



**A Newsletter of the Association for the
Study of Higher Education**

**Michigan State University, 424 Erickson Hall
East Lansing, MI 48824, Phone: (517) 432-8805**

Fall 2007

ASHE President's Column

Linda K. Johnsrud
University of Hawai'i



This year's conference theme, *Informing the Public Agenda for Higher Education: The Role and Relevance of Research*, was chosen to highlight the national and regional attention on public higher education and its role and responsibility in addressing issues of global competitiveness, economic development, social mobility, and quality of life. Although these are not new issues, they were given prominence by the Commission on the Future of Higher Education (aka the Spellings Commission), and are now being discussed with a new urgency by such groups as the National Governor's Association, the National Association of State Legislators, the Education Trust, the National Association of Systems Heads, State Higher Education Executive Officers (SHEEO), Jobs for

the Future, as well as many of the largest and most influential policy think-tanks and national education associations.

Informed by the data that indicates that the US is dramatically falling behind other developed countries in educational attainment, governors and legislators are being encouraged to take a more active role in shaping the agenda of public higher education to meet the needs of their respective states and the nation. Campus leaders are wary. To the extent that this attention leads to additional resources, it is welcome; it is doubtful, however, that new resources will come without performance measures and goals to meet specific state needs. Such goals must be established after careful analysis, a review of what has worked and not worked on comparable campuses, cost projections, and thoughtful judgments regarding the trade-offs and priorities demanded if campuses are to focus on a set of specified goals.

Research and scholarship should inform the choice of goals that emanate from a public agenda, the policies that are put in place to support the agenda, the best practices that are adopted to implement the goals, the means by which they are measured, and the fiscal implications of

the funding models that are established. ASHE members can play a significant role by identifying the issues most relevant to their state or region, framing their work from a policy perspective, and disseminating it through venues that reach policy makers. The sessions at our November meeting should help focus our attention on conducting research that can make a difference.

The site of this year's meeting, the Commonwealth of Kentucky, provides an opportunity to feature Kentucky's public agenda for postsecondary education that has become a model for other states. An Invited Presidential Session entitled: *Kentucky's Public Agenda: The Impact of Research and Data on Higher Education Reform*, will be chaired by John Hayek, Interim Vice President for Finance, Council on Postsecondary Education, Kentucky, and will include policy makers, researchers, and administrators who will speak to the genesis of the state's reforms, their progress, and next steps.

Other Presidential Sessions have been created to focus on current issues and the role of research in informing policy and the public agenda:

- Barbara K. Townsend, University of Missouri-Columbia, arranged a session entitled: *Making a Difference? A Case Study of Policy Research that Got Noticed*, featuring policy analysts Nancy Shulock, California State University, Sacramento, and Steve Boilard, California Legislative Analyst's Office.
- Addressing the press for increased educational attainment, James Hearn, University of Georgia, has invited

researchers and policy-makers to participate in a session focused on *Improving Student Success: Research, Policy, and Practice*.

- Access will not be improved unless financial aid is increased. Don Hossler, Indiana University, is convening a session on *Rethinking Student Aid: Findings and Reflections*.
- At least one-third of all African American, Latino, and American Indian students currently enrolled in higher education are in minority-serving institutions. Darnell Cole, University of Southern California, has invited experts to address: *A Policy-Based Perspective on the Changing Climate of Fiscal Support for TCUs, HBCUs, and HSIs*.
- The press for accountability and improved performance continues to challenge campuses and their leaders. *Accountability Pressures and our Necessary Roles as a Research & Policy Community* has been arranged by James Soto Antony, University of Washington.
- Patricia Farrell, Executive Director of ASHE, will chair a session on the *Student Loan System: Reflecting on the Past to Inform Future Leaders*, the most recent challenge to higher education's credibility with its external stakeholders.

And finally, one of the keynote addresses will feature Dennis Jones, President of the National Center for Higher Education Management Systems (NCHEMS), who will discuss pressing external realities and the case for increasing educational productivity. Sharing insights about how academic governance might (or might not) respond to the challenges will be Dr. Kenneth

Mortimer, Senior Associate at NCHEMS and President Emeritus of Western Washington University and the University of Hawai'i, and Dr. Colleen Sathre, Vice President Emeritus of Planning and Policy at the University of Hawai'i. Drs. Mortimer and Sathre are co-authors of the recently published, *The Art and Politics of Academic Governance*.

Together with the Public Policy Forum which precedes the regular meeting, ASHE members should have many opportunities to share their thinking and explore avenues for collaboration on research topics that have the potential to shape the direction and priorities of public higher education now and in the future.

