

CALL FOR MANUSCRIPTS

JARIHE 2026

The Journal of Access, Retention, and Inclusion in Higher Education (JARIHE)

Mission:

The Journal of Access, Retention, and Inclusion in Higher Education supports research in the areas of developmental education, access, retention, inclusion, and student success in higher education. Contributors provide scholarly research, practical insight, and accounts of best practices to support students from traditionally underrepresented, first generation, and other marginalized communities. Readership includes faculty, program managers, legislators and college/university senior leadership.

Editorial Statement:

The Journal of Access, Retention and Inclusion in Higher Education (JARIHE) is a peer-reviewed scholarly publication, which utilizes a double-blind peer review process.

Qualitative and quantitative reports are welcome. As always, we also welcome manuscripts which share best and promising practices as it pertains to student success programs and initiatives. This applies to **all students** and not only those in developmental programs. *This does not exclude scholarly research, practical insights or best practices focused on developmental education programs.* In short, manuscripts focused on developmental and non-developmental programs in two-year and four-year, public and private institutions are welcome. **Please note: submissions by graduate students are also encouraged.** Graduate students who are co-authoring with a faculty member are encouraged as well.

As such, we welcome work from scholars and administrators who are familiar with two-year or four-year colleges/universities who have engaged with or conducted research that examines student success from the following perspectives:

- ☐ Supporting students during times of crisis
- ☐ Effectively using AI to support student success
- ☐ College retention, persistence and graduation rates
- ☐ Honors and content specific student success initiatives (STEM, Business, etc.)
- ☐ Developmental courses
- ☐ Developmental course placement strategies
- ☐ Issues of access and inclusion in higher education
- ☐ Challenges and triumphs related to students from minoritized communities, first generation and other marginalized communities
- ☐ Student success and student athletes
- ☐ High-impact practices (study abroad, summer programs, etc.)
- ☐ Programmatic developmental education strategies
- ☐ Pedagogical strategies in developmental education
- ☐ Financial support or lack thereof
- ☐ Other topics related to student success (the connection to student success must be made clear)

Manuscript Submission Guidelines

We welcome manuscripts with a **maximum of 4000 words** (excluding tables, figures and works cited). The *Publication Manual of the American Psychological Association* (APA), Seventh Edition, should be followed for reference style and all other rules of organization, punctuation, and editorial style. **Manuscripts which exceed the maximum word requirement may not be considered.**

Submissions will be accepted through April 15, 2026. Response from the editor regarding a decision will be prior to June 30, 2026. If revisions are necessary, a final version must be submitted by July 31, 2026. Publication is scheduled for fall 2026. Submissions accepted at: jarihe@wcupa.edu. Direct all questions to John B. Craig, Ed.D. Editor, at jcraig@wcupa.edu

Abstract

All manuscripts **must** have an abstract with a maximum of 150 words.

Information Required:

- Abstract with a maximum of 150 words should be included in the first page of your manuscript.
- Blind manuscript including the abstract must be prepared as a Microsoft Word document
- Separate title page including the title of the article, the name(s) and contact information of the author(s), and institutional affiliation(s).
- *Optional but strongly encouraged: Cover letter to the editor*
- Author(s) of manuscripts accepted for publication will be required to submit a biography with a maximum of 50 words.
- Statement of Acknowledgement that this manuscript is original and has not been submitted, accepted or published previously and is not under review elsewhere.

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