

ASHE Newsletter

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In spite of the recession and the complexities of travel to a site outside U.S. borders, attendance set an ASHE record of 1100 participants at the Vancouver conference.



President's Column: ASHE Conferences Looking Back and Looking Ahead

Bill Zumeta, University of Washington



Greetings from the ASHE board and staff as we begin a new decade. As you know, the annual conferences are the heart of our organization, providing as they do the only opportunity during the year that many members will have to see each other in action, presenting and discussing scholarly papers and meeting outside the sessions to discuss professional issues and "network" or socialize. So, first, we want to thank Jeff Milem, Past President, Karen Kurotsuchi Inkelas, 2009 Program Chair, Kim Nehls, ASHE Executive Director, Amy Metcalfe, University of British Columbia, Michelle Nilson, Simon Fraser University, and the ASHE Graduate Assistants, Brandy and Derek, for a terrific, very well organized, and stimulating conference in lovely Vancouver, British Columbia, last November on the theme of: **Advancing the Next Generation of Higher Education Scholarship and Scholars**. The conference did its part to accomplish this. In spite of the recession and the complexities of travel to a site outside U.S. borders, attendance set an ASHE record of 1,100 participants. A total of 214 sessions occurred across the 3-day conference and nearly 300 research and scholarly papers were presented. From all indications, a good and intellectually stimulating time was had by virtually all participants.

The 2010 ASHE Annual Conference will be held November 18-20 (with pre-conference sessions beginning on the 17th and post-conference business meetings continuing on the 21st) at the Indianapolis Marriott Downtown in Indianapolis, Indiana. We hope that this central location will help to keep conference attendance on the upswing. Our conference theme should also help promote interest – **Higher Education Scholarship and Public Policy: What is the Optimal Alignment?** At a point when the crucial role of higher education in social and economic development and competitiveness in a knowledge-based and information rich global society is widely recognized yet traditional sources of government funding are seriously constrained, what could be more timely than policy-related scholarly studies of our enterprise? Yet, striking the right balance between *scholarly* and *policy relevant* is sometimes difficult.

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President's**Column****Continued**

At times, scholars may be able to do the sort of policy analyses of “live” options that can have immediate impact on policy choices. At others, the optimal scholarly contribution may be a well-researched critique of current policy directions, policy proposals, or even standard problem framing. And, good policy research often brings attention to problems that policymakers are not thinking about but should be (e.g., the structural limitations of our higher education policy leadership capacity at the state level for current needs). Clearly, there are many dimensions to policy research and many types of approaches that can make a social contribution. To make a full contribution though, we have to engage in the policy debate in some meaningful way. The conference will explore ways in which this can be done by higher education scholars and the benefits, risks and challenges that different vehicles for engagement present.

To lead us in this dialogue, our 2010 program chair is a very fine scholar in the sociological tradition of policy-related studies in higher education, and a long-time ASHE stalwart, [Professor Scott Thomas](#) of Claremont Graduate University. Together, we are planning keynotes and presidential sessions that will illuminate the theme and also confront crucial current policy issues in higher education at federal, state and international levels, as well from the perspective of private philanthropy. We will bring in distinguished leaders and thinkers to reflect with us upon these issues and their complexities. We expect that some proposals for conference sessions we receive will be directly on point with our public policy theme and, to the extent possible, we encourage other proposals to try to offer some linkage to the policy sphere as well. As always, there will be plenty of room for studies of higher education topics that are not directly policy related.

Procedural Matters of Importance

Responding to a consistent pattern in recent years of a very large number of proposal submissions to the Students division of the program, on the recommendation of the program committee the board has decided to break the former Students division into two, which will be called: (1) Student Learning and Development; and (2) Student Access, Success, and Outcomes. The other program divisions will be unchanged from the past few years. (These are shown below along with the names of the division leads for 2010.)

The program committee will again arrange for proposal reviewers to see the program committee's final decisions on proposals they reviewed and how their fellow reviewers scored the same proposals. The committee will also give graduate student “practice” reviewers the opportunity to offer their input and compare their reviews to others without counting these reviews in the same way in the overall scoring of proposals.

As in 2009 and most recent past years, the International Forum, the Public Policy Forum, and the Council on Academic Higher Education Programs (CAHEP) Early Career Faculty session and Breakfast Session will be held on the day before the conference and the morning of the first day of the conference this year, i.e., November 17-18, 2010. The upcoming Call for Proposals will clarify the relationship of the international and public policy forums to the related sections of the main conference and how to submit proposals to each of the relevant sections.

