



Association  
for the Study  
of Higher  
Education

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

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## SPECIAL FEATURE

This is the second article in an invited three-part series. Each article presents the reflections of a past president on changes in ASHE over time.

### REFLECTIONS OF A NONTRADITIONAL SCHOLAR

*Laura I. Rendón, Past President of ASHE,  
California State University-Long Beach*

In this invited column, Mimi Wolverton, editor of the ASHE Newsletter, has asked me to address:

- What have I witnessed in ASHE over the past 20 years?
- What do I feel the organization should address in the future?

### ASHE Through the Eyes of a Nontraditional Scholar

I was 30 something when I first started attending ASHE. I was part of a new wave of nontraditional scholars, many (though not all) from working-class backgrounds and interested in educational issues that impacted low-income, minority students. Full of energy and enthusiasm and fresh out of graduate school at the University of Michigan, I was not sure about my future. Part of me wanted to be an administrator, but another side of me was pulling at my sense of duty to investigate issues, such as access to college, student retention, transfer, and teaching and learning. My work then, as

it is now, was not intended to be purely an academic endeavor devoid of application to practice and policy. The key reason I engage in research is to make a difference for students, to be a voice for those students who feel they have no voice, and to inform the dialogue about what higher education must do to serve all students equitably. I take pride in my publications and presentations, and my involvement in ASHE, as well as other organizations. Yet what counts the most is when I see my work being employed to improve practice and policy, to shape the future of an institution, and to assist students to attain their hopes and dreams. Thus, I came to ASHE as a “non-traditional” scholar, as an outsider who had been well trained at Michigan, but who saw the world of research going beyond “scholarship for the sake of scholarship.”

My first ASHE conference was in the early 1980s when the conference was being held in conjunction with AAHE. I remember it most as a small gathering of researchers, and I attended a few sessions as an observer. I liked the topics being discussed, but I felt a little uncomfortable with what I saw around me—no scholars of color, few women, mostly senior professors. It felt like I was attending an exclusive club set aside for people who thought like each other and were not willing to entertain much of anything else. Right or wrong in my assessment, it took several years before I returned to ASHE and to feel a deeper sense of engagement with the organization. I must admit that the reasons I returned to ASHE had to do with seeing more Latinos and other scholars of color involved in the organization and getting the sense that ASHE could be a place for me to share my academic work. I also began to form networks with a wide range of scholars—white and minority, junior and senior—and these collegial relationships (indeed, even

many friendships!) have been quite rewarding. I have always believed that our profession should cultivate the next generation of scholars. To that end, some of the best things that have evolved in ASHE are the Council on Ethnic Participation, Graduate Student Committee, the Graduate Student Seminar on Higher Education Policy, and ASHE/Lumina Fellowship Program. Many of us have mentored junior scholars, giving them an opportunity to present research papers at the annual conference and to co-author publications, as well as appointing them to committees.

In the mid to late 1980s I seem to remember that some of the senior scholars were referring to us younger researchers as ASHE's own "brat pack." It was this cadre of junior scholars that began to change the culture of the organization, adding a youthful energy and vibrancy to ASHE, and bringing fresh, new thinking. In the 1990s, I was a little startled to note that people started referring to me as a "senior scholar" in the organization. I was only in my mid-40's, and I was still feeling youthful, but as an aging baby boomer, it took me a while to recognize that "senior" can mean "wise." Suffice it to say that I now look at senior status as a compliment of sorts! In the mid 1990s I was elected to the ASHE Board, and in 1999 I became the first Hispanic President of ASHE. I found myself involved in the organizational aspects of ASHE in a way I would never have envisioned given my early experiences of feeling like an outsider.

### **Looking Toward the Future**

Over the past 20 years, ASHE has grown significantly to over 1,900 members, and every year the conference keeps attracting more participants. This is worrisome to some members of the "old" ASHE who liked the small feel of an organization, but

exciting to many new members who are looking for a space to engage in intellectual inquiry and debate. It is also true that ASHE has become more diverse. There are more women and scholars of color. ASHE has also attracted scholars employing diverse methodological approaches, addressing different fields of inquiry, and attending not only from the U.S., but from foreign countries as well.

Yet, the future calls for ASHE to go beyond numerical representation to building an inclusive organization that fosters broad member engagement. In 2003 then President John Braxton invited me to chair the ASHE *ad hoc* Elections Enhancement Committee. Ann Austin, Wynetta Lee, and I interviewed 33 ASHE members—diverse in terms of gender, race/ethnicity. These included graduate students as well as junior and senior faculty. While our task was to determine why only about 25 percent of the membership votes and what could be done to get more members to vote, our interviews revealed some worrisome organizational issues. For example, some members (both junior and senior) indicated that they felt disconnected from the organization, perceived ASHE as "cliquish," believed that the organization needed to be energized, and felt the organization had not paid enough attention to diversity issues.

