

# ASHE Newsletter

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## President's Column: Budget Update

Jeffrey F. Milem, ASHE President, University of Arizona

We have just concluded the summer meeting of the ASHE Board in Tucson at which your colleagues on the Board were able to experience the joys of the "dry heat" that is Tucson in the summer. Thank goodness for air conditioning. Part of our time together was spent reviewing the many changes and "growing pains" that our organization has been through in the past twelve months, discussing the upcoming conference in Vancouver, and making plans for the future of our organization. I think that it may be helpful to review some of these changes and challenges that we have faced in the past year.

First, as you probably know, at the end of December, after five years at Michigan State University, we moved the ASHE headquarters to the University of Nevada, Las Vegas. UNLV was chosen as the new ASHE home after a call for proposals to host the office was sent out to our membership. While we fielded a number of inquiries from different institutions about our call, in the end, we received one proposal to host the office and this was from UNLV. We spent a great deal of time last summer working out final details of the contract that was finally approved in late summer. Because our organization has grown, and, because of the new contract that we negotiated with UNLV, more of the costs of running the organization have fallen, appropriately, on ASHE. Moreover, at last summer's meeting in Cleveland, the Board voted to ensure that we continue to have a sufficient reserve fund in place that, in the event of some unforeseen circumstances, would allow us to keep the organization fiscally solvent.

The increased cost of our ASHE operation is why the Board made the decision at last summer's meeting to raise membership fees and conference fees. In order to "soften" the impact of this increase, we decided to phase the fee increases in over a two year period. The bulk of the fee increases occurred at the beginning of last August. The second and final fee increase (of \$10) will occur on July 1<sup>st</sup>. At that time, membership fees will increase to \$130 for regular members and \$75 for graduate students and emeritus members. Conference registration fees will be \$130 for regular members (\$185 for late registrants), \$80 for graduate students and emeritus members (\$125 for late registrants), and \$275 for non members (\$285 for late registrants).

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## President's Column Continued

In addition to the anticipated new expenses described above, there were other expenses that were "one-time costs" or were unanticipated. These included the expense of moving the headquarters of the association from East Lansing to Las Vegas. In addition, last year's conference did not provide us with all of the revenue that we anticipated. However, because of our decision to maintain a contingency fund, we were able to successfully cover these costs.

As I am sure you are aware, we also have a new Executive Director of ASHE. In the early fall, we learned that our former Executive Director, Dr. Patricia Farrell, had been offered her "dream job" as Director of University Relations and Policy Research with the Presidents' Council, State Universities of Michigan. Hence, we quickly organized to conduct a search for a new Executive Director of ASHE. In late October, a search committee traveled to Las Vegas to interview finalists for the position. We are very pleased that Dr. Kim Nehls accepted our offer to be the new Executive Director of ASHE. With the support of Patricia Farrell and of our higher education colleagues at UNLV (especially Dr. Vicki Rosser), Kim made a very difficult time of transition—of the office to UNLV and of her into the Executive Director's position—appear much easier than it really was.

Finally, as a Board, as colleagues, and as a scholarly community, we were forced to confront the tragic illness and passing of our friend and colleague, Dr. Barbara Townsend. In late January, Barbara contacted me to let me know of her illness and in early February of her prognosis and of her need to step down as President-elect of ASHE. We announced this in late March to our membership via the ASHE listserv, and, after consulting the by-laws and an emergency meeting of the Board, we announced that Bill Zumeta was selected to fill the remainder of Barbara's term.

As you can see, we have faced a number of challenges over the past twelve months, but, I am happy to report that we have successfully weathered them. In fact, I think that we have emerged from these difficult times stronger as an organization. I hope that you will join me in thanking the members of the Board, our two Executive Directors (past and present), our colleagues at Michigan State and UNLV, and my colleagues at the University of Arizona for all of the support that they provided during this time of transition. I look forward to seeing you at our annual meeting in Vancouver.

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*Memorial gifts for  
Barbara Townsend can  
be sent to:  
The Barabara K.  
Townsend Memorial  
Scholarship Fund  
114 Hill Hall  
College of Education  
University of Missouri  
Columbia, MO 65211*

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## WELCOME YOUR NEWLY ELECTED ASHE BOARD MEMBERS!

**President Elect:** Linda Serra Hagedorn, Iowa State University

**Member at Large:** Steve DesJardins, University of Michigan

**Member at Large:** Alicia Dowd, University of Southern California

**Graduate Student Representative:** Emma Flores, University of Washington

## 2009 ASHE Conference Update

Karen Kurotsuchi Inkelas, 2009 Conference Chair  
University of Maryland

Greetings, I am thrilled to share with you all some very exciting news about the 2009 Conference in Vancouver. Despite concerns raised about how the economic downturn and international location would affect participation and attendance, ASHE received an all-time record total of 964 proposals submitted across 9 divisions by the May 1<sup>st</sup> deadline. This record shattered previous totals by more than 80 proposals! Thus, interest in ASHE remains strong and is even increasing.



