



A Newsletter of the  
Association for the  
Study of Higher Education (ASHE)

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## ASHE President's Column

### *Does ASHE Affect My Life as a Scholar Beyond the Conference?*



Linda Eisenmann  
John Carroll University

As we near the May 1 deadline to submit proposals to the 2008 Jacksonville conference, I find myself with an array of mental images of a bustling ASHE membership. First I see graduate students who, as their own dissertation deadlines loom, are trying to balance completion of their theses with carving out segments that might reasonably be presented at the conference. These members are nervous as they imagine their first opportunities to present their work to the field of scholars beyond their home institutions.

Other ASHE members are junior faculty, busy creating plans for their own research agendas that allow them to refine their work, even as they build evidence for those ever-present tenure committees. These colleagues are parsing their work, trying to envision where to submit and how to describe aspects of their larger agendas. Some senior scholars notice the deadline, too, and begin to focus on various creative ideas they've been wanting to explore with a set of colleagues, people who might agree, challenge, or change some aspect of the original topic. I can see these folks busily emailing each other with offers to participate in symposia or other panels.

My point in describing this flurry of activity is to observe the ongoing presence – and importance – of ASHE in our daily lives as scholars. Although we think of ASHE most often in terms of the annual conference, and we engage the organization most directly during those several days in November in some city far from our daily routine, ASHE is a large part of our scholarly lives the whole year round.

The very act of the conference, from its advance gatherings of international and public policy scholars, to its promise of convening with others who share similar responsibilities or interests, galvanizes us during the year to think about our role as scholars of higher education and the importance of an organization dedicated to advancing knowledge of the field. If you

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are like me as you plan your research projects – and your travel budget – you approach your scholarship thinking about how to make it public, how to share it, and how to test your ideas with a group of like-minded colleagues. The value of an association like ASHE, dedicated to the study of higher education, is to prompt us to engage not only the world of research, but also our students and practitioner colleagues who look to us to reflect on – and perhaps even explain – the workings of postsecondary education.

In perusing ASHE's new website, I was amazed at the variety of efforts our members are undertaking and those that ASHE is sponsoring. To me, these demonstrate an active organization having an impact on the field. Notice the ASHE Lumina Fellowships, which, for the past few years, have supported doctoral students across an array of disciplines, in their investigations of financial and policy aspects of student success. Observe the new Ford Foundation grant on equity research methods in which ASHE has partnered with HERI at UCLA, USC's Center for Urban Education, and the University of Houston's Law and Governance Institute on a publications workshop for scholars of equity issues. The organization's own publications, including the *Review of Higher Education*, the ASHE Reader Series, and the ASHE-Higher Education Reports provide an ongoing stimulus for new approaches to scholarly questions.

We don't generally think of this quiet, consistent impact that membership in ASHE has on our scholarship. But I would argue that our very involvement with an organization focused on higher education keeps us asking new questions, envisioning new ways to engage our colleagues, and raising consistent concerns about the development of our field, our careers, and our collegiality. I urge you to use ASHE in all these ways, whether you actively participate in a committee, attend a workshop, download information from the website, or just attend the conference. And, good luck with finishing those conference proposals. We look forward to seeing you in Jacksonville.

### Getting Ready for Jacksonville

Jay R. Dee, Program Chair  
University of Massachusetts Boston

The conference program committee and ASHE staff have implemented several improvements to the online proposal submission and review process for the 2008 conference. Many of these changes are in response to suggestions offered by those who completed evaluation surveys for the 2007 conference.

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### Developing your proposal

We have added new information about the elements or sections that should be included in proposals for each type of presentation format. Many first-time presenters last year indicated that they were unsure what to include in their proposals, and even some long-time ASHE presenters noted that they could benefit from more clarity regarding expectations for different presentation formats.

In the Proposal Submission Portal on the ASHE web site, you will find a section titled, "Presentation Formats and Review Criteria." There, you will find links for each of the five presentation formats: research papers, scholarly papers, roundtables, posters, and symposia. Click the link, and you will find information on the elements or sections to include in your proposal, as well as a listing of the criteria on which your proposal will be evaluated. Please note that the proposal elements and review criteria differ for each presentation format.

