



A Newsletter of the Association for the
Study of Higher Education

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Borderlands/Lines in Higher Education

ASHE 2006 Conference

Estela Mara Bensimon,
University of Southern California
Brian Pusser, University of Virginia

The 31st ASHE Annual Conference will be held in the City of Anaheim located in Orange County. Anaheim is an interesting place because in it we can see the process of demographic and cultural “Latinization” being experienced by many of the cities along or near the US-Mexico border. Anaheim may be the home of Disneyland but its human geography is that of the Borderland. Borderland can mean many things. It is the point where national and cultural identities overlap and form hybrid identities. Borderlands are places where people of different nationalities, cultural identities, and races occupy the same territory, sometimes merging and forming hybrid identities, new languages, and new forms of culture (Anzaldúa, 1987). Borderland can also represent the impenetrable line that divides one nation or one culture from another.

Inspired by the social significance of Anaheim’s transformation, we chose Borderland/lines as the theme for the 2006 ASHE. We felt that the concept of borderland/lines would be fitting because it is a theme that is present, even if only implicitly, in much of the research and scholarship of ASHE members. Recent scholarship by ASHE members could be characterized as being concerned with:

- The collapse of the border between higher education and private business;
- The separation between research and practice;
- The borders that obstruct transfer from community colleges to four-year colleges;
- The formation of identities and communities of differences.

Border questions to consider for 2006 might include:

- What is the academic experience of 7,000 to 12,000 Mexican students who cross the border daily to attend classes in public colleges in Arizona, California, and Texas? In what ways are these students transforming college campuses?
- What are the tuition policies for undocumented students in public and private colleges?
- What are the college opportunities for borderland students?
- How might the culture of border colleges be characterized?
- How do higher education policies in Arizona, California, and Texas impact borderland students?

Anzaldúa, G. (1987). *Borderlands/La Frontera: The New Mestiza*. San Francisco: Spinsters/Aunt Lute Book Company.

A Note from the 2006 Program Chair Brian Pusser, University of Virginia

Believe it or not it is time to start planning for the 2006 ASHE annual conference in Anaheim November 2-6. The Call for Proposals will be available on the ASHE website and distributed to the ASHE mailing list in February. Proposals will be due on May 1, 2006. As ASHE President Estela Bensimon has detailed elsewhere in this newsletter we are looking forward to convening in Anaheim under the theme of Borderlands/Borderlines. I think I can speak for the entire Program Committee when I say that we are anticipating a great set of proposals and an equally fine conference.

For over three decades, the annual ASHE conference has depended on the efforts of volunteers from across the world, and this year is no exception. Please consider serving as a proposal reviewer, chair, or discussant for the conference. Information about how to volunteer for one of these vital roles will be posted on the ASHE website along with the Call for Proposals. If you have questions about volunteering you may also contact me directly, bpusser@virginia.edu.

Many of our colleagues have already volunteered to serve on the Program Committee, and I would like to recognize them here for agreeing to embark together on this year’s conference journey. In each of the program divisions one of the co-chairs has agreed to be a contact person for questions about submitting proposals or volunteering as a reviewer, chair or discussant. The email address of each contact person

is included in the following list. The co-chairs and contact persons on this year's Program Committee are:

Students: Leticia Oseguera, Shaun Harper, Heather Wathington, and Robert Teranishi (Contact: Robert.teranishi@nyu.edu)

Organization and Administration: Alma Maldonado, Crystal Muhammad, and Joe Berger (Contact: jbberger@educ.umass.edu)

Contexts and Foundations: John Thelin and Kirsten Turner (Contact: jkturn1@email.uky.edu)

Teaching, Learning and Curriculum: Alicia Dowd and Judy Ouimet (Contact jaouimet@yahoo.com)

Method and Assessment: Paul Umbach, Vicki Rosser, and Kenneth Redd (Contact: reddk@nasfaa.org)

Policy, Finance and Economics: Marvin Titus and Frances Contreras (Contact: francesc@u.washington.edu)

Faculty: Joanne Cooper and Ken Kempner (Contact: Kempner@sou.edu)

Open: Imanol Ordorika, Bill Ashby and Dudley Doane (Contact: djd4j@cms.mail.virginia.edu).

The Call for Proposals will also contain information on how to send proposals to the International Higher Education Forum and the Public Policy Forum. The Chair for the 2006 International Forum is Heather Eggins: h.eggins@staffs.ac.uk. The Chair for the 2006 Public Policy Forum is Kathleen Shaw: Kathleen.shaw@temple.edu.

Annual ASHE Awards

Carolyn J. Thompson,
University of Missouri, Kansas City
Chairperson, Awards Committee

The work of the Awards Committee is made possible because of nominations from each of you. On behalf of the Awards Committee, I would like to thank you for contributing to the process and I encourage you to follow-up on nominations you made at the conference with more complete information about why you feel individuals you nominated are worthy of the award. You can also make additional nominations at that time. Your thoughtful letters and emails greatly facilitate the decision-making process

for the committee. 2005 was my last year as Awards Committee Chairperson. So please direct your correspondence to the next Awards Committee chairperson, Ron Opp at the University of Toledo who, I am sure, will welcome your letters at any time well before the May 1, 2006 nominations deadline.

As outgoing chairperson, I would like to thank you for the opportunity to serve ASHE for the last three years in this most rewarding way. The challenges of this role are dramatically outweighed by the joy of hearing the responses of awards recipients. Some are so excited that they fast-forward their words of gratitude, while others are speechless. This year we reviewed over one hundred nominations for six award categories and deliberated through multiple time zones from Vermont to Hawaii. This process was only possible because of the commitment of the committee. Please join me in thanking Marilyn Amey, Joanne Cooper, Michael Olivas, Ronald Opp, William Trent, and Bridget Turner Kelly for their invaluable service to ASHE.

Finally, the committee congratulates, once again, all 2005 award recipients.

Howard Bowen Distinguished Career Award:

Robert Birnbaum, Professor Emeritus,
University of Maryland

Leadership Award: Ann Morey, San Diego State University,

ASHE Distinguished Service Award: Carol Everly Floyd, retired, University of Illinois Board of Regents

Research Achievement Award: Arthur M. Cohen, Professor Emeritus, University of California, Los Angeles

Promising Scholar Award: Brian Pusser, University of Virginia,

Special Merit Award: Samuel Kellams, Professor Emeritus, University of Virginia and founding editor of *The Review of Higher Education*.

Remember, it is never too early to make a nomination. Your letters and emails are welcome at any time prior to the May 1, 2006 deadline. The ASHE website has a complete description of each award category and past recipients and it will greatly facilitate the committee's task if you make your nomination consistent with the award category and provide contact information for the nominee. Nominations should be directed to Ron Opp, Chair, Educational Leadership, University of Toledo, 2801 W. Bancroft St., Toledo, OH 43606, ropp@utnet.utoledo.edu.

SPECIAL FEATURE **A Refreshingly Unexpected Awards Luncheon Treat**

Each year at the annual awards luncheon, ASHE recognizes the accomplishments of some of its outstanding members. And, each year, award recipients give heartfelt acceptance speeches. This year's Howard R. Bowen Distinguished Career Award went to Bob Birnbaum, who sang undoubtedly the most memorable and perhaps the best acceptance speech ever made. We liked it so much, that we wanted to share it with members who missed the luncheon. You will have to hum as you read.

When I Was a Lad: Confessions of an Extinguished Professor

(to the melody of "When I was a Lad," Gilbert and Sullivan, HMS Pinafore)

Acceptance Song by Robert Birnbaum, University of Arizona

When I was a lad I started my CV
As a gopher at the City University
I cleaned the windows and I swept the floor
And I polished up the nameplate on the chancellor's door.

My polishing was obsequious
So now I am professor emeritus
CHORUS (audience participation required)
My polishing was obsequious
So, now I am professor emeritus

The old vice chancellor soon retired
And because of my brown-nosing I was hired.
I created regulations with a smile so bland
And I wrote out all my memos in a big round hand.
My memos were so fatuous
That now I am professor emeritus
CHORUS

My memos were so fatuous
That now I am professor emeritus

But across the Hudson River I could see
The New Jersey colleges a-beckoning me.
I'd be a man of respect if I paid my dues.
And they made me an offer that I couldn't refuse.
Tony Soprano said "You're one of us"
And now I am professor emeritus.
CHORUS

Tony Soprano said "You're one of us"
And now I am professor emeritus.

As New Jersey vice chancellor I made such a name
That the chancellor at Oshkosh I soon became
I organized the anarchy as soon as I began
And I called it the Oshkosh Overall Plan.

My leadership was dubious
So now I am professor emeritus
CHORUS

My leadership was dubious
So now I am professor emeritus.

Since I couldn't manage I decided to teach
At Columbia and Maryland a decade each.
My students thought I was quite berserk,
They said "That's not how colleges work."
My teaching was so scandalous
That now I am professor emeritus

CHORUS
My teaching was so scandalous
That now I am professor emeritus

And when at last your days are done
And you lose your faculties one by one.
And your hair falls out and you start to drool
And you keep falling off your lecturer's stool
And it takes a week to write a page
And your lecture notes dissolve with age
And the GAs whisper in the hall
And enrollments drop like leaves in fall
And your prostate fails and your eyes won't do
Then ASHE will give an award to you.
Your colleagues are unanimous
That you become emeritus
CHORUS
Your colleagues are unanimous
That you become emeritus

So scholars all, wherever you may be
If you want to rise to the top of the tree
If you don't like research and you hate teaching school
Be careful to be guided by this golden rule.
Suck up to your dean, and never make a fuss
And you'll become professor emeritus
CHORUS

Suck up to your dean and never make a fuss
and you'll become professor emeritus
CODA

And if you look like your Ma instead of your Pa
Then you'll become professor emerita.

Invited Column
Too little, but not too late: A discussion of policies and practices shaping college access for undocumented immigrant students in the United States

Paz M. Olivérez,
University of Southern California

According to the U.S. Census Bureau, in the year 2000, there were approximately 2.5 million undocumented youth under age 18 living in the country. Of this population, more than 65,000 graduate from U.S. high schools each year (Protosaltis, 2005). The state of California is host to one quarter of the nation's undocumented immigrant population. Among this group, roughly 8,000 undocumented students graduate from high school each year having met the eligibility requirements to attend one of the state's public universities (e.g., the California State University or the University of California) (Bartindale, 2001). Clearly, California is an important site for exploring the various factors that impact undocumented students' accessⁱ to higher education. With thousands of college-ready undocumented students graduating from high school each year, scholars of higher education ought to consider how many of these students actually go on to college.