Finally, we wish to re-emphasize the importance of responsible, collegial conduct by members whose proposals are fortunate enough to be accepted for scheduled presentations at the conference. The review process is quite competitive with many worthy proposals not accepted (more than fifty percent in 2009) so a slot to present is a valuable, scarce commodity. Once accepted, proposers should feel a strong professional obligation to meet their responsibilities to: (a) complete their paper, poster, etc. and send it to the session chair and discussant, as applicable, by the published deadline; and (b) show up at the conference and present their work as promised. Rarely (but too often), members have accepted a slot but failed to “produce the goods” or have produced too late for discussants and chairs to reasonably cope with. This is not professionally responsible conduct and is unfair to many other parties including those whose proposals were not accepted due to program space limitations, chairs and discussants, and those expecting to hear the presentation and read the paper. It affects the quality of intellectual dialogue at the conference. Thus, only in the case of serious health issues or other serious personal circumstances, should an accepted presenter fail to produce the promised intellectual product and, if this is of necessity the case, the obligated presenter should inform the chair and discussant as soon as these circumstances are known (not at the last minute).

Thank you to Scott Thomas and the outstanding program committee he has assembled for the 2010 conference in Indianapolis.

2010 ASHE Program Chair

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MaryBeth Walpole, Rowan University (walpole@rowan.edu), 2011 ASHE Program Chair

Program Chair's Column: On the Way to Indianapolis...

Scott L. Thomas, 2010 Program Chair. Claremont Graduate University

Spring is in the air here in California (I just had to rub that in...) and that means that the ASHE conference machinery is being fine tuned and readied for the more than 1,000 proposals that are expected for this year's conference in Indianapolis, Indiana. This 2010 conference theme is, *Higher Education Scholarship & Public Policy: What Is the Optimal Alignment?* Through this theme we hope to structure a conference program that will enable us to explore the relevancy of our scholarship and the degree to which higher education research is asking questions that will inform the major decisions of our time. Bill Zumeta, the current President of ASHE, speaks to this theme in more detail in the "President's Column" in this newsletter.

Last year's chair, Karen Inkelas, and her program committee did a phenomenal job putting together the program for the 2009 meeting in Vancouver. The 2009 program committee has set the bar quite high for the coming year, but the 2010 program committee is more than ready for the challenge ahead. Since Bill has devoted attention to the substance of the theme, I'd like to focus a bit on the structure of the program that is being constructed for Indianapolis.

First let me begin with a plea. Please volunteer your services. As a member of the ASHE community of scholars, your active participation in this year's proceedings (and the events leading to those proceedings) is vital. While your submission of a proposal to this year's conference constitutes a commitment to providing high quality, original scholarship focused on important issues in higher education, we hope that you will also make a commitment to serve as a volunteer to review proposals, or to chair a session or serve as a discussant during the meeting in Indianapolis. Informed and careful reviews are critical to ensuring a successful program and we need your help in this process. Last year we enlisted 456 reviewers and we expect to need more than that for 2010. This is a great way to participate in the intellectual life of our organization which is, after all, why most of us are members.

Beyond the quality of the papers chosen for inclusion on the final program, the reliability of the session chair and the commitment and expertise of the session discussant have powerful impacts on the quality of the intellectual exchange at our annual conference. We need your help with this and ask you to volunteer for these important roles. The conference website (www.ashe.ws/2010conference) will provide a link to sign-up as a reviewer, chair, and/or discussant. In years past we have seen a drop off in the number of senior scholars volunteering for these roles and we would like to especially encourage our more experienced colleagues to consider serving as a discussant for one of our more than 80 anticipated research paper sessions.

Second, the program committee plans to pilot alternative presentation formats in a small handful of the research paper sessions. The alternative formats may include sessions in which participants (contributors and audience members alike) would be expected to read the full papers posted online prior to the meeting or selected sessions dropping a discussant and empowering the chair to stoke and guide audience discussion. Any such "experiments" will be arranged outside of the call for proposals and would likely entail members of the program committee personally contacting specific presenters after acceptances and soliciting their cooperation. I hope that you will remain open to the possibility of participating in such an alternative format if called upon.

The program committee plans to pilot alternative presentation formats in a small handful of the research paper sessions.

Third, we have happily noted a continued increase in the number of scholars from the disciplines participating in our annual conferences. We will continue to reach out to our colleagues in sociology, psychology, history, economics, public policy, and political science, and believe that this year's theme is particularly embracing of disciplinary perspectives on higher education questions. I am hoping that you will make a point of encouraging your colleagues from these areas to consider participating in our 2010 conference.

Finally, I want to thank the 2010 program committee, the members of which will oversee the review process for their respective sections, and lead our efforts to develop an outstanding program in Indianapolis. Bill has listed the members of the committee and their contact information at the end of his column. We look forward to working with you over the coming months.

Reflections on the 2009 Conference in Vancouver, B.C. Canada

Conference Evaluation Committee

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



Introduction

Feedback from individuals who attended the 2009 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 429 responses, representing 41% of the 1038 conference attendees that were sent the link for the evaluation, were received. This overview represents a microcosm of the full report that was submitted to the ASHE Board. Additionally, results were examined by participant subgroup (i.e., graduate students versus other subgroups) but no significant differences were found. Selected verbatim comments from the open-ended responses for each section were utilized to illustrate and supplement the quantitative data.