Update on The 2007 ASHE Annual Meeting

Vicki J. Rosser, Program Chair
University of Nevada, Las Vegas

On behalf of the 2007 ASHE program committee, I'm proud to announce that our November conference in Louisville, Kentucky, will have a wide array of sessions and events that will appeal to our membership's diverse interests. The conference theme, *Informing the Public Agenda for Higher Education: The Role & Relevance of Research* has been well received by our members as evidenced by an incredible 7% increase in proposal submissions. It was gratifying to see the favorable response from our members and the quality of their research proposals across the conference's sections and forums.

Given the conference's underlying policy theme, here are just a few highlighted sessions we hope will stimulate your intellectual thought processes prior to the annual meeting:

- Aid, Affordability, and Merit: Moving Beyond State and Institutional Studies
- Community Colleges: Articulation, Transfer, and Attainment
- Considering Access and Retention within a Societal Context
- Higher Education Research and the Future of Race-Based Social Policy in America
- Investigating the Impact of Financial Aid Policy on Student Success
- State Funding for Public Higher Education
- The Effects of Tuition at State, Institutional, and Individual Levels
- The History and Effects of State-Level Policy and Action

- The Legal Environment of Higher Education Policy
- The Systemic Restructuring of Employment in Higher Education: Patterns and Prospects

I'm also pleased to provide a summary report of proposal submissions and acceptance rates by division and format type. As shown in Table 1, there were 884 proposals submitted and 431 proposals accepted for an overall acceptance rate of 48.8% for the 2007 ASHE program (including the Policy and International forums). If we just examine the main conference numbers, there were 793 proposals submitted and 373 accepted with an acceptance rate of 47.0%. This is a bit higher than last year's acceptance rates of 46.9% (with

forums) and 44.1% (without forums). The student section, as usual, had the most proposals submitted (291) and accepted (126) with an acceptance rate of 43.3%. However, the organization and administration and the faculty sections had higher acceptance rates (53.9%, 51.8%, respectively). As noted in Table 2, the submissions and acceptances are grouped according to presentation format. There were 212 or 43.4% proposals accepted as research papers, 29 or 27.9% as scholarly papers, 45 or 57.7% as symposia, 37 or 62.7% as roundtables, and 50 or 79.4% posters were accepted.

Table 1. 2007 ASHE Proposal Statistics by Division and Forum

Section and/or Forum	Proposals Submitted	Proposals Accepted	Percent Accepted
Students	291	126	43.3%
Organization & Administration	115	62	53.9%
Teaching, Learning, & Curriculum	60	26	43.3%
Faculty	85	44	51.8%
Context & Foundations	87	38	43.7%
Policy, Finance, & Economics	116	57	49.1%
Methods & Assessment	39	20	51.3%
<i>Division Totals</i>	<i>793</i>	<i>373</i>	<i>47.0%</i>
International Forum	74	51	68.9%
Policy Forum	17	7	41.2%
<i>Conference Totals</i>	<i>884</i>	<i>431</i>	<i>48.8%</i>

Table 2. 2007 ASHE Proposal Statistics by Presentation Format*

Session Format	Proposals Submitted	Proposals Accepted	Percent Accepted
Research Papers	489	212	43.4%
Scholarly Papers	104	29	27.9%
Symposia	78	45	57.7%
Roundtables	59	37	62.7%
Posters	63	50	79.4%
<i>Session Totals</i>	<i>793</i>	<i>373</i>	<i>47.0%</i>

*Does not include Presidential or Special Sessions (e.g., Meet the Editors, Dissertation of the Year), or the Policy and International Forums.

I would also like to take a moment and talk about the proposal review process. Over the years there has been much debate and confusion in how reviewers are assigned to proposals, and I would like to clarify that process. Although it is not ASHE Policy, the program committee's mantra was to provide three reviews per proposal. We also considered and respected diverse points of view (race/ethnicity, gender, methods, etc.) within the process. The program committee is very proud to say that 99% of the proposals were in fact reviewed by three reviewers. Reviewers were selected from those who responded to our call for volunteers. Since the review process is an extremely important component, it was vital to have dependable individuals who would follow through on their service commitments and have a track record of scholarly experience and professional integrity in the review process.

We also set criteria in the way we assigned reviewers to proposals. For example, only mid- and senior-scholars and/or those individuals with notable lines of inquiry in a particular topical area reviewed symposia. This assignment was by design—symposia are often very highly rated and incredibly competitive to be accepted.

Moreover, only those faculty members and administrative scholars holding a doctorate reviewed research and scholarly papers. Again, and in the majority of cases, we had three individuals who reviewed these proposals. However, we did use doctoral students in rare cases where the student was highly productive with a strong advisor/mentor. We also used doctoral students to review roundtables, and often they served as the third reviewer on the proposal. In limited situations (i.e., posters) we used two doctoral students to review submissions when short of reviewers.