Public policies that shape college access for undocumented students

American sentiment toward immigrants has varied greatly over our country's history. Currently, state and federal policies exist restricting the rights of undocumented immigrants to a variety of benefits including financial aid for college. In terms of educational policies targeting undocumented students, the last 20 years have been particularly tumultuous. Federal and state laws have fluctuated over this period, beginning in 1982 with *Plyler v. Doe*, which holds it illegal for a state to deny school-aged undocumented students the right to a free public education. With regard to higher education, despite the fact that no federal laws prohibit them from enrolling in public colleges and universities, in most states, undocumented students are charged out-of-state tuition costs to attend institutions of higher education regardless of their length of residence in a particular state and may be restricted from enrolling in some institutions.

Undocumented students' ineligibility for state and federally-sponsored financial aid was established by Section 505 of the federal *Illegal Immigration Reform and Immigrant Responsibility Act of 1996* (Title 8, Chapter 14, Sec. 1623), which states: "An alien who is not lawfully present in the United States shall not be eligible on the basis of residence within a State ... for any postsecondary education benefit unless a citizen or national of the United States is eligible for such a benefit (in no less an amount, duration, and scope) without regard to whether the citizen or national is such a resident." Accordingly, any state allowing undocumented immigrants to pay in-state tuition must provide the same right to out-of-state residents. However, whether or not the IIRIRA prohibits individual states from passing legislation (such as in-state tuition policies) that would provide undocumented students with greater access to higher education, is being debated at both the state and national levels.

A small number of states have passed legislation with the above intent. For example, in October 2001, California passed Assembly Bill 540, making undocumented students who attend a California high school for at least three years and graduate exempt from paying out-of-state tuition costs. Undocumented students in Illinois, Kansas, New Mexico, New York, Oklahoma, Texas, Utah, and Washington are eligible for this exemption as well because their laws are not based on residency, but rather on high school attendance. Texas and Oklahoma are currently the only states in the nation where undocumented students are also eligible for state-sponsored financial aid.ⁱⁱ

New federal legislation called the D.R.E.A.M. (Development, Relief, and Education for Alien Minors) Actⁱⁱⁱ, which would repeal the federal provision that bars states from providing in-state tuition to undocumented immigrants and provide students with an easier path toward legalization, is currently under consideration in Congress. If signed into law, the DREAM Act would grant undocumented immigrant students the opportunity to obtain legal status and thus, enable them to pursue higher education as U.S. citizens making them eligible to pay in-state tuition and for state and federal financial aid. However, the matter of whether or not undocumented students ought to be eligible for certain benefits enjoyed by citizens, has given rise to legislation in many states that would bar undocumented students from paying in-state tuition, receiving any form of financial aid, and in some instances, enrolling in institutions of higher education.

Even in states that have enacted legislation to provide in-state tuition to undocumented students, these students continue to struggle. The consequences of California's in-state tuition policy are discussed in the section to follow.

Material consequences of in-state tuition in California

Despite its benefits, California's in-state tuition policy (AB 540) for undocumented immigrant students has had only a minimal impact on the students' access to higher education. This is the case for five primary reasons. First, many undocumented students are unaware that the policy exists so only a limited number have actually taken advantage of it. In fact, during the 2003-2004 school year, about 70% of the 1,300 University of California students who took advantage of the state policy were U.S. citizens who met the eligibility requirements for AB 540 based on their attendance in California high schools, despite not being residents of the state (e.g., students who had attended boarding school in California but whose families lived out-of-state) (Hebel, 2005; Silverstein, 2005). This reality is due, in part, to the lack of college knowledge made available to undocumented students. Undocumented students are rarely viewed as potential college-goers by school-based adults, so they fail to inform these students about college and financial aid options available to them. Even in instances where school staff aim to help undocumented students get to college, there is little information available to assist their efforts (Green, 2000).

Second, when undocumented students are informed that AB 540 exists to help make higher education more financially accessible, identifying oneself as an AB 540 eligible student can be difficult. For students who have been admitted to a community college or a 4-year university, the process through which they must demonstrate that they qualify to pay in-state tuition differs from one system to another. Consequently, undocumented students are often unsure about how and when to identify themselves as AB 540 eligible. In fact, they are only required to do so for the institution that they will actually attend. For example, those AB 540 eligible students who are admitted to a California State University or University of California campus will have answered questions related to their residency when they completed their application for admission. Once they are admitted, they will be asked to complete the AB 540 Affidavit demonstrating that they meet the AB 540 eligibility requirements. Students admitted to a

California Community College will be asked to complete the AB 540 Affidavit after submitting their application and prior to registering for their courses. When students are uninformed about these necessary steps, they may not identify themselves as AB 540 students, and consequently, fail to benefit from the law.

Third, an already confusing process is made more difficult for undocumented students by uninformed admissions and financial aid staff at the state's institutions of higher education. Some are unaware of the AB 540 policy and are consequently unable to answer students' questions about how the law applies to their admission and enrollment at a particular institution. In other instances, undocumented students encounter difficulties with college or university staff people who interpret the legislation incorrectly. For example, a number of California community college students have recently informed the Mexican American Legal Defense & Education Fund (MALDEF) of discrimination they experienced upon identifying themselves as AB 540 students. This discrimination has most often occurred in the form of "penalty fees" that students were unlawfully asked to pay based on a particular staff member or institution's interpretation of the AB 540 policy.

Fourth, in-state tuition policies like AB 540 do not do enough to make college financially accessible for undocumented immigrant students. This is primarily the case because, despite lowering tuition costs, most in-state tuition policies do not include the provision of state-sponsored financial aid. Given that the majority of undocumented students come from low-income families, a university education, which can cost thousands of dollars, remains out-of-reach (Green, 2003). This fact is demonstrated by the increasing number of AB 540 students who are admitted to the state's 4-year universities but choose to attend a community college due to their limited financial means (Oliverez, 2005). Undocumented students are eligible for a limited number of private scholarships, however, they are rarely awarded enough money to cover four years of tuition and housing at a university. Furthermore, the fact that undocumented students are ineligible for many private scholarships due to their residency status and lack of a social security number, means that the scholarship application process for the few they can get has become much more competitive.^{iv}

Finally, in-state tuition policies do nothing to address the employment issues that undocumented students will face upon graduation. Many undocumented students express concerns about the fact that they

may meet college requirements, get admitted to college, attend college, and graduate, but may still be unable to find legal employment (Beltran, 2004; Borja, 2003). As a result, some may choose to forego college altogether. Without policies to deal with this issue, thousands of college-ready undocumented students, who are among the best their communities have to offer, will continue to be shut out of a system that is virtually their only means for upward mobility. If passed, the DREAM Act would address the problem of employment restrictions because it would make undocumented students eligible to apply for legal permanent residency based on their college attendance.

For college-ready undocumented students to achieve their dream of a college education, practices to inform them of their eligibility for in-state tuition as well as policies to provide them with financial aid, must be implemented. Yet, in order for practices and policies around financial aid and college access for undocumented students to change, educational practitioners and policymakers must possess an understanding of the unique experience of the college-ready undocumented student. They must also recognize the number of undocumented students who are currently being kept out of our nation's institutions of higher education. This understanding will only come if they are provided with empirical evidence demonstrating the challenges these students face along the path to college. We simply have not gathered local, state, and national data on the number of college-ready undocumented students that graduate from high school each year that will provide a clear picture of the situation. Nor have we examined the differences that exist between undocumented students who aspire to attend college versus those who do not.

We do not know what happens to college-ready undocumented students after they graduate from high school or how college-going undocumented students pay for college. In short, we do not know the types of aid (scholarships, etc.) available to undocumented students. Above all else, we have little or no idea about what happens to undocumented students after they graduate from college.

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Endnotes

ⁱ "Access" refers to access to information, resources, opportunities, and relationships (Stanton-Salazar, 2001) that facilitate college-going.

ⁱⁱ For more details about in-state tuition policies in these states, see Protosaltis, 2005.

ⁱⁱⁱ In order for students to be entitled to the rights outlined in the DREAM Act, they must meet the following criteria:

- Students must have lived in the U.S. for 5 years or more
- Students must have entered the U.S. before the age of 16
- Students must have "good moral" conduct

- Students will be given a 6-year period in which to complete 2 years of trade school, military service, or 2 years of a 4-year university program
- ^{iv} The Salvadoran American Leadership & Educational Fund (SALEF), which administers a scholarship program for Latino students who have demonstrated academic excellence and a commitment to their community, also provides scholarships to a number of undocumented college-goers. In the spring of 2005, they had over 600 students apply to their scholarship program and awarded 52 students with scholarships ranging from \$500-\$2500. Each year, an increasing number of undocumented students apply to their program.

2005 Report from the ASHE Executive Director

Dennis Brown,
Michigan State University

2005 has been a successful year for ASHE. We continued to maintain a peak membership in the 1800's, had the largest attendance ever at the annual ASHE conference, and continued to enhance our technology with the successful implementation of an online conference proposal submission and review process with a record number of submissions.

Membership

ASHE membership usually peaks during the annual conference and 2005 was no different with a membership total of 1841 members. By the end of 2005 (December 28, 2005), the active membership was 1,753, broken-down by the following membership categories: Regular 1,039 (59.3%), Students 668 (38.1%), and Emeritus 46 (2.6%). The self-reported ethnic breakdown is as follows: American Indian or Native American 14 (.8%), Asian/Pacific Islander 79 (4.5%), Black/African American 183 (10.4%), White/Caucasian 1007 (57.4%), Mexican American 46 (2.6%), Puerto Rican 15 (.9%), other Hispanic 33 (1.9%), other 31 (1.8%), and no response 345 (19.7%). Seventy-five (75) members list themselves from the international community.

The 2005 Annual Conference in Philadelphia saw record numbers of attendees with 1,188 in attendance. This is an increase of 259 from last year's conference in Kansas City. It is encouraging to see the growth in conference attendance in the last five years. In 2001, a record attendance was 691. ASHE should be proud of its growth, not only in its membership, but in conference attendance as well.

We hope to continue this trend at the 2006 annual ASHE conference in Anaheim, CA November 2-4, 2006. Mark your calendar now!

Technology

The ASHE office continues to upgrade and enhance our technology. Perhaps, the most notable improvement in 2005 was the implementation of an online conference proposal submission and review process. Submissions were up to 800 conference and preconference proposals, with 600 proposals "locked in" in the last 24 hours before the proposal deadline. ASHE has been fortunate to partner with AIR (Association for Institutional Research) to bring the online submission process to the ASHE membership, and we look to negotiate a long-term agreement with AIR.

You may have noticed that a new conference website was designed and posted with active links to the conference hotel for room reservations, a secure credit card payment link, and membership renewal. Each year, we plan to upgrade the conference website. The conference website was designed this year to provide a framework for future conference upgrades relevant to the themes of each conference.