One of my goals as conference chair this year was to ensure that the association had adequate numbers of qualified reviewers to continue the policy established by last year's Program Committee that all symposia and research/scholarly papers be reviewed by senior or experienced scholars, and all roundtables and poster sessions by a majority of experienced scholars. Working with the 2009 Program Committee, we successfully recruited 576 reviewers, chairs, and discussants for this year's conference. Although there are no records kept on total numbers of volunteers for ASHE over the years, we believe that this is an all-time record as well.

Yet, despite all of our planning, we simply did not anticipate the record turnout for submissions. As a result, we have had to turn to our volunteers and ask for additional assistance, and, on behalf of the 2009 Program Committee, I wish to express my sincere gratitude to the dozens of reviewers who have stepped up and agreed to review more than they originally preferred. With your help, I am proud to report that we were able to maintain the criteria for reviewers set by last year's committee, ensuring the quality and high standards we all have come to expect from ASHE. Thank you all for your generous support during what I know is the busiest time of the year for us all.

The ASHE office and the 2009 Program Committee is currently working hard to make decisions about all of those 964 proposals, and we will make every effort to notify all submission authors of the outcome of their proposals before July 15<sup>th</sup>. Finally, my deepest thanks to Kim Nehls and Dana Keith in the ASHE Office, and to the entire 2009 Program committee (below) whose heroic efforts behind the scenes are the reason why my outlook is so positive.

Thank you, and I look forward to seeing you in Vancouver this fall.



Special thanks to  
Grace Strawn, a student at the  
Art Institute of Las Vegas, who  
designed our 2009 conference  
logo for internship credit.

The 2009  
ASHE  
Conference  
Committee  
met at the  
University of  
Maryland  
June 19-21,  
2009.



Thank you to the 2009 program committee who have led our  
efforts to develop an outstanding program in Vancouver.

November 4-7, 2009

[www.ashe.ws/2009conference.html](http://www.ashe.ws/2009conference.html)

***2009 Program Chair***

Karen Kurotsuchi Inkelas  
University of Maryland

***Students***

Leticia Oseguera, UC Irvine  
Heather Rowan-Kenyon, University of Virginia  
Matthew Soldner, University of Maryland

***Organization, Administration, and Leadership***

Jeni Hart, University of Missouri  
Penny Pasque, University of Oklahoma

***Teaching, Learning, and Assessment***

Alyssa Bryant, North Carolina State University  
Katalin Szelenyi, UMass Boston

***Faculty***

Paul Umbach, North Carolina State University  
Ryan Wells, University of Massachusetts, Amherst

***Contexts, Foundations, and Methods***

Cecilia Rios Aguilar, University of Arizona  
Stephen John Quaye, University of Maryland

***Policy, Finance, and Economics***

Nate Daun-Barnett, University of Buffalo  
Kimberly Griffin, Pennsylvania State University

***International***

Amy Scott Metcalfe, University of British Columbia  
Michelle Nilson, Simon Fraser University

***Ex Officio***

Scott Thomas, Claremont Graduate University  
2010 ASHE Program Chair

## Council on Ethnic Participation: CEP News

Barbara J. Johnson, CEP Secretary  
Northern Illinois University

Great news! The CEP Mentoring Initiative is so popular that there is an urgent need for senior faculty to serve as mentors. Senior faculty interested in supporting aspiring scholars should contact V. Barbara Bush ([bbush@coe.unt.edu](mailto:bbush@coe.unt.edu)) or Consuella Lewis ([lewisc+@pitt.edu](mailto:lewisc+@pitt.edu)).

All members of CEP are encouraged to volunteer for one of the many CEP Committees. A list of CEP committees, current members and contact information can be located through the CEP link on the ASHE website (<http://www.ashe.ws/?page=84>).

The 2009 CEP Awards Committee welcomes a new chair, Sharon Holmes, an associate professor at SUNY Binghamton. A call for nominations for the CEP Awards, which are given annually at the CEP Awards Ceremony and Business Meeting during the ASHE Annual Meeting, will arrive via email soon. Awards include the CEP Founders' Service Award and CEP Mildred Garcia Award for Exemplary Scholarship. The Service Award recognizes two members of the ASHE community who have served CEP in various capacities over the years. Service is defined as an activity that supports CEP and/or fosters inclusiveness in the ASHE organization. Examples of service include holding an office in CEP for several years, writing reports for CEP, organizing CEP events, serving on ASHE committees, or facilitating inclusiveness. The Award for Exemplary Scholarship recognizes one junior (non-tenured) scholar and one senior (tenured) scholar for seminal, exemplary scholarship that focuses on research and issues specifically related to underrepresented populations of color.

In keeping with our by-laws, the CEP will hold elections for Secretary and Chair-Elect at the next CEP Business Meeting.