Our program committee was highly committed to conducting our work with fairness and professional integrity. In the five years I have served as a section or program chair for either ASHE or AERA-J, I can attest that the program planning process is a thoughtful process that respects all proposal submitters. Although not everyone will agree with the decisions we have made, I can assure you that we sincerely care about serving our members and the ASHE organization to the best of our ability.

A very special thank you goes out to the program section co-chairs. I'm personally grateful for their work on

behalf of ASHE. So, when you happen to see them at the conference, please take a moment to pull one of the section chairs aside and thank them for their hard work and dedication to ASHE. There is no greater honor than to serve our professional colleagues.

Students

Lisa Wolf-Wendel - University of Kansas

Joy Gaston-Gayles – North Carolina State University

Matthew Wawrzynski - Michigan State University

Faculty

Kelly Ward - Washington State

Kerry Ann O'Meara - University of Massachusetts, Amherst

Policy, Finance, and Economics

Mario Martinez – University of Nevada, Las Vegas

Terrell Strayhorn - University of Tennessee, Knoxville

Organization and Administration

Jay Dee - University of Massachusetts, Boston

Valerie M. Conley - Ohio University

Contexts and Foundations

Vasti Torres – University of Indiana, Bloomington

Nana Osei-Kofi - Iowa State University

Teaching, Learning, and Curriculum

Jeffery Bieber - University of Kentucky

Robert Reason - Pennsylvania State University

Methodology and Assessment

Yonghong Jade Xu – University of Memphis

Pre-Conference on Higher Education Programs

Karen Card

University of South Dakota

The Council on the Advancement of Higher Education Programs (CAHEP) will host a pre-conference meeting for program directors and faculty on November 7-8 in Louisville. The CAHEP pre-conference will begin on Wednesday at 6:15 p.m. with a CAHEP Directors/ Coordinators' reception, followed by dinner at 7 p.m. Dr. Greg Rogers, Executive Director of the American Association of College Personnel Administrators (ACPA) will be the dinner speaker sharing his insights on ACPA's Commission Standards. The Wednesday pre-conference session will conclude with a CAHEP business meeting at 8:00 p.m. and the election of CAHEP officers for 2007-2008. On Thursday morning, the CAHEP Pre-Conference Session will continue with the CAHEP program meeting beginning with a Faculty Continental Breakfast and followed by a general discussion of program issues. For more information on contact Karen Card at kcard@usd.edu.

Additionally, the Council is seeking nominations for its four executive offices: chair, vice-chair, secretary, and program chair. More information about CAHEP and the responsibilities of the executive officers can be found on the ASHE website under CAHEP By-Laws <http://www.ashe.ws/cahepbylaws.htm> or contact Karen Card, Chair of CAHEP Nominations at Karen.Card@usd.edu. Self-nominations are encouraged. Nominations are due to Karen Card by October 22.

The Public Policy Forum Pre-conference: Informing the Public Agenda

Patricia M. Yaeger
American Education Services

This is shaping up to be an exciting year for the ASHE Public Policy Forum, now in its 8th year. The main conference theme – *Informing the Public Agenda for Higher Education: The Role & Relevance of Research* – mirrors the purpose of the ASHE Council on Public Policy in Higher Education: “to promote research on, and to advance understanding of, the processes and impacts of public policy in U.S. higher education, as well as to help inform decision making in the public policy arena.” The Council-sponsored Public Policy Forum will complement the main conference by offering an in-depth discussion of the latest state and federal policy trends. Starting Wednesday morning and continuing until noon on Thursday, the Forum plenary sessions provide a unique opportunity for lively, focused conversations among faculty, graduate students, public policy analysts, and policymakers.

The 2007 ASHE conference theme (<http://www.ashe.ws/conf07/home.asp>) highlights Kentucky’s higher education policy agenda and the Forum will showcase their goals and accomplishments. Representatives from the Kentucky Council on Higher Education and other Kentucky agencies will discuss their work, including an update on workforce and economic development initiatives.

Other Forum sessions will feature state and private support for higher education, financing community colleges, online

education and outreach, and accountability. A group of outstanding facilitators will host roundtable discussions as part of the Forum joint session with Graduate Student Policy Seminar participants and the ASHE/Lumina Fellows. Roundtable topics will include financial aid, affirmative action, accreditation, state-level P-16 policy, legal research for policy analysis, testifying for legislative hearings, and more.

