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Growing the Field: Preparing Manuscripts for Submission to *Intersection*

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As all authors for this article currently serve on the *Intersection* Committee, they recused themselves from the editorial and peer review processes for this publication to maintain transparency and uphold ethical publication guidelines.

Intersection: A Journal at the Intersection of Assessment and Learning

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Abstract: This Conference Proceeding follows the origin, content, and conversation that resulted from the Skills Development workshop offered by the leadership of *Intersection: A Journal at the Intersection of Assessment and Learning* at the 2025 Association for the Assessment of Learning in Higher Education (AALHE) Conference. The session, and this manuscript, aim(ed) to provide insights on how to increase scholarship and professional development in learning outcomes assessment and continuous improvement initiatives. *Intersection*, a peer-reviewed journal following a double-anonymous review process, considers articles exploring theoretical and conceptual frameworks, critical scholarly literature reviews, original research, and case studies. After identifying the gap in practice for assessment professionals, especially among AALHE members, in publishing scholarly articles detailing their innovative work in *Intersection*, this Proceeding details the manuscript journey from conceptualization and research design (including considerations for ethical human subjects research approval), to article drafting, submission, and the peer review process.

Keywords: *scholarship, research, assessment professional development*

Introduction

AALHE serves as a national membership community of assessment professionals. Its mission is to promote, advocate for, inform, and lead ethical and equity-minded assessment practices in higher education, empowering members to cultivate and improve student learning and institutional quality. AALHE achieves this by facilitating scholarship and professional development, generating knowledge and resources, and providing networking and idea-sharing opportunities. This manuscript is based on a workshop titled "Growing the Field: Preparing Manuscripts for Submission to *Intersection*," held on May 28, 2025, at the AALHE annual conference, which aimed to guide prospective authors through the publication process for *Intersection* (Gibbons et al., 2025).

In the workshop, the first key discussion point was the context and background of the journal itself. *Intersection: A Journal at the Intersection of Assessment and Learning* is a key initiative of AALHE, with the goal of providing scholarship and professional development in assessment for learning. All articles published in *Intersection* are education-related and serve a broad higher education community, including articles exploring theoretical and conceptual frameworks, critical scholarly literature reviews, original research, and case studies. The journal employs a double-anonymous peer-review process and has an 80% acceptance rate for general submissions and a 100% acceptance rate for Conference Proceedings. *Intersection* is currently indexed in Google Scholar and ERIC, with indexing in EBSCO forthcoming. Additionally, *Intersection* has also begun assigning Digital Object Identifiers (DOIs) to its articles, which enhance the discoverability, and long-term accessibility of published work by providing a reliable link for citation. From January 1, 2021, through April 30, 2025, the journal recorded 39.5k total pageviews, 19.5k total article pageviews, 2.7k article downloads, and 12.9k unique visitors.

The journal has an open call for papers on current topics and conversations in student learning assessment, welcoming submissions that aim to educate and support assessment practitioners, faculty development professionals, subject area faculty, administrators, and other stakeholders in higher education. Some of the emerging topics that are highlighted in recent issues of *Intersection* include the artificial intelligence (AI) corner, interpretations of assessment through formative and co-curricular lenses, assessment literacy and professional development, and critical and reflective practice.

The publication of *Intersection* is facilitated by a committee of AALHE, led by volunteer members who serve as anonymous peer reviewers and as editors. Because of the importance of member engagement to the success of the journal and the overall AALHE organization, the *Intersection* leadership team (i.e., the authors of this manuscript) investigated the distribution of membership among authors and authors among membership, finding both to showcase that generally, members of AALHE are not actively publishing in *Intersection*. For example, of the 182 unduplicated authors from the publication beginning in its online presence in the summer of 2020, 40 (or 22%) were members of AALHE (**Figure 1**). Among AALHE's nearly 1,200 members, only 3% have authored articles in *Intersection* (**Figure 2**).