Data revealed 82% of respondents represented doctoral/research institutions, 6% master's institutions, 1% baccalaureate institutions, 2% community colleges, 2% state or university higher education systems, 4% policy and research institutes, and 3% other types of affiliations. More females (61%) completed the survey than males (39%). Graduate students represented 37% of all the respondents while administrators and faculty members (16% assistant professor, 7% associate professor, 8% full professor, 2% instructor) were 17% and 33%, respectively, of the respondents. The remainder of the respondents (13%) indicated their current status as other. Eight percent (8%) of the respondents identified as Asian/Pacific Islander, 12% as Black/Non-Hispanic, 14% as Latino, 3% as Multi-Racial, 1% as Native Indian/Native American, and 62% as White/Non-Hispanic.

Overview of Findings

Proposal Submission and Review

There was a fairly high level of satisfaction with over 91% 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, 94% expressed satisfaction with the instructions and process.

Sixty-eight percent (68%) of the respondents submitted a proposal. About 91% 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, 77% 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 the lack of quality feedback and noted that substantive feedback was needed.

- Reviewers need more training on how to properly review a proposal and provide useful and constructive feedback.
- Please require reviewers to offer comments or at least encourage them to provide more depth to their evaluation.

Of the 139 (33%) respondents that reviewed proposals, a majority expressed satisfaction with the time allowed to complete reviews, proposals being a good fit with research and methodological expertise, evaluation criteria, instructions and process for submission of reviews. Comments from proposal reviewers focused on providing explicit criteria for reviewing proposals and the multiple reminder emails that were sent.

Pre-Conference Communication

Results relative to pre-conference communication revealed that 83% of respondents felt that the ASHE website was clear in its communication of conference information. Likewise, 77% 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 arranging travel.

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In the open-ended responses for this section, recommendations were offered to enhance the program format. Some of the suggestions that may be particularly beneficial for newcomers were “need a description of the different formats” and provide abstracts “at least electronically”.

Pre-Conference Programming

Only 40% (171) of the respondents attended one of the pre-conference activities with the majority expressing satisfaction with the pre-conference sessions. One comment stated that “it was quite apparent” that the Council on Ethnic Participation did not offer any pre-conference activities and recommended this be a “top priority”.

Conference Programming

Overall, 74% of the respondents were very satisfied or satisfied with the distribution of conference sessions with approximately 12% expressing dissatisfaction. While several respondents suggested a range of 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 respondents.

- Too often there were sessions on very similar topics scheduled at the exact same time. Care needs to be taken to distribute session topics so that for instance one block of time does not have 3/4 of the sessions that focus on financial aid issues.

Seventy-seven percent (77%) of the respondents were satisfied overall with the quality of discussion in the paper sessions. Relative to the quality of discussion in the symposiums and roundtables, the level of satisfaction was indicated at 83% and 74%, respectively. Respondents noted the “physical location of the roundtables” and not having someone to announce the turnover at 20 minutes were concerns.

The quality of discussion in the poster sessions received the lowest level of satisfaction at 55% and the highest level of dissatisfaction at 22%. Specifically, respondents expressed dissatisfaction with the location and set-up of the poster session.

- The poster sessions were crowded into a narrow space that made discussion with the presenters impossible--they needed more space.
- I felt the poster session was poorly organized with so little room for people to walk by and look at each poster. I felt it was a detriment to the presenters and really limited any conversations that could be had. Please make sure that next year the posters are set up in a way that allows for enough room to comfortably walk by and review the posters.
- Poster set-up was tough this year - too close together and too loud for discussion.

Selected Conference Activities

Of the 262 respondents that provided a response relative to attending the ASHE Welcome Reception, 224 (85%) were satisfied or very satisfied. Similar to the ASHE Welcome Reception, 90% of the respondents who attended the ASHE Luncheon indicated satisfaction. Some respondents mentioned the luncheon was “far too long” and recommended that presenters and participants limit their remarks.

A satisfaction level of 85% or higher was expressed by respondents who attended the Presidential Address, Invited Presidential Sessions and Keynote Addresses.

- The Indigenous welcome and Presidential Session were fabulous contributions to community and scholarship!
- I'm not sure which address I attended, but it was the Chris Edley presentation, which I thought was extremely informative (and entertaining, which was a big plus).
- I wish Luis Moll's talk had been better publicized & attended. At that time on a Friday many people wanted to head to happy hour rather than hear a speaker, and at the same time the program made it look like the event was canceled. Changing the time would be beneficial.

Eighty (80%) of respondents were very satisfied or satisfied with the Memorial Breakfast as illustrated in their comments.

- The memorial breakfast was terrific in the sense that what was shared in memory of those scholars who passed on was so heartfelt...In the memorial breakfast there was a sense of community and humanity and the exchange of information about those scholars from that aspect was primary. Somehow that sentiment should be more present in the awards and other aspects of the conference--not just in remembrance of those who are lost to us.
- The memorial breakfast was a nice touch. Very appropriate to do. The Memorial Breakfast was a big risk in many ways but it was very nicely done - the right tone, time allowed, and ability to recognize valued colleagues.