When you submit a proposal, you will be asked to note your agreement with a few statements on ethical practice. These statements deal with issues pertaining to the originality of work, the notification of all co-presenters that the proposal has been submitted, and, if the proposal is accepted, the agreement to attend the conference and present the work on the day and time designated by the program chair. Please note that requests for schedule changes will be considered only for emergency situations; no other schedule change requests will be accommodated.

### Submitting your proposal

The new ASHE website includes a more streamlined proposal submission system and a new tutorial that guides you through the proposal submission process. The tutorial includes written instructions and displays pictures of what your computer screen will look like at each stage in the submission process. To access the tutorial, go to the Proposal Submission Portal, and click the link for "Proposal Submission Tutorial."

The Proposal Submission Portal also includes general submission guidelines (e.g., proposal length, deadline) and descriptions of each of the seven divisions of the General Conference. Please keep in mind that the International Forum is now a division within the General Conference. Also, proposals to the Public Policy Forum and the Forum of the Council for the Advancement of Higher Education Programs (CAHEP) should be submitted through the ASHE conference proposal submission system. In the proposal submission process, you will have an opportunity to designate your proposal for consideration for the Public Policy or CAHEP Forum.

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### Volunteering to review proposals

We have also enhanced the online system for reviewing proposals. To volunteer as a proposal reviewer, go to the online Proposal Submission Portal, and click “Reviewer Responsibilities.” This year, reviewers will be required to enter both numeric scores and written comments for each proposal. Then, click “Volunteer Now.” This screen will prompt you to enter some information about your research expertise (e.g., recent publications or presentations). This information will be used by the program committee to match proposals with reviewers who have appropriate expertise in the topic.

Next, you will select one or more divisions of the conference for which you will review proposals. You will also enter the number of proposals that you will agree to review for each division. This new feature will reduce the likelihood that reviewers will be overwhelmed with an excessive number of proposals assigned to them.

We hope that these new and enhanced features will improve the ease of proposal submission and the quality of the proposal review process.

## **Council for the Advancement of Higher Education Programs (CAHEP)**

Joshua Powers, Indiana State University

Much exciting work has been occurring with CAHEP this year. We wanted to make you aware of two initiatives in particular at the ASHE Conference.

### New Faculty Workshop

We will be offering a New Faculty Workshop as part of the ASHE pre-conference on Wednesday afternoon, November 5. The workshop is designed for faculty in their first three years of teaching and begins with a session on content and teaching strategies for core courses in higher education programs. The workshop will also include a session on dissertation advising focusing on tactics for helping students select a topic and research methodology, keeping advisees on track to completion, and time management issues for faculty working with dissertation students. Participants in the workshop are then welcome to join program coordinators and others for CAHEP’s evening program, which will include a reception, a dinner, and a keynote speaker. More information will be posted on the ASHE-CAHEP website (<http://www.ashe.ws/CAHEP.html>) by early summer including how to sign-up as

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space will be limited to approximately 25 participants. We encourage all new faculty members to consider participating in the workshop and program coordinators to attend the evening events. Both groups as well as other interested persons are also invited to attend the Thursday morning CAHEP sponsored sessions as described below.

### Call for Pre-Conference Proposals on Higher Education Program Issues

CAHEP will convene sessions on Thursday morning November 6 preceding the ASHE General Conference focused on higher education program related research and scholarship. We invite submissions that link to this theme and inform program policy and practice. The goal of this session is to stimulate scholarship about our work and programs and to provide program coordinators in particular with valuable insights for their uniquely important leadership task. Proposals should be submitted through the ASHE conference website and can utilize any of the five presentation format options.

## **Council on International Higher Education (CIHE)**

Fatma Nevra Seggie, Program Chair  
Bogazici University, Istanbul, Turkey

This year the International Forum organized by the ASHE has become integrated into the general conference. As a new division of the General Conference, the Forum starts on Thursday morning November 6, 2008 and continues with international sessions throughout the General Conference (November 6-8, 2008).

The International Division welcomes proposals that address international and comparative issues on a wide range of higher education areas of study, including policy, organization, governance, faculty, and students. All proposals need to be submitted through the ASHE conference website.