Figure 1

Distribution of AALHE membership among Intersection authors

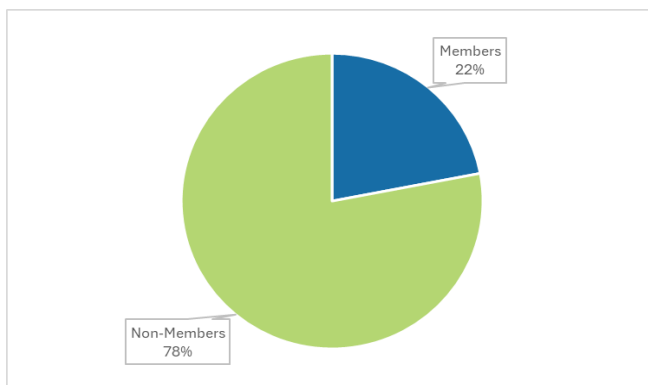
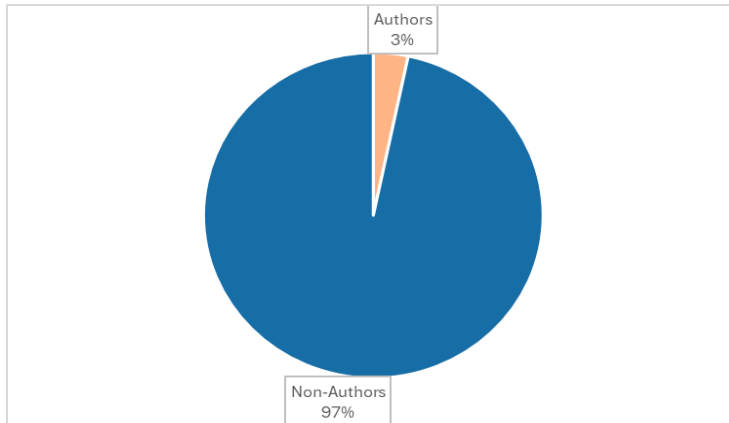


Figure 2

Distribution of Intersection authors among AALHE membership.



Ultimately, the creation of the workshop and this manuscript seek to bridge the gap in membership-authorship by demystifying the process of publication in the assessment field and helping to remove barriers for members to begin their publishing journey with *Intersection*. To characterize these barriers, here, we briefly review the literature on professional identity development, contextualized with profession-specific insights to the development of an identity as an assessment scholar.

The literature on identity development is embedded across various disciplines, and here we propose to find parallels between disciplinary identity development characteristics and the desire for this work to enhance assessment scholar development. For example, the development of identity as a “science person” includes key components of interest, performance-competence, self-recognition, and recognition from respected others (Pfefier et al., 2024). Extending the concept of performance-competence to assessment scholar development, we would seek to understand the extent to which assessment professionals would have the skills and knowledge to complete research of the kinds that can be submitted to the journal. Evidence supports that this is the case; a study of required skills and knowledge to be successful in a role as an assessment professional identified skills such as designing effective assessment plans and conducting data analysis with effective dissemination (Morrow et al., 2022). In the context of student affairs, the professional organizations ACPA & NASPA’s competencies include “Participate in the design of qualitative and quantitative projects” under the Assessment, Evaluation, and Research competency area for all student affairs educators (ACPA & NASPA, 2015). If they possess these skills (as the research indicates), assessment professionals in both academic and student affairs should be well-equipped to conduct research and therefore develop as assessment scholars.

In other professional fields, the development of an identity as an ingroup member is tightly linked to having a strong social context (Ashforth & Kreiner, 1999). In academia, disciplines serve as this social context for aspiring and extant scholars. Assessment, a field affiliated with academia but not yet recognized as an independent academic discipline, needs an increasing additional empirical and

theoretical research literature to fully develop into an “ingroup” in research circles (see the case of the Scholarship of Teaching and Learning/SoTL, Canning & Masika, 2020). The social context for assessment exists in organizations such as AALHE, the Student Affairs Assessment Leaders, and various regional assessment-affiliated organizations and is facilitated at events such as AALHE’s annual conference and the Assessment Institute in Indianapolis. In SoTL, engagement with professional organizations empowers scholarly development (Bunnell & McGowan, 2024) despite extant disciplinary ties (Simmons et al., 2013). Similarly, development into professionalization in leadership requires a high degree of visibility of strong role models (Ibarra, 1999), and such gatherings as the AALHE annual conference allow an opportunity for assessment professionals to spend time with and learn from established practitioners and scholars and create a strong social network that empowers scholarship beyond traditional disciplinary boundaries.