## Council for the Advancement of Higher Education Programs CAHEP News

### **The Critical Job of Higher Education Program Coordination**

Joshua Powers, Chair  
Indiana State University

If your department is like mine, someone on your faculty serves in that important yet sometimes thankless job of program coordinator. This usually means a person who is willing to give up precious time to manage the administration required to keep what we do moving forward. The unique manifestations of this work varies, but typically includes organizing and managing student related processes such as program marketing, admissions, orientation, advising or the assignment of advisors, and serving as the primary point of contact for most student related matters or issues that simply cannot be answered by a department secretary. In recent years, it has come to involve student outcomes assessment management as our programs integrate with larger departmental, college, or university related assessment and accreditation processes. At times, it also means brokering temperamental relationships between faculty, the care and feeding of egos, mentoring of new faculty, and possibly even the formal evaluation of colleagues. In summary, program coordinators or directors act as chief communications nurturer, counselor, conflict resolver, paperwork processor, program spokesperson, and overall go-to-person. At those moments when it is time for someone else to take over, is it any wonder that we often look at the floor and pray someone else will volunteer?

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Fortunately, good people do stand up and say, “yes, I would like to serve” and do not think of the position as one to be endured but rather as an opportunity to provide leadership that advances not only one’s program but higher education as a discipline of study. As a veteran of program coordination and now at that next level of academic administration, department chair, it has been a pleasure getting to know my program leader colleagues in ASHE through CAHEP, the Council for the Advancement of Higher Education Programs. The mission of CAHEP is to enrich the teaching and learning experiences of students and faculty in the Association’s constituent Higher Education Programs within North America and around the world. The mission is also to facilitate exchange among program coordinators/directors, faculty, students, and other interested members of the Association and externally. As Chair of CAHEP and on behalf of our leadership team, I wanted to relay activities and opportunities that are available to program coordinators to assist them in their leadership:

1. As a council of ASHE, CAHEP has a set of web pages found under the *About ASHE* link on the association’s website. Here is where you will find information and resources to assist you in your work. We update it regularly with new information about our activities and outreach efforts.
2. Our higher education program directory is available to you to search for other higher education programs in the U.S. and Canada and hopefully soon, other countries around the world. It can be searched in a variety of ways depending on your interests/needs and has program coordinator names listed. It is also available as a facilitator of research on higher education programs, which we encourage and which can lead to presentation opportunities at the CAHEP pre-conference on the Thursday morning just prior to the start of the ASHE general conference.
3. Knowing that the development of new faculty is critical to program success, CAHEP offers the Early Career Faculty Seminar at the ASHE Conference. It is held on the afternoon and evening one day before the start of the general conference (Wednesday). Information about registration for this year’s seminar in Vancouver will be available on our website by mid-July. The workshop targets pre-tenure faculty and administrators who are teaching for the first time or returning to the faculty. Topics focus on the teaching and learning enterprise and feature faculty with national reputations as outstanding instructors in our discipline. Participation is via nomination by program coordinators, although self-nominations are also accepted. Space is limited to ensure high contact between participants and presenters.
4. On Wednesday evening before the ASHE conference, program coordinators gather for the annual issues roundtable, an opportunity for new and veteran coordinators to share good practice ideas and discuss common challenges. Typical topics include curriculum innovations, dissertation supervision, creative program marketing, facilitators and impediments to student completion, faculty renewal, assessment, and ways to stretch limited resources. This year’s roundtable will be preceded by a dinner at a local restaurant.
5. On Thursday morning of the conference, CAHEP offers a *free* pre-conference program of papers and symposia linked by the theme of program improvement and promising practices. The program is open to all, with program coordinators especially encouraged to attend.
6. CAHEP is also collaborating with *Inside Higher Ed* on the development of case briefs suitable for use in the classroom as well as for general professional development purposes. As this project moves forward, we will provide updates on how one can become involved in writing briefs and/or accessing them for use.

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7. With the increased emphasis on accountability and assessment, CAHEP has also developed a draft program guidelines document designed to serve masters programs in higher education (i.e., those that are not primarily oriented to student affairs). This document will be available for review in mid-July on the CAHEP website with a session planned to discuss it at the conference. Future work is planned in the arena of doctoral education.

CAHEP's vision as a council of ASHE is to enhance the Association's reputation as a major contributor to the advancement of postsecondary education within the United States and around the world as manifested through the teaching and learning enterprise evident within our Higher Education programs. Program coordinator colleagues, the work that you do is critical to the achievement of this vision. Please let us know how we can serve you even better, and we look forward to seeing you at the CAHEP program in Vancouver.

## Council for International Higher Education CIHE News

Jenny Lee, University of Arizona  
Amy Scott Metcalfe, University of British Columbia (Canada)  
Michelle Nilson, Simon Fraser University (Canada)

The Council for International Higher Education (CIHE) is looking forward to hosting the International Forum this year in Vancouver, Canada. In addition to the two-day preconference, CIHE will be offering international sessions throughout the ASHE general conference. As evidence of the increasing interest in international issues, CIHE received a record of 120 conference proposals. We encourage early registration for the International Forum as well as the general ASHE conference.

Students at the University of British Columbia have prepared a series of Wikipedia pages called "Higher Education in Canada" that provide information about Canadian higher education systems and policies, which might be useful before coming to Vancouver:

[http://en.wikipedia.org/wiki/Higher\\_education\\_in\\_Canada](http://en.wikipedia.org/wiki/Higher_education_in_Canada) .

If you have any questions about the upcoming conference, please contact the Division Co-Chairs (amy.metcalfe@ubc.ca, mnilson@sfu.ca). See you in Vancouver!

