



## Call for Papers:

### Voices from the Field: The Student Experience at Historically Black Colleges and Universities

#### Overview

[The National Resource Center for the First-Year Experience and Students in Transition \(The National Resource Center\)](#) seeks paper submissions that will elevate the voices of students attending Historically Black Colleges and Universities (HBCUs). Submissions must discuss how advising practices and student success initiatives impact student experiences. To achieve this, we seek papers that will examine the student experience through one or more of the following themes (this list is not exhaustive, other topics may be explored): (a) COVID-19, (b) mental health and well-being, (c) specific student population and identities, (d) peer-to-peer mentoring, advising, coaching, (e) student-faculty engagement, (f) engagement in [High-Impact Practices \(HIPS\)](#), (g) student life, (h) sense of belonging, (i) financial wellness, (j) transfer experience, (k) first-year seminars, (l) student athletes, (m) science, technology, engineering, and mathematics (STEM), (n) study abroad and education abroad programs, and/or (o) innovative services or initiatives. The primary author of accepted paper submissions will receive an honorarium of \$2,500 (minus any taxes).

#### Participation

One author (lead or co) must be affiliated with an HBCU. The interested primary author should complete the [author interest form](#) through Tuesday, November 28, 2023. We seek authors representing diverse professional backgrounds including student affairs and higher education professionals, faculty, and doctoral students. This is a phenomenal publishing opportunity for a colleague to expand their professional experience and join The National Resource Center community.

#### Background

The National Resource Center in partnership with the Advising Success Network (ASN) published [Advising at HBCUs: A Resource Collection Advancing Educational Equity and Student Success](#) (Lyn, Hilliard, and Seabold, 2022) examining the experiences of Black male students, case studies highlighting advising and student success initiatives, and a review of the literature on Black students in transition within the [Journal of the First-Year Experience & Students in Transition](#).

#### Advising

The ASN defines advising as “a student-centered process inclusive of academic, career, financial, and personal goals that attend to students’ financial, emotional, and interpersonal well-being and academic success.” This call for paper submissions considers advising as a broad term, a student-centered process assisting students in making intentional connections.

#### Submission Guidelines

Accepted papers must be approximately 2,500 words (excluding tables, figures, and references) in Times New Roman 12-point font with 1-inch margins, double spaced, and follow the suggested model:

- 1) Institutional Profile (approximately 200 words)
  - a) Full name of institution and city/state where it is located.
  - b) Institution type (two-year/four-year) and Institution sector (public/private/proprietary).
  - c) Number and percentage of live-on campus and/or commuter students.
  - d) Number of Full Time Enrollment undergraduate and graduate students.
  - e) Undergraduate student demographic information including gender balance, % of students over age 25, racial/ethnic makeup (be sure to provide details about % of each race/ethnicity) and the % of students who are first-generation (please be sure to include how you define first-generation students) as well as the percentage of Pell Grant-receiving students.
- 2) Introduction (approximately 300 words). Briefly discuss:
  - a) Introduction of the study
  - b) Purpose of the study
  - c) Research Question(s)
  - d) Connection to advising and brief introduction selected theme(s)
  - e) If the paper includes voices of students in campus and/or community programming, please include the name and brief discussion (i.e., TRIO Student Support Services).
- 3) Method (approximately 200 words)
  - a) What methodological approach(s) were used to collect student voices? What instrument(s) were used (i.e., surveys). What questions were asked?
  - b) Suggested methods include focus groups, interviews, class discussion(s), written response or essays, or other innovative methods to engage students.
- 4) Findings (approximately 1600 words). Include:
  - a) Student quotes, personas, narratives, or other innovative way(s) to discuss the findings (use pseudo names). Note: We are interested in highlighting the student voice through this work.
  - b) What were common themes that emerged from your findings? What gaps were uncovered? What was most startling? Surprising? Exciting?
- 5) Implications for Practice (approximately 200 words)
  - a) What are the key takeaways? What was learned from talking to students? How can the findings be applicable to other HBCUs?

#### Timeline

Author interest form due	Tuesday, November 28, 2023
Invitation to meet with research team via Zoom to discuss proposed paper (~20 mins)	December 2023
Research Team will select three primary authors to participate	December 15, 2023
Author agreement signed	January 2024
Research plan and timeline due	11:59PM, January 15, 2024
Data collection, analysis, writing	January 2024 – May 2024
Paper due	11:59PM, June 30, 2024
Review by copyeditor and author edits	August 2024 – February 2025
Publication (The National Resource Center and the Advising Success Network)	May 31, 2025

#### Author Agreement

The selected primary author will be paid an honorarium of \$2,500. The first amount of \$750 will be paid upon signing the author agreement and acceptance by the University of South Carolina Board of Trustees. The second payment of \$1,750 will be paid upon publication. The National Resource Center will not cover any costs to conduct the study.

#### Paper Review

Papers will be reviewed by staff of the National Resource Center and a board of external reviewers.

#### Advising Success Network

The National Resource Center for The First-Year Experience and Students in Transition is pleased to be a core partner in the Advising Success Network (ASN), a grant-funded initiative aimed to elevate advising as a priority, improve advising practice, and advance success for Black, Latinx, Indigenous, Asian, and Pacific Islander students and students from low-income backgrounds. This work supports advising as a student-centered process inclusive of academic, career, financial, and personal goals that attend to students' financial, emotional, and interpersonal well-being and academic success.

#### Copyright

For accepted papers, The National Resource Center requests that any work submitted for consideration not be submitted to another publisher while it is under review. Unless specifically designated by a grant or contract, the University of South Carolina holds the copyright for all publications produced by the National Resource Center, including those produced with federal funds.

#### Contact Information

If you have any questions regarding the call for papers, email Jenna Seabold, [jseabold@mailbox.sc.edu](mailto:jseabold@mailbox.sc.edu). Dr. Jamil D. Johnson, [jj117@mailbox.sc.edu](mailto:jj117@mailbox.sc.edu) serves as Primary Investigator of this project.

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