Despite these opportunities for professional identity development in assessment via engagement in research and publication, authorship is still not widely distributed among members of AALHE. The *Intersection* leadership team discussed this concept to prepare for the workshop and posited that this gap could be attributed to two contextual factors, the first being a lack of time dedication to scholarly activity as part of assessment roles embedded in institutions. In a similar way to graduate students learning and training through teaching assistantships, time in assessment professional roles is primarily dedicated to “doing” assessment work in various formats, rather than learning how to engage in research scholarship (Janke & Colbeck, 2008). The second contextual factor that the authors believe might contribute to the gap in membership-authorship is the depth of knowledge of how to proceed with disciplinary research, potentially at the expense of knowledge of how to proceed with assessment research.

Despite the challenges that potentially limit scholarship development, the authors posit that producing assessment research output is an activity that can serve professionals in their ongoing development. With this in mind, *Intersection* leadership built this workshop and manuscript to identify strategies for collaboration while also providing knowledge development around specific tasks (such as Institutional Review Board approval or exemption) that will ease the process of converting assessment projects into meaningful scholarly contributions.

The Manuscript Journey

With the goal of empowering attendees with the strategies and knowledge to begin their publication journey, the material in the workshop (and, subsequently, this manuscript) is organized along the common tasks required to be successful in the publication journey. The typical manuscript journey for *Intersection* involves several stages: Conceptualization, Research Design, Article Drafting, Submission, Review, and Publication.

Conceptualization

When conceptualizing an article for *Intersection*, authors should consider what might fit within the journal's scope. The journal welcomes submissions addressing assessment practices across various types of colleges and universities. Encouraged article types include explorations of theoretical and conceptual frameworks, critical scholarly literature reviews, original research, and case studies.

Authors are encouraged to reflect on their professional work to identify challenges, insights, tools, processes, or approaches that could benefit others, or stories from their work that could be developed into a publication.

Some questions to consider guiding the conceptualization process presented at the workshop included:

- What story from your recent work would you share at a conference—and could that story be the starting point for a publication?
- What challenges or insights from your work could inform or benefit others in your field?
- Have you developed any tools, processes, or approaches that others might study or apply?

During the workshop, some key ideas emerged, especially the potential for conducting research that focuses on innovative ways to solve common assessment challenges. For example, research ideas such as how to painlessly collect more and better data from siloed institutions with burdened faculty and how to enhance the quality of assessment reporting via meta-assessment recognition & reward processes were discussed. This reflection is a key first step in the manuscript generation process. Some strategies to turn these concepts into a manuscript include reflecting with colleagues from other institutions, finding common ground, and planning to address those challenges together. The workshop created a space for some of these conversations to begin, and it was clear from the discussion that potential authors need additional structured spaces to create this kind of organic connection for producing research. Approaches to fulfilling this need are discussed in the Conclusion of this manuscript.

Research Design

Once an idea is conceptualized, the research design phase begins. This is a key stage in both empirical and non-empirical studies. A key part of each manuscript is a strong rationale and detailed description of the methodology used when conducting the research to connect the author's work with the opportunity to contribute to assessment scholarship. Often, empirical studies fall under the United States Code of Federal Regulations definition of research: “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge” (Definition for the purposes of this policy, 2025). In this case, obtaining Institutional Review Board (IRB) approval or exemption is crucial for sharing the work in a scholarly venue such as *Intersection* (i.e., generalizing knowledge gained). While this process is standard for those whose primary disciplinary backgrounds include human-subjects research, it may be unfamiliar to some assessment professionals, particularly those with a science, technology, engineering, and mathematics (STEM) or other backgrounds that do not typically interface with humans as the subjects of research. The workshop provided fully-realized examples of studies that were conducted in collaboration with students to identify how to approach the IRB process for maximum success.