## 2008 ASHE Conference Evaluation

Barbara J. Johnson, Northern Illinois University  
Brandon D. Daniels, U.S. Department of Education

### *Introduction*

Feedback from individuals who attended the 2008 annual meeting of the Association for the Study of Higher Education (ASHE) was solicited via email using email addresses provided by registrants to the ASHE office. Attendees were emailed the website location of the survey that directed them to the conference evaluation. A total of 474 responses, representing 52% of the 915 conference attendees, were received. This overview represents a microcosm of the full report that was submitted to the ASHE Board.

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Data revealed 82% of respondents represented doctoral/research institutions, 6% master's institutions, 3% baccalaureate institutions, 1% community colleges, 1% state or university higher education systems, 4% policy and research institutes, and 3% other types of affiliations. More females (63%) completed the survey than males (35%). Graduate students represented 35% of all the respondents while administrators and faculty members (20% assistant professor, 8% associate professor, 8% full professor, 2% instructor) were 16% and 38%, respectively. The remainder of the respondents (11%) identified their current status as other. Ten percent (10%) of the respondents were Asian/Pacific Islander, 11% were Black/Non-Hispanic, 10% were Latino, 3% were Multi-Racial, 1% were Native Indian/Native American, 61% were White/Non-Hispanic and 4% did not respond.

### *Overview of Findings*

#### Proposal Submission and Review

There was a fairly high level of satisfaction with over 70% of respondents indicating they were satisfied or very satisfied with the clarity of the call for proposals and description of the different divisions and presentation formats. Relative to the online submission process, 61% indicated satisfaction with the instructions and process.

Sixty-five percent (65%) of the respondents indicated that they submitted a proposal. About 59% of these participants were very satisfied or satisfied with the timeliness of the notification of proposal acceptance or denial. When asked about the adequacy of the reviewer comments, 46% were very satisfied or satisfied. Despite the low percentage of respondents indicating dissatisfaction with reviewer comments, the majority of the open-ended responses focused on understanding of the criteria by reviewers, the lack of specific feedback and mixed reviews for numerical ratings versus written comments. For example, respondents spoke of the lack of understanding of the criteria by reviewers, particularly as it related to non-research paper submissions.

- I submitted a proposal for a scholarly paper and most of the critical comments treated the proposal as a research paper. Also, the review categories (literature, methods, significance, etc.) seem skewed to research papers.

Of the 163 (34%) respondents that reviewed proposals, a majority expressed satisfaction with the time allowed to complete reviews, the number of proposals reviewed, the evaluation criteria, and the instructions and process for submission of reviews. Comments from proposal reviewers focused on improving the evaluation process.

#### Pre-Conference Communication

Results relative to pre-conference communication revealed that 87% of respondents felt that the ASHE website was clear in its communication of conference information. Likewise, 82% of individuals completing the survey expressed satisfaction with the usefulness of the preliminary program that was posted on the website. While the majority of respondents indicated satisfaction with pre-conference communication, there were some respondents that wanted the program posted earlier for purposes of travel arrangements.

Recommendations were offered to enhance the program format. Some of the suggestions that may be particularly beneficial for newcomers were providing "a brief description of the sessions" and explaining "the difference between the types of sessions".

#### Pre-Conference Programming

Only 29% (137) of the respondents attended one of the pre-conference activities with the majority expressing satisfaction. A few comments suggested that notification of pre-conference activities be done earlier for travel purposes.

- My only recommendation is to move the call for applicants and acceptance much earlier...By that time, plane tickets had doubled in price, as compared to my colleagues who had purchased their tickets a month earlier....
- I would have liked to receive information about CAHEP sessions earlier. It wasn't until AFTER I booked my flight that I found sessions I wanted to attend.

The 2008 Conference was the first year that the International Forum offered a pre-conference for a partial day accompanied with an international track in the ASHE program. Consequently, a plethora of comments encouraged extending the pre-conference while also integrating international sessions into the conference program.

### Conference Programming

Overall, 78% of the respondents were very satisfied or satisfied with the distribution of conference sessions with approximately 8% expressing dissatisfaction. While several respondents suggested a range of diverse topics for inclusion in the conference program, some also spoke of their satisfaction with the topics. As in previous years, similar topics scheduled at the same time continued to be a point of contention for some respondents.

Seventy-five percent (75%) of the respondents were satisfied overall with the quality of discussion in the paper sessions, while almost 8% were dissatisfied or very dissatisfied. Respondents expressed dissatisfaction with how some discussants function in their role.

- Discussants should be given guidelines for providing constructive feedback to paper presenters and advancing discussion in rooms...it can be passed along to an author in written form (e.g., capitalization of letters)?
- Several discussants did not have sufficient methodological training to provide feedback on papers, nor did they attempt to create a cohesive discussion.

### Selected Conference Activities

Over 30% of the respondents did not attend the ASHE Welcome Reception while 52% of those that did attend were either very satisfied or satisfied with the reception. While there were both positive and negative comments about the welcome reception, the majority of the responses mentioned the shortage or quality of food served at the reception.