The ASHE office also implemented a password system linked to the conference registration, the change of contact form, and the online election web pages. The password system enables the office to more accurately distinguish between members and nonmembers in our database and subsequently accurately assess conference fees and better control access to the online elections.

ASHE Office Activities

President Sylvia Hurtado was instrumental in obtaining a \$15,000 unrestricted grant from the Bill and Melinda Gates Foundation. ASHE decided to use the funds to address one of the major headaches/problems/expenses at the annual conference. ASHE used the funds to purchase 11 LCD projectors, 3 shipping cases, and extra replacement lamps to be used in the breakout sessions at the annual conference. AV costs are a major conference expense. This grant has allowed ASHE to provide projector/PowerPoint capabilities to each of our presenters in up to 11 breakout sessions. The projected savings in AV costs are \$10-12,000/year while providing PowerPoint to all presenters at no cost, a need which ASHE has not been able to fulfill in the past. The ASHE office is grateful to the Bill and Melinda Gates Foundation for their generous gift and Past President Sylvia Hurtado for making this happen. Thank you, Sylvia!

The ASHE office was also able to secure \$10,000 from the Lumina Foundation for Education to support the public policy and ASHE/Lumina Dissertation Fellowship preconference activities. This is the third year that Lumina Foundation has provided such assistance and ASHE looks forward to a continued relationship with Lumina Foundation.

At the direction of the ASHE Board of Directors, the ASHE office purchased 5 Certificates of Deposit using funds from the reserve account. Each CD was purchased for \$60,000 following a laddering strategy (1-yr, 1-2yr, 1-3yr, 1-4yr, and 1-5yr). Each year a CD will mature and need to be reinvested, as determined by the Board.

Also, at the direction of the Board of Directors, a travel assistance fund was set aside to help those ASHE members whose institutions were affected by hurricane Katrina to attend the ASHE conference in Philadelphia this November. Eight ASHE members applied for and received travel assistance funded by the savings in AV cost by using our own LCD projectors.

ASHE/Lumina Foundation Dissertation Fellowship Program

2005 was the third and final year of the ASHE/Lumina Dissertation Fellowship program. Eight fellowships were awarded for 2005. Fellows from the class of 2003 and 2004 were invited to attend (along with the 2005 fellows) the ASHE/Lumina Dissertation Fellowship Preconference in Philadelphia. This program has been very successful in building a cadre of researchers in the areas of financial aid and student access. Abstracts and executive summaries of the Fellow's dissertations can be found on the ASHE website at www.ashe.ws/fellowship/fellowabstr.htm

Future ASHE Conferences

The ASHE office conducted site visits for the 2007 (Midwest region) and 2008 (Eastern region) conference sites. After much deliberation, the site selection committee recommended Louisville, KY for 2007 and Jacksonville, FL for 2008. Contracts for these sites were signed in 2005.

Past conference programs, beginning in 1989, have been posted on the conference home page (<http://www.ashe.ws/futureconf.htm>) and are available to anyone with internet access.

Plans for 2006

www.ashe.ws

The ASHE office would like to continue with its technological enhancements. We were unable to redesign the ASHE website in 2005, but would like to design a template for a new website that will make upgrades, reorganization, and enhancements much easier in the future.

ASHE will also begin site visits in the northwest for the 2009 conference site.

2006 will be the third year of the ASHE contract with MSU. The ASHE Board of Directors and the MSU administration will need to make decisions on whether to continue the contract with MSU or move it to another institution.

Philly 2005 Conference Report

Deborah Faye Carter,
University of Michigan

From my vantage point, the 30th Annual ASHE conference seemed to be a smooth event – despite the fire alarms! The conference was similar in structure to the 2004 ASHE Conference in terms of session lengths and the ability for individuals to submit proposals that did not fit the established content areas in the Call for Proposals. I would like to offer my final thanks to the many individuals who helped make this a successful conference.

First, I thank the presenters and attendees for producing such great content and engaging us in thoughtful discussion. Sylvia Hurtado deserves special thanks for undertaking the complex negotiations to schedule Amy Gutmann for the keynote address and Beverly Daniel Tatum for the second major address. Both addresses represented clearly the theme of the conference, “Social Responsibility of Higher Education.”

In addition, I again thank the 2005 ASHE Conference Program Committee. The Committee had the unique experience being the first to use the online system and their hard work and enthusiasm really made a difference. The division chairs were: Vasti Torres, Susan Jones, and Karen Kurotsuchi Inkelas for the Students Division; Kevin Kinser, Jerlando F. L. Jackson, and Brian Pusser for Organization and Administration; Lisa Lattuca and Thomas Nelson Laird for Teaching, Learning, and Curriculum; Elizabeth Creamer and Joshua Powers for Faculty; Andrea Walton and Marybeth Gasman for Contexts and Foundations; Michael Bastedo and Denise O’Neil Green for Policy, Finance, and Economics;

and Wynetta Lee and Darnell Cole for Methodology and Assessment and "Open" Divisions.

In addition to the committee for the main conference, I thank to Reitumetse O. Mabokela for organizing the content of the International Forum and Donald Heller for organizing the content of the Public Policy Forum. Diane Dean and Kimberly Rogers, graduate student members of the ASHE Board of Directors, did a marvelous job coordinating events for newcomer and/or graduate student ASHE attendees.

Marietta Del Favero and Barbara Johnson need special recognition. Not only did they conduct the post-conference evaluation this year, but they did so under extreme circumstances. Both are faculty at the University of New Orleans and they had to use other campus resources to conduct the review while being away from their homes and/or losing most of their belongings. Thank you, Marietta and Barbara, for your commitment to ASHE in the face of particularly trying times.

Finally, I would like to extend my appreciation to the ASHE Office for providing critical support to the Program Committee throughout the past year. Without such support, the conference couldn't have happened. Best wishes to Brian Pusser and the 2006 ASHE Conference Program Committee. I look forward to next year's conference.

Philly in Review

Each year, we ask conference attendees to comment on their conference experience. Philly in Review offers a selection of their comments.

Reflections on the ASHE Conference By Karen Middleton, Colorado State Board of Education

As a doctoral student, out of coursework and immersed in a dissertation, the ASHE conference was a terrific opportunity to 'come up for air' and engage with colleagues at all levels in the field. Over the five days in Philadelphia, I was able to meet with key scholars, reflect on the latest research in the field, and check my research process through the graduate student public policy seminar. I left prepared to take my research to the next stage; armed with the cards and contacts of colleagues to stay in touch with until we meet at ASHE 2006 in Anaheim.

I was struck by the accessibility of the participants and panelists throughout the conference. After

months of researching and reading work by many of the attendees, it was a great chance to pose questions, gain perspectives, and hear from a range of presenters about their latest research projects.

Robert Birnbaum's "How Colleges Work" has been sitting on my desk for months. This often-used text took on a whole meaning after hearing Birnbaum's award acceptance speech, which was not only unforgettable, but a message to scholars who might otherwise take themselves too seriously.

This was my first ASHE conference, and I look forward to making it an annual professional event. I encourage other graduate students to make ASHE in Anaheim a part of their coming year.

ASHE: The Most Prestigious Conference

Antigoni Papadimitriou,
University of Macedonia –
Thessaloniki, Greece

I started my journey in higher education studies as an international student at a U.S. university studying for my masters' degree in Higher Education Administration. By the end of my studies, one of my professors who knew that I was interested in a PhD program, in my home country, gave me a lot of information and guidelines about research methods, journals, books, and conferences. He concluded by pointing out "if you really want to respond to these challenges you have to attend conferences in the U.S. and especially the ASHE conference, the most prestigious conference for Higher Education..."

I attended others conferences, but I was hesitant, not only to attend ASHE, but especially to submit a paper. Finally, a friend told me to read the instructions and procedures, submit a paper, and see what happens. I did that; however, I should mention that proposal submission and procedures remain a challenge in this conference.

I gained more from attending ASHE than I have at any other conference. Participation in the pre-conference International Forum gave me the opportunity to meet scholars from all over the world with the same interests. Graduate student events provided more opportunities to learn from others. Mentors for newcomers worked perfectly and gave me a good overview of the conference, what I should do at the conference, and how I could gain more knowledge and support from it. Participation in Ethnic activities introduced me to more ASHE

members. These relationships will continue long after the conference.

One event that I especially liked was the Awards Luncheon. At first glance, the luncheon ballroom looked like a “mosaic” for higher education. At every table you saw professors with their students, mentors, friends, and emeritus professors who have laid cornerstones for Higher Education in the U.S. and other countries. The continuous applaud for the award recipients was something everyone should hear!

As we walked around the hallways, we had the opportunity to interact with scholars and researchers in the field across the U.S. and around the world. I always introduce my friends to them. I remember and appreciate my first experience when I was introduced to the others participants, so I feel it my own duty to continue in this way in the same tradition. I'd offer the following advice to newcomers and graduate students, particularly international students: Try! Presenters and their audiences are hungry for new ideas and engage in dialogue with the same effort regardless of whether the presenter is a graduate student or faculty member. The comments that you gain from this event are really very useful.

My participation at ASHE is important because it helps me weigh issues in higher education and expand my horizons. It also helps me gain perspective for my research and allows me to collaborate with friends whom I look forward to seeing at the next ASHE conference.

Thoughts of ASHE Philadelphia Janice Sandiford, Florida International University

I attended my first ASHE Conference in Miami. Because I lived in the area, I stayed at home and attended sessions during the day. I had recently made a career shift to higher education and the conference helped me clarify the field, the research, and the professional association serving my new discipline as well as meet the researchers and research in the field. Since that first meeting, I have attended other annual conferences of ASHE staying once or twice in the conference hotel, but usually in other hotels in close proximity to the conference hotel because I waited too long to make a reservation. Not only has ASHE grown but so have I through my ASHE conference attendance and professional connections. Through the research and scholarly paper sessions, symposium, round tables, plenary sessions, poster sessions, and

the Awards Luncheon, I renew my enthusiasm for Higher Education during this conference. Now, I try to make the most of the conference and “OD” on ASHE for the week. At the request of the newsletter editor, I offer my thoughts about the conference attendance.

- Make your lodging reservations early so you can be housed in the conference hotel. Unless you like the outdoors, like to walk a lot (sometimes in not so good weather) or use the local taxi services, being in the conference hotel offers many advantages. One key advantage is meeting with colleagues, eating meals together, attending more sessions and evening socials.
- Try to plan your travel to take in the entire conference – even if you are just presenting on the last day. If at all possible plan an extra day on either end to “see the sites” of the conference city. I have been to so many wonderful cities and never get a chance to enjoy their cultures. Avail yourself of any conference local tours.
- Download the conference schedule prior to the conference so you have a chance to pre-plan your time. Concurrent sessions are often grouped by topic allowing you ultimate opportunity to stay within your research interests. Plan some session outside your research interests – you may find interesting connections.
- Plan your conference time to meet with colleagues with whom you share research or research interests. Often the non-conference events offer great professional reward.
- Attend business sessions and plenary sessions; a great opportunity to experience contact with current issues and the operation of the association. Get involved.
- Volunteer to read proposals, serve as session chair or discussant—a rewarding professional experience and an opportunity to make contact with new and older researchers. Don't forget the new member sessions and of course graduate student sessions. If your university is recruiting for new positions, ASHE is a great conference to meet potential applicants or to share job announcements.