Human Subjects Research Examples

Examples from approved IRB applications illustrate some of the requirements. Key features of an IRB proposal typically include an abbreviated literature review, a list of references, and identification of primary objectives, purpose, hypothesis, and significance. Authors must also describe the basic

research design (e.g., experimental, non-experimental), subjects (age range, recruitment, sample size), research procedures, potential risks and benefits, and any conflicts of interest. Necessary documents may also include an introduction script, invitations to participate in the research via learning management system, the full text of instruments or questionnaires, and an informed consent form.

Two honors projects were provided as examples that demonstrate these considerations:

- **Honors Project 1 (CHEM 201L Assessment):** An honors student assessed learner achievement in Organic Chemistry Laboratory (CHEM 201L) for two lab sessions using visual observations and short answer questions. The main challenge was how to create a student partnership in assessment focusing on an undergraduate evaluating other students.
- **Honors Project 2 (CHEM 101L Assessment):** Another honors student assessed learner achievement in Principles of Chemistry Laboratory (CHEM 101L) across three sessions with a set of short answer questions. This project also involved the implementation of Quality Matters (QM) standards and an opportunity for the student to make key suggestions for improvement based on assessment findings (Quality Matters, 2023). This project had a two-part thesis proposal: an IRB section for assessment and a non-IRB section for QM implementation.

Tips for IRB submission include planning ahead for the literature review, creating all communications, advertisements, and recruitment strategies in advance, and allowing time for unexpected review processes, for example, a marketing team might require approval of communications advertising a study before the IRB process can be complete. It is also advised to understand the specific IRB expectations of one's institution before submission. For increasing efficiency, it is best to save the first approved application and continue to use it as a model for future applications. This truly becomes a time saver for professionals.

Article Drafting

The manner in which to write an article for *Intersection* is well-defined in the journal's Author Guidelines (AALHE, n.d.). This style of writing is different for many assessment professionals who come to the field from various scholarly backgrounds, each with their own unique norms and expectations.

Part of the submission process highlighted during the workshop was the cover letter, an opportunity for the corresponding author to articulate their interest in publishing with *Intersection* and specify the ways in which their work is well-suited for *Intersection*. The journal requires a cover letter to be submitted to accompany each manuscript. The primary function of the cover letter is for the author to explain the alignment of the manuscript's content with the goals and target audience of the journal. The cover letter also confirms originality and that the manuscript has not been submitted elsewhere. Other important things to list in the cover letter are any potential conflicts of interest, IRB approval information, funding sources, the use of artificial intelligence (AI) as instructed in the *Intersection* AI Guidelines, and other details that would not typically be included in the full text of a manuscript but are important for understanding the context of the work. The cover letter includes the names and affiliations of the authors, while the originally submitted manuscript does not, as described in the submission requirements.

The journal welcomes submissions that address assessment practice at various types of colleges and universities. The following articles are encouraged: articles exploring theoretical and conceptual frameworks, critical scholarly literature reviews, original research, and case studies.

Other Submission Requirements

- Manuscripts should be 2,000 to 8,000 words exclusive of reference list, figures, and tables. Longer manuscripts may be considered at the discretion of the editor.
- To ensure an anonymous review, manuscripts must be anonymized and not include identifying information (author name, affiliation(s) etc.). Please do not include a cover page. Author'(s) name(s) and affiliation(s) will be collected in the Scholastica system.
- Manuscripts submitted with identifying information will be returned for an anonymized resubmission.
- Abstract of 150 words or fewer with a list of 3 to 7 keywords.
- Manuscripts should be supported by data, figures, tables, graphs or models.
- Manuscripts, including references, abbreviations, symbols, figures, and tables, must adhere to the Publications Manual of the American Psychological Association, 7th edition.
- The main text should be formatted with standard 1" margins and 12-point font (preferably Times New Roman).
- Include the manuscript titles and page numbers in the header.
- Manuscripts submitted should not be under review by another journal.