## **Council for Public Policy in Higher Education (CPPHE)**

Patricia Yaeger and Scott Thomas of the Council for Public Policy in Higher Education (CPPHE) are pleased to announce the CPPHE election results. The election was held via the new ASHE website and 125 ballots were cast and the results are:

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VICE-CHAIR: Colleen O'Brien, The Pell Institute — colleen.obrien@pellinstitute.org

SECRETARY: Kevin Dougherty, Teacher's College, Columbia—kd109@columbia.edu

MEMBER-AT-LARGE: William Doyle, Vanderbilt University—w.doyle@vanderbilt.edu

Patricia Yaeger is this year's CPPHE chair, and Colleen O'Brien is the program chair for the 2008 ASHE CPPHE pre conference forum. If you have any questions concerning the CPPHE pre conference forum, please contact Colleen.

### ASHE Office News

Patricia L. Farrell, Executive Director

I want to provide you with a few updates from the ASHE Office. First, we have a new administrative assistant. Please welcome Patti Lillie, who is from Nome, Alaska, to the office. She works 30 hours a week and her responsibilities are accounts payable/receivable, membership, and conference registration. Patti will begin her master's degree in higher education at Michigan State this fall.

Second, I want to highlight some new aspects to the ASHE web site. If you have not already viewed the web site to renew your membership or learn more about the upcoming conference, please check out the new site! On the left hand side, we have a link to important dates. Right below the date link, is the Spotlight, where we will post key announcements, important dates, and new items, including ASHE publications. We now have a Members Only section, which is password protected, and includes information and links only to members, such as voting for the Board of Directors next week. There is also a jobs posting page and a graduate resource page.

Third, we have moved the credit card system from Michigan State University to a PayPal merchant card processing, which connects directly with our checking account. This process has streamlined the membership new/renewal process, and will do the same for the conference registration page.

Lastly, if you did not know, the Association for Institutional Research (AIR) and ASHE have entered into a Memorandum of Agreement for AIR to host the ASHE web site on its servers,

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including the membership and conference registration databases, and conference proposal submission and review process. This is the reason why you see the AIR logo at the bottom of the page.

The next article is a summary of the 2007 Conference Evaluation. I want to thank Barbara and Brandon for their commitment to this project. As an evaluator, I take your feedback seriously, so I will be using this report to have conversations with our small ASHE staff and others, including the Board, on improving your conference experience.

### ASHE 2007 Conference Evaluation

Barbara J. Johnson,  
Jackson State University

Brandon D. Daniels,  
Frederick Patterson Research Institute United Negro College Fund

Feedback from attendees of the 2007 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 that directed them to the conference evaluation survey. A total of 570 responses, representing 51% of the 1,116 conference attendees, were received.

Eighty percent of attendees were from doctoral/research institutions, 5% from master's institutions, 2% from baccalaureate institutions, 3% from community colleges, 3% from state of university higher education systems, 3% from policy and research institutes, and the remaining 3% indicated they held other types of affiliations. More females (66%) completed the survey than males (34%). Graduate students represented 45% of the individuals completing the survey while administrators and faculty members (13% as an assistant professor, 8% as an associate professor, 8% as a full professor, 2% as an instructor) comprised 16% and 31%, respectively, of the respondents. The remainder of the respondents (8%) identified their current status as other. Nine percent (9%) of the respondents were Asian/Pacific Islander, 16% were Black/Non-Hispanic, 7% were Latino, 2% were Multi-Racial, less than 1% (0.2%) were Native Indian/Native American, and 67% identified as White/Non-Hispanic. Lastly, 5% of attendees stated that this was their first ASHE, 71% stated they had attended ASHE between 1 and 5 years, 16% between 6 and 10 years and 7% had attended

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ASHE for more than 11 years.

### Proposal Submission and Review

There was a fairly high level of satisfaction when respondents were asked about the clarity of the call for proposals relative to the online submission process. Sixty percent (60%) of the respondents were either very satisfied or satisfied with the clarity of the proposal submission instructions, while 54% were very satisfied or satisfied with the clarity of the online divisional submission process. Perhaps, the following comment about the ambiguity of the proposal divisions provides insight on how to improve the call for proposals.

