

Editor's Introduction

Should graduate students engage in the scholarly process of publishing? And, if so, how should they go about doing so?

Three years ago these questions were posed by David Tandberg (the current associate editor), then a new student in the higher education program at Penn State. To the first question (probably rhetorical in his mind) the answer was an obvious, “Yes.” He also had an idea how to answer the second question. He proposed that students in the higher education program create their own academic journal—written for and by graduate students—so that budding scholars could experience the publishing process first-hand, something they might miss in the high-stakes publishing game where the neophyte competes with the seasoned and distinguished of the field.

David and Creso Sá (editor of Volume 2) proposed that the Higher Education Student Association (HESA) host this student-run academic journal. Serving as president of HESA at the time, I expressed some healthy skepticism: Would students participate? Would enough students submit papers to make it worthwhile? And, how would we pay for it?

I was soon convinced of the potential value of such an enterprise and joined David and Creso in helping to plan the first issue of *Higher Education in Review* (HER). They developed a new journal from the ground up, starting with only an idea and producing the first volume within a year; attending to all the details and questions of such an undertaking, including choosing a title, creating a web site, securing financial support, and recruiting reviewers, among the many other particulars. They recruited two advanced students, Radhika Prabu and Victor Arcelus, to serve as the editor and associate editor, respectively.

This third volume of *Higher Education in Review* stands as evidence that the original vision of the journal—that students learn about the publishing process first-hand—is still the driving force of this publication. This learning experience is not restricted to those who submit work for publication (nor was it ever intended to be)

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but is extended to all students who are involved in any aspect of the journal and its processes—as editors, managers, reviewers, authors, and you, as a reader. As editors we have learned about the difficult issues regarding how to evaluate a peer’s work as well as the seemingly more mundane, yet still important technical and managerial matters of how to run a journal. Each member of the Editorial Board made tremendous contributions to this effort, strengthening and improving the journal, perfecting their role even while continuously re-defining and mastering it.

We are fortunate to have a willing and able Reader Board, an increasing number of whom are advanced graduate students in the program. Some have commented about how much they learned through the process of doing a blind critique of another’s work. Of course, the author has much to learn from the process of submitting, receiving feedback, revising, resubmitting, and the continual fine-tuning that is part of the publishing process. Even those whose papers were rejected, we hope, learned something from the process by benefiting from the feedback of reviewers. We appreciate the generous support of the Department of Education Policy Studies, the Center for the Study of Higher Education, and the Higher Education Student Association.

This year’s issue features three articles and an invited essay. Betty J. Harper in her paper, “Women’s Colleges in the Era of Gender Equity: A Review of the Literature on the Effects of Institutional Gender on Women,” asks what role women’s colleges play in today’s higher education landscape.

Institutions of higher education have always participated in the politics of their state but the degree and sophistication of their lobbying activities has necessarily increased in recent years. David A. Tandberg examines how institutions create alliances with other institutions and other organizations (some of them outside the realm of education) in, “State-Level Higher Education Interest Group Alliances.”

What kind of contributions can institutions—and in particular, their students—make to society? Emily M. Janke takes on this question in her paper, “The Promise of Public Scholarship for

Undergraduate Research: Developing Students' Civic and Academic Scholarship Skills.”

And, back to the original question of “Why should students participate in the scholarly process?” we find an answer in the essay, “Why We Write,” by Professor Roger L. Geiger. We invited Dr. Geiger to provide a short essay on the values of engaging in the academic enterprise and his essay is a primer on why students should participate in this practice. Indeed, his essay articulates, better than we as students have been able to, why this journal was created and why it should continue.

We hope graduate students in higher education—at Penn State and elsewhere—will see *Higher Education in Review* as *their* journal and will heed the invitation to submit a manuscript for consideration for Volume 4, to be published in a year’s time. *Higher Education in Review* is certain to continue to expand and improve but most importantly it will continue to provide graduate students with a chance to learn about and experience the publishing process first-hand.

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