Intersection follows a double-anonymous peer review process, which means that both the author and the reviewers are kept anonymous to each other throughout the review process. This method aims to reduce bias based on factors like gender, race, institutional affiliation, or reputation and limit potential conflicts of interest. Authors are required to anonymize their manuscript before submitting their paper. All Peer Reviewers are expected to follow Peer Reviewer Guidelines as outlined by the Committee on Publications Ethics (COPE). The review process is detailed later in this manuscript. All articles published follow Attribution 4.0 International (CC BY 4.0).

Appeals

An author can request an appeal after receiving notification of rejection. Authors interested in *Intersection's* Appeals Policy and Process can review the *Intersection* Appeals Policy. The journal strictly follows its own Ethics Statement content. This includes a recognition of the increase in availability and use of AI tools: *Intersection* has developed Guidelines for AI use that authors are expected to adhere to. Regarding plagiarism, *Intersection* maintains that manuscript text should be original and not published elsewhere. Copying an author's own text from prior publications is also a breach of the guidelines. Particularly important in the ethics statement are approval for research; by submitting an article to this journal, authors confirm that all reported research received prior Institutional approval or an exemption from the appropriate regulatory body, such as the IRB, if applicable. Additionally, all primary images should be presented in a manner that does not alter their true nature, unless changes are made to maintain anonymity of participants/subjects. Authors confirm that they received permission or approval for all images included in the submission, if applicable. All images should include Alternate Text in alignment with accessibility standards.

Authorship

Authorship of articles submitted to this journal should be based on appropriate contribution to the paper, as defined in the *Intersection* Authorship Policy. Authors should finalize the author list and order of names before submission. *Intersection* will not act as a mediator for authorship disputes, and subsequent changes or inquiries can lead to lengthy delays or possible retraction.

Conflicts of Interest and Funding Disclosure

Any conflicts of Interest or funding disclosure should be mentioned in the submission and will be considered and assessed for suitability by the editorial board prior to peer review. Examples include (but are not limited to) paid or unpaid positions with or stock or honoraria from corporations or political bodies, patents held in technology that is used in the study, and personal connections to others involved in the study. Any undisclosed conflicts of interest that are revealed later may subject the paper to publishing delays, corrections, or retraction.

Editorial Board Members' Submissions

Editorial Board Members are welcome to submit papers to the journal. These submissions are not given any priority over other manuscripts, and Editorial Board Member status has no bearing on editorial consideration. When an Editorial Board Member is an author on a submission, they will have no involvement in the editorial review of the manuscript, no access to confidential information on the editorial process, and no input into the decision to publish the article. When the number of articles accepted for publication in an issue exceeds the space available, articles by members of the Editorial Board will be delayed and published in a later edition.