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Conference Satisfaction

When examining the question whether attendees felt welcomed at this year's conference, 84% of the respondents stated that they felt welcomed, while less than 5% did not. Finally, **90% of the respondents were satisfied or very satisfied with the conference**, while only a small proportion, 4%, expressed dissatisfaction with the conference.

Graduate Students

There were 197 (46%) respondents who identified themselves as a graduate student. Of the students who attended specific activities targeted toward graduate students, the majority indicated satisfaction with the Graduate Student Luncheon on Saturday, the graduate student sessions overall, and the Graduate Student Networking Event held on Friday evening. While graduate students enjoyed the opportunity to network many suggested that more structure and a better location for connecting professionally and socially was necessary.

A few masters' students at the conference spoke of feeling "rather invisible as a Masters student" as the "graduate sessions were geared towards doctoral students". In addition, other graduate students expressed concerns relative to "the focus on obtaining faculty appointments" and recommended tracks for scholar practitioners and "graduate students with career goals other than faculty".

Facilities and Accommodations

There was a high level of satisfaction with the Sheraton Wall Center hotel accommodations with 87% of the respondents indicating they were satisfied or very satisfied with the guest rooms. While the level of dissatisfaction was not high (5%), several comments noted "problems with wi-fi in public areas was a nuisance". One respondent stated "The lack of internet connection on Wednesday and Thursday and then phone service being down on Thursday morning was ridiculous." A few respondents noted "the hotel's business center, computer availability, and voice mail/messaging were all unsatisfactory (either down or unavailable)" with the business center not having "current versions of Microsoft Office which made printing documents a nightmare".

Overall, the respondents were satisfied with the meeting rooms with 81% stating they were very satisfied or satisfied with the conference facilities. The areas of dissatisfaction with conference facilities encompassed the sound quality, climate control and layout of meeting rooms.

- The rooms were not very soundproof, and in several sessions noise from the next room was distracting.
- Loved Vancouver, some of the conference rooms were awkwardly shaped (strange beams in the middle of them). Some rooms were hard to find.
- The meeting rooms and even some of the hallways were oddly cool and it was necessary to wear [sic] my coat or several layers inside the building.

Site and Refreshments

Relative to whether ASHE should return to Vancouver, British Columbia for a future conference, 78% stated they would recommend coming back. The comments were mixed with respondents stating both positive and negative comments about the international location of the conference.

- Vancouver was a beautiful and accommodating locale, however the cost and location made it prohibitive for many students from my program to attend. The only reason I would not recommend another conference in B.C. is that some of my colleagues could not attend due to VISA issues; but, I suppose that is true of our international colleagues in Canada, too, when the conference is held in the States, sooooo...?
- **I have been coming to ASHE since 2002; I think this was the best conference site that we have been to since then, even if it was more expensive to get there.**
- Most people will probably complain about the costs, etc. of Vancouver. But that's partial due to the less than vibrant cities in which ASHE usually occurs.



The availability of food and beverages at the hotel, refreshment breaks and the proximity of the hotel to restaurants were all areas in which respondents expressed satisfaction.

ASHE Conference Attendees in Photo: Lisa Millora, Lorelle Espinosa, De'Sha Wolf, Kimberly Griffin, and Marcela Munez

Council for International Higher Education CIHE News

Amy Scott Metcalfe, CIHE Chair
University of British Columbia (Canada)

Snejana Slantcheva-Durst, CIHE Vice Chair
University of Toledo, Ohio

Greetings from Vancouver! The 2009 conference in Canada further demonstrated the breadth and depth of international scholarship within the ASHE community. Over 140 people joined the Council for International Higher Education (CIHE) for the International Forum pre-conference, representing over fifteen countries, including Argentina, Australia, Brazil, Canada, England, Finland, Japan, Mexico, the Netherlands, Norway, South Africa, Scotland, Thailand, UAE, and the United States.

There was a 33% increase in proposals to the 2009 International Forum compared with the 2008 conference, with 53 total accepted papers, posters, and symposia. We enjoyed a day and a half of engaging pre-conference sessions, with a cross-border collaboration as the “co-keynote” address, featuring Marcus Harvey, Professional Officer Policy & Research of the Canadian Association of University Teachers (CAUT) and Gary Rhoades, General Secretary of the American Association of University Professors (AAUP). The co-keynote, titled “Academic Labo(u)r: Canadian and American Perspectives from the CAUT and AAUP,” provided institutional and international context for ASHE’s first move north of the 49th parallel by offering comparative perspectives of the shifts in the working conditions of academics in North America.

At the 2009 CIHE business meeting we welcomed our new Vice-Chair, Snejana Slantcheva-Durst (University of Toledo). The three Members-at-Large will serve one more year: Dorothy “Dot” Finnegan (College of William and Mary), Kevin Kinser (SUNY University at Albany), and Michelle Nilson (Simon Fraser University). Special thanks went to Michelle Nilson, who served as Co-Chair of the 2009 International Forum and International Division. Leadership of the CIHE was transferred at the end of the business meeting from Jenny Lee (University of Arizona), to Amy Scott Metcalfe (University of British Columbia). Jenny will serve one year as Past Chair, a new role for CIHE that will help ensure greater organizational memory for CIHE. We are grateful for Jenny’s leadership in 2008-2009 and are glad to have her “in the loop” for 2010.