Similar to the ASHE Welcome Reception, a large portion of the respondents did not attend the Friday Awards Luncheon – 34%. Of those that did attend, 46% were either very satisfied or satisfied with the luncheon. As expected, several comments focused on the limited number of tickets for the luncheon.

At least 39% of respondents did not attend the Presidential Address, Invited Presidential Sessions or Keynote Address while those who attended indicated satisfaction at 43%, 37% and 36%, respectively. Perhaps, the tradition of these sessions often occurring at the end of the day may need to be reviewed to ascertain if moving these sessions earlier would increase attendance.

### Conference Satisfaction

When examining the question whether attendees felt welcomed at this year's conference, 86% of the respondents stated that they felt welcomed, while less than 4% did not. Finally, 89% of the respondents were satisfied or very satisfied with the conference, while only a small proportion, 4%, were not satisfied with the conference.

### Graduate Students

Of the 207 (44%) respondents who identified themselves as a graduate student, 22% did not attend the Graduate Student Luncheon on Saturday while the majority of graduate students in attendance at the luncheon expressed satisfaction. When examining the graduate student sessions overall, 88 students indicated that they did not attend any graduate student sessions, while 92 stated that they were very satisfied or satisfied with the sessions. Some graduate students offered suggestions for connecting professionally and socially.

- Please provide additional opportunities for graduate students to meet and discuss research. The lunch was great, but there was little time to have more than hasty, superficial conversations with table mates....
- A graduate student mixer or reception would be a nice idea to bring grad students of different programs together in a less formal way. The Iowa State party did some of this...

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A few graduate students spoke of their dual status as doctoral students and full-time employees, often administrators. Perhaps, their comments will be useful in preparing for the 2009 Conference.

- I was attending as both an administrator (practitioner) and as a graduate student. Perhaps some way to designate these roles so networking (at receptions, etc.) would be easier?
- ...The panel only talked about faculty jobs. Many of us are administrators.

### Facilities and Accommodations

There was a high level of satisfaction with the Hyatt hotel accommodations with 76% of the respondents indicating they were satisfied or very satisfied with the guest rooms. While the level of dissatisfaction was not high (2%), several comments focused on the charge for internet usage and recommended that this charge be negotiated in the hotel rate for future conferences. Overall, the respondents were satisfied with the meeting rooms with 91% stating they were very satisfied or satisfied with the conference facilities.

### Site and Refreshments

Relative to whether ASHE should return to Jacksonville, FL for a future conference, 56% stated that they would recommend coming back to Jacksonville, while 36% stated they would not recommend returning. The comments were mixed with respondents stating both positive and negative comments about the location of the hotel, proximity to restaurants or pharmacies and availability of food and beverages.

Respondents indicated they were satisfied with the variety of food during the snack breaks. However, a few individuals suggested healthy refreshments should be available as well.

## Graduate Student News

### **New Opportunities: When to say yes, how to say no, and finding the balance**

Judy Marquez Kiyama; University of Rochester, [jkiyama@warner.rochester.edu](mailto:jkiyama@warner.rochester.edu)  
Amanda Suniti Niskodé-Dossett; Indiana University, [aniskode@indiana.edu](mailto:aniskode@indiana.edu)

In this edition, we are excited to share with you 1) important updates and new graduate student resources and 2) share the voices of two doctoral student colleagues who, like most of us, are balancing multiple roles.

You will notice a few new changes regarding communication among graduate students in ASHE. We do still have the Facebook site and will continue to post announcements on the site. We now also have a graduate student listserv and will use it to provide you with monthly updates and various upcoming opportunities. *You'll also notice a special page on the ASHE website dedicated to Graduate Student Resources (<http://www.ashe.ws/?page=225>).* We've designed this virtual graduate student manual to serve as a space for graduate student conference session recaps, informative articles, and graduate newsletter articles. This virtual manual is in its early stages and we welcome feedback. We especially welcome you to submit ideas and/or pieces that could be added to the manual.

We all have probably felt pulled in multiple directions at some point during our time as graduate students and yet, we continue to seek out more opportunities to get involved with research, national service, co-teaching and the like. Our goal in writing this piece for the newsletter is to provide you with two perspectives. We have been working to create new opportunities for graduate student involvement in ASHE and began this article with updating you on some of those opportunities. We also have attempted to balance that with two articles written by our graduate student colleagues who speak to the juggling of multiple roles. We hope you find it useful and, if this is your time to say yes, please contact us if you would like to be more involved. If this is your opportunity to learn to say no, we look forward to meeting you (and learning from you!) at ASHE.

*We now invite you to read the following two special contributions to this newsletter by Nate Southerland & Monica Fochtman.*

### *Walking the Ph.D. Tightrope*

Nate Southerland

Ph.D. Candidate, University of Utah, [jnsoutherland@yahoo.com](mailto:jnsoutherland@yahoo.com)

I've got class tonight from 4:30 until 9:45 pm, a full-day workshop on Internet tools for librarians that I'm teaching tomorrow, and a research paper due on Thursday. Oh, and a Boy Scout meeting on Wednesday night. And a spouse who's feeling like a Ph.D. widow and needs to be rescued from our three children before she turns into a hamster. A hamster? "Hamsters eat their young," she informs me.