Submission

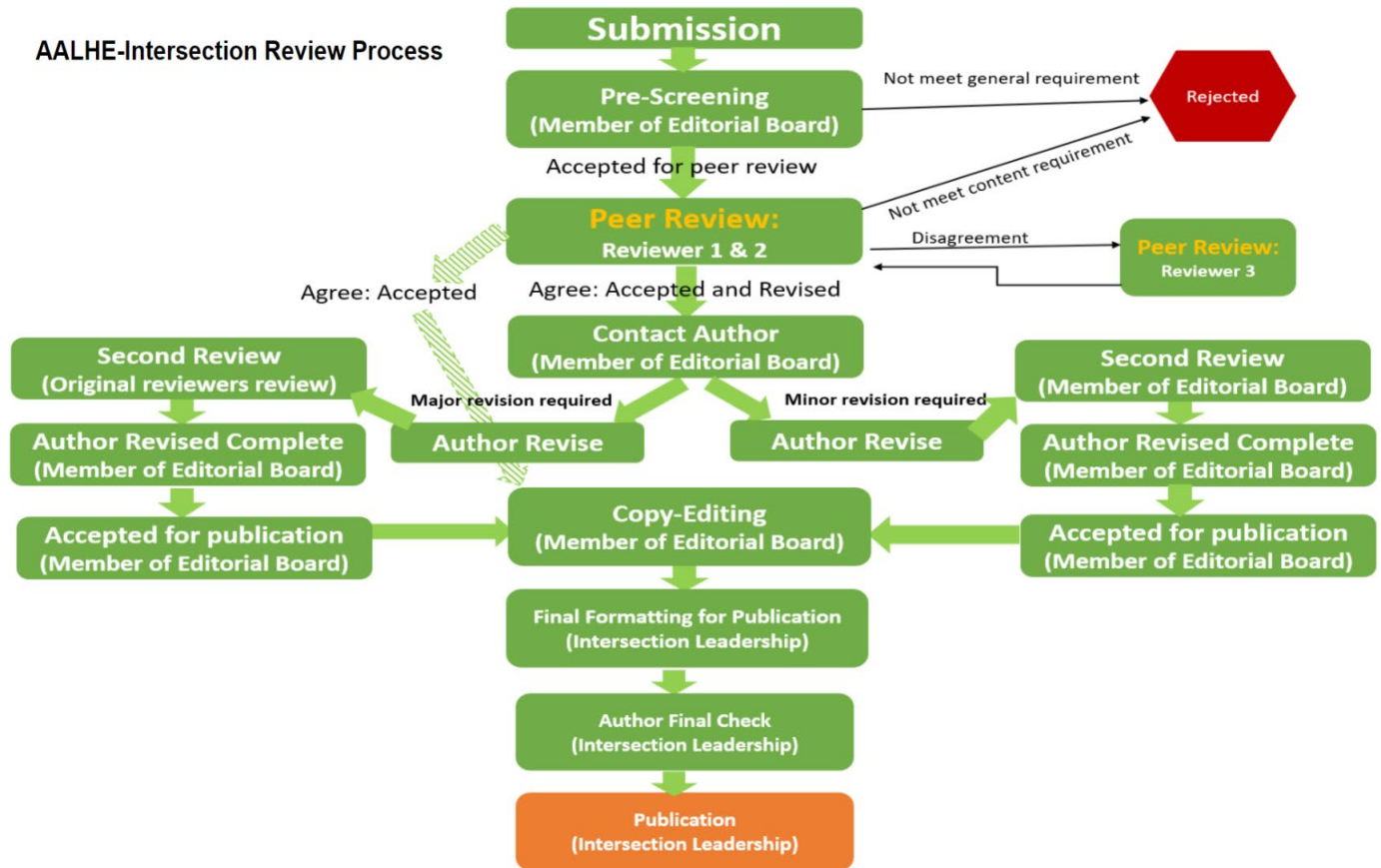
The workshop briefly discussed that submissions are made through Scholastica, a publication management system. The system includes opportunities for the submitting author to identify the specific roles that all co-authors played in the process, creating an infrastructure that supports integrous inclusion of all appropriate authors, without any whose participation does not warrant such credit.

Review

The review process for *Intersection* adheres to the Peer Reviewer Guidelines outlined by the Committee on Publication Ethics, maintaining an anonymous peer review process. The *Intersection* Review Process involves several steps, outlined in **Figure 3** and on AALHE's website (AALHE, n.d.) After a manuscript is submitted, a member of the Editorial Board performs a pre-screening. If the manuscript does not meet general requirements, it is rejected. The most common reason for this desk rejection is if an article does not focus on assessment in higher education.

Figure 3

Intersection Review Process Detail



If the manuscript passes through the desk screening process and is accepted for peer review, two reviewers (Reviewer 1 & 2) are assigned the manuscript in the Scholastica system, where they cannot view the names or affiliations of the authors. They are assigned to evaluate the content using the assigned peer review rubrics for empirical (**Table 1**) and non-empirical studies (**Table 2**), assessing criteria such as research questions, development of ideas, literature review, key claims, methodology, conclusions, recommendations, figures/charts/tables, APA style, and writing quality.