The Forum encourages researchers working outside of academe, including those in state agencies, the federal government, and higher education policy centers, to participate in the Forum and share ideas from their standpoint as producers and consumers of research. In addition to the Kentucky Council on Higher Education staff, this year’s Forum includes representatives from the Pell Institute, the Institute for Higher Education Policy, *Excelencia* in Education, and Jobs for the Future who will speak on communicating research findings to policymakers.

Please see the Forum agenda available on the ASHE Web site for more details on the program and note: the Public Policy Forum is *not* held by invitation only - all are welcome to attend. If you have any questions or suggestions for the Forum, please contact:

Kate Shaw, Chair
Pennsylvania Department of
Education/Temple University
katshaw@state.pa.us

Patricia Yaeger, Program Chair
American Education Services
pyaeger@pheaa.org

Council for International Higher Education Pre-conference

Program

Jenny Lee
University of Arizona

This year's pre-conference program theme seeks to bring together the most current and important issues concerning international education as a way to inform research, policies, and practices domestically as well as globally. While each country and region is quite distinctive, many educational concerns of the twenty-first century surpass national and regional boundaries. In the spirit of scholarly exchange, this year's program is again very varied, providing a stimulating and challenging introduction to the broad range of issues affecting higher education worldwide. The symposia include presentations of key issues from various parts of the world, including discussions of the roles and identities of international students in the U.S. and abroad, community college development in East Asia, student income and costs in Africa, a critical analysis of Bologna, and broader global issues such as a comparative analysis of university autonomy and academic freedom and an exploration of the governance and accountability of cross border education. The research and scholarly papers, posters, and roundtables similarly address a broad range of critical concerns in international education today. We look forward to your involvement and participation!

Graduate Student ASHE Session Alert

Ashley Mouberry Sieman, North
Carolina State University
Kelly Risbey, University of Minnesota

The ASHE program is now posted on the ASHE website and we want to highlight several sessions that may be of interest to graduate student members that are additional to those sponsored by the Graduate Student members of the Board. First, we encourage you to attend the Presidential Address on Thursday from 4:30pm to 6:00pm and the reception that follows from 6:30pm to 7:30pm. We also encourage you to attend all of the keynote sessions.

First time attendees will want to attend the ASHE Newcomers Orientation on Thursday from 11:45am to 12:45pm. Also, mark your calendar for the Awards Luncheon on Friday from 11:30am to 1:00pm and make sure that you don't miss the poster session that follows from 1:00pm to 2:00pm. The poster session provides a great opportunity to examine current research in a less formal setting.

On Friday afternoon, from 3:30pm to 4:45pm, Jeff Milem and Patricia Yeager have designed a fascinating symposium that focuses on the issue of moving from "Research to Policy." On Saturday, from 1:15pm to 2:45pm, Patrick Terenzini, Marcia Baxter Magolda, Kenneth Feldman, Patricia King, and John Smart have designed an intriguing symposium dealing with the issue of "Serious Theory-Based Research or 'Drive-By' Scholarship? The Evolving Scene in Studying College Students." These sessions provide graduate students with a great opportunity to learn from and engage in discussions with prominent

researchers on key issues facing higher education.

For those interested in publishing, we strongly encourage you to attend the “Meet the Journal Editors” session on Saturday from 8:00am to 9:30am. Graduate students should also find the symposium on “The ASHE/Lumina Fellows Program: Insights from the First Five Years and Information for Prospective Fellows” very informative and useful. This session is scheduled for Saturday from 2:45pm to 4:15pm. In addition, the “Bobbie Wright Dissertation of the Year” session on Saturday from 3:00pm to 4:30pm is always a great learning experience for graduate students. Finally, we hope that you will make arrangements to attend the ASHE community meeting on Saturday from 6:30pm to 7:30pm. The community meeting provides a great opportunity to meet members of the board and also to hear updates about the organization. We wish you all the best of luck with the start of the fall semester and we look forward to seeing you at some of these sessions in Louisville!

ASHE/Lumina Fellowship Committee

Frances Stage
New York University

The ASHE/Lumina Committee members are preparing to welcome the newly selected fellows and mentors to their ASHE preconference beginning Wed. Nov. 7th. Laura Rendon, Steve Porter and Jose Cabrales of Iowa State University are also working with past fellows on policy briefs for ASHE members and the higher education policy community. Watch for the first three forthcoming briefs: Kristan Venegas, *Low-Income Urban Latinas' Student Aid Decisions: The Effect of Family Ties*; Tara Parker, *Ending College Remediation: Consequences for Access and Opportunity*; and Pilar Mendoza, *Educating for the Public Good Through Comprehensive Federal R&D Policies*.

