- Findings (Preliminary, partial, or full)

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

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

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

### Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by:
  - October 20, 2025 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final Research Papers must include the results/findings of studies.
- All presenters are required to upload their PowerPoint presentation by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).

## Performance, Visual, and Digital Scholarship (PVDS)

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

Proposals can be either for:

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

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

Connection to the theme is not a criterion for evaluation.

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

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

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

- Data sources or evidence
- Analytical plan or approach
- Findings (Preliminary, partial, or full)
- Importance/significance of the study for higher education
- Significance

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

- Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Quality of theoretical or conceptual frameworks and data sources
- Connection of the proposal to relevant literature
- Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Relevance of findings, whether partially or fully reported AND/OR Relevance and 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).

Should you have questions about logistical capabilities for PVDS sessions prior to your proposal submission, please contact [alicia@ashe.ws](mailto:alicia@ashe.ws) with your question or set up a meeting via <https://calendly.com/alicia-ashe> before April 22, 2024.

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

### Accepted PVDS

- Presenters of Individual PVDS presentations will submit notes for their Discussant to support the PVDS Discussant's role in providing constructive feedback to Presenters before viewing the presentation by:

- October 20, 2025 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
- October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- All presenters are required to upload a PowerPoint presentation (if applicable) by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).



## 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. Authors must choose one only format (Virtual Day or In-Person) and proposals submitted for one format will not be considered for the other. Submissions to Pre-Conferences will only be considered for an In-Person Format.

Connection to the theme is not a criterion for evaluation.

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

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

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

- Data sources or evidence
- Analytical plan or approach
- Importance/significance of the study for higher education

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

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

### Accepted Works in Progress

- All presenters are required to upload any presentation materials by:
  - October 23, 2025, 3:00 PM Mountain/Denver Time, if accepted for a virtual presentation (Virtual Conference Day or CEP Virtual Pre-Conference Colloquium).
  - October 30, 2025, 3:00 PM Mountain/Denver Time, if accepted for an in-person presentation in Denver (General Conference, CAHEP Pre-Con, CIHE Pre-Con, or CPPHE Pre-Con).
- Final papers are not required or able to be uploaded.

Posters are a mechanism for scholars to engage in interactive discussions with other conference participants about a research project. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point. Posters are only available to submit in an in-person format either during the General Conference or a relevant Pre-Conference. (See the table on page 56 for details.)

NEW for 2025: ASHE has created the ASHE Graduate Student Poster Award and will select the inaugural recipient(s) during the 50th Annual Conference. The award will provide \$750 in two installments; a \$250 annual award for the selected the poster author(s) (all of which shall be graduate students) and an additional \$500 gift upon submission of a manuscript of the poster presentation to a scholarly venue (e.g., journal, op-ed) within one year of the annual conference in which the award was presented. The stipend will be divided evenly amongst the authors. Additionally, the award comes with up to three hours of mentoring with the donors or another scholar that is most appropriate. The review criteria will be on the ASHE website later in the year once approved by the ASHE Awards Committee.

Connection to the theme is not a criterion for evaluation.

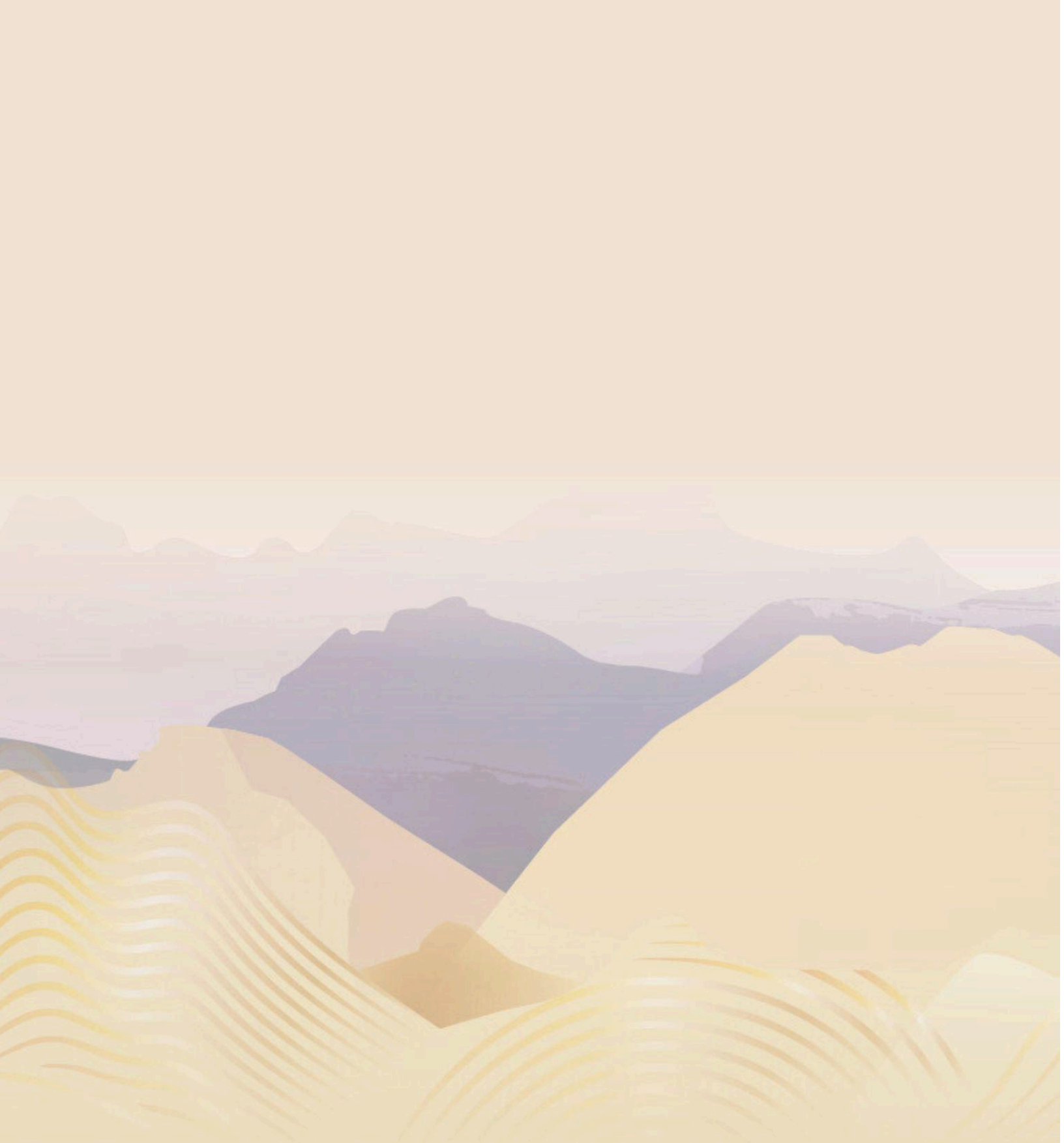
As agreed to upon submission of your proposal in the Terms of Agreement, the proposal must be based on original work that has not been and will not before the conference be published in any venue online or print or presented at other conferences. (Dissertations published on university websites or portals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

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

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

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

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



# The Bend in the Arc

Activist Praxis & Justice  
Through Scholarly Creative Expression