Table 1

Intersection Empirical Manuscript Peer Review Rubric

	Reject (1)	Requires Major Revisions (2)	Requires only Minor Revisions (3)	Requires Only Copy Edits (4)
1. Research Questions	The research questions do not contribute to scholarship in this area	The research questions can contribute to scholarship in this area with major revision	The research questions can contribute to scholarship in this area with minor revision	The research questions clearly contribute to scholarship in this area
2. Development of Ideas	Illogical organization, major factual errors, and/or poor transitions	Some explanations are unclear and/or factually incorrect and/or transitions are abrupt	Occasionally, explanations are unclear or incorrect and/or transitions are abrupt	Logical organization with clear explanations and smooth transitions
3. Literature Review and Citations	The literature review is largely unrelated to the research question/hypothesis statement and/or lacks sufficient references	The literature review is insufficient (in providing necessary background information), poorly organized, and/or lacks sufficient references	The literature review is thorough but should improve organization and/or integrate more references	The literature review is thorough and adequate, given the objectives and content of the article
4. Key claims	Unsupported by data	Key claims are vague and are partially supported by data	Key claims need more explanation but are largely supported by data	Fully supported by data and explanations are clear
5. Methodology	It is inappropriate or incomplete	It has major flaws in research design, lacks evidentiary support, and/or the description lacks detail to be reproducible	It has minor flaws in research design and/or the description lacks detail to be reproducible	It is appropriate, applied properly, and described in enough detail to be reproducible
6. Conclusions	Do not link findings to the published literature and/or are not supported by the data	Loosely link findings back to the published literature and/or are minimally supported by the data	Mostly link findings back to the published literature and/ or are supported by the data	Fully link findings back to the published literature and are supported by the data
7. Recommendations for future research or practice	The manuscript provides no future research or practical recommendations	The manuscript provides a few future research or practical recommendations, but major expansion is needed	The manuscript provides future research or practical recommendations, but minor expansion is needed	The manuscript provides future research or relevant and practical recommendations
8. Figures, Charts, Tables	Are inappropriate or do not contribute to the reader's understanding	Minimally contribute to the reader's understanding, or need to be added	Contribute to the reader's understanding but need edits.	Enhance the paper and contribute to the reader's understanding
9. APA Style	Not following APA style	Inconsistent use of APA style	Minor corrections are needed or may need to be updated to the latest version of APA	Fully follows APA style
10. Writing, Grammar, Spelling	Needs extensive copy editing	The paper contains multiple grammatical or spelling errors	Some copy editing is required.	The paper is professionally written, easy to read