*This was the first time I submitted a proposal. I was not completely clear on the DEFINITION and EXPECTATIONS for each of the categories. This is an opportunity to educate new professionals coming into the field. I felt there was an assumption that everyone knew what these terms meant and what the categories required.*

Fifty-six (56%) of the respondents indicated that they submitted a proposal. Of these individuals, 52% felt that the instructions and process for electronic submission were clear. About 49% 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 on submitted proposals, 8% were very satisfied, 27% were satisfied, 9% were neither satisfied nor dissatisfied, 7% were dissatisfied, and 3% were very dissatisfied. Despite the low percentage of respondents indicating dissatisfaction with reviewer comments, the majority of the open-ended responses focused on whether reviewers understood the criteria, the lack of specific feedback and mixed reviews for numerical ratings versus written comments. For example, respondents commented on a lack of understanding of the criteria by reviewers, particularly as it related to non-research paper submissions. One submitted:

*Although my proposal was a scholarly paper, one reviewer made a negative comment that it did not seem like empirical research to him/her. I think the scholarly and research papers should be better distinguished in the system.*

Other respondents commented on the lack of specific feedback on proposals. One wrote:

*Comments were not constructive to help me improve my proposal. Feedback was unclear--I'm not even sure the feedback went with my proposal.*

### Pre-Conference Communication

Results relative to pre-conference communication revealed that 84% of respondents felt that the ASHE website was clear in its communication of conference information. Likewise, 82% of individuals completing the survey expressed satisfaction with the usefulness of the preliminary program that was posted on the website. Respondents relayed their satisfaction

with the posting of the preliminary program. One submitted:

*Preliminary program helped me plan travel arrangements. Very helpful to have it posted early. I appreciated having the program information posted well in advance of the conference in both the PDF and Excel formats.*

A few newcomers to ASHE noted some confusion regarding specific aspects of the conference that may warrant attention by the organization. One wrote:

*This was the first time I attended the conference and initially found it very confusing to figure out the program or format.*

### Conference Programming

Overall, about 82% of the respondents were very satisfied or satisfied with the distribution of conference sessions, while about 6% were dissatisfied or very dissatisfied. While several respondents suggested a range of diverse topics for inclusion in the conference program, many also spoke of limiting the number of papers per session and noted that: *in 12 minutes a researcher cannot do justice to a major research project*. When asked about the variety of session topics, 72% of the respondents were very satisfied or satisfied with the session topics, and about 13% were dissatisfied or very dissatisfied with the session topics. The following quote is representative of the plethora of comments concerning concurrent sessions.

*Stop me if you've heard this one: There were three sessions on athletics and two were at the same time. How does that happen? It seems each year topics like diversity have overlapping concurrent sessions, so that participants cannot hear both sessions.*

Sixty-three percent (63%) of the respondents were satisfied overall with the quality of discussion with in the paper sessions, while almost 9% were dissatisfied or very dissatisfied. Respondents relayed their desire for more discussion relative to the sessions.

Relative to the overall conference theme, 59% were satisfied with the conference theme, while about 6% were dissatisfied with the theme. Comments revealed conflicting views about the theme. One person commented: *The emphasis on research to inform policy was excellent and clearly ran throughout the program*. Another wrote: *I wasn't aware that there was a theme*.

Forty-one percent (41%) of respondents were satisfied with the roundtables while 63% indicated satisfaction with the poster session. The majority of comments regarding the poster session revolved around the location of the posters, which *was not conducive to walking through, speaking with presenters or being able to figure out the maze of which number was where* according to one attendee. Another respondent also noted that the *Poster sessions varied significantly in format and in quality and clarity of presentation* and suggested that

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better guidelines were needed to provide uniformity.

### Selected Conference Activities

Over 30% of the respondents did not attend the ASHE Welcome Reception while 47% of those that did attend were either very satisfied or satisfied with the reception. While there were both positive and negative comments about the welcome reception, the majority of the responses related to the shortage or quality of food served at the reception. As with the ASHE Welcome Reception, a large portion of the respondents did not attend the Friday Awards Luncheon – 36.49%. Of those who did attend, 42% were either very satisfied or satisfied with the luncheon. As expected, several comments related to the tickets for the luncheon. Respondents also shared suggestions regarding the format of the ASHE Awards Luncheon that ranged from limiting the acceptance speeches of award recipients to presenting the awards either before lunch or in a separate session from the luncheon to extending the time of the luncheon.