I want to highlight one of the recommendations our committee made as a way for us to begin to think about the future of ASHE. We proposed that ASHE develop a strategic plan that fosters a culture of engagement in the organization and that makes ASHE a vibrant, energetic organization that is at the cutting edge of educational research. Specifically, we recommended that the organization:

- Develop ASHE's vision for the future
- Identify ways and means to mentor junior scholars and graduate students to become leaders in ASHE
- Develop a more collaborative governance structure that includes strategies to connect the Board to the larger ASHE constituency
- Identify new ways that ASHE can function to embrace diversity and to be more inclusive and forward looking
- Position ASHE as an organization that welcomes and embraces emerging views and methodological approaches that are both traditional and nontraditional in nature. For example, I believe that members should feel comfortable submitting papers to the conference and to the *Review of Higher Education* that push and transcend traditional ways of submitting and presenting research. The conference should be a place where researchers can engage diverse theoretical perspectives, including those employed by feminists, people of color, indigenous people, and researchers from fields outside of higher education. Creative ways of presenting and disseminating research (i.e., employing technology, music, films, plays, photos, etc.) should be encouraged and supported.

The next 20 years will take ASHE to the year 2025. Will the organization look the same? I doubt it. Will ASHE be doing the same things in the same way? If we hope not, then what is ASHE's vision for the future? How do we get there? I trust that the new generation of scholars, who are most likely to be around 20 years from now, will seize the opportunity to take what we have

done to an even higher level, and that we senior scholars encourage and support creativity and innovation. As I pass the baton to our junior colleagues, the poetic words of Rainer Maria Rilke come to mind:

You must give birth to your images  
They are the future waiting to be born  
Fear not the strangeness you feel,  
The future must touch you long before it happens.

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## UPDATE ON THE 2004 ASHE CONFERENCE

*Benjamin Baez, ASHE Conference Program Chair, Georgia State University*

As you probably know, the ASHE conference program is complete. By now, the final program has been sent to the printers, and you should have received notice of whether your proposal has been accepted. You will notice a few structural changes to the format of the conference (particularly our experiment with 75-minute sessions) that allowed the Program Committee to accept more proposals than in the past. We also grouped all roundtables into two sessions (one on Thursday and the other on Saturday). We look forward to your assessment of these changes. As with last year, an on-line evaluation of the conference will be available on the ASHE website. We hope you will complete the form and help us improve the conference.

Authors of research and scholarly papers should have received notice from the ASHE office informing them of their sessions, chairs, and discussants. If any author has not yet received such a notice, it is because the office does not have the correct contact information. We encourage authors to check the ASHE website for the draft of the program and to inform the office of their correct contact information. We want to

remind everyone that it is the role of the session chairs to facilitate the sessions, including the exchange of papers before the conference.

We are very excited about this year's program. As you know, we are celebrating the 50<sup>th</sup> anniversary of *Brown v. Board of Education*, and a number of presentations address the impact of this decision on higher education. We want to highlight especially two sessions focusing on Brown. The keynote panel on Saturday, November 6 at 9:45 A.M., *In the Spirit of Brown v. Board of Education*, will feature John Brooks Slaughter, President and CEO of the National Action Council for Minorities in Engineering, Freeman Hrabowski III, President of the University of Maryland, Baltimore County, and Estela Mara Bensimon, Professor of Higher Education at the University of Southern California. The Presidential Session on Friday, November 5 at 9:45 A.M., *Higher Education Fifty Years After Brown v. Board of Education: Legal and Political Implications*, will feature Michael A. Olivas of the University of Houston, Reitumetse O. Mabokela of Michigan State University, J. Douglas Toma of the University of Georgia, and me. I look forward to seeing you in Kansas City in November!

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## **POLICY AND POLITICS IN HIGHER EDUCATION**

### **Preparing for Careers in Policy Analysis**

*Jacqueline E. King, Center for Policy Analysis, American Council on Education*

Each year that I attend ASHE, I am approached by graduate students who want to explore careers in policy research. These students ask questions about the kinds of academic background and skills I look for when hiring a policy analyst, how to find out about job openings, and the "real deal" on

how positions are filled. They also seek to understand the trade-offs between a career in academe and working for a government agency, private research firm, or membership association. Some of these students have faculty advisors who encourage them to consider careers in policy research. These students are likely to have gained specific skills and knowledge through their graduate programs that will make them marketable as policy analysts. Many others have only a vague notion that a job as a policy researcher might be interesting and a nagging worry that their graduate program probably hasn't prepared them for such a career.

I tell students that they need to consider the decision to pursue a non-academic career carefully, as it is very difficult to succeed in the academic job market once one has spent significant time working elsewhere. I also explain that policy research careers rarely offer the kind of unfettered academic freedom that faculty members enjoy. The research one does usually is dictated by the goals of policy makers, the mission and agenda of one's employer, or the requirements of clients.