- Allow some time to visit the publishers' tables and review new material and books. Plan to take advantage of discounts. It's a great time to connect with editors as well.
- Plan to present your research. Conference proposals are due early May!

Philadelphia was a well thought out conference and a great location. It was well organized and offered me my professional "medicine" to sustain me for another year. The planning committee gets my thanks! As I reflect on this conference, I feel that they are getting better each year. Key components for me – networking, research, professionalism! See you in Anaheim in early November 2006.

Report of 2005 Conference Evaluation

Marietta Del Favero and
Barbara Johnson,
University of New Orleans

The purpose of this evaluation is to identify those aspects of the annual conference seem to be working well and those that may need improvement. Our interpretation of the data was influenced by two unanswered questions – What threshold satisfaction levels suggest that certain activities or characteristics of the conference need to be reviewed? And how do evaluation response rate and characteristics of the respondent sample influence the findings? Certainly we cannot expect 100% satisfaction with all aspects of the conference, and probably even an 85 - 90% satisfaction rate is optimistic given the varying professional goals, interests, and values of attendees. Our evaluation of the findings attempted to identify those items with satisfaction levels that are inconsistent with overall satisfaction levels as ones that merit attention by the Board and Planning Committee. This report also provides the ASHE membership with an overview of the evaluation findings, which reflect suggested improvements and our related recommendations. A more detailed report is being submitted to the Planning Committee and the Board.

Conference attendee feedback was solicited via email using email addresses supplied by registrants to the ASHE office. Attendees were emailed the website location of the survey created by Websurveyor software and a simple mouse click brought them to the survey form. Completion time was approximately

5-7 minutes. Two email requests were sent to all attendees requesting their participation. Solicitation for survey participation was delayed due to the intervening Thanksgiving holiday. The first mailing was the Wednesday after the Thanksgiving holiday (10 days after the conference) and a second the following Tuesday. A total of 447 responses, representing 38% of the 1,188 conference attendees, were received. The timing of the conference relative to the holiday appeared to have a negative impact on response rate.

Eighty-three percent (83%) of the 447 respondents were from doctoral/research institutions, 6% from master's college/universities, 2% from state or university higher education systems, 1% from baccalaureate colleges, 1% from community/associates colleges, 4% from policy or research institutes, and 2% claimed no institutional affiliation. Seventy percent of the respondents were female; 45% were graduate students, 35% were academics (instructor, assistant/associate/full professor), and 20% categorized themselves as administrative/other. This was the first ASHE meeting for 41% of respondents, 24% had attended for 2-3 years, 14% for 4-6 years, 9% for 7-10 years, and 12% for more than 10 years. Consistent with the past two years, novice attendees and graduate students comprise the largest proportion of respondents.

Key Findings and Recommendations

- Only 4% of respondents were dissatisfied with the length of the conference. This compares to 27% of 2004 respondents who favored lengthening it. This large disparity in responses may be due to the fact that a high proportion of the respondents in both years were first time attendees and may not be representative of the overall ASHE membership. Under these circumstances it seems that the membership's desire regarding conference length remains an open question.
- Although there was a high satisfaction overall (81%) with the new electronic proposal submission and review processes, document submittal was a problem for many respondents. Several respondents suggested the Planning Committee consider ways to improve the submission of charts, tables and graphs in proposals, which many reported to be cumbersome and frustrating.
- Noteworthy is the increasing proportion of respondents expressing dissatisfaction with comments of proposal reviewers. 21% expressed dissatisfaction with adequacy of comments in

2005 exceeding the 18% and 19% levels in 2004 and 2003 respectively. In addition, 22% of discussants that responded rated the timeliness of paper submittals prior to the conference as fair, and 16% poor. These high rates of dissatisfaction may not only hamper discussant participation in the future, but also potentially compromise the association's efforts to model quality peer review processes. It is recommended that the Planning Committee and Board consider new ways to approach these problems. Regarding late presenter paper submittals it may be worthwhile to encourage discussants to personally communicate their expectations to presenters well in advance of the conference. As for reviewer comments, we might consider having the electronic system reject any evaluations that do not include comments in the comment field.

- More than one third of respondents (39%) would like to see more social activities and 60% want to have more structured opportunities for connecting with colleagues. Graduate students in particular feel strongly on this matter. This group would like to see more social activities (47% compared to 32% of other respondents), and more events to help them make connections (67% compared to 54% of others). Perhaps, embedding activities, such as coffee klatches, fireside chats, or other mechanisms, to facilitate networking among the membership should be considered. Another option might be to allocate small blocks of "free" time within the program that do not conflict with sessions to facilitate colleague connections.
- The need for a Saturday evening social was expressed by 31% of respondents while 38% disagreed. Although sentiment for a Saturday event is split, overall interest in increasing social opportunities has been reflected in evaluations for the past three years, so perhaps this topic deserves further in-depth discussion.
- Satisfaction with the Mentor Program was split - - 36% of graduate students were satisfied and an equivalent proportion was dissatisfied. The sentiment of other respondents was similar - - 36% and 34% respectively. This finding suggests that some renewed attention is perhaps warranted in how the Association goes about socializing and welcoming its newest members who are so important to the future of our field. Comments indicated that some newcomers either did not know about the program or found their mentors to be inaccessible at the conference. It is recommended that the procedures for connecting mentors with mentees be clarified and better

publicized so the program is more accessible to all who are interested.

- Similarly, the Newcomer reception received conflicting assessments with 49% satisfied and 38% dissatisfied. These findings, as well, reinforce the need to consider improvements to programming designed to initiate and establish connections with new members.
- Dissatisfaction with facilities this year was notable - - hotel guest rooms (28%), size and comfort of meeting rooms (19%), and availability of food and beverages (24%). Dissatisfaction levels were considerably higher than last year where percentages were 4%, 5%, and 9% respectively. Comments related to the inaccessibility of low cost food options in close proximity to the hotel, as well as to coffee, water, and other refreshments between sessions.
- Although the need for some improvements was indicated, overall satisfaction with the conference remains high. Eighty-four percent of respondents reported they felt welcome at the conference and 83% expressed overall satisfaction with their conference experience.

ViewPoint

The following column is an open letter to the ASHE membership from James Bess, a long-time ASHE member.

ASHE Yesterday, Today, And Tomorrow – Some Ideas

James L. Bess,
Amherst, Massachusetts

Dear Colleagues:

I write to ask you to consider a number of proposals for changes in ASHE policies and procedures. I have been attending the annual ASHE conferences virtually since its inception. I have had opportunities to participate in almost all of the roles members usually play, and I have had countless opportunities to see how others have played those roles. Although my admiration and affection for ASHE is deep and abiding, as a result of my experience I have found a number of areas that seem to me in need of change and improvement. I have set them out in this issue of the Newsletter because I believe that they deserve discussion by the membership and ultimately action by the ASHE Board. Indeed, I expect that you have

many more and different ideas and suggestions than I have listed here.

I do hope that you will discuss these ideas in your local settings and then write to the Board (names listed at the end of this message) or/and to me. I hope, in turn, that the Board will consider setting up study groups or committees, when appropriate and needed, to review each suggestion. In many cases, I believe action is possible immediately. In fact, in many instances, the 2003 ASHE Annual Conference Manual, compiled by Linda Serra Hagedorn, Adriana Kezar, Patrick Dilley, and Frances Wu, provides a good base from which to start.

Here are several categories of proposed changes.

Preconference Roles

Proposers of Papers: It appears to me that many proposers are not aware of what the content and format of their proposals should be. Here are the criteria that I use for judging empirical proposals when I am a reviewer. ASHE should develop its own set of standards and promulgate them.

- a. Quality and contemporaneity of the literature review. Has the proposer read and mastered the material that is germane to his/her proposal?
- b. Clear statement of the problem to be addressed. Typically the proposer has a general area in mind, but has not indicated where there is a gap in our extant knowledge.
- c. Conceptualization clarity. Have the variables been adequately conceptualized and defined, and are they set in the context of some theory? Moreover, is that theory derived from the literature, or is it made up out of whole cloth? The latter is OK if it is truly innovative – though then it should be labeled as hypotheses.
- d. Completion of the research and writing. Has the research already been completed or is this a proposal for research and writing still to be done? If the latter, usually, there are no results to be examined; hence, no interpretations, conclusions, or recommendations. Unless the research is “in progress” and at least half completed with preliminary conclusions, I usually reject these out of hand.
- e. Do the conclusions follow from the findings, and do they have something to say that makes a contribution? If they are prosaic repetitions of what we already know, I do not believe the paper should be presented at the conference.

The criteria for qualitative studies must obviously be quite different. I am not qualified to suggest criteria

for these. Because of the cost of conducting quantitative surveys, the majority of research papers presented at the annual meeting seem to use qualitative methods. I can understand and appreciate this. However, my sense is that most, yes most, of these studies are not well designed and do not address questions for which we do not already have good answers. Frequently, the literature is reviewed, but not thoroughly (partly because of the strictures of qualitative research methods). So, the “problem” appears unique. The results of the study are almost always platitudinous and based on samples of convenience. One hears conclusions like, “therefore, the cause of the conflict in this academic department is the latent disagreement between and among faculty members with different personalities.” Well, surely we can do better than this kind of “finding.”

Needless to say, we also need different criteria for scholarly papers.

I recommend that in the Call for Proposals, the criteria that will be used for proposal evaluation be distributed. In addition, I suggest that several sample, exemplary proposals be made available on the site. Similarly, when reviewers are chosen, they should be sent copies of sample, exemplary reviews. It could be argued that for ASHE “professionals,” such instructions might be seen either as unnecessary or, worse, as insulting. However, in view of the fact that now a large minority of ASHE conference attendees are graduate students, some instruction would be helpful.

Finally, I would recommend that a committee be formed to conduct a study of the quality of proposals and to make recommendations for improvement.