Anyone who has tried to balance a doctoral program, work full-time, and meet their family, community, and church responsibilities knows what I'm talking about. The demands are seemingly endless, and it is impossible to make a decision in one arena that does not affect the others. After numerous discussions about work/life balance with fellow graduate students, new faculty, and other professionals, I've come to understand that this challenge isn't unique, and that it doesn't disappear when you step into that first post-doctoral position. Maintaining an appropriate and healthy balance is a critical life skill that is seldom taught and even more seldom modeled.

Those of us in graduate school and entering into what we hope will be our life's work struggle with a double-pronged challenge – we want desperately to be successful in our chosen field (which drives us to devote ourselves fully to it), and we generally care passionately about our chosen field (which drives us to devote ourselves to it). While our passion for our work provides a vital sustaining force, it must be tempered with wisdom and prudence. Tragic stories of individuals who have lost their children, partners, and health because of their inability to successfully balance their lives abound.

For me, maintaining an appropriate balance in my life has been about two things: establishing clear boundaries and "satisficing." Establishing boundaries can be a difficult thing, especially when we are under multiple competing demands and deadlines. It can be tempting to let school bleed over into work or either to bleed over into family life. While some individuals can successfully manage these simultaneously, I have found it more useful to separate them. I don't take my work or schoolwork home with me. If I have to do homework, I find somewhere else to go and carve out a specific time to do it. Physical boundaries have been useful – I do work at the office, I do homework on campus or at the library, and when I am home, I focus on my family. Temporal boundaries have been helpful for me as well. I block out specific time segments for different activities, and I don't run over. If I need more time for a specific activity, I block out another segment later. And that applies to sleep and exercise as well – if my body isn't being cared for, it won't sustain my other activities.

The other element, satisficing, has been more difficult for me. Satisficing is a term introduced by Herbert Simon that refers to the practice of finding the optimal solution given a set of constraints and limitations. In contrast to "maximizing," satisficing is all about finding an adequate balance. Since I am physically, mentally, emotionally, and temporally unable to give every facet of my life my best effort simultaneously, I have had to learn the meaning of "good enough." As a schoolaholic and compulsive over-achiever, this has been a hard lesson to learn. While I still do well in my various endeavors, I can see the areas where I could do better if I could just focus on them a little bit more. I have had to counter those sneaky intrusions of mediocre feelings with a firm mental assertion that I am pursuing the optimal solution, not necessarily the maximal one. Furthermore, I don't focus equally on everything all of the time. Needs and pressures ebb and flow. David Bednar, former president of a small private college in Idaho, once gave the apt analogy that maintaining life balance is like spinning plates on the end of poles – you pay most attention to the one that is about to fall.

I can't say that I have negotiated this tightrope successfully at all times, but I have maintained a good relationship with my wife and children (and children grow up so fast – time missed with them can never be regained), I've been successful in my work, and I'm actually making progress in school. Sure, I won't be a three-years-and-out doctoral student, but I'll still earn my Ph.D. And I'll have a close family, productive employment history, and many good memories when all is said and done. And that's a good combination.

*It's about the ride: my journey through motherhood and academic life*

Monica Marcelis Fochtmann

Doctoral candidate, Michigan State University, Fochtm10@msu.edu

As any Ph.D. student can attest, the road to "doctor" is long and tiring. In order to persist, it is important to be clear about what you want and how the Ph.D. fits into that. Each of us has our own motivations for "doctoring." My motivations are two-fold. First, I am doing this for the men in my life: my two sons, ages 3.5 and 15 months, and my husband. It is important that my sons have a strong female role model in their lives and they know that women can successfully manage work, school, and family. I want them to know that *women and men* can do anything they choose. My husband is my best friend and biggest fan; I want to finish this degree so I can spend more time with him. Second, I hope my scholarship will make a contribution to the field and encourage the next generation of women in student affairs to choose paths that are right for them, whatever those may be.

How I have thought about myself as a mother, doctoral student, and college administrator has not always been so clear. In fact, I spent the first two years of my doctoral program pretty miserable. My *life* kept getting in the way of my studying! I had not yet figured out how to reconcile all of my roles and responsibilities and so I forced them into each other and ran myself ragged trying to do it all. During the last four years, my husband and I have survived many things: the birth of our first child and my subsequent bout with post-partum depression; my back surgery and rehabilitation; new jobs for each of us; the birth of our second child; and recently, our oldest son's cancer diagnosis and on-going treatment. Life happens! Yet somehow, we have managed it all and, I am still on target to get my degree. I have learned that it can be done; just not in the way that I thought it would. My journey has taught me that *how* I arrive at Ph.D. is just as important as actually getting there.