Forty-one percent (41%) of the respondents were satisfied with the presidential address, while about 36% of the respondents did not attend. One respondent commented on the presidential address.

*I thought this was the best Presidential Address I've heard in the five years I've attended ASHE. In fact, this was the first one where I heard people continue to talk about it into the last day, even in casual conversation.*

In addition, only 37% of the respondents were satisfied with the Invited Presidential Sessions, while 38% did not attend any of the Invited Presidential Sessions. Finally, 42% of the respondents were satisfied overall with the Keynote Addresses, while 34% of the respondents did not attend any of the keynote addresses.

### Newcomers

Forty percent (40%) of the respondents were newcomers to ASHE. Relative to the Newcomer Orientation Lunch, 88 respondents were satisfied with the lunch, while 102 did not attend the lunch. Some comments by newcomers related that they were unaware that lunch would be served so they either arrived late to the session or did not attend. Additionally, newcomers suggested that events tailored for them be *spread out a bit over the conference* since everyone does not arrive at the conference by Thursday morning.

### Graduate Students

Of those who identified themselves as graduate students, 155 did not attend the Graduate Student Luncheon on Saturday. Of those that did attend, 95 of them were very satisfied with the luncheon. When looking at the graduate student sessions, 141 stated that they did not

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attend any graduate student sessions, while 94 stated that they were very satisfied or satisfied with the graduate student sessions. One participant commented: *The grad student luncheon was the highlight of the conference for me.* However, a few graduate students spoke of the lack of clarity regarding the luncheon on Saturday. Another area of concern related to the location of the luncheon buffet, which resulted in a few non-graduate students partaking in food provided for graduate students.

### Facilities and Accommodations

There was a moderate level of satisfaction with the Marriott hotel accommodations. Fifty-five percent (55%) of the respondents were very satisfied or satisfied with the rooms, while only 6% expressed any dissatisfaction. While the level of dissatisfaction was not high, several comments focused on the charge for internet usage and recommended that this charge be negotiated in the hotel rate for future conferences. Overall, the respondents were satisfied with the meeting rooms with 85% stating they were very satisfied or satisfied with the conference facilities. Comments from respondents ranged from a lack of sufficient seating at sessions to mixed opinions regarding sessions held in the convention center.

Lastly, there were mixed reviews about the availability of food and beverage. About 11% of the respondents were dissatisfied or very dissatisfied with the availability of food and beverages, while 64% of the respondents had a high level of satisfaction. Respondents expressed their satisfaction with the variety of food items during the snack breaks but noted dissatisfaction with the lack of water in the meeting rooms and during the breaks.

### Conference Satisfaction

When examining whether attendees felt welcomed at this year's conference, 82% of the respondents stated that they felt welcomed at this year's conference, while less than 5% did not. Relative to the question of whether ASHE should return to Louisville, Kentucky for a future conference, 65% stated that they would recommend coming back to Louisville, while 28% stated they would not recommend coming back. There were both positive and negative comments about the city and its restaurants and cultural activities. Perhaps the level of dissatisfaction with returning to Louisville is best described in the following comment.

*While Louisville itself wasn't that bad, I'd recommend that ASHE attempt to hold future meetings in places that are easier to get to. Most people had to connect to get to Louisville.*

Finally, 89% of the respondents were satisfied or very satisfied with the conference, while only a small proportion, 4% were not satisfied with the conference. Comments about the conference support the level of satisfaction indicated by respondents.

## **Summary of ASHE 2007 Newcomers' Survey**

Darnell Cole, University of Southern California  
Membership Committee

ASHE 2007 was the first year in recent institutional memory that the Membership Committee was asked to organize the Newcomers' Orientation. The goals of this orientation are to provide 1) an overview of ASHE, its structure and history; 2) introduce the President, President-Elect, and other executive board members; and 3) offer strategies for getting involved and navigating the annual meeting.