We look forward to seeing you during the International Forum pre-conference and main sessions at ASHE in 2010 in Indianapolis. While we recognize that holding the conference in Vancouver may have contributed to the rise in interest in international topics, we noted that many of the Forum presenters and attendees are regular members of ASHE. We hope that those who study international higher education have found CIHE to be a supportive and vibrant sector of the ASHE community. We look forward to your continued enthusiasm and participation in 2010!

Council for the Advancement of Higher Education Programs CAHEP News

Activities in Vancouver

Since 1995, the Association for the Study of Higher Education's Council for the Advancement of Higher Education Programs (CAHEP) has sought to be the forum for discussing matters related to the current condition and future vitality of higher education programs. Program directors and faculty members had an opportunity to participate in a series of pre-conference events in Vancouver.

Eighteen new faculty members participated in the second annual **Early Career Faculty Teaching and Dissertation Advisement Workshop**. This year's workshop took place at the Harbour Centre located on the beautiful oceanfront campus of Simon Fraser University. Gary Poole, Director of the Center for Teaching and Academic Growth at the University of British Columbia gave an insightful keynote address.

We would encourage program directors to nominate early career faculty for next year's workshop. Nomination information will be available on the ASHE-CAHEP website in June.

New officers were elected at **CAHEP Breakfast and Business Meeting** on Thursday morning: Chair: Adrienne Hyle, University of Texas at Arlington; Vice Chair: Michelle Nilson, Simon Fraser University; Secretary: Karen Haley, Northern Illinois University; Program Co-Chairs: Les Goodchild, Santa Clara University and Ashley Sieman; Finance and Development Chair: Barbara Bush, University of North Texas; Communications Co-Chairs: Karen Card, University of South Dakota and Crystal Chambers, East Carolina University. Josh Powers, Indiana State University and Rhonda McClellan, University of Texas at Arlington are co-editors of the Learning Brief Project.

Program directors and faculty shared points of pride and issues of concern related to their higher education programs during the breakfast. Program directors and faculty are encouraged by program growth, student retention/success, diversity/social justice orientation, innovative delivery methods, faculty colleagues, and initiatives to support dissertation completion. Program directors and faculty members shared concerns about resource constraints, program threat, need for better focus on student outcomes/assessment/guidelines to inform program quality, program vulnerability in tough economic times, understaffing in the face of program growth, curriculum revision needs. Diane Wright presented the working draft of program guidelines for MA programs that will be available for feedback on the ASHE-CAHEP website later this spring.

Fifty attendees participated in **CAHEP Pre-Conference** paper presentations and workshops on Thursday morning. The morning program culminated in a joint ASHE/CAHEP featured speaker session at which Tricia Bertram Gallant, national expert on academic integrity, discussed issues raised in her recent book, *Academic Integrity in the 21st Century: A Teaching and Learning Imperative*. Tricia Bertram Gallant signed books as gifts for Early Career presenters (provided free by Jossey-Bass). **CAHEP would like to thank the University of Minnesota for their financial sponsorship of the CAHEP Pre-Conference activities.** The CAHEP leadership team is already planning for the ASHE 2010 pre-conference. We are exploring ideas in Indianapolis such as IUPUI or NCAA Headquarters or the Statehouse as possible locations for the Early Career Seminar and other CAHEP activities. Call for CAHEP pre-conference papers and presentations on higher education program issues will be coming out as part of the ASHE conference call later this spring and will be posted on the ASHE-CAHEP website.



Les Goodchild and Early Career Participants at the Harbour Center

Council for the Advancement of Higher Education Programs CAHEP News, Continued

Barbara Townsend Honored at Dinner

Thirty eight colleagues, workshop attendees, program coordinators, and the CAHEP leadership team gathered together for dinner at the Top of Vancouver revolving restaurant to celebrate Barbara Townsend and her contributions to ASHE and CAHEP. An estimated \$1,000 has been raised through donations, willingness of attendees to pay for their dinners, and general revenues that exceeded expenses for overall CAHEP program. These funds will be used for a CAHEP project to honor Barbara Townsend. At the dinner attendees brainstormed with the CAHEP leadership team ideas on how to honor Barbara's memory. If you have an interest in making a donation or would like to make suggestion on the project please contact CAHEP Chair Adrienne Hyle (ahyle@uta.edu).