On the positive side, policy analysts have the satisfaction of seeing their research put to immediate use to shape policy and practice. Positions differ, of course, but policy analysts typically work a more traditional schedule than academics, and seem to have an easier time achieving "work-life balance" than academics – especially junior faculty trying to achieve tenure. To learn more, I suggest that students seek out opportunities to talk to policy researchers about the positive and negative aspects of their jobs. This can be achieved through attendance at conferences or informational interviews.

If students are convinced that a policy research career is right for them, I encourage them to take the following steps to prepare themselves:

- Take courses in their institution's public policy, economics, sociology and/or political science departments. These courses will expose students to important theories and research techniques that are commonly used in policy research.
- Learn about and use large-scale databases from the Census Bureau and U.S. Department of Education (e.g., Current Population Survey, Integrated Postsecondary Education Data System, and National Postsecondary Student Aid Study). A working knowledge of these databases will be a major selling point for any job candidate. Students should try to incorporate analysis of a large national database into their thesis or dissertation.
- Volunteer for an internship with an organization that does policy research. Not only will the student gain first-hand knowledge about this type of work and a stronger sense about whether it is the right career choice, but they will have a "foot in the door" if a permanent position becomes available.
- Seek opportunities to write and present for non-academic audiences. Public policy courses often require students

to write two-page memos; this is a great way to practice the type of concise, non-technical writing that is required of policy analysts. One of the biggest challenges most new policy analysts face is transitioning from academic writing to the more journalistic style favored by policy analysts.

Faculty members and graduate students who want to learn more about the types of non-academic research careers available, the positive and negative aspects of this work, and the necessary preparation for these jobs will be able to learn more at a graduate student session at the ASHE conference on research careers outside academe. A panel of individuals with doctorates in higher education who chose research careers outside academe will discuss their jobs, describe their preparation (including what was missing) and answer audience questions.

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## CAHEP PROGRAM NEWS

*Ron Opp, University of Toledo*

The Council for the Advancement of Higher Education Programs (CAHEP) is a standing committee of the Association for the Study of Higher Education. The primary purpose of the CAHEP pre-conference is to discuss issues of common concern regarding the teaching and learning experiences of students and faculty in Higher Education programs. Held prior to each annual ASHE meeting, program chairs, or their delegated representative, meet to discuss current issues and concerns. This pre-conference meeting is also open to any ASHE members interested in discussing Higher Education programmatic issues.

CAHEP will sponsor a pre-conference meeting at this year's ASHE conference in Kansas City, beginning with a buffet dinner at 6 p.m. on Wednesday, November 3, in the Westin Hotel's Brookside room, followed by a panel discussion on "Assessment of Student Outcomes of Higher Education Programs." The cost for the buffet is \$26.35, and can be paid the night of the dinner by cash or check. You should have RSVPed to Cynthia McMichael at [utassessment@aol.com](mailto:utassessment@aol.com) by October 8th if you plan to join us for the buffet dinner on Wednesday evening.

CAHEP will also host a breakfast meeting on Thursday morning, November 4th, in the same room in the Westin Hotel. A business meeting will be held at 8:00 a.m., and a complimentary continental breakfast of fruit, bagels/muffins, and coffee/tea will be provided. During the business meeting, elections for next year's CAHEP officers will be conducted. Following the business meeting, there will be a panel discussion at 9:30 a.m. on "The Need for a Higher Education Knowledge Base, Standards, and Program Guidelines." The final panel discussion will be held at 10:15 a.m. on "Marketing Higher Education Programs." The CAHEP meeting will adjourn at 11:00 a.m. on Thursday, November 4<sup>th</sup>.

For more information about this year's CAHEP meeting, please feel free to contact the CAHEP co-presidents, Ron Opp at [ropp@utnet.utoledo.edu](mailto:ropp@utnet.utoledo.edu) or Penny Poplin Gosetti at [pgosett@utnet.utoledo.edu](mailto:pgosett@utnet.utoledo.edu), or by calling 419-530-2695. We look forward to seeing you in Kansas City.

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## **THINKING GLOBALLY: Foreign Student Mobility After 9/11**

*Simon Marginson, Monash University,  
Australia*

Many American university presidents are now deeply concerned about a downturn in the number of foreign students from the Middle Eastern nations and parts of Asia, including China. Not only does the foreign intake provide attractive global diversity, the contribution of foreign doctoral students is essential to research and graduate teaching, particularly in sciences, engineering, and technologies.

Foreign study also plays a larger role in generating the global public goods of worldwide openness, cosmopolitanism, and tolerance. More narrowly, the provision of opportunities for foreign students in American higher education has also operated as a form of cooption, helping to spread American influence on the global scale.