There were approximately 150 people in attendance at the Newcomers' Orientation, held on the first day of the ASHE conference, Thursday November 8<sup>th</sup>. Based on the survey responses of 106 newcomers, the two main reasons for their conference attendance were research interests and networking. The newcomers were interested in sharing their research, but were mostly interested in having an opportunity to learn and gain valuable insight about specific topics such as access/ retention, current research on African American males, leadership studies, race/ethnicity, organizational management, and integrating research into practice and policy change. They were also interested in establishing meaningful connections with people in the field of higher education, networking with faculty, and meeting people who share similar interests/ research topics. The majority of the newcomers were full-time graduate students who were also university and college administrators or academic/ research staff. While the Newcomers' Orientation was viewed as welcoming and helpful, there were some useful recommendations for next year's session: 1) allow more time to mingle and network at the session; 2) have a seasoned member of ASHE at each roundtable with newcomers; and 3) provide sign-up sheets for opportunities to join the various councils, and to volunteer for any organizational opportunities.

The success of the Newcomers' Orientation could not have been possible without the assistance of Philo Hutcheson and the ASHE 2007 Membership Committee members: Mitchell Chang, Marybeth Gasman, Kandace Hinton, Leticia Oseguera, and Josh Powers.

## ASHE Publications Committee Update

Barbara K. Townsend, University of Missouri-Columbia  
Publications Chair

The ASHE Publications Committee has oversight over the three publications considered to be ASHE publications: the ASHE Reader Series, published by Pearson Custom Publishing; *The Review of Higher Education*, published by Johns Hopkins University Press; and the ASHE Higher Education Reports, published by Jossey-Bass/John Wiley Company. However, the oversight of the Higher Education Reports is more limited, due to the nature of the contract with the publisher.

This year the Publications Committee has decided, with ASHE Board of Directors' support, that the editor of each of these publications should participate in a formative evaluation, preferably during the third year of her/his term. In addition, the ASHE Executive Board passed a motion in November 2007 that should the editor(s) of the ASHE Reader Series or *The Review of Higher Education* desire to have a second term, a summative evaluation of the editor should be conducted prior to the Board making a decision regarding reappointment.

The formative evaluation of the editors will begin with a review in the next few months of the current editor of *The Review of Higher Education*, Amaury Nora, who is at the University of Houston. The next editors to be formatively evaluated will be Lisa Wolf-Wendell and Kelly Ward, editors of the ASHE Reader Series. Since Len's Foster's service as editor of the ASHE Reader Series will be completed in November 2009, no formative evaluation of this editorship will be conducted.

The ASHE Publications Committee urges all ASHE members to participate in the formative evaluations of editors so that the publications can be as strong as possible and serve well the needs of ASHE members and other users of the publications.

Also, a call for a new editor of ASHE Reader Series is being prepared and should be out by this summer. Ideally, selection of the editor will occur in time for the person to be approved at the next ASHE conference so that s/he can shadow the current Editor, Len Foster, for a year before becoming the new editor in November 2009.

## Graduate Student News: Connecting Graduate Students with Academic Giants

Kelly Risbey, University of Minnesota

Judy Marquez Kiyama, University of Arizona

As graduate students we are connected in different ways with faculty in our own academic departments. Connections are made with our advisors, faculty with whom we are doing research, and with those whose courses we just seem to be drawn to. The difficulty comes with developing relationships with faculty outside of our own departments. We read articles that have shaped the field and wonder what it would be like to sit down and have a conversation with that particular researcher. Figuring out how to actually connect with that person can be somewhat intimidating. As graduate students, the reward for making these connections far outweigh the initial risk of anxiety and nerves of approaching a faculty member outside one's home department.

After reading through the evaluations from the 2007 annual meeting, we realized that many graduate students were feeling the same way that we have about the need for more opportunities to network with faculty. A common question emerged – how can we as graduate students, network and create meaningful relationships with faculty who are outside of our own academic departments? To help us answer these questions we asked Melissa Anderson, associate professor and director of the Postsecondary Education Research Institute at the University of Minnesota and Regina Deil-Amen, assistant professor in the Center for the Study of Higher Education at the University of Arizona to share their advice and feedback with us.