Two New CAHEP Initiatives

The Learning Briefs Initiative -CAHEP has begun the Learning Briefs Initiative with *Inside Higher Ed* and is now accepting manuscript submissions. The purpose of a learning brief is to provide research grounded commentary and group discussion questions inspired by a news story published in *Inside Higher Ed*. A learning brief consists of four components: an *Inside Higher Ed* news story with management and/or policy implications, approximately 1,000 words of commentary grounded in the scholarship of that subject, a set of 4-5 discussion questions suitable for classroom or professional development use, and a list of 4-6 additional reading suggestions. The learning briefs will be published electronically and be available as a free pdf download on the ASHE-CAHEP website and via a link from the *Inside Higher Ed* website and their subscriber emails. Submissions are via email attachment to one of the co-editors: Joshua Powers, Indiana State University (jopowers@indstate.edu) or Rhonda McClellan, University of Texas at Arlington (rmcclellan@uta.edu).

Network Activities of CAHEP Higher Education State/Province/National Representatives

CAHEP would like to form a network of State/Province/National Representatives to communicate and network among program directors. CAHEP representatives would be responsible for making contact with other program directors and coordinators in their region prior to the ASHE Conference. Representatives would seek input on issues that program directors are confronting as well as innovative activities/initiatives they have underway or are considering. At the annual CAHEP meeting, the representatives will report on what programs are in their area. If you are interested in serving as a CAHEP Representatives contact Karen Card for more information kcard@usd.edu.

Council for Ethnic Participation CEP News

Terrell L. Strayhorn, CEP Chair
University of Tennessee, Knoxville



It's been only four months since the annual meeting in Vancouver, British Columbia and already there are a number of updates about the work of the Council for Ethnic Participation (CEP) within the Association for the Study of Higher Education (ASHE). First, the CEP is proud to announce the members of the Executive Committee: (a) Terrell Strayhorn, Chair; (b) Caroline Turner, Chair-Elect; and (c) Eunyoung Kim. Terrell Strayhorn is Associate Professor of Higher Education and Sociology at the University of Tennessee, Knoxville; he is also recipient of the 2009 ASHE Early Career/Promising Scholar Award. Caroline Turner is Professor of Education Policy, Leadership, & Curriculum at Arizona State University; she also received the 2008 CEP Mildred Garcia Award for Exemplary Scholarship. Eunyoung Kim is Assistant Professor of Higher Education at Seton Hall University. The Executive Committee looks forward to working on behalf of CEP members and considers it an honor to serve our beloved Council in this important capacity.

Much of the work that lies ahead will be accomplished through our various CEP committees. As of now, CEP committees are organized around specific tasks or initiatives—for example, there's a committee for Awards, Bylaws, Research Awards, and Policy Committee on Collaborations. There may be a need to restructure our various committees as the work of CEP changes. Look for more information in the next issue of the ASHE Newsletter, which is set to be published after the Board of Directors meeting this summer. In the meantime, members are encouraged to join the committees on which they would like to serve. For more information about CEP committees, go to: <http://www.ashe.ws/?page=696>.

As a council, we are committed to continuing that which was begun by our predecessors and CEP leaders long before us. This year, we hope to (a) enhance the mentoring program in ways that benefit the protégé and mentor (b) identify diverse funding streams to support the research grant initiative and (c) develop new and sustainable ways to celebrate the lives and achievements of CEP members, to name a few. Yet, there are also a number of new and emerging opportunities under development. For instance, we are working to identify new ways to facilitate members' involvement in the work of CEP, socialize graduate students and early career scholars into the Council and Association at-large, and communicate with Council members in more consistent ways (e.g., CEP newsletter, listserv). Stay tuned for more information in the next issue of the ASHE Newsletter.

Look forward to seeing many of you at various meetings this spring. If you have questions or need additional information, do not hesitate to contact me (strayhorn@utk.edu).

Graduate Student News

Emma Flores, University of Washington, emxf@u.washington.edu

Amanda Suniti Niskode-Dossett, Indiana University, aniskode@indiana.edu

Passing the baton!

Happy New Year! For the past two years, Judy Marquez Kiyama has represented students as the Graduate Student Representative to the ASHE Board and we wanted to take this opportunity to recognize her service. Judy was instrumental in developing creative ideas, programs, and projects that have expanded the involvement of graduate students in ASHE. Amanda notes, "Her engaging style, diligence, and attention to detail made it a pleasure to be her partner over the past year." On behalf of the entire organization, we want to thank Judy for her hard work and dedication to the organization. Judy, you will be missed!

At the same time, we welcome our new incoming graduate student representative, Emma Flores. Emma is a doctoral candidate at the University of Washington in the Educational Leadership and Policy Studies program. She is currently a Research Assistant for the Center for Innovation and Research in Graduate Education (CIRGE) where she is evaluating the impact of NSF IGERT programs on career opportunities. In her own research, she explores issues of teaching and learning in doctoral education and the participation of under-represented ethnic minorities in STEM fields. Emma brings many new ideas of how to continue developing a supportive intellectual community for ASHE graduate students.

Reflections on the 2009 ASHE conference

We want to thank everyone who helped to make the ASHE 2009 conference such a success. This year, the graduate student program consisted of four sessions.

- 1) Sitting down with scholars: The development of research ideas, networks, and mentoring (roundtable)
- 2) What it means to be "on the market": Job search and selection process
- 3) Graduate student networking event
- 4) Establishing yourself as a professional within the field of higher education (luncheon).