The foreign student data for 2002-2003 from the Institute of International Education, were released late last year. This was the first year in which the post-9/11 climate fully impacted the data. There was a decline of 3,742 students (10 per cent) in the number of students from Middle Eastern nations. There were also sharp falls from the Muslim nations of Southeast Asia: Malaysia (11 per cent) and Indonesia (10 per cent). The number of students from Thailand, which has a large Muslim minority, dropped by 14 per cent. Numbers from Pakistan (6 per cent) and Turkey also declined.

Equally significantly, the growth in the number of students from China – which has been so rapid over the 15 years – rose by only 2 per cent to 64,757, and numbers from

Taiwan and Japan were down. The total number of foreign students was up by 0.6 per cent, largely because of strong growth from India, now the main sending nation with 74,603 students. But 0.6 per cent contrasts with the higher growth before 11 September 2001. The 2003-2004 data will tell us more, but it is clear that cross-border international education in the US has entered a new and highly uncertain era.

The post-September 11 climate and particularly the war in Iraq have had inevitable negative effects on student movement from Middle East and other Muslim nations. American visa regulations and security checks has made it harder to enter the country; while for potential Muslim students American universities and life in the USA has become distinctly less attractive. Religious tolerance was always incomplete, but post 9/11 the de facto democratic rights of Muslims in the US have been reduced.

Anecdotal evidence suggests there has been a significant rise in incidences of harassment and discriminatory treatment, though the position varies across different states, cities, and neighborhoods. American higher education continues to provide attractive global advantages; but no one enjoys being treated as a hostile or suspicious person simply because of his/her name, face, clothes, faith or birthplace. The French revolution proclaimed 'Liberty, Equality, Fraternity' 213 years ago, and these ideals are as compelling as ever. But in the long struggle to realize that mighty vision we now seem to be going backwards. Western democracies can hardly stigmatize other cultures as theocratic, insular, intolerant, or anti-modern, when they exhibit exactly those same flaws themselves.

The fault does not originate in the higher education, which has been a principal medium for cultural exchange between

America and the Middle East. But given the present climate it will take time to rebuild a more constructive relationship between American universities and students and universities from the Middle East and Southeast Asia. One means to doing this is to broaden language capacity (especially in Arabic which is a major global language) and to develop a deeper historical and cultural understanding of the different nations of the region. This would enable the development of relationships based on equality and mutual respect, rather than attempting to build lopsided hegemony in the Muslim countries, a strategy that fails.

The slowing of movement from China is less readily explained. Up to now the tensions between mainland China and the USA over economic competition and Taiwan have not inhibited growth in the number of Chinese students entering the US. The downturn probably reflects both supply and demand factors.

Not just Muslims but many other foreigners, especially non-whites, seem to be affected by tighter visa and security checks. Students from China have other options for foreign study. Numbers going to Australia continue to expand – though interestingly, the most recent (2004) data indicate a drop in the number of Chinese students applying to study in Australia (in contrast with the US Australia's numbers from Muslim Southeast Asia are holding up, however). It may be that the global military and security climate is currently inhibiting student movement from China.

These factors are unlikely to have a permanently inhibiting effect. The forces within China driving all forms of international engagement, including education, are simply too powerful. There have been two decades of high economic growth and China could produce one-fifth of world GDP by 2050. Expenditure on tertiary

education is relatively low and in 2000, only 8 per cent of the school leaver age group entered degree level course within China, a fifth of the level of participation in some nations. Higher education provision in China is growing, and the nation is developing a layer of world-class research universities, but for the foreseeable future unmet demand will increase steeply because the growth of middle class demand, and of capacity and willingness to pay, will outstrip the roll-out of new institutions and places within China.

The Australian IDP (International Development Program) projects that between 2000 and 2015 total demand for tertiary education in China rises from 8 to 45 million. The fast developing urban regions of China provide immense concentrations of future demand for education, dwarfing even the capacity of the US as a potential supplier. In China the habit private family investment in higher education is well entrenched: according to OECD data, private sources provide 43 per cent of domestic expenditure on tertiary institutions. Even if unmet demand was not a factor, many Chinese families will continue to be attracted to foreign study because it provides access to globally mobile professional jobs, higher status at home and abroad, and a greater flexibility to migrate or move around the world.

All of this poses the very interesting question of how the future Chinese demand for higher education is going to be met. Online distance education is unlikely to fill the gap (see my column in the last ASHE Newsletter). No doubt the post-9/11 climate will shape the global patterns of participation. Demand for the US will continue to be significant, but it is unclear where the massive future growth will fall. As well as the UK, Australia, and Canada, several Western European nations are now recruiting full fee-paying students in Asia

into English-language programs. Malaysia, Japan and Singapore are other providers. No doubt, individual institutions and national systems that develop greater capacity in and sympathy for Chinese language and culture, will secure a competitive advantage in forging long term relations with China.