In June committee members conducted a workshop with the 2006 Fellows focused on professional development and on connecting research to policy. Linda Johnsrud, President of ASHE, was there to welcome the participants, and Pat Callan of the National Center for Public Policy & Higher Education spoke on “The Spellings Commission and Scholars of Higher Education.” Additionally, the committee met to select the newest cohort of fellows.

The 2007-2008 ASHE/Lumina Fellows, dissertation chairs, and mentors are:

Brunn, Rachelle, University of Pennsylvania, Dr. Camille Charles, *Intersectionality at work: Race, class, and gender gaps in higher education enrollment and attainment*. Mentor, Frances Stage, New York University.

Cole, Diane, Portland State, Dr. Sandra Anderson, *Which way? Exploring the educational paths of first-generation, low-income student*. Mentor, Laura Rendon, Iowa State University.

Kappes, Janelle, Arizona State, Dr. Caroline Turner, *Advantage to ASU or to students: A study of low-income students and financial aid*. Mentor, MaryBeth Walpole, Rowan University.

Kim, Eunyoung, University of Illinois, Urbana-Champaign, Dr. Kern Alexander, *Overlooked and underserved: Minority immigrant students' college persistence and their academic and social adaptation experience*. Mentor, Linda Hagedorn, University of Florida.

Li, Dai, Pennsylvania State University, Dr. Donald Heller, *College choice and degree attainment among transfer students*. Mentor, Don Hossler, Indiana University

Malcom, Lindsey, University of Southern California, Drs. Estela Bensimon and Alicia Dowd, *Points of access, points of departure: Examining the role of community colleges, Hispanic serving institutions, and student loan debt in the educational journeys of Latina/o STEM degree holders*. Mentor, Amaury Nora, University of Houston.

Munoz, Susana, Iowa State, Dr. Larry Ebbers, *Understanding issues of persistence for Mexican immigrant college women*. Mentor, Octavio Villalpando, University of Utah.

Saunders, Robin, Johns Hopkins University, Dr. Mavis Sanders, *Examining the influence of learning communities on academic outcomes of African American male freshmen*. Mentor, Sharon Fries-Britt, University of Maryland.

Simon, Tiffany, Columbia University, Dr. Gregory Anderson, *Engineering success: Persistence factors of African American doctoral recipients in engineering*. Mentor, Ann Austin, Michigan State University.

The ASHE/Lumina Fellowship Committee members are: Robert Teranishi, Kimberly Rogers, Laura Perna, Ken Redd, Ana Martinez Aleman, Ed St. John, and Frances Stage along with the program leadership team - Kristen Renn Program Coordinator, Laura Rendon and Steve Porter, co-PIs and graduate assistants, Matthew Van Alstine (Michigan State University) and Jose Cabrales (Iowa State University).

Graduate Student News

Ashley Mouberry Sieman, North Carolina State University
Kelly Risbey, University of Minnesota

Acknowledgments

We would like to officially welcome Kelly Risbey as the 2006-2008 graduate student representative to the ASHE Board of Directors. Many of you had an opportunity to meet Kelly at the ASHE 2006 graduate student luncheon. Kelly is a doctoral candidate in Educational Policy and Administration at the University of Minnesota and is in the data analysis stage of her dissertation. She is an active professional and is extremely passionate about meeting ASHE graduate student needs.

In welcoming Kelly, we must also recognize and bid farewell to Kimberly Rogers. Kimberly completed her term as a graduate student representative of the ASHE board at the 2006 conference in Anaheim, CA. We want to thank Kimberly for her hard work, dedication, enthusiasm, and passion for graduate student issues and the ASHE community at large.

We would also like to recognize the 2006 conference interns who worked to support the ASHE staff during the fall conference. The 2006 interns included: Katie Bainbridge (Oklahoma State University), Yu-chan Chuang (The George Washington University), Adriel Hilton (Michigan State University), Justin Robinson (Old Dominion University), and Crystal Ulibarri-Nasio (Arizona State University). Conference interns are selected through an application process that occurs early in the fall semester. Conference interns receive a fee waiver in exchange for

volunteering to provide support for ASHE program functions (i.e., working at the registration table, hanging posters, trouble shooting, etc.). Please be sure to keep an eye on the ASHE website in August 2007 for more information regarding the 2007 conference intern program.

Reflections on ASHE 2006

The ASHE 2006 conference was a huge success! The graduate student program consisted of three sessions: The Job Search: Academic versus Non-Academic Positions, Getting Published as a Graduate Student, and the Graduate Student Luncheon and Panel Discussion related to Establishing Yourself as a Professional within the Field of Higher Education. Each session was well attended and participants were quick to comment on the relevance of the topics covered and the quality of the speaker and presenters. We would like to thank all of the speakers and presenters who assisted with the ASHE graduate student sessions. As always, we encourage students to contact us with ideas for sessions at future conferences.