None of these sessions would have been possible without the many ASHE members who donated their time to share their insights and experiences with graduate students. Thank you to the following individuals for supporting the next generation of scholars!

- | | | |
|-----------------------|----------------------------|-------------------|
| • Deborah Faye Carter | • Patricia King | • Laura Perna |
| • John Cheslock | • Jillian Kinzie | • Josh Powers |
| • Regina Deil-Amen | • Karen Kurotsuchi Inkelas | • Stephen Quaye |
| • Cassandra Harper | • Frankie Laanan | • Linda Sax |
| • Jeni Hart | • John Levin | • Doug Toma |
| • Joan Hirt | • Alex McCormick | • Vasti Torres |
| • Ted Ingram | • Patricia McDonough | • Caroline Turner |
| • Susan Jones | • Tara Parker | • Bill Zumeta |



Graduate Student News, Continued

During the Graduate Student Luncheon, we administered and collected over 90 student evaluations and received feedback on the conference and other ways we could better serve the ASHE student community. Overall, we found that students were very pleased with the graduate student program and the majority of students expressed that they would like to see the same session topics offered next year. Not only did students appreciate having four sessions specifically dedicated to them, but they also valued the opportunity to network with faculty, with other students, and the overall diversity and quality of the presentations. Among the recommendations made, students wanted to see more discussion around non-tenure track career options and to see more representation of the experiences of master's students and full-time professionals.

We will continue to summarize the remainder of the findings and share student's comments with the ASHE Board. We plan to integrate many of your comments and recommendations into this year's activities.

Graduate Student Travel Scholarship

This was the second year that we were able to award four Graduate Student Travel Scholarships. A total of \$1,600 was awarded to each student, and we expect to continue the scholarship for at least the next two years. The scholarship was designed to assist students with travel and conference costs, and in turn, scholarship recipients are asked to provide ideas and feedback on how to further incorporate graduate students into the larger ASHE community. These scholarships would not be possible without the generous support of many of the ASHE community members. Thank you to all of the supporters for helping to foster and encourage the development of these future professionals!

From the 2009 Graduate Student Travel Scholarship Recipients

For many graduate students, attending academic conferences can be exciting and, simultaneously, a bit overwhelming. Indeed, conference attendance can provide opportunities for networking, platforms in which to engage peers and faculty on current research topics or projects, and a venue that proffers a sense of inclusion within a larger academic community. Even still, both youthful and seasoned graduate students experience the nagging question of, "How do I make this conference work 'me'?" In this brief article, a group of higher education graduate students talk about how they made the best of their attendance at ASHE's 2009 conference in Vancouver this past fall.

One of the most stimulating, yet challenging, endeavors of attending a large scale conference, such as ASHE, is the process of networking. For these graduate students, ASHE not only provided an opportunity to meet current and future scholars of Higher Education, but also a chance to meet individuals with similar research interests and agendas. "For me, ASHE provided an opportunity to develop a new network of colleagues who had similar research interests as mine...what had become an individual learning journey returned to a collective one, in terms of my emerging research agenda," stated Elaine Ward, Ed.D. candidate at the University of Massachusetts - Boston. Chad Nash, a second year doctoral student at the University of Arizona, shared similar sentiments: "Sometimes you get so caught up in your own research world that it is amazing, and refreshing, to meet individuals with similar thoughts, ideas, and motivations for collaboration...attending ASHE provided me with those opportunities."

Continued on next page

The 2009 ASHE Conference also afforded these graduate students with a platform on which to advance their current research endeavors, particularly through conference paper presentations and poster sessions. A major benefit many graduate students gain by presenting their research is constructive feedback. "It was my second time attending the ASHE conference...I was able to participate as a presenter this year and share some of my own research at the conference, receiving invaluable feedback from colleagues and scholars in the field which helped shape future directions of my research," stated Desiree Zerquera, a second year doctoral student at Indiana University. For others, having a chance to present their work also provided a much needed boost of energy to their ongoing research projects. "Presenting an overview of my project at ASHE with a poster session helped to reinvigorate me at this crucial juncture in the dissertation process," stated Mitsu Narui, doctoral candidate at The Ohio State University.

Overall, the conference experience gave both rookie and veteran ASHE participants a strong sense of belonging within the ASHE community. For Ward, the ASHE conference "created a space for collective sense and meaning making in the dissertation stage...the significance of the professional association in my academic progression, based on the deepening and strengthening of my research through collective conversations, cannot be underestimated." Likewise, Narui says, "The ASHE experience helped me to feel like I am a part of academia and has been a great way for me to be introduced to this 'club' of sorts." And for newbie's such as Nash, ASHE 2009 gave him something to look forward to in regards to attending future ASHE conferences. "I will definitely attend ASHE in the future, and I look forward to committing myself to an organization of scholars that will, no doubt, succor my advancement within academia," stated Nash.