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## POINT OF VIEW

### **Brown vs. Board of Education: A Personal Journey from Ignorance to Awkwardness**

*Edith A. Rusch, University of Nevada Las Vegas*

I grew up in an Ozzie and Harriet family in Northern Wisconsin. Dad sold insurance and Mom baked bread and cookies prodigiously. My environment was racially homogenous, so my images of people with different racial backgrounds came from library books, occasional news reports, and remarks among adults spoken in wary tones. By the age of eighteen, I was the classic model of an uneducated, inexperienced, and totally naïve world citizen. While I knew not everyone looked like me, I had no clue that there were multiple lenses for looking at daily experience. Part of my upbringing included 8 years of parochial schooling where I learned that we are all God's children. I was a serious and faithful believer in that religious mantra until officials began to implement Brown vs. Board of Education. At that moment, my carefully constructed beliefs about humankind fell apart.

The Brown vs. Board decision opened a doorway for me, my peers, and my family that could not have occurred in any other way in the northernmost reaches of Wisconsin. The doorway was marked AWARENESS and no one could avoid passing through. As areas of the country confronted the ramifications of the court's

ruling, I assume many educators in our region breathed a collective sigh of relief: There were no Black children to integrate within hundreds of miles.

In retrospect, examining my passage to awareness is no easy task. The court decision occurred just as I entered high school, but I can recall no substantive conversations about *Brown vs. Board* until well into my college years. The conversations never emerged until students began to forcefully integrate southern schools and television news brought us horrific pictures of white resistance.

In northern Wisconsin, we had the luxury of avoiding the actual ramifications of *Brown vs. Board*. It was more difficult, however, to avoid confronting the underlying principles of the decision. At that point, I had to face that I lived in a racially prejudiced family—racist out of ignorance and inexperience rather than history. Thanks were freely given (to God) that we did not live anywhere near other racial groups. No one understood why parents of Black children would not prefer to be with their own kind. Remarks that once had been subtle and filled with wariness became more blatant and admonishing. I knew I could/should never make friends with, much less date, someone of another race.

The list of things to fear from integration was long and serious, and as usual, my parents expected obedience. What amazes me now is that the list included so many extremist views expressed by today's white supremacists. I can recall carefully crafted positions about the benefits of segregation to all concerned—explanations that were couched in God's will. As a college student struggling between family socialization and my own budding independence, this was a defining moment in my life. I had no way to

actually experience a racially integrated world, no 'other' to question and listen to, and no proximity to emerging activities of an integrating society. I only remember confusion, and it is a visceral memory.

Always a curious individual, I paid attention to that confusion and charted a new lifeplan. I was not so bold to sign up for teaching in Milwaukee's north or Chicago's south side. The fear lessons held firm. But I did move to an urban setting in a conscious search for difference. What strikes me now is how tentative and awkward that search has been. I skated on the edges of involvement in civil rights, supporting the work intellectually and financially, but shied away from marches and demonstrations. My beliefs were not strong enough for overt activism. As a white female safely ensconced in northern Wisconsin, I had the privilege to stay on the sidelines. Today that sense of safety is a poignant lesson for understanding my own privilege.

*Brown vs. Board* brought me loads of new privilege. My 'march' to freedom and full participation began in earnest with Betty Freidan and Nancy Friday. Gender discrimination resonated in ways that racial discrimination could not. I gained a cause predicated on legitimate disenfranchisement. I fought for 'rights' long denied to half the members of our society, and I gained personal satisfaction from actively changing a professional landscape. The work was exhilarating, but as time went on, more troubling. Subtle and not so subtle messages suggested that only white females were gaining substantial ground in professions, and colleagues of other races faced barriers not even known to more privileged white women. Once again, I was forced to confront racial bias—this time my own. I lacked knowledge of 'other' women's experiences, and I also had enough privilege

to not seek that knowledge. I recall this dawning awareness as a very uncomfortable and awkward time of my life.

Awkwardness has been a useful emotion. Again, I realized I was an inexperienced, undereducated, and totally naïve world citizen. Awkwardness allowed me to enter the doorway mark UNWARE and open myself up to the experiences of women and men who had little or no privilege. By attending to my own emotions, I gained insights into the extraordinary awkwardness that defined daily life for so many of my fellow citizens.

My visible awkwardness frequently opened the door to profound learning from colleagues whose lives were governed by the circumstances that led to Brown vs. Board. I developed relationships built on a genuine interest in understanding the intersections and disconnects of lives unlike my own. Holding onto awkwardness reduced my privilege in many circumstances—a productive event for a white woman.

As I confronted more and more evidence of deeply embedded inequalities in our society, my discomfort and awkwardness grew. I came to understand how much the privilege ‘not to know’ is detrimental to a democratic citizenry. Awkwardness birthed my personal passion to reduce the “privilege not to know” among educational leaders—to facilitate learning experiences that would increase the capacity of educators to lead socially just and equitable school communities grounded in democratic values and beliefs.