Looking forward to ASHE 2007

We have been hard at work creating an exciting graduate student program for the upcoming ASHE conference in Louisville, Kentucky. Your feedback from last year's conference confirmed that the graduate student luncheon was a success and we are delighted to be offering a luncheon again on Saturday, November 10, 2007 from 11:30am-1:00pm. This luncheon is designed to provide you with opportunities to network with other graduate students, gain perspectives from veteran ASHE members, and feel the rush of excitement of the infamous book

giveaway. Seats are limited so please make sure that you arrive early.

We are also offering two graduate student symposiums that reflect your needs based on last year's feedback and advice we received from fellow ASHE graduate students. The first symposium will provide graduate students with insights into the research process from three graduate students who have been actively engaged in the research process. The session is titled "If Only I'd Known: Factors Affecting Completion of Research Projects" and is scheduled for Thursday, November 8, 2007 from 1:00pm-2:30pm. The second symposium will provide graduate students with advice about how to successfully navigate into a professional role after graduating. This session is titled "Transitioning from Graduate Student to New Professional" and is scheduled for Friday, November 9, 2007 from 8:00-9:15 pm. We look forward to seeing you at these sessions!

Graduate Students Seek New Ways to Network – At the Conference and Online

As graduate student representatives to the Board of Directors, we often solicit and receive feedback from the graduate student membership. Graduate students have often asked for suggestions and strategies for networking within the organization. We have attempted to answer this call!

There are many ways to network within ASHE. The first thing that comes to mind is the ASHE annual conference. As graduate students, we look to the ASHE conference to mix and mingle with leading researchers in our field, connect with old friends from other institutions, and forge new connections with faculty

and graduate students alike. Many of us quickly realize how difficult it can be to network at the conference. The key to successful ASHE conference networking is not searching for the perfect moment but searching for any moment to make a quick connection with the intent to follow up later. These moments are everywhere when you start to look for them. These moments occur before and after each session (try introducing yourself to one person before a session and a different person after a session), waiting for the elevator, crossing the street to get food or go for a walk, or waiting outside a session before it begins. You can make quick connections in all these moments and build on them in the future. And always remember to smile and be kind to everyone you meet in these moments (ok, these are just two good rules to follow with all people).

But these moments are likely short and you need to have a game plan so you are ready. The first thing on your game plan should be developing a list of people you want to talk with at the conference. Make this list before you get to ASHE. Once you get the program, identify when and where each person is presenting. If the person isn't presenting, and you really want to talk with them, email them before the conference to arrange a time to meet (15 minutes maximum is a good rule). Remember, however, that you don't want all your time booked because you want to enjoy the session and be available for all those quick-connection moments that are everywhere. You might not meet everyone on your list but you will make many connections throughout the conference.

The second thing on your game plan should be ways to build confidence for

conversations with people you are meeting. You are not alone if you feel nervous, scared, intimidated, or anxious about meeting the icons in your field. These icons are impressive but they are also extremely accessible to graduate students. We asked a number of higher education faculty for their advice on how to network at the conference. Their advice is summarized below:

- You are always far enough along in your program to ask a question.
- If a faculty member asks you a question about your interests, it is ok to say “I don’t know yet” or “I am getting interested in [insert subject].”
- You don’t need to impress faculty with complete knowledge of their work
- Faculty are interested in learning that you are working on issues related to their interests or how their work (an article, for example) influenced your thinking on a subject.
- Try not to be too awed by faculty, they are just people like you.
- Faculty really enjoy meeting graduate students.
- Ask conference members how to get involved with ASHE and other higher education organizations.

Finally, your game plan should include a few good opening questions you could ask anyone at the conference. You could ask how someone got involved in ASHE, what sessions they have enjoyed, how they became interested in higher education, what they have liked most about the conference, or what research projects they are currently working on. We hope you find these tips helpful and put them to good use at the conference.

We also want to point out that networking does not have to be limited to the ASHE conference. As graduate student representatives we have been exploring most effective ways to help the graduate student membership stay connected outside of the ASHE conference. In days of old, the standard solution to this issue was creating a listserv. However, listservs can be difficult and time consuming to manage and result in a ton of unwanted emails or accidental “replies to all.” Therefore, we have decided to experiment and harness the power of Facebook (www.facebook.com). Facebook is a social networking website which allows members to connect with one another through a user-friendly web interface. We have recently created a facebook group called the “ASHE Graduate Student Network.” This group is designed as a tool for ASHE graduate student members to connect with old friends, meet new colleagues, network, share ideas about research and trends in higher education, share dissertation and thesis topics, strategies, and struggles, discuss opportunities for funding and calls for proposals, find roommates for upcoming conferences, etc... The possibilities are endless! Facebook is a free service and the website is easy to navigate (although somewhat addictive). We hope that you will consider joining the ASHE Graduate Student Network on Facebook.