Dr. Anderson's research interests include graduate education, ethics and misconduct in science, faculty issues, administration, and academic-industry relations. We asked Dr. Anderson why it is important to establish relationships with faculty. She told us:

*Contacts with faculty and others outside your own graduate program represent the beginnings of a large network of connections you will eventually have with others in the field of higher education. These are the people who know your work, share your interests, remember you when they need a panelist or a committee member, and generally track the course of your career. They may know about conferences, collaborations and jobs that your own faculty members aren't aware of. They can be a source of second opinions -- confirmatory or otherwise -- on career decisions. Their advice may not be any wiser than your advisor's, but it is not usually tangled up in the complications of a long-term*

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*collaborative history. (By analogy, sometimes it's easier to hear something from a boss than from your mother, even when they are saying the same thing.)*

Dr. Deil-Amen's research focuses on the sociology of education, transition to college, educational stratification and inequality, and community college students' aspirations and persistence. We asked Dr. Deil-Amen to share advice and strategies on how to initially approach faculty and establish a meaningful relationship. She responded:

*One of the best ways to begin approaching faculty within or outside your department is to read their publications and decide how your own interests might intersect with the interests of the faculty member. A willingness to become involved in any current ongoing research project is an effective first step in developing the kind of stable ongoing relationships that can easily become long term working relationships. The work may be tedious at first, but it can get you the opportunity to begin ongoing conversations and sustain ongoing contact. These are the kind of relationships that tend to benefit students both in terms of research experience and professional mentorship. Many times faculty members are juggling so many different writing, research, service, and teaching obligations that they do not have the inclination to systematically initiate the kind of collaborative relationships that graduate students find so valuable. Therefore, graduate students should be aggressive in making that initial contact, but persisting in the face of several lackluster responses might be going overboard. Also, try to imagine possibilities for a true collaboration that may eventually result in a publication, since that is a product that both faculty and graduate students desire. Faculty tend to be more responsive to these opportunities in contrast to situations where the relationship is more one-sided. And remember, faculty are busy. Therefore, it is possible that someone may neglect a first email. If so, send another within a week!*

As your graduate student representatives, we encourage each of you to begin establishing relationships with faculty outside your department. We were encouraged to make connections with faculty outside our department quite early in our graduate programs and over time our confidence in approaching faculty members has grown. Admittedly, we felt apprehensive before each email or phone conversation, but the reward of networking with faculty far outweighed any risk we felt before sending the email or dialing the phone. We have found that faculty members are always giving and generous with their time and ideas for graduate students. Here is one example of networking and faculty generosity that one of us experienced in a chance meeting with an academic giant at a conference.

*I was struggling with a paper and had the chance to talk to an academic giant about his research and how it could fit into my paper. I was nervous and didn't want to look silly, stupid, or naive or waste the academic giant's time with a minor question (the risk). I also*

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*knew my advisor wanted me to network with faculty at the conference and that this was a great opportunity to talk with an academic giant about research (the reward). The academic giant was very easy to approach and quickly became engaged in our conversation about the paper and his research findings. The giant provided excellent advice and encouraged me to contact one of his colleagues for further help. Again, the risk of contacting another academic giant was enormous, but the reward was even greater. This new academic giant responded to my email within hours, wanted to talk to me on the phone about the paper, and even took time to read a draft of my paper and provide thoughtful comments on how to make the paper better. I was then, and still am, most grateful for the kindness and generosity of these academic giants. After this experience, I vowed to be as accommodating and generous to others as these giants had been to me.*

This experience highlights many rewards that come from networking with faculty. First, academic giants truly care about graduate students and want to help us succeed. Second, academic giants are generous with their time and interested in how their work is being incorporated by new graduate students. Third, this experience and other graduate student-faculty connections would not occur without networking. Graduate students should look past the risks and seek the rewards that come from making connections with faculty outside their department. Fourth, and most importantly, networking becomes easier over time because we gain confidence from positive experiences and from generous giants who truly care about our success.