Session Information: In advance of the annual meeting, we need to do a better job of describing the forthcoming individual sessions to the members. Each session should be coded in the program to reflect levels of sophistication required by audience members. Too often, for example, attendees at the conference wander inadvertently into a session addressed either to the sophisticated researcher or the person who wants an introduction to the ideas. Both kinds of sessions are valuable. On the one hand, we all can attend sessions in order to learn about new areas IF we know that the session is pitched to the relatively unsophisticated. On the other, when we are ourselves expert in an area, we expect the presenters to make assumptions about audience sophistication that will allow them to skip over some of the preliminaries and explain where their new research extends what has come before. When the presenter

pitches to the middle, neither the attendees nor the presenters benefit. Abstracts of the papers to be presented and made available on the ASHE Annual Meeting site will be helpful, but a system for coding the sophistication level of the session would also provide guides to more fruitful choices of sessions to attend.

Proposal Reviewers: Reviews of proposals for presentation at the ASHE conference are, in my long experience, uneven at best. Because of the constant turnover in program chairs, it is frequently the case that precise instructions to reviewers concerning their responsibilities are not conveyed. (The situation has improved recently.) I have received evaluations of my own submitted proposals with circled numbers only (i.e., no comments). I personally make it a practice to **type at least** a half page of critique of the proposal and/or suggestions for improvement to facilitate presentation at the conference. I am always very grateful when I receive critiques that are conscientiously and thoughtfully given. A useful practice might be to distribute to reviewers not only the proposals but guidelines for review as well as one or two samples of exemplary reviews.

I believe that reviewers should receive feedback on their reviews. In other professional associations, reviewers are sent copies of the reviews of others who have reviewed a particular proposal. It should not be too difficult to program the computer to add the reviewers' addresses to that of the proposer so that all can be apprized of the full range of responses to the proposal. (It could be argued that the distribution of critiques among reviewers – but not to the proposer – should carry the reviewer's name so that reviewers are not protected by anonymity from any lack of conscientiousness.)

In addition, discussants should receive copies of the comments of the proposal reviewers to see if and how the proposer/presenter made use of the feedback.

Chair Role: The role of the session chair must be strengthened and more clearly defined and made more professional. (A recent article on this subject appears in the *Educational Researcher*, December, 2005.) Currently, the typical chair mumbles something about the name of the session, then from the program, reads the names of the papers and their authors, and announces the time to be allotted to each presenter. It seems to me that the chair should be responsible for a legitimate introduction to the set of papers -- outlining their common themes and their differences. The chair should help the audience anticipate the content so that they can make

connections among the papers. I am not suggesting that the chair take over the role of the discussant. The latter must be a constructive critic -- comparing, contrasting, pointing to gaps, and noting errors. More on this below. But to be a "chair" at ASHE should connote some acknowledgment of the Association's judgment that this person can carry out a useful professional role in an accepted manner. It should not be simply a pro forma role.

Chair Selection: I believe we need to do a better job of selecting chairs. While many believe that chairing is a good way to allow students and junior faculty to get their names on the program, this is scarcely the way to ensure high quality conduct. Nor is the selection by program chairs of friends who need transportation financing by their institutions. Being a chair should be more than a titular position without function and should be offered only to deserving people. We need more discussion of what would make one "deserving." As a start, I would recommend that no graduate students be permitted to serve as chair unless and until they have attended at least three ASHE annual meetings. Written instructions or at least suggestions on how to conduct the role should be distributed with the assignment.

At The Conference

Oral Presentations: The majority -- the vast majority -- of ASHE presentations are, in my view, decidedly tedious. Not that they may not have intellectual merit (though there is certainly an expected unevenness on this score). Only that the speakers are without training in oral presentation. For example, typically, a speaker will use an overhead projector or Power Point to flash sequences of whole sentences from the paper, then will read the sentences off the screen. Meantime, the audience has already read ahead and must wait while the speaker drones on. Projections on screens should be used for topical introductions, figures and tables, and summaries. ASHE should work out some ways by which speakers can learn to speak -- perhaps a brief instructional flyer that suggests how presentations can be improved. With only six to eight minutes available, it is a challenge to make the presentation informative, stimulating, and provocative of questions from the audience. As instructional professionals ourselves, we ought to be able to provide better guidelines in this area.

Discussants: Last year, as a discussant, I was advised that I would be allotted less time than in past years to critique the papers I had reviewed. I found this frustrating in that I could not do justice to the papers

and distressing in its reflection of the ASHE attitude toward quality. Discussants should be tough, even while being constructive. ASHE's lauded and admirable spirit of collegiality has induced many discussants to become excessively politically correct and polite. I believe that most of us deserve hard criticism and that as professionals we can and should be able to tolerate it. After all, one of the purposes of the annual meeting is to present incomplete, risky ideas, not polished papers. We can no longer afford to put up with discussants who dishonestly say, "this was truly an extraordinary group of high quality papers," when they really found most of them mediocre. ASHE has always been a "gentle" and kind group. It is nice to be nice to one's colleagues, but intellectual dishonesty demeans the Association and does nothing to advance the discipline. We can and should find ways to be intellectually rigorous in our critiques without denigrating the presenters.

Feedback to Speakers: The feedback to the speakers should be made more substantive. Discussants should be required to respond in writing to the presenters of papers within four weeks of the conclusion of the annual meeting. (I usually type up my critique of each paper and hand it to the presenter after the session.) This written response will be more reasoned and can be more informative than can be conveyed in a short oral critique, which presenters may only partially apprehend immediately following the presentations. If we want to improve the quality of papers at ASHE -- indeed, the quality of our profession -- we owe carefully considered responses to those who present papers. We give careful attention to drafts of dissertation proposals and dissertations that include recommendations for conceptual clarification, structure, and literature. We can and should do that with our critiques. These papers may, after all, find their way into publication.

Not incidentally, I believe discussants would benefit from seeing before the conference copies of the proposals submitted by the speakers. Too often, proposers do not fulfill the promise of their proposals. Their paper presentations depart significantly from their proposals. Discussants should comment on such failures in their critiques and should pass on the information to the Program Chair for the year. That person should reprimand (gently and diplomatically by mail) the non-performers. Professional norms do not emerge automatically; they are created by the continued promulgation of standards and by the issuance of sanctions.

Session Evaluator: In addition to the chair and speaker roles, for each session, I would recommend

there be an "evaluator" whose name would also appear on the program. (We need to expand the possibilities for earning credit for service at national conferences.) This person would agree to attend the session and take notes on how the session went (e.g., intellectual quality of presentations, conformity of paper to published title, communication skills demonstrated, responsiveness to audience, skill of chair and discussant, etc.). I am not convinced that paper evaluations conducted by ASHE and voluntarily submitted by attendees at the end of sessions are truly valid. We may need a new ASHE committee to work out the ways in which this procedure can be made effective.

Communication with Speakers and Discussants: Most professional conferences have formal programs with the names and e-mail addresses of conference presenters and discussants, if not all attendees, appended. This facilitates the process of asking for copies of papers or otherwise communicating with conference participants. Indeed, as a corollary, I believe ASHE should have an on-line membership directory.

Other ASHE Business

I would like to see more participation by the ASHE membership in the governance of the Association. I believe the size of the Board should be increased -- maybe doubled -- given the significant increase in the size of the membership.

I also believe that the agendas for Board Meetings should be distributed well in advance of scheduled Board meetings, with requests for input from the membership on the subjects to be considered. In addition, the annual ASHE Community or/and governance meeting should be scheduled at a reasonable hour, not 7:00 a.m. as it is now. The present scheduling hardly honors the purportedly democratic governance of the Association. Incidentally, the last time the minutes of the Community meeting were posted on the ASHE web page was November 15, 2003.

ASHE Readers have been valuable, but are now becoming a crutch and an homogenizing influence on ASHE member thinking. I would recommend a three-year moratorium on the publication of each reader after a six-year period in print. During the moratorium period, faculty would obviously be forced to do new research, create new syllabi, and otherwise "recreate" the specialized field with new vigor.

Finally, I would recommend the formation of an ASHE Emeritus Council comprising ASHE members who have retired from active teaching. It is important that Associations continue to attract long-standing members who may not be as productive as in earlier years but whose wisdom and inspiration is important for newer and younger members. There are approximately 50 ASHE members still active who are retired and probably an equal number who have retired but have stopped attending the annual meetings and are not now active ASHE members. I would suggest that at every annual meeting, these members be invited to a special session (perhaps a luncheon with a speaker). They should also be given special badges designating them as senior scholars. Their only obligation would be to make themselves available (more informally approachable) by attendees. Although most older scholars are unusually accommodating to younger ones, the newer members often feel inhibited from talking with them. Both groups can benefit from such exchanges, in intellectual and emotional modes.

Further Communication

If you'd like to write to me, I'm at: JLBess1@aol.com. Here are the names and addresses of current Board members:

Names of ASHE Board Members

Estela Mara Bensimon	bensimon@usc.edu
Linda Johnsrud	johnsrud@hawaii.edu
Sylvia Hurtado	sylvia.hurtado@gmail.com
Michael McLendon	
michael.k.mclendon@vanderbilt.edu	
Laura Perna	
lperna@gse.upenn.edu	
Deborah Faye Carter	
dfcarter@umich.edu	
Kelly Ward	kaward@wsu.edu
Ashley Sieman	mouberry@email.unc.edu
Kimberly Rogers	krrogers@buffalo.edu
J. Douglas Toma	jdt@uga.edu
Dennis F. Brown	browndf@msu.edu

Editor's Note: See the conference evaluation report (Del Favero and Johnson) in this issue for similar conference suggestions.

How to Get Items on the Agenda for the Conference Community Meeting

A question was raised at the last community meeting at the November 2005 conference in Philadelphia about how to get issues on the agenda or raised for discussion at the community meeting. The following excerpt is from the ASHE Bylaws and can be found on the ASHE website at <http://www.ashe.ws/bylaws.htm>. I hope this clarifies the procedure.

Article V

Section 5: Community Meeting - At each annual meeting of the Association, the Board shall convene a meeting of the membership of the Association for the purpose of recognizing the contributions of Association members, reporting on the business and other affairs of the Association through a State of the Association address by the President, and for such business as the Board of Directors may place before the members. Members may petition the Board to include an issue on the agenda of the Community Meeting for the consideration of the entire membership of the Association.

Such petition must have the formal endorsement of no fewer than fifty (50) members in good standing of the Association and shall include their names and e-mail addresses. The Board may confirm their endorsement of the petition and validate their membership status.

The petition must be submitted, in writing, to the Board, via the President, no later than three [3] months prior to the annual meeting of the Association. The Board retains the right to decide whether an issue will be brought forward to the Association. A petition may request either a discussion about an issue or a discussion followed by a vote on a measure to change the bylaws, policies, or procedures of the Association. Such a vote requires a quorum of not less than one-fifth of the members of the Association in good standing and passage of any measure is by a simple majority of those voting at the community meeting.