- Mitsu Narui is currently a (A.B.D.) Ph.D. candidate in the Higher Education Administration program at "THE" Ohio State University.
- Chad Nash is currently a 2nd year doctoral student in the Educational Policy Studies & Practice Ph.D. program at the University of Arizona.
- Elaine Ward is currently a (A.B.D.) Ed.D. candidate in the Higher Education Administration program at the University of Massachusetts – Boston.
- Desiree Zerquera is currently a 2nd year doctoral student in the Higher Education and Student Affairs Ph.D. program at Indiana University.

Next Steps

Again, we want to thank everyone who helped to make the 2009 ASHE conference such a welcoming and intellectually stimulating environment for graduate students. The generosity of many of the faculty and donors demonstrates the true commitment this association has to "Advancing the Next Generation of Higher Education Scholarship and Scholars."

Over the next couple of months we will continue to collect and create resources for graduate students on the graduate student manual found at (<http://www.ashe.ws/?page=225>). We are specifically working on tools and resources to help with proposal writing and how to prepare for presenting at ASHE. We will continue to keep you posted of any new developments via our listserv and through our Facebook page. If you have any questions, or if wish to become more involved in the organization, please don't hesitate to contact us.

Emma & Amanda


ASHE Institutes on Equity and Critical Policy Analysis


Sandra Luca


Center for Urban Education, University of Southern California


The ASHE Institutes on Equity and Critical Policy Analysis are currently accepting applications from faculty members, policy analysts and advanced doctoral students to participate in one of the five dynamic sessions hosted by the ASHE Institutes on Equity and Critical Policy Analysis. The Equity Institutes were established to develop greater responsiveness to the ongoing problems of racial and ethnic inequality in higher education.


The dates and topics are

-  Critical Policy Research and Analysis
June 16-18, 2010

-  Scholarship and Publishing from an Equity Perspective
June 23-25, 2010

-  Research Methods for Critical Analysis of Qualitative Data
June 28-30, 2010

-  Principles and Methods of Participatory Critical Action Research
July 7-9, 2010

-  Research Methods for Critical Analysis of Quantitative Data
July 13-15, 2010

The link to access the application is:

<http://www.usc.edu/dept/education/ASHE/index.html>.

The deadline for submission is Monday, March 1, 2010.



Did you know that you can get ALL your textbooks and enjoyable reads while also supporting ASHE? ASHE is an associate of Amazon, which means that ASHE will receive 6% of every purchase if Amazon.com is accessed via the ASHE website using this link:

<http://www.ashe.ws/?page=215>

Notables

Michelle Nilson
Simon Fraser University

Notable Moves

Jennifer A. Delaney became an assistant professor with the Higher Education Program in the College of Education at the University of Illinois at Urbana-Champaign in Fall 2009. She was previously an assistant professor in the Department of Educational Leadership and Policy Analysis in the School of Education at the University of Wisconsin at Madison.

Su Jin Gatlin Jez joined the Public Policy and Administration faculty at California State University, Sacramento as an assistant professor in Fall 2009, where she also serves as the Associate Director of the Independent Doctorate Program in Educational Leadership.

Tricia Seifert has joined the Higher Education faculty at the Ontario Institute for Studies in Education, University of Toronto as an Assistant Professor. She has recently been awarded a grant from the Higher Education Quality Council of Ontario to examine the role of student services in supporting student success within Ontario postsecondary institutions.

Dr. Cody Arvidson founded the Dissertation Institute (R), a non-profit corporation with the mission to support graduate students, particularly females and minorities, in their efforts to write and defend dissertations/theses, and to increase their likelihood of successfully defending their dissertations/theses and graduating.

Noteworthy

Kimberly A. Griffin (Penn State University) is a recipient of the 2010 American College Personnel Association's Emerging Scholar Award.

Shaun Haper (University of Pennsylvania) is the recipient of the 2010 Outstanding Contribution to Research Award from the National Association of Student Personnel Administrators.

Frank Harris III (San Diego State University) is the recipient of the 2010 Emerging Scholar and Annuit Copetis awards, both given by the American College Personnel Association.

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*

ASHE President Bill Zumeta recently completed a white paper as background for a televised national debate on the question of whether the United States needs substantially more college graduates than it is now producing. Former Education Secretary Margaret Spellings and Michael Lomax, head of the United Negro College Fund argued the affirmative position. Richard Vedder of Ohio University (and the 2006 Spellings Commission on Higher Education) and George Leef of the John William Pope Center for Higher Education (Raleigh, NC) took the negative. The debate was scheduled for 7 PM (EST) on February 26 at the National Press Club in Washington, DC and was webcast live at that time by the Miller Center of Public Affairs at the University of Virginia (millercenter.org/). Production will be done by MacNeil-Lehrer Productions and, if sufficiently newsworthy may be excerpted on the PBS News Hour. After editing, the debate will be released to local PBS stations for later broadcast at their discretion. Bill's paper is currently available on the website of the Miller Center (<http://millercenter.org/public/debates>) and will soon appear on the News Hour's website.

Notable Reads

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