We encourage all of you to network with faculty outside your department before the next ASHE conference. Try setting a goal of connecting with one faculty member per semester or one faculty member per paper you are researching. We look forward to hearing about all the rewards gained from these networking experiences and wish you all a prosperous Spring semester!

### **ASHE 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, blogs, announcements, awards, videos, wikis, 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,

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and photos to Michelle Nilson, email address: michelle\_nilson@sfu.ca

### Notable Moves

*Joelle Davis Carter* was appointed Executive Director of the Office of Human Relations Programs, Office of the President, University of Maryland College Park. Prior to this position, she was the Director of Diversity in the College of Computer, Mathematical and Physical Sciences, Acting Director of the University of Maryland Incentive Awards Program; and Coordinator for Transitional Programs and Academic Advisor for the Division of Letters and Sciences. In 2007, her successes were recognized during a Research Leaders Luncheon hosted by the University's Research division for those securing over \$500,000 in grants during the preceding academic year.

*T. Elon Dancy* (Ph.D., Louisiana State U.) has joined the University of Arkansas-Little Rock Higher Education program as a Visiting Assistant Professor of Higher Education and Student Affairs, and can be reached at <tedancy@ualr.edu>.

*Mark Fincher* (Ph.D., U. of North Texas) has joined the University of Arkansas-Little Rock Higher Education program as an Associate Professor to lead the MA program in Community College Teaching and the Ed.D. concentration in Two Year College Leadership. He can be reached at <mefincher@ualr.edu>.

*Jerrid Freeman*, Assistant Professor, University of Arkansas, was named to the editorial board of Research in the Schools.

*Kate Mamiseishvili* has been hired as a new Assistant Professor of Higher Education, University of Arkansas.

*Jenny Miles*, Assistant Professor, University of Arkansas, was elected Secretary of the Council for the Advancement of Higher Education Programs, a standing council for ASHE.

*Michael Miller*, Professor, University of Arkansas, was named editor of the Journal of Research in Education and was elected president of the National Society for Shared Governance.

*David Wright* has been named the first Provost of Indiana Wesleyan University. David completed his Ph.D. in Policy Studies in Higher Education at the University of Kentucky's College of Education under the guidance of fellow ASHE member Dr. Beth Goldstein. He worked in various educational positions in the West Indies and England.

Previous to this new appointment, he held faculty and administrative positions at Indiana

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Wesleyan University and at Azusa Pacific University in Azusa, California. Indiana Wesleyan University is a comprehensive, private university whose main campus is in Marion, Indiana. The university serves an enrollment of approximately 13,000 students.

### Noteworthy

*John Braxton*, Professor, Peabody College, Vanderbilt University, has been appointed as Editor of *The Journal of College Student Development* beginning August 2008. He will be succeeding Florence Hamrick as Editor of this Journal.

*John D. Foubert*, Ph.D. was awarded tenure and promotion to Associate Professor in the higher education program at William and Mary effective fall 2008.

*Xyanthe Neider*, doctoral student in the Washington State University College of Education, received the 2008 Critical Issues in Curriculum and Cultural Studies Graduate Student Award from the American Education Research Association (AERA) for her paper entitled "Higher Education Curriculum as Western Colonial Project."

### Notable Media

*Michael W. Galbraith*, Ed.D. (2008) has a new book, *College Teaching: Developing Perspective Through Dialogue*, published by Krieger Publishing Co., Malabar, FL.

*Levin, J. S.* (2007). *Non-traditional students and community colleges: The conflict of justice and neo-liberalism*. New York: Palgrave Macmillan.

*Levin, J., & Levin, J.* (2007). *The costs of college*. Documentary film, University of California, Riverside. And available for viewing at "[www.c4.ucr.edu](http://www.c4.ucr.edu)", a 14 minute film on disadvantaged students.

ETS Released the Third Whitepaper on Creating a Culture of Evidence. In 2006, the nation turned its attention to accountability in higher education. As a leader in educational research and measurement, ETS added to the dialogue by examining the general topic of student learning outcomes. This examination resulted in a series of 3 Culture of Evidence reports in which ETS researchers identified the key issues of accountability and surveyed current practices in assessing student learning. The reports are available on line at <http://www.ets.org/cultureofevidence>.