I am fortunate to have a professional mentor helping me navigate my career in student affairs; she has gently encouraged me to "keep my eyes on the prize." This advice has kept me grounded and focused. As a planner, I like to know what is around the bend; this has been challenging, as my class, work, and daycare schedules have changed every semester since I started this program. Motherhood and doctoral studies take all predictability and plans and throw them out the window! Yet within each semester, there has been a routine and rhythm to the work. The grace in all of this is that I have been able to pay attention to and accept those rhythms, rather than wasting energy trying to fight them. There is always more work to be done. The "what ifs" and the "I shoulds" can be paralyzing and in the end, unproductive. I have learned to break large problems into smaller, more achievable goals. Organizational theorists refer to this as satisficing; you do the best you can with what you have. I have come to accept that my life right now is not my life forever; it is just where I am so I can get where I want to be.

Being a mother and student is a choice. It is also a gift. And the gift is that my life is not either/or, but a beautiful blending of both/and. My children are the best things I have ever "done" with my life. And, in just one more year I will have earned that coveted degree. How blessed I am to "have it all!"



The ASHE office is now on twitter.

<http://twitter.com/asheoffice>

Follow us!

## Notables

Michelle Nilson, Simon Fraser University (Canada), [mnilson@sfu.ca](mailto:mnilson@sfu.ca)

### Notable Moves

*Dr. John Cheslock* has accepted a position as Associate Professor in the Higher Education Program and a Senior Research Associate in the Center for the Study of Higher Education at Pennsylvania State University; he was previously at the University of Arizona.

*Dr. Linda Eisenmann* has accepted a position as the Provost of Wheaton College in Norton, Massachusetts, where she will also hold an appointment as Professor in the departments of Education and History. She will be moving there from her position as Dean, College of Arts and Sciences at John Carroll University, University Heights, Ohio. Her new appointment will begin July 1, 2009.

<http://wheatoncollege.edu/news/2009/04/06/eisenmann/>

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*This column is ASHE's posting place for news about people, places, publications, and other items of interest in higher education. Keep your friends and colleagues apprised of your news, whereabouts, recommendations, kudos (yours, others), new book titles, announcements, awards, and website information.*

*Please take time out of your busy schedule to toot your own horn or to pay homage to others—send your articles, snippets, and photos to Michelle Nilson: [mnilson@sfu.ca](mailto:mnilson@sfu.ca)*

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*Dr. Leticia Oseguera* will be joining the Center for the Study of Higher Education at Pennsylvania State University as a visiting assistant professor and research associate in January, 2010. Dr. Oseguera is currently an assistant professor in the Department of Education and Department of Chicano/Latino Studies at the University of California, Irvine. She received her Ph.D. from UCLA.

*Dr. Liang Zhang* has accepted an appointment to serve as an Assistant Professor in Ed Theory and Policy and a Research Associate in the Center for the Study of Higher Education at Pennsylvania State University.

### Noteworthy

*Dr. Dana Christman*, interim associate dean in the College of Education, New Mexico State University, was named a 2009-2010 Fulbright Scholar. She will be traveling to China to teach higher education administrative courses to graduate students at Nanjing Normal University from August 2009 through May 2010.

*Dr. Dannielle Joy Davis*, an assistant professor of educational leadership and policy studies at the University of Texas at Arlington's College of Education, has been honored as a New Generation Scholar by the Center for Gender in Organizations at Simmons Graduate School of Management. The award will support her work entitled "Collegiality in Black and White: Barriers to Accessing Multiracial Networks Amongst Women," which will be published through the Center's prestigious paper series and presented in April to the American Institute of Higher Education.

*Dr. Jason Laker*, Associate V.P. & Dean of Student Affairs and Assistant Professor at Queen's University, has been named by the European Training Foundation (an agency of the European Union) to the Editorial Board of the Expertise Publications Programme. At present, he is the only representative from North America. ETF's mission is to help transition and developing countries to harness the potential of their human resources through the reform of education, training and labour market systems in the context of the EU's external relations policy. He also recently served as a Visiting Scholar at the University of Rijeka, in the Republic of Croatia, delivering lectures on gender and education.

*Dr. Paula Myrick Short*, Tennessee Board of Regents Vice Chancellor was awarded the Paul A. Elsner International Excellence in Leadership Award at the 18th Annual Chair Academy International Conference. Each year the Academy honors truly exceptional leaders who exemplify and support academic and administrative leadership. This prestigious award represents the highest degree of excellence in the field of educational leadership in higher education. She also received the 2009 Alumni Lifetime Achievement Award from the School of Education at the University of North Carolina at Greensboro in recognition of exemplary achievements throughout her career as a professor and administrator/leader in higher education.

*Dr. Caroline Turner*, Professor of Educational Leadership & Policy Studies and Lincoln Professor of Ethics & Education at Arizona State University, received the 2009 Scholars of Color Distinguished Career Contribution Award, presented by the American Educational Research Association (AERA). She also received the 2009 Carlos J. Vallejo Memorial Award for Lifetime Scholarship presented by the AERA Multicultural/Multiethnic Education Special Interest Group (MME-SIG). AERA's Scholars of Color in Education awards recognize scholars in various stages of their careers who have contributed significantly to the understanding of issues that disproportionately affect minority populations, and minority scholars who have made a significant contribution to education research and development. The Carlos J. Vallejo Memorial Award recognizes a senior-level scholar whose career contributions to multicultural/multiethnic education have shaped and continue to play a significant role in shaping the field.