In closing, we would like to welcome and congratulate Judy Marquez Kiyama, the newly elected ASHE graduate student representative to the board. Judy will begin her two year term (2007-2009) at the ASHE 2007 conference in Louisville, KY. We all look forward to working with you in the future to

support the needs of students in the organization. As always, we encourage students to submit comments, suggestions, or questions. We look forward to seeing you on Facebook and at the upcoming ASHE 2007 conference!

ASHE Publication Committee Update

Barbara Townsend
University of Missouri-Columbia

At the annual ASHE conference, attendees can look forward to seeing several new volumes of the ASHE Monograph series and the ASHE Readers.

The following 2007 ASHE monographs will be available for sale at the Jossey-Bass table:

- Chun, E., & Evans, A. (2007). *Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff Diversity*. ASHE monograph series, volume 33 (1).
- Townsend, B. & Twombly, S. (2007). *Community College Faculty: Overlooked and Undervalued*, Volume 32 (6).
- Kuh, G. et. al (2007). *Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations*, Volume 32 (5).
- Zuniga, X. (2007). *Intergroup Dialogue in Higher Education: Meaningful Learning about Social Justice*, Volume 32 (4).

These volumes as well as other ASHE Monographs are great teaching materials and are also informative research tools to

have available on your bookshelf. To order the monographs by telephone at: 1-888-378-2537 (toll-free). ASHE members receive a 20% discount on subscriptions and 20% discount when they purchase single titles. Discount code JB7ND.

For a list of the monographs available go to:

<http://www3.interscience.wiley.com/cgi-bin/jtoc/110432954/>

The ASHE monograph series invites proposal submissions on current topics related to higher education. Monographs are designed to analyze and synthesize research and practice related to critical issues facing higher education. Proposal guidelines are available on the Jossey Bass website and as editors we are happy to discuss proposal ideas with you and/or to discuss any ideas you have for topics that should be included in the series. Information about submitting a proposal can be found at: <http://www.josseybass.com/WileyCDA/Section/id-252137.html>

The new ASHE Readers will be available for sale at the Pearson Custom Publishing table:

- Conrad, C. F., & Johnson, J. (Eds.). *College and University Curriculum*, 2nd ed.
- Walton, A., & Gasman, M. (Eds.). *Philanthropy, Volunteerism, and Fundraising*.
- Wechser, H. S., Goodchild, L., and Eisenmann, L. (Eds.) *History of Higher Education*, 3rd ed.

If you are interested in submitting a proposal to either the ASHE monograph series or the ASHE Reader series, contact the following editors:

- ASHE Monograph Series: Kelly Ward (kaward@wsu.edu) and Lisa Wolf-Wendel (lwolf@ku.edu)
- ASHE Reader Series: Len Foster (lfoster@wsu.edu).

ASHE Membership Committee

Darnell Cole
University of Southern California

The Membership Committee has been hard at work the past several months. Led by Darnell Cole (USC) and graduate student liaison, Daniel K. Park (USC), the committee consists of the following individuals: Marybeth Gasman (Penn State), Mitchell Chang (UCLA), Kandice Hinton (Indiana State), Leticia Oseguera (UC Irvine), and Joshua Powers (Indiana State).

The committee has accomplished a number of noteworthy tasks in their short time together. One, they have created a membership recommendation form to be used by current ASHE members. This allows anyone to recommend a colleague to join our association. FYI, the form has already been posted to the newly, redesigned ASHE Web site, so it can now be accessed at:

<http://www.ashe.ws/news.htm>. Two, they have created a survey to target individuals who decide not to renew their memberships. The committee hopes to implement the survey in the next few months to understand why former members do not renew their ASHE membership. Third, the

committee has concentrated their efforts on recruiting new members, particularly in the Midwest, to attend our conference, which takes place in Louisville, Kentucky.

The Membership Committee is particularly excited about organizing this year's newcomer's session. Plans are under way to discuss new and innovative ways of engaging newcomers as well as current members on how to best navigate the conference. In the next few months, the committee will continue to make further progress in meeting their charge and will have a final report with recommendations for the Executive Board to consider. If anyone has any suggestions or recommendations, we would welcome them. You can send them to either Darnell Cole at darnellc@usc.edu or Daniel K. Park at parkdk@usc.edu.