Today, I work with students who are eager to transform our educational settings into experiences that fulfill the Brown vs. Board decision. These students quickly discover

that increasing human capacity for authentic democratic practices, the crux of Brown vs. Board, is untidy and messy work that is long from finished. To many potential school leaders, the notion of messy work that never seems to be finished is unsettling, maybe even undesirable. As we explore the embedded values and beliefs that lead to inequitable educational systems, many students discover that they too are undereducated, inexperienced, and very naïve world citizens. Awkward moments abound!

At these moments, my own story becomes a lesson and my continuing awkwardness makes the classroom safer for emotionally volatile work. I know how easily privilege allowed me to appreciate the civil rights movement, to play with the struggle intellectually without truly understanding the profundity of the cause for so many people. I know how easy it was for me to direct my passion to a cause that increased my own privilege and stay merrily unaware of colleagues who were still outside the circle. That knowledge alone fosters a very different and complex conversation among aspiring educational leaders. For me it is a living benefit of the Brown vs. Board decision.

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## GRADUATE STUDENT NEWS

*Amy Scott Metcalfe, University of Arizona  
Diane R. Dean, Illinois State University*

### **New Graduate Student Representative -**

We welcome Kimberly Rogers to the ASHE Board of Directors as our newly elected graduate student representative. Kimberly will serve a two-year term, officially beginning at the end of the November Annual Meeting. Her election to the Board replaces the position held by Amy Metcalfe,

whose term of service ends on November 7, 2004.

**Publications Boards** – We also welcome the 2003-05 student representatives to the various ASHE publication boards. These individuals began their two-year terms in December 2003. The next appointment process will be held in 2005 for two-year terms beginning in 2006. The student representatives are:

- Liiana Mina (Michigan State) – ASHE Reader Series
- Saran Donahoo (University of Illinois at Urbana-Champaign) – ASHE Report Series
- Thomas Perorazio (University of Michigan) – Publications Committee
- Ellen Stolzenberg (University of California, Los Angeles) – Review of Higher Education.

**2004 Conference** - The annual ASHE conference offers an excellent inclusive environment for graduate students. In the 2004 conference-planning process, we strove to build upon this legacy of involvement and inclusion, incorporating feedback from the 2003 conference to refine offerings and focus our efforts. We encourage those of you who will be attending the Annual Meeting to take advantage of the following sessions and opportunities, as well as to check out the activities of the various ASHE councils (Council on Public Policy in Higher Education, Council on Ethnic Participation in the Association, Council on International Higher Education, and Council for the Advancement of Higher Education Programs). ASHE is a diverse community of scholars and practitioners, so we encourage you to find your niche within our association.

- ***Newcomers Orientation*** – Come learn about the Association and the Annual Conference. Newcomers can also participate in the Newcomers Program where they are paired with veteran members (mentors) within the organization. This provides a more structured opportunity for newcomers to learn about the conference, the Association, and in some cases, the field of Higher Education as a whole. Use your registration form to sign up for the mentoring program. Thursday, 11:00 a.m. – 12:00 noon
- ***Newcomers Reception*** – Please attend this reception and meet fellow newcomers and begin to build your network of colleagues. Thursday, 6:00 – 6:30 p.m.
- ***ASHE Program Overview (“ASHE 101”)*** - In this session, geared toward graduate students and ASHE newcomers, you will meet the ASHE President and invited panelists from the 2004 Program Committee and learn tips for writing good conference proposals and papers. Session A11. Thursday, 1:00 p.m. – 2:30 p.m.
- ***Bobby Wright Dissertation of the Year Presentation*** – Register for the Awards Luncheon and hear the presentation and acceptance of the Bobby Wright Dissertation of the Year Award, Friday, 1:30 a.m. – 1:00 p.m.
- ***Thriving and Surviving in the Hinterlands: Crafting an Academic Life*** - This session, directed towards graduate students and early career professionals, addresses issues and concerns that faculty may have in accepting positions in rural areas of the nation. Session F10, Friday, 3:30 p.m. – 4:45 p.m.

- ***Graduate Student Luncheon and Roundtable Discussions.*** Who says there's no such thing as a free lunch? Join your graduate student peers and conference colleagues at this opportunity for networking among graduate students and informal roundtable discussions over lunch. Discussions will center on broad topical areas, such as key graduate student issues (choosing a dissertation topic; surviving the dissertation process, job searching, surviving the first year on the job, etc) and several areas of research interest. Session H9. Saturday, 11:30 a.m. - 1:00 p.m.
- ***New Professionals: Higher Education Research Careers Outside Academe, What's Available, and Is It the Right Choice for You?*** – Thinking about job search strategies after graduation? Come here panelists present and discuss a range of career options outside of colleges and universities that are suitable for those with advanced degrees in higher education. Session I8. Saturday, 1:15 p.m. – 2:45 p.m.