Policy and Politics in Higher Education

ASHE Council on Public Policy in Higher Education

Donald E. Heller,
Pennsylvania State University

The 2005 Public Policy Forum of the ASHE Council on Public Policy in Higher Education was conducted prior to the main ASHE Conference last November. It is hard for me to believe that it has been more than two months since the Forum at the time I write this column. I am sure that most of us have had quite busy lives over the last two months, with the end of semester activities, the holiday season, and gearing up for the beginning of another semester or other activities for the new year.

The 2005 Forum brought together academics, policy analysts, graduate students, and others with an interest in topics that intersect public policy and higher education. Over 125 people registered to attend the six sessions of the Forum. Among the highlights was a session jointly sponsored with the Graduate Student Policy Seminar titled "Recession, Retrenchment, and Recovery: State Higher Education Funding & Student Financial Aid," presented by a team of researchers from Illinois State University.

The Forum also included an invited symposium to celebrate the 40th anniversary of the signing of the Higher Education Act of 1965. Dr. Arnold Mitchem, President of the Council on Opportunity in Higher Education, and Ms. Patricia Smith, Policy Scholar in Residence at the American Association of State Colleges and Universities, shared their decades of experience in Washington as they discussed the impact that the HEA has had on this nation's colleges and their students.

At the business meeting of the Council held at the close of the Forum, the newly elected members of the executive committee were announced. For 2006 the executive committee consists of:

- Donald Heller (Chair), Center for the Study of Higher Education, The Pennsylvania State University, dheller@psu.edu
- Katherine Shaw (Vice Chair and Program Chair of the 2006 Public Policy Forum), Educational Leadership & Policy Studies, Temple University, kshaw@temple.edu

- Marvin Titus (Secretary), Adult & Community College Education, North Carolina State University, marvin_titus@ncsu.edu
- David Wright (At-Large), Senior Research Analyst, State Higher Education Executive Officers, dwright@sheeo.org
- Jacqueline King (At-Large), Center for Policy Analysis, American Council on Education, Jacqueline_king@ace.nche.edu
- William Zumeta (At-Large), Public Affairs and Educational Leadership & Policy Studies, University of Washington, zumeta@u.washington.edu

The executive committee thanks the members of the nominating committee who coordinated the election of new members: Cheryl Blanco, chair; David Leslie, Jim Hearn, and Bruce Johnstone.

We are interested in hearing your ideas on how we can make the Council more helpful to you. You can find out more about the Council on our website at <http://www.ashe-cpphe.org/>. Please contact any one of us with ideas, questions, or suggestions. We hope you enjoy a healthy and happy New Year, and we look forward to seeing you at the ASHE conference next fall.

ASHE/Lumina Fellowship Program: Lessons Learned

Edward P. St. John,
University of Michigan
Co-Chair, Fellowship Committee

About four years ago, ASHE President Bill Tierney approached Jerry Davis of Lumina Foundation for Education with the idea for the ASHE/Lumina Fellowship Program. As a result of their collaboration, ASHE has had the good fortune of making awards to three cohorts of doctoral students (see box listing fellowship winners). Having collaborated with ASHE committees to create and coordinate the fellowship programs, I appreciate this opportunity to share a few lessons learned.

Lesson 1: The collaboration between ASHE and Lumina has created synergies that may help advance knowledge about access and academic success.

The ASHE/Lumina Fellowship Program focused on three areas at the request of the foundation: financial aid, student retention and success, and adult learning and learners. Certainly the proposals submitted to and selected for the fellowship program reflected these topics, as is evident in the list of awardees.

At the time, student financial aid and access were not prominent topics at ASHE meetings. Research on topics related to persistence had a longer history at the national meetings. However, there has been a substantial increase in sessions at ASHE meetings on topics related to access and student aid, as well as a continuation of interest in persistence. So there has been reasonable congruence between the areas of focus in the fellowship program and the areas of interest of association members.

The agenda of Lumina Foundation now explicitly focuses on topics related to access and academic success, topics that align well with the interests of many ASHE members. Let's hope this collaboration continues and that these synergies continue to evolve. Toward that end, I share a few additional lessons.

Lesson 2: The ASHE/Lumina Fellowship Program has helped reaffirm linkages to the disciplines that overlap with the study of higher education.

One of the goals of the fellowship program was to encourage applicants from across the fields related to the study of higher education. Awardees have been from sociology, economics, public policy, and social work, along with higher education. The awardees have brought new perspectives to the association meetings.

The field of higher education has long been cross-disciplinary. Scholars from different fields frequently ponder topics related to the fate and future of colleges and their students. In fact, most of the research in our field is rooted in the disciplines. This exchange among the fellowship students, mentors, and others has been fruitful and should lead to important contributions to the field of study. Many of the former fellows return to ASHE meetings, broadening our understanding of the issues in the field.

Lesson 3: Many members of ASHE share commitments to expanding postsecondary opportunity and building an understanding of diversity, and the fellowship program contributes to these aims.

By focusing on access and academic success, the fellowship program has made explicit an emphasis on expanding educational opportunity. While there may be disagreement among members of the association, as is the case with policymakers, about the best means of expanding opportunity, there is usually little doubt that well-crafted research can extend understanding of diversity and educational opportunity.

There has also been a strong emphasis on mentorship in the ASHE/Lumina program. We have found that in the fellowship program, the focus of the mentoring component was best placed on entry into the field of study. Let's hope the program contributes to the collegiality in the field.

Lesson 4: The field of higher education continues to extend and refine both the theories and methods used, and the fellowship program also contributes to these aims.

Another aim of the ASHE/Lumina Fellowship program has been to improve the quality of research on student financial aid, access, and related topics. The dissertations chosen for the program make contributions in this regard. The methods used in some of these studies—for example, selection adjustment in research on student aid or the use of regression discontinuity in the study of academic innovations—are illustrative of methodological changes needed in the field. Other dissertation studies have used complex and sophisticated qualitative methods that also represent steps forward in the study of higher education.

Lesson 5: The study of higher education can have policy relevance.

Several years ago in his ASHE presidential address, Pat Terenzini noted that there was weak connection between the policy conversations about higher education and the discourse in the field about college students. Certainly the policy preconference at ASHE has contributed to the narrowing of this gap, but the fellowship program has also made a contribution. Many of the dissertation topics and follow-up papers at ASHE meetings have helped make the policy link.

Thanks to our colleagues: The Association owes Bill and Jerry an enduring debt of gratitude for getting this joint venture funded. The ASHE/Lumina Fellowship program could soon be refunded, thanks to the hard work of Laura Rendon, Sylvia Hurtado,

and Estela Benismon, along with the continuing interest of Lumina Foundation.

Thanks also to those who served on the fellowship committee: Amoury Nora, Fran Stage, Bill Trent, and Laura Rendon (co-chair). The committee has worked together to create a sound fellowship program

CAHEP CORNER

Dianne Avery Brown Wright,
Florida Atlantic University

The Council for the Advancement of Higher Education Programs (CAHEP) held its annual program and Business Meeting as part of the ASHE Conference held in Philadelphia this past year. Dr. Sharon McDade, of George Washington University, served as the CAHEP dinner speaker. For those of you unable to attend, you missed a treat as Dr. McDade spoke on the topic of *Mentoring New Faculty to the Business of Faculty*. In addition, roundtables informed participants about Higher Education Internship Programs, Higher Education Program Standards and Guidelines, Mentoring New Higher Education Faculty, and School/ University Collaboration and Partnerships.

Elections were also held during the CAHEP Business Meeting with Dianne Wright (Florida Atlantic University) recommended to serve another term as Chair of the Council, Mike Miller (The University of Arkansas) elected as Vice Chair, Janice Sandiford (Florida International University) elected as Secretary, Libby Morris as Finance Officer, University of Georgia, and Caroline Turner (Arizona State University) elected as Program Chair for this (2006) calendar year.

Perspective

ASHE Highlight: Feminist Dinner
Jeni Hart, Assistant Professor,
University of Missouri-Columbia

Prior to the 2005 ASHE conference in Philadelphia, Judith Glazer-Raymo contacted a number of feminist scholars from several generations to invite them to a dinner at the conference to talk about the current status of feminism in the academy. What resulted from Judith's gracious invitation and organization was a dinner with 13 women interested in and motivated by feminism. The dinner set the stage for

what the participants hope will be opportunities to continue to discuss the meaning of academic feminism, to create networks, and to collaborate. It was an invaluable chance to bring feminists together to practice what bell hooks (2000) referred to as *female bonding*. hooks said, "[t]he feminist movement created the context for female bonding. We did not bond against men, we bonded to protect our interests as women" (p. 14-15). Ultimately, the feminist dinner at ASHE was a chance to come together to not only protect our interests as women, but to inspire one another to continue our feminist work.

Those sitting around the table came from a variety of lived experiences and shared perspectives that were intergenerational. To be able to participate in dialogue about where academic feminism has been and where it may be heading was intellectually rewarding and reminded us that there are many feminist voices that still need to be heard. Given the need to create a space for these voices in the future, we hope to reconvene the feminist dinner at future ASHE conferences and to organize a symposium or panel to open this discussion to the larger ASHE community. We hope that the inclusion of feminist discussions in panels, such as these, will spill over into other arenas so that the place of feminism in our profession's dialogue moves away from the margins.

Although I tried to capture the spirit and significance of this paragraphs above, I realize that the words of many of those in attendance better reflect the nature of the experience. What follows are their words that serve to reinforce just how powerful hooks's idea of *female bonding* can be:

"I truly loved our get together. It reminded me of the earlier days when we "sisters" used to get together learn from each other, inspire each other, and cherish our connections and passion for our work. We need such opportunities for good time, rich conversation, and renewal." (Helen Astin)

"I wish we would have had a dinner like this one many years ago. I really enjoyed hearing about everyone's work, connecting with dear friends, and making the acquaintance of new ones." (Estela Mara Bensimon)

"In her famous artwork, *The Dinner Party*, Judy Chicago brought to the table (so to speak) her portrayals of feminists throughout history. I look on our dinner at ASHE as a way to do something similar, bringing together an intergenerational and diverse group of feminists for informal conversation

about the current status of academic feminism in our field(s)." (Judith Glazer-Raymo)

"For me, it was nice to be around people who are interested in women's issues and to see different generations of people advocating for women. I also think it is important that those of us who are younger hear from the older generations, and for them to see that there are younger women interested in continuing their work. In addition, I had the opportunity to talk over ideas I am working on for a book chapter involving gender issues. The women near me at the dinner gave me great perspectives and views on my issue. It has truly informed my work." (Aimee LaPointe Terosky)

"As junior faculty, I really appreciated and enjoyed the opportunity to interact at a personal level with such an outstanding group of women, most of them who I had known previously through their works. I look forward to having these dinners in the next ASHE meetings in order to foster deeper relationships and insightful discussions." (Pilar Mendoza)

"As a doctoral student attending the dinner, I was awed to learn about the exciting projects related to feminism that are in progress. I was also honored to have the opportunity to meet so many interesting women at various stages of their career, who all share a common mission." (Kim Pereira)

"I was happy to see that a group of intergenerational people with shared interests in the ways gender influenced participants' experiences in academic environments found each other in such an environment. Sometimes I think that well-established people (often women) in the field do not really know that they have so much to offer to those of us who are building directly on their scholarship.... At the same time, hearing what the "newer" folks were doing gave me much confidence that their high-quality, innovative scholarship will push even beyond what the more seasoned professional have offered to the field. As for those of us "in the middle," we are in a unique place of bridging and innovating in conjunction with the entire group. Our interaction was inspiring and reminds me of why I do what I do in a community of smart, kind, and passionate women scholars." (Becky Ropers-Huilman)

hooks, b. (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press.