*Drs. Andrea Walton and Marybeth Gasman* have been chosen as the winners of the 2009 CASE John Grenzebach Award for Outstanding Research in Philanthropy for Educational Advancement for their work on the ASHE Reader on Philanthropy, Volunteerism & Fundraising in Higher Education.

#### Notable Reads

*Bower, B. & Wolverton, M. (2009) Answering the Call: African American Women in Higher Education Leadership.* Stylus Publications, [www.styluspub.com](http://www.styluspub.com)  
978 pp, Paperback USD \$22.50, ISBN: 1 57922 254 3

Although much has been written about leaders and leadership, we unfortunately know little about women, particularly minority women, who fill this particular role. This book presents the stories, and the reflections on their paths to leadership, of seven African American women. Each has been the first woman, or first African American, or first African American woman in one or more of the positions of authority that she has held. These African American women leaders hope that the strategies they describe, the insights they impart, the experiences they recount, and, most of all, the passion they have sustained for the betterment of and greater inclusiveness in higher education, will inspire the next generation of women to answer the leadership call.

*Heller, D. & d'Ambrosio, M. (Eds.). (2009). Generational Shockwaves and the Implications for Higher Education.* Edward Elgar Publishing Inc., Williston, VT, [www.e-elgar.com](http://www.e-elgar.com)  
224 pp Hardback USD \$100.00 ISBN: 978 1 84844 049 4

This volume, part of the TIAA-CREF Institute Series on Higher Education, is based on a national conference convened by the Institute in November 2007. The generational issues that were the focus of the conference raise both risks and opportunities with the potential to profoundly affect our cultural environment, both inside and outside academe. Contributors include: F.K. Alexander, H.M. Allison, Jr., C.A. Cartwright, M.B. d'Ambrosio, R.G. Ehrenberg, M. Finkelstein, D.W. Harward, M. Heckler, D.E. Heller, N. Howe, D.B. Johnstone, R. Klein-Collins, V. Martin Conley, V.J. Michelich, R. Nadler, K.E. Redd, P. Snyder, K. Steinberg, W. Strauss, T.A. Sullivan, C.A. Trower.

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*Lester, J., & Sallee, M. (Eds.). (2009). Establishing the family-friendly campus: Models for effective practice. Sterling, VA: Stylus Publishing.*

Although colleges and universities have implemented a variety of policies to help faculty members balance their personal and professional lives, little attention has been given to determining which are the most effective, and which can be deemed “best practices”. Moreover, little research has been conducted on the need for family-friendly policies for students and administrators in higher education. Most of the current practices are being developed in isolation with little evidence of their effectiveness.

*Drs. Christopher Morphew and Peter D. Eckel* have edited a new book titled *Privatizing the Public University*. In this collection of essays, economists, policy makers, political scientists, sociologists, and organizational researchers discuss the impact of privatization from their respective disciplinary perspectives and assess its implications for the future of higher education.

*Dr. Paula Myrick Short* has published a chapter, “Being First: Stories in Social Complexity,” in the newly published book, *Breaking into the All-Male Club: Female Professors of Educational Administration*, Norma Mertz, Editor. SUNY Press. 2009.

*WGBH Media Library and Archives announces findings of Assessment for Scholarly Use*

Report evaluates educational value of WGBH’s archival collection of over fifty years of television and radio holdings. *Report and discussion forum available at [http://openvault.wgbh.org/about\\_mla.html](http://openvault.wgbh.org/about_mla.html)*

The WGBH Media Library and Archives has made available the findings of its Assessment for Scholarly Use, an examination of the public broadcaster’s television and radio holdings that date back 50 years. Funded by The Andrew W. Mellon Foundation, the project sought to determine the educational value of WGBH’s archival collection for academic research and instruction by designing a model assessment tool and methodology available to any organization seeking to survey its audio-visual collections.

The report and model assessment tool are now available at Open Vault, a searchable online digital library featuring 1,200 multimedia clips drawn from WGBH programming. To access the report and tool, click on “About Us” at <http://openvault.wgbh.org>. Visitors can also participate in a discussion forum where they can post comments and responses.

At the start of the evaluation, the MLA housed approximately 29,000 programs and 570,000 associated production media and documents. Through this project, staff completed the evaluation of all WGBH qualifying television programs and radio series as well as the WGBH Forum Network (an online archive of public lectures). Results show that the majority of WGBH’s archived holdings assessed have enduring value for academic audiences.

“We are excited by these results and hope that WGBH’s extensive media archives will make important contributions to scholarship and classroom learning in the future,” said MLA Director Karen Cariani. “We also hope that other organizations will adopt and adapt this assessment tool for their collections’ needs and invite them to share their feedback on our discussion forum.”

This is the first stage of the MLA’s Digital Library project, a proposed three-phase endeavor to create an online resource that provides scholars and educators access to WGBH archival content with research and classroom value. With the continued support of the Mellon Foundation, WGBH is currently working on Phase Two of the Digital Library, building a prototype specific to researchers’ needs in order to deliver archive content to scholars. This phase will be complete in the summer of 2009.



Thank you to MaryBeth Walpole for compiling the articles for this newsletter.