Each of these sessions is aimed at helping you learn more about careers in higher education, and helping you connect with other new professionals in the field. We, the Graduate Student Members of the Board, will be in attendance at these events and we encourage you to please introduce yourselves to us. We want to meet you! Be sure to consult the conference program for locations of these sessions.

**Conference Intern Program** - Continuing a tradition of serving the membership by providing assistance in return for a conference fee waiver, the ASHE Intern Program is in its fifth year and is open to graduate students within the discipline of

higher education. Interns are scheduled to assist at the ASHE General Conference at the registration desk and other duties as assigned. Congratulations and welcome to our 2004 interns:

- Jennifer Hubbard, University of Missouri-Columbia
- Regina Mitchell, Central Michigan University
- Susan Gardner, Washington State University
- Michelle Nilson, University of Nevada, Las Vegas

**8 Tips for Navigating the Conference** – If this is your first time attending an ASHE conference, here are 8 tips to help you make the most of your experience:

1. Register early! If you registered by October 19, 2004, you received a discounted registration rate. Signing up early maximizes your chances of getting a ticket to the Awards Luncheon, which are distributed on a first-come, first-serve basis.
2. Attend the sessions especially organized for graduate students (see above) and consider attending a pre-conference (Council on International Higher Education or the Council on Public Policy in Higher Education).
3. Take advantage of the mentor program. The Association for the Study of Higher Education offers assistance to Newcomers to the conference, the field of Higher Education, and to the Association, itself, by pairing Newcomers with seasoned professionals (mentors) in the organization. If you would like to know more about the Newcomers Program, please contact Myon Pope at 405-325-2403 or email Dr. Pope at [Mpope5@ucok.edu](mailto:Mpope5@ucok.edu).
4. Make reservations in the conference hotel as soon as possible. Consider sharing a hotel room to reduce the cost. We encourage you

to stay in the conference hotel so you will be sure to be ‘in the middle of the action’ at the conference.

5. Review the conference program online before you go.
6. Try to introduce yourself to scholars you admire during social events and after presentations. ASHE is a pretty welcoming place and most people will make time to talk to graduate students, especially those that take initiative!
7. Make room in your suitcase for a few books and ASHE Readers—they will be for sale at a discount at the conference.
8. ASHE attendees generally wear professional dress during at least part of the conference; pack a suit and some business-casual clothes and you’ll be fine.

See you in Kansas City!

Amy Scott Metcalfe,  
amysm@email.arizona.edu; and Diane R.  
Dean, [drdean@ilstu.edu](mailto:drdean@ilstu.edu)

The involvement of graduate students in the governance and life of the Association is the purpose and mission of the graduate student members of the Board of Directors. As always, we welcome your comments, questions and suggestions.

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## **Surviving/Thriving in the Academy An Extreme Case of Writer’s Block**

*Ellen Brier, Vanderbilt University*

Note from the Editor: This fall, I invited Ellen Brier to share her ideas about how to overcome writer’s block with the ASHE membership. She began the writing process and then sent me the following email:

*Dear Mimi, Last week in  
the midst of writing the*

*article for the newsletter, I  
hit my right hand. As a  
result I am in a splint and  
have limited use of my  
hand. Thus, as I was  
writing about physical  
impairments to writing, I  
inflicted a rather  
significant injury on my  
writing hand. I cannot get  
the text complete to meet  
the deadline. I now  
personify the blocked  
writer who is impeded by  
a physical condition and  
pain. What are the  
options? I am so sorry  
about this happening at  
this time. I was well on my  
way having cleared my  
schedule and begun the  
writing. Ellen*

We look forward to hearing from Ellen on the topic of overcoming writer’s block in the next issue of the newsletter.

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## **\$oft Money**

*Raphael Guillory, New Mexico  
State University*

\$oft Money provides current information on websites, grants, fellowships, and scholarships in higher education as well as helpful tips that can give you a competitive edge when searching and applying for support from funding sources. If you have any questions or would like additional information regarding funding sources, contact \$oft Money columnist, Dr. Raphael Guillory, at (509) 359-2274 or [raphaelg@nmsu.edu](mailto:raphaelg@nmsu.edu).

Dartmouth College sponsors three dissertation fellowships.

### **Thurgood Marshall Dissertation Fellowship**

Contact: Gary Hutchins, Associate Dean of Graduate Studies  
Phone: 603-646-2107  
Full Program Description:  
<http://www.dartmouth.edu/~gradstdy/funding/fellowships/marshall.html>

Synopsis: Dartmouth College invites applications from U.S. citizens of African-American descent who plan careers in college or university teaching. The fellowship will support scholars for a year-long residency at Dartmouth College. A stipend of \$25,000, office space, library privileges and a \$2,500 research assistance fund are available.