Table 2

Intersection Non-Empirical Manuscript Peer Review Rubric

	Reject (1)	Requires Major Revisions (2)	Requires only Minor Revisions (3)	Requires Only Copy Edits (4)
1. Paper Focus/ Hypothesis	The research questions do not contribute to scholarship in this area	The research questions can contribute to scholarship in this area with major revision	The research questions can contribute to scholarship in this area with minor revision	The research questions clearly contribute to scholarship in this area
2. Development of Ideas	Illogical organization, major factual errors, and/or poor transitions	Some explanations are unclear and/or factually incorrect and/or transitions are abrupt	Occasionally, explanations are unclear or incorrect and/or transitions are abrupt	Logical organization with clear explanations and smooth transitions
3. Literature Review and Citations	The literature review is largely unrelated to the research question/hypothesis statement and/or lacks sufficient references	The literature review is insufficient (in providing necessary background information), poorly organized, and/or lacks sufficient references	The literature review is thorough but should improve organization and/or integrate more references.	The literature review is thorough and adequate, given the objectives and content of the article
4. Theoretical Framework	The theoretical framework does not support the paper's hypotheses or assumptions	The theoretical framework could be appropriate for the content but major clarification or revision is necessary	The theoretical framework could be appropriate for the content, but minor clarification or revision is necessary	The theoretical framework is appropriate for the content
5. Assumptions	The underlying assumptions supporting the key claims are absent	The underlying assumptions poorly support the key claims	The assumptions underlying the key claims are mostly detailed and appropriate	The assumptions underlying the key claims are fully detailed and appropriate
6. Conclusions	Do not link findings to the published literature and/or are not supported by the data	Loosely link findings back to the published literature and/or are minimally supported by the data	Mostly link findings back to the published literature and/or are supported by the data	Fully link findings back to the published literature and are supported by the data
7. Recommendations	The manuscript provides no future research or practical recommendations	The manuscript provides a few future research or practical recommendations, but major expansion is needed	The manuscript provides future research or practical recommendations, but minor expansion is needed	The manuscript provides future research or relevant and practical recommendations
8. Figures, Charts, Tables	Are inappropriate or do not contribute to the reader's understanding	Minimally contribute to the reader's understanding, or need to be added	Contribute to the reader's understanding but need edits.	Enhance the paper and contribute to the reader's understanding
9. APA Style	Not following APA style	Inconsistent use of APA style	Minor corrections are needed or may need to be updated to the latest version of APA	Fully follows APA style
10. Writing, Grammar, Spelling	Needs extensive copy editing	The paper contains multiple grammatical or spelling errors	Some copy editing is required.	The paper is professionally written, easy to read

The reviewers provide numerical scores as well as open-ended feedback both directly to the editor and to the authors. In the process of decision-making, once both reviewers have assigned an overall score, the editor determines the required next steps (e.g., sending to a third reviewer in the case of review disagreement regarding the extent of revisions required). In the case when both reviewers agree that there are revisions required, the editor uses their experience to determine whether the manuscript requires major or minor revisions to complete. They create a letter to the author detailing the required and recommended edits, and the process follows as detailed in **Figure 3** based on the extent of revision needed. The author generally has 1-2 months of time to complete the revisions. Once the editor has determined that the revisions have met the edit recommendations, they copy-edit the manuscript, often correcting APA-formatting errors in the references section. The editor provides the final formatted and copy-edited version to the authors for a review and making any additional adjustments. Detailing the review process allowed the *Intersection* leadership hosting the workshop to have an opportunity to showcase areas for potential pitfalls, preparing attendees to avoid making common mistakes when they submit future publications. In the 2025 AALHE conference workshop, attendees reviewed an example of an empirical paper's original methodology section (with author's permission) against the empirical rubric (**Table 1**). Attendees provided their own feedback, and then reviewed the reviewers' submitted comments and scores, which illustrated the commonly found need for more detail in describing data collection, questions asked, groups involved, sample size, and consistency across institutions. Finally, the workshop attendees reviewed the final revised Methodology section, exemplifying the importance of the review and revision process.

Publication

Upon acceptance and final checks, the manuscript is published. Authors can expect their work to be formatted according to journal standards.

Conclusion

The *Intersection* journal provides a valuable platform for assessment professionals to share their work and contribute to the field. By understanding the conceptualization, research design, drafting, submission, and review steps in the manuscript journey, authors can effectively prepare their manuscripts for publication. The journal's commitment to quality assurance and scholarly development supports the overarching goals in higher education of improving student learning and institutional effectiveness. This manuscript was designed to expand the distribution of the key insights gained as part of the workshop, including the details provided by the presenters and new ideas brought forward by the attendees.

The connections made during the session and the literature reviewed in this manuscript identified a gap in the current landscape of assessment practitioner's professional development opportunities. Professional organizations and networking provide a strong venue for social and professional identity development, and most of these professionals have the knowledge, skills, and dispositions to conduct and disseminate impactful research. Yet, the professional context in which most of these professionals work does not specifically require scholarship generation. AALHE and the *Intersection* committee are dedicated to supporting authors through this journey, including offering working meetings for potential authors and continuing to create new spaces for scholarship development.

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