Survival in the Academy: Life after Retirement

Mimi Wolverton,
University of Nevada, Las Vegas

I started out by thinking that a piece that investigated different ways to stay professionally active after retiring from an academic career might be a nice complement to other columns we've featured under this heading. After all, not all of us are novices trying to get jobs, or new faculty trying to carve out careers in the hinterlands, or mid-career faculty members wondering about the viability of tenure in today's higher education system. True, some of us seem to work forever, but others of us slow down and, in doing so, hope not to simply drift off into oblivion.

How difficult could it be to find congenial retired folks with time to write a few words on this topic? I began in the summer by asking John Thelin whom he might suggest. He immediately responded, "Bob Birnbaum." I thought it would be good to have several names, 'just in case', so I contacted John Braxton and Bill Tierney. John fired back: "This topic is an excellent and very worthy one," and added Joan Stark's name. Bill quipped, "I would like to retire but haven't won the powerball yet," concurred with the two Johns' recommendations, and added two Leslies (one retired, one doing research on retirees) along with several other names. And here's where my troubles began. I am often guilty of not fully reading my emails, so I quickly sent emails to Joan, Bob, and David Leslie telling them about my idea and asking them to participate. David responded:

Mimi:

Thanks for the note. I'm amused that my colleagues consider me retired! I have 3 years left on my sentence to hard labor, so I have a ways to go.... I did just finish a study of retiring academics, though, so perhaps it isn't out of the question that I'd have a few things to say.

However, I am not sure I can meet the 9/20 deadline [a harbinger of things to come]. In addition to getting the semester started, I have cataract surgery coming up and can't really predict how soon I'll be ready to put words to paper....

I am sure Joan and Bob will have lots to say -- and they'll say it eloquently,

too -- so perhaps you can give them more space and let me off the hook. (They have both retired fully, so they're better qualified than I, in any case!). I'm willing to stand by if needed, but you now know my situation and can decide if you want to keep me aboard.

David Leslie

I apologized for my mistake, wished him well with his surgery, asked for a copy of his report, and went on to Bob's email.

*Hi Mimi,
An interesting topic. The problem is that most of us may be too busy to write it just now! I am in the process of "reinventing" myself for a grant proposal and a book, which means my professional time now is being taken up with esoteric reading that I realize I should have done 30 years ago (at which time, of course, I was also too busy). Perhaps that's the secret - keep busy. (Or, as the great Satchel Paige reportedly said, "Don't look back - something might be gaining on you.")*

Try me again in about five years when I might have come up with something to say.

Bob

Okay, I thought and moved on to Joan.

*Hi Mimi,
The article is a very good idea and thanks for asking. However, you got a bum steer from those who gave you my name.*

I have been retired four years and I strive mightily to do just the opposite of what you assume I am doing. I do not continue to be active professionally and have managed to turn down most requests that I continue to be so. (Yes, yes, I know about all the research that says those faculty members who publish a lot while working will continue to do so after they retire-- but the statistics have at least a 5% margin

of error you know.)

My time is spent playing golf, traveling with my husband, playing with ten grandchildren, playing the flute, studying piano, violin and clarinet, painting watercolors, reading non-professional things, and playing bridge, chess, and the stock market -- in about that order.

I gave all my professional books to graduate students and university departments, have resigned from all the journal reviewerships, and my site license for SPSS has run out. Even my former dissertation students seem to have stopped asking for letters of reference since they are all fairly well settled in jobs. So I count on them to carry on my work while I catch up on what I never had much chance to do.

(I sheepishly admit, however, that I am constructing a membership survey for my ladies golf league!!)

It occurs to me that you might have a decent (and interesting) little article by just publishing the three e-mail responses that you got from Bob, Dave, and me.

Joan

Joan also suggested that she would be willing to flesh out her thoughts a bit if I could get Bob to do the same. So, I emailed him back, and he replied.

*Mimi,
Thanks for pushing this along, but I am trying not to incur additional writing obligations until I complete the work in which I am now involved. I still think you have a good idea, but I'm not ready. Yet. Anyway, Joan's approach to retirement seems much healthier (and probably ultimately more productive as well) than mine.*

Bob

In the meantime, I discovered that Bob was busy writing song lyrics for probably the best acceptance speech I've ever heard. See "When I Was a Lad: Confessions of an Extinguished Professor" in this issue. He can actually carry a tune singing a cappella!

I am nothing if not persistent. So, at the ASHE conference in November I mentioned my idea to Estela Bensimon. She pointed me toward Jim Bess, who is also retired and says he is too busy writing books and the like, but has been advocating for the formation of an emeritus group within ASHE.

Based on information that Jim sent about his ideas for ASHE and David's report I decided to take Joan's suggestion. I believe that the email responses from Joan, Bob, and David stand on their own. Busy people remain busy. And, retired people do so in many diverse ways—choosing to stay professionally active or not.

David's report speaks to an alternative to going "cold turkey," phased retirement, which it seems that many talk about but of which few avail themselves. His study suggests that more than one-half of faculty in their mid-50s or older consider semi-retirement but that only about 4% of us ever exercise the option. For some, however, it provides a safety net when full retirement cannot be justified. For instance, interests change—long time faculty develop the desire to investigate professional or recreational activities previously left unexplored. Personal health or that of a relative can impinge on time; family responsibilities shift with a spouse or partner's retirement, a second marriage, children in college. Finances fluctuate at the whim of the stock market sometimes making full retirement unrealistic. In other instances, phased retirement provides a "way to prolong one's professional identity, commitment, affiliation with friends, and achievements.

Which brings me to Jim's emeriti group. Jim contends that "we emeritus types represent an underutilized resource for ASHE. There are about 50 emeritus ASHE members in good standing, and probably an equal number of 'lapsed' emeritus members. Most of us, of course, are still actively engaged in many and diverse dimensions of the field of higher education. At the annual meeting, however, many of us tend to share our long experience and wisdom with only those few with whom we already have long-standing relationships. I propose that we take a more active mentoring role at ASHE."

He suggests the formation of an ASHE Emeriti Council (AEC). This council would meet at annual meetings. "This gathering will allow we senior sages (do we need to be more modest at our age?!) to share professional experiences and ideas" with a broader audience. ASHE might organize a speaker's luncheon to help facilitate a sense of belonging, arrange for a drop-in meeting place for AEC members, and provide identifying badges to AEC conference attendees. Undeniably, emeriti, if mobilized, can serve as a valuable resource for ASHE and its leadership. "We emeriti have already discovered or invented one or another of the higher education wheel(s), so we may be able to make it possible for the next generation of leaders and researchers to move forward more expeditiously without having to repeat either our mistakes or achievements."

ASHE's membership sits in three camps—one made up of enthusiastic neophytes full of energy with little organizational memory or experience, a second populated by gray-hairs who possess less energy but years of untapped experience, and a third smaller group that straddles the middle and tries to keep the other two pointed in the same direction. An emeriti council might promote continued health and wellbeing of all three organizational constituencies.

In the end, I congratulate Joan on her choice and think that she might just have the right idea. Of course, I'd have to learn how to play golf and the piano and scrape up some grandkids. I also applaud Bob and Jim for continuing to write and engage in professionally stimulating ventures. I like to write, so perhaps, I'll try a hybrid approach—do some writing, take up golf, forget about the piano, and hope for some grandkids. What about you David? Three years will fly by quickly.

Graduate Student News

Kimberly R. Rogers,
State University of New York at Buffalo
Ashley Sieman,
North Carolina State University

We welcome Ashley Sieman as the newest graduate student member of the ASHE Board of Directors for the 2005-2007 term. Ashley is a second-year doctoral student in the Higher Education Administration program at North Carolina State University. Kimberly continues this year in her second year of service to the ASHE board. Kimberly is in her first year as an Assistant Professor in the Department of Educational Leadership and Policy at SUNY Buffalo.

In welcoming Ashley, we must also bid goodbye to Diane Dean, who served in this capacity from 2003-2005. Diane worked tirelessly to ensure good graduate student sessions, coordinate the Newcomer's Orientation for the 2005 annual conference, and ensure that the small details did not slip through the cracks. Diane was fully committed to the organization and always made certain that her actions would be in the best interests of the graduate students. We thank Diane for her thoroughness, foresight, endless energy and positive attitude.

This year, we were pleased to have had five conference interns assisting the ASHE Executive Director, Dennis F. Brown, and his staff with the conference. Tabitha Byrd (George Washington University), Jonathan Lew (Claremont Graduate University), Janet Lopez (University of North Carolina at Chapel Hill), Courtney Thornton (North Carolina State University), and Christopher Tudico (University of Pennsylvania) were selected from the nearly two dozen applicants. We are confident that these students enjoyed their experiences and encourage graduate students to apply for the conference intern positions next year, for the 2006 annual conference in Anaheim, California.

The 2005 annual conference was one in which many first-time attendees and returning graduate students took advantage of the special graduate student-oriented sessions. The three sessions, entitled *Methods and Issues in Higher Education Research*, *Follow the Yellow Brick Road: Non-Academic Careers in Higher Education*, and the *Graduate Student Luncheon and Roundtable Discussions*, were well attended and students engaged the panelists and roundtable participants in career- and academic-related discussions. In excess of 70 individuals attended each session, and the panel on non-academic careers was standing room only. We encourage students to contact us with ideas for sessions at future conferences.

For the Graduate Student members of the ASHE Board of Directors, the Graduate Student Luncheon and Roundtable session was a resounding success. At least 70 graduate students and faculty roundtable participants attended the luncheon, despite space limitations in the session room. The conversations taking place at the tables were encouraging to Diane and Kimberly, as this was exactly what we had envisioned. We thank the following graduate student and faculty roundtable discussants for their participation: Michelle Cooper (University of Maryland), Jennifer Delaney (Stanford University),

Tricia Bertram Gallant (University of San Diego), Laura McNeal (Illinois State University), Regina Mitchell (Central Michigan University), Tia Spencer (George Washington University), Aimee LaPointe Terosky (Teachers College, Columbia University), Lisa Weaver (Pennsylvania State University), Jerlando Jackson (University of Wisconsin at Madison), Jason Lane (University of North Dakota), Amy Metcalfe (University of British Columbia), Jeffrey Sun (University of North Dakota), and Mimi Wolverton (University of Nevada, Las Vegas). We would particularly like to thank those of you who took the time to complete our evaluation form at the end of the session. Your comments and suggestions drive future conference programming, so it is important that we hear what did and did not work for you.