### **Cesar Chavez Dissertation Fellowship**

Contact: Gary Hutchins, Assistant Dean of Graduate Studies  
Phone: 603-646-2107  
Full Program:  
<http://www.dartmouth.edu/~gradstdy/fellowships.html>

Synopsis: Dartmouth College invites applications from U.S. citizens of Latina/o descent who plan careers in college or university teaching. The fellowship will support scholars for a year-long residency at Dartmouth College. A stipend of \$25,000, office space, library privileges and a \$2,500 research assistance fund are available.

### **Charles A. Eastman Dissertation Fellowship**

Contact: Gary Hutchins, Assistant Dean of Graduate Studies

Phone: 603-646-2107

Full Program:

<http://www.dartmouth.edu/~gradstdy/fellowships.html>

Synopsis: Dartmouth College invites applications from U.S. citizens of Native American descent who plan careers in college or university teaching. The fellowship will support scholars for a year-long residency at Dartmouth College. A stipend of \$25,000, office space, library privileges and a \$2,500 research assistance fund are available.

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## **SPECIAL THANKS**

This is Joni Montez's last Notables column. A special thanks to Joni for all her years of service to ASHE as the Notables columnist. Take time to wish her well as she pursues a full-time faculty position at Lewis-Clark State College and continues her consulting work with the Washington State Supreme Court and the Washington State bar association. Joni can be reached at [jmontez@lcsc.edu](mailto:jmontez@lcsc.edu)

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## **NOTABLES**

Joni Montez, Lewis-Clark State College

This 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: [nilsonm@unlv.nevada.edu](mailto:nilsonm@unlv.nevada.edu)

### Notable Moves

**Diane R. Dean** has been appointed assistant professor of higher education administration and policy at Illinois State University. Dean, a 2004 graduate of Teachers College, Columbia University, joins faculty life after a decade of service as Executive Administrator in finance and administration at Teachers College. She is a member of the ASHE Board of Directors.  
[drdean@ilstu.edu](mailto:drdean@ilstu.edu)

**Raphael Guillory** has accepted an assistant professor position at New Mexico State University. He will work in a new leadership program, which prepares American Indians for school leadership. Guillory was formerly an assistant professor at Eastern Washington University. He is the current Soft Money columnist for the ASHE Newsletter.  
[raphaelg@nmsu.edu](mailto:raphaelg@nmsu.edu)

**Edie Rusch** has moved the University of Nevada, Las Vegas as associate professor in educational leadership. She continues to work in the area of organizational change in K-16 education.  
[edith.rusch@ccmail.nevada.edu](mailto:edith.rusch@ccmail.nevada.edu)

**Michelle Nilson** takes over the Notables column effective November 2004. She is currently a doctoral student in the higher education leadership program at UNLV. Welcome Michelle. Email:  
[nilsonm@unlv.nevada.edu](mailto:nilsonm@unlv.nevada.edu)

### Distinctly Notable

**Linda Eisenmann**, currently professor in the Graduate College of Education at the University of Massachusetts, Boston, has been selected as dean of John Carroll

University's College of Arts and Sciences. Dr. Eisenmann assumes her new role in January 2005. Congratulations to Linda on her move to Cleveland, Ohio and John Carroll.

### Notably Distinctive: Vanderbilt in the News

**Timothy C. Caboni**, Director of the Program in Institutional Advancement and Lecturer in Public Policy and Higher Education in Peabody College of Vanderbilt University's Higher Education Leadership and Policy Program has been named Associate Editor of the International Journal of Educational Advancement, the advancement profession's only research journal devoted to issues of institutional advancement and education. The journal's operations also have been relocated to Peabody.

IJEA endeavors to publish research articles focused on the traditional functional areas of advancement (fund raising, alumni relations, marketing and public relations) and the relationship between these areas and strategic planning, enrollment management, budgeting and athletics. For more information, or to submit an article for consideration, please e-mail the journal's office at  
[IJEA@vanderbilt.edu](mailto:IJEA@vanderbilt.edu)

**Michael K. McLendon**, assistant professor in the Higher Education Leadership and Policy Program at Peabody College, Vanderbilt University has been appointed Associate Editor for Policy, Planning and Governance for Higher Education: Handbook of Theory and Research edited by John C. Smart.

The faculty of the Higher Education Leadership and Policy Program of Peabody College, Vanderbilt University—John Braxton, Timothy Caboni, Jim Hearn, Steve Heyneman and Michael McLendon—are

pleased to announce that **William R. Doyle** has joined that program's faculty as an Assistant Professor of Public Policy and Higher Education. Professor Doyle recently received his Ph.D. in higher education from Stanford University. His research is concerned with the relationship between

politics and higher education policy. He is particularly interested in applying insights from the field of political economy to understand the antecedents of higher education policy at the state and federal levels.