Notables

Michelle Nilson
Simon Fraser University, Canada

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, email address: michelle_nilson@sfu.ca

Elton J. Crim will join University of Wisconsin-Madison as a Clinical Professor in Higher, Postsecondary, and Continuing Education, and WISCAPE Staff Affiliate starting Fall 2007.

Marc Cutright has joined the faculty of the Counseling and Higher Education Department at the University of North Texas, effective Fall07 term. He also serves as the Director of the UNT Center for Higher Education.

Dr. Dannielle Joy Davis, Assistant Professor of Educational Leadership and Policy Studies at the University of Texas at Arlington, has been honored internationally with a "Best Paper Award" for her research on graduate student socialization, presented at the College Teaching and Learning Conference in Venice, Italy.

The Higher, Postsecondary, and Continuing Education (HPCE) program at the University of Wisconsin-Madison is please to announce that Jennifer Delaney will join the faculty as an Assistant Professor and WISCAPE Scholar this fall.

Joni Finney will be joining the faculty in the higher education program at the University of Pennsylvania in January 2008. Joni comes to Penn after having served for 10 years as the vice president of the National Center for Public Policy and Higher Education. Her work in higher education has focused on public finance, statewide governance, access and completion, and accountability. She developed and directed the nation's first state-by-state report card for higher education, *Measuring Up*.

John D. Foubert, Ph.D., Assistant Professor at the College of William and Mary, was just awarded his institution's Presidents Award for Service to the Community. Foubert will receive the award at Opening Convocation in August, where he will be recognized for his contributions to ending sexual assault through the national non-profit organization, One in Four.

Joy Gaston Gayles will join the faculty in the Adult and Higher Education Program at North Carolina State University as an associate professor in the fall.

Harold (Hal) Hartley III was recently promoted from the Director of Research to the Vice President for Research and Evaluation for the Council of Independent Colleges.

Scott Hirko was named the "2006-2007 Graduate Student Leader of the Year" at Michigan State University by the Department of Student Life.

Jerlando F. L. Jackson was promoted to Associate Professor with tenure and will assume the position of program head for HPCE at the University of Wisconsin-Madison.

Susan R. Komives, Professor, College Student Personnel Program (Counseling and Personnel Services Department) at the University of Maryland is the president-elect of the Council for the Advancement of Standards in Higher Education. CAS is a consortium of 37 higher education associations who have develop standards of practice and self-assessment materials for student affairs and student services for 28 years (see www.cas.edu).

Dr. Marsha Krotseng was appointed Vice Chancellor for Strategic Planning with the North Dakota University System, beginning July 1. Previously, she had served for five years as Associate Vice President at Valdosta State University in Georgia.

Linda J. Sax has been appointed faculty director of a newly-developed master's program in Student Affairs in the Graduate School of Education & Information Studies at UCLA. The new master's program, housed within the division of Higher Education and Organizational Change, is committed to the cultivation of scholar-practitioners whose student affairs work is informed by research perspectives and a social justice orientation.

Notable Reads:

Erik C. Ness, Assistant Professor at the University of Pittsburgh, has a new book out this fall. *Merit Aid and the Politics of Education (Routledge)* is intended for researchers and graduate students who are broadly interested in the public policy of education or who are specifically interested in the proliferation of merit-based financial aid programs.

The graduate students in the higher education program at Penn State University have published the fourth volume of *Higher Education in Review*, a student-organized and student-run peer-reviewed academic journal. It was organized by Higher Education Student Association (HESA) officers and other students in 2003 for the purpose of giving students the opportunity of experiencing the publishing process first-hand. Free on-line access to full-text versions of the

articles published in volume 4 and all other volumes is available at: <http://www.clubs.psu.edu/up/hesa/HER/>. The journal is currently accepting submissions from graduate students. For information on how to submit please visit the website.

A new volume, *Future of the American Public Research University*, edited by Roger Geiger, Carol Colbeck, Roger Williams, and Christian Anderson has been published by SensePublishers. The book features many authors familiar to members of ASHE, including Bruce Johnstone, Don Heller, Steven Brint, Irwin Feller, Gary Rhoades, Judith Ramaley, Pat Terenzini, Robert Reason, David Dill, and Lisa Lattuca. The table of contents is available at <http://www.sensepublishers.com/catalog/files/9789087900472.pdf>

The book discusses major themes related to the status and future of American public research universities. Part I discusses dilemmas facing public research universities regarding learning, resources, and competition. Part II examines strategic engagement and the public and private benefits higher education and Part III discusses the organization of public research universities for engaged learning. Penn State's Center for the Study of Higher Education and Alumni Association commissioned the papers to be presented at a symposium held in 2005 as part of the University's sesquicentennial celebration (which attracted more than 200 participations from 40 universities).