When asked what you enjoyed most about this year's conference, many of you indicated satisfaction with the variety of opportunities to network with leading scholars and fellow graduate students in the field and also with the diversity of programming sessions that were offered throughout the conference weekend. Several of you also made wonderful suggestions for future programming topics. These included sessions that focus on writing and publication; finding balance in school, work and life; and making the transition from graduate student to professional. Many of you also expressed the desire for additional opportunities to connect with mentors and fellow graduate students in a social environment. As planning for the 2006 conference gets underway, we will work to incorporate your feedback to refine and build upon the 2005 conference schedule to ensure graduate student success and satisfaction in 2006.

As we look ahead to the ASHE 2006 conference, we encourage graduate students to consider submitting program proposals for next year's conference. The theme for ASHE 2006 is "Borderlands/Lines in Higher Education." Program proposals are typically due in early May. It is not too soon to begin thinking about a topic or to connect with a faculty member who can work with you on a proposal. Please monitor the ASHE listserv announcements closely in the coming months for more information about proposal submission deadlines.

We also thank Sylvia Hurtado, who supported graduate student involvement in ASHE governance during her term as President, and Estela Bensimon, current ASHE President, who has already demonstrated her willingness to engage the graduate student members of the board in ASHE activities. Finally, thanks to Deborah F. Carter for her ability to

safeguard graduate student programming for a conference in which a record number of proposals were received. And, none of the graduate student events could have taken place without the superb organizational abilities of Dennis Brown and the staff of the ASHE office, who reserved ballrooms, ordered food, and took care of endless tasks to ensure the smooth operation of the conference activities.

As always, we welcome your comments, questions and suggestions.

Best wishes for a successful academic semester,
Kimberly R. Rogers, krrogers@buffalo.edu
Ashley Mouberry Sieman, mouberry@email.unc.edu

Soft Money

David DiRamio, Auburn University

Soft Money investigates contemporary issues in grant funding and higher education research. It includes helpful tips designed to give the reader a competitive edge when searching and applying for grants. In addition, information about useful Web sites, fellowships, and scholarships is periodically provided. If you have any questions or would like additional information, contact Soft Money columnist, David DiRamio, at (334) 844-3065 or diramio@auburn.edu

More on Web Resources

In the last newsletter, we explored Grants.gov and I think it is appropriate to devote at least one additional *Soft Money* column to further explore Internet-based resources for those seeking extramural funding for higher education research. I'm excited about **GuideStar for Higher Education** (www.guidestar.org/using/edu.jsp). If you qualify for a free subscription (which is possible for academic researchers and faculty), there is power in their GuideStar Premium and Grant Explorer searchable databases of non-profits and funders. Grant Explorer allows you to research the grant activity of both grant-makers and grantees. Researchers can search for prospective funders, assess historical grant activity, and evaluate past funding for similar organizations.

For-profit online sources are fairly inaccessible unless you sign up for a subscription service. Most of these services seem to be tailored for the hawkish grant-finding professional, the kind you might employ! The most popular is probably **Foundation**

Center (fdncenter.org). They offer a few nice freebies, such as a searchable Foundation Finder (look up address, basic giving information, etc.) and an online tutorial called "Proposal Writing Short Course." However, if you want to search by subject, you must subscribe to the Foundation Directory Online (starting at \$20 per month). Some of the free material at Foundation Center is appropriate for graduate students on non-profit leadership, institutional advancement, or grant writing.

We know from the last newsletter that Grants.gov is the future one-stop portal for all federal grant activity. However, good ole' **ED.gov** (U.S. Dept. of Education) still has grant information in its "Higher and Continuing Education" programs (web99.ed.gov/GTEP/Program2.nsf/). Although reeling from cuts to most postsecondary research, dig a little deeper at the Office of Postsecondary Education (www.ed.gov/about/offices/list/ope) and you may find something worth pursuing. For example, although the FIPSE budget was slashed severely, there is still some \$20M funding available—especially for projects in international higher education. So, if your research has an international twist, check out www.ed.gov/about/offices/list/ope/fipse. The National Science Foundation has a few projects worth looking at (www.nsf.gov/funding/). However, keep in mind that most NSF opportunities have proposal letter due dates that cycle every January annually, so you probably should look again later in the year for 2007.

Grant information via the Internet is improving all the time. Increasingly, corporate donors and private foundations place guidelines and annual reports on the World Wide Web. Perhaps most important for us is the emerging availability of searchable databases that can match researcher with funder. As always, happy grant hunting!

Special Announcement

Center Announces Recipient of Inaugural Paul P. Fidler Research Grant

Oct. 5, 2005. *Columbia, SC* – the National Resource Center for the First-Year Experience and Students in Transition announced Dr. Christine Kirk-Kuwaye, of the University of Hawaii at Manoa, as the recipient of its inaugural Paul P. Fidler Research Grant. The grant, designed to encourage and enable scholarly research on issues related to college student

transitions, includes a financial stipend and travel to two national conferences. The abstract from Dr. Kirk-Kuwaye's winning proposal appear below.

**First-Semester Patterns of Student Engagement:
Lateral and Community College Transfer
Students at a Four-Year Institution**

Transfer students are a growing population for 4-year institutions and are even the majority on many campuses. Although much research and transition practices, such as transfer orientation, has been done at 4-year institutions, the focus has been on the 2- to 4-year institution or community college transfers, which account for less than half of the transfer students at 4-year institutions. This study, using a qualitative research design, will examine lateral transfer students, those students who transfer from one 4-year institution to another. Patterns of engagement in the campus community will be examined and compared to those of community college transfer students. The study results will inform current orientation practice and may test current student development theory.

The National Resource Center would like to thank each of the 60+ applicants who submitted proposals for the Fidler Grant, and would like to acknowledge four outstanding proposals that were selected as finalists:

- Melissa Ousley of the University of Arizona, for her study entitled *Millennials and Diversity: Unraveling the Tapestry*
- Jason Johnson & Jeffrey Grigg of the University of Wisconsin, Madison for their study entitled *Student Self-Representation in Web-Based Social Networks: University Freshmen and thefacebook.com*
- Joel V. McGee of Texas A&M University, for his study entitled *A Mixed Methods Approach to Understanding Factors which Influence Academic Help-Seeking Among Freshmen and Transfer Students*
- Patrick C. Burns of Valdosta State University, for his study entitled *Closing the Gap: Expectations, Importance, and Satisfaction in Academic Advising*

Preparation for the 2006-07 Paul P. Fidler Research Grant

The Paul P. Fidler Research Grant will be offered again next year. The timeline, guidelines, criteria, and application will be *similar* to those used for this year's grant. Full details regarding the 2006-07 Paul P. Fidler Research Grant will be made available at

www.ashe.ws

<http://www.sc.edu/fye/research/grant/index.html> and on the FYE-List (www.sc.edu/fye/listservs) this spring.

For more information on this year's (2005-06) grant, please visit <http://www.sc.edu/fye/research/grant/year/2005.html>

Contact Information:

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NOTABLES

Michelle Nilson,
University of Nevada Las Vegas

This column is ASHE's posting place for news about people, places, publications, and other items of interest in higher education. Keep your friends and colleagues apprised of your news, whereabouts, recommendations, kudos (yours, others), new book titles, announcements, awards, and website information. Please take time out of your busy schedule to toot your own horn or to pay homage to others—send your articles, snippets, and photos to Michelle Nilson, email address: nilsonm@unlv.nevada.edu

Distinctly Notable

Louisiana State University is proud to announce its newest emphasis in the Higher Education Program. In addition to its current Ph.D. program, LSU'S Higher Education Program will be welcoming its first cohort of students into the Master of Arts in Education program in the Fall of 2006. The program's emphasis is on Higher Education and Student Affairs and stresses a strong commitment to issues of social justice throughout its curriculum and co-curricular activities. Application deadline is March 1 and approximately 15 new students will be admitted.

David DiRamio, University of Nevada, Las Vegas alum and Auburn University faculty, was selected winner of the National Association of Student Personnel Administrators (NASPA) Melvane D. Hardee Dissertation of the Year Award (2006). DiRamio will officially receive the Hardee DOY

award at the Awards Luncheon at this year's annual NASPA conference in Washington, DC, March 11-15, 2006.

Alan F. Edwards, Jr., Ph.D. has been promoted to serve as the first Director of Policy Studies for the State Council of Higher Education for Virginia (SCHEV). He has been with SCHEV for four years, most recently as Assistant Director of the Academic Affairs and Planning section.

Notable Moves

Frances K. Stage of New York University is spending her academic year sabbatical as a Visiting Scholar at the University of the West Indies in Kingston, Jamaica. She will return to NYU in fall '06. The new program director for Higher Education is Prof. Ann Marcus (alm1@nyu.edu). For inquiries regarding program admission please direct an email to steinhardt.highered@nyu.edu.

SueAnn Strom, Ph.D., joined American Humanics, Inc. as Vice President for Academic Partnerships. Strom was previously an Associate Professor of Higher Education, University of Arkansas at Little Rock, a position she has held since 2000. The University of Arkansas at Little Rock has offered the American Humanics certificate in nonprofit management and leadership since 1999.

William Zumeta is spending the academic year 2005-06 as Senior Fellow at the National Center for

Public Policy and Higher Education in San Jose, CA, working primarily on projects related to higher education finance. He will return to the University of Washington, where he is a professor in the Daniel J. Evans School of Public Affairs and Educational Leadership & Policy Studies, next fall.

Notable Reads

Dennis McGrath, Professor of Sociology at the Community College of Philadelphia has a new book out, *The Collaborative Advantage: Lessons from K-16 Educational Reform*, which has been published by Rowman & Littlefield Education.

Alicia C. Dowd, Assistant Professor, University of Massachusetts-Boston, is the author of the Lumina report, *Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance*. The report, a summary, and a press release are available at www.luminafoundation.org

Seeking Notables

Michael W. Simpson, J.D., M. Ed., University of Wisconsin-Madison, doctoral student in Education Policy Studies, writes the Student Affairs Research section for the Council on the Law of Higher Education publication, Student Affairs Law and Policy Weekly. He would appreciate people sending relevant student affairs related research information (books/articles/dissertations) to him at: mwsjd85@aol.com