



A Newsletter of the Association for the Study of Higher Education

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PRESIDENT'S COLUMN

Why I chose "The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success" as the title for my presidential talk

Estela Mara Bensimon
University of Southern California

This past June, along with several colleagues from NERCHE at the University of Massachusetts in Boston and at USC's Center for Urban Education, I presented the findings of a study on transfer of low income students from community colleges to prestigious institutions (Dowd, Bensimon, Gabbard, Singleton, Macias, et al. 2006). I directed one component of the study, which consisted of 10 life histories of students who had successfully crossed the invisible cultural and social border that stands between the most selective institutions of higher education and open-admissions community colleges that serve as the entry point into higher education for the most economically disadvantaged students (Pak, Bensimon, Malcom, & Park, 2006)

The 10 life histories underscored that transfer from a community college to a selective institution is facilitated by institutional agents (Stanton-Salazar,

1997). When we asked students to describe how it was that they had been able to go from a Hispanic Serving community college in California to an expensive private college in the East, they spoke eloquently and in detail about a person, sometimes a teacher, at other times a counselor or a dean, who gave them confidence and affirmation as well as the academic, cultural, and informational resources to succeed. These institutional agents as described by the students seemed to have special predispositions that motivated their advocacy even though many did not have formal roles or responsibilities related to transfer, either at the two- or four-year college. Instead, they seemed to be driven by an inner ethical compass to use their expertise for the good of students who otherwise might have been bypassed.

A few weeks later, I attended an invitational conference on research and policy related to improving student success and retention. Presentations were made on enrollment patterns, the economic consequences of the changing demographics in the West, the differential effects of types of financial aid, course-taking patterns, and other similar topics. The focus of attention was on what kind of policy tools might impact student success and retention:

- Tuition policies?
- Incentive funding for institutions?
- What about incentive funding for students?
- Standards of accountability?
- New regulations?

As I listened to the discussion on policy tools and levers and their pluses and minuses in increasing student success, I could not help wondering: Where do the institutional agents that the students talked about fit in this discussion? Is it even possible to take into account the role of institutional agents in the production of student success?

It was the distinctive contrast between the students' and the policy analysts' construal of success that made me think about the invisibility of practitioners—their knowledge, beliefs, mental models, and practices—in the world of policy. Theories and studies of student persistence and success in college are beginning to incorporate institutional contexts and settings as predictors of success, but faculty members (many studies on faculty development, motivation, compensation, leadership, etc exist, but these have not typically studied what it is that faculty do or don't do that influences student success.), counselors, deans, and other staff members are relatively negligible,

particularly when compared to the voluminous literature on predictors of student success. The characteristics of public school teachers—their qualifications, knowledge, teaching approaches, expectations of students, cultural responsiveness, etc.—are a crucial element in studies of student achievement. In comparison, surprisingly minimal attention is given to college instructors and professors as a factor in student persistence, effort, commitment, aspirations, and so on.

The life histories of the successful transfer students, in combination with my current research interest in fostering a culture of institutional and professional responsibility for eliminating unequal educational outcomes among minority students, gave me the idea for the title of my presidential address: “*The underestimated significance of practitioner knowledge in the scholarship on student success.*” Through my talk I will attempt to address three questions and propose a conceptualization of student success that is centered on the practitioner as the agent of success.

The three questions are:

- Why is it that institutional actors are “unobservable” in normative conceptualizations and studies of student success?
- In what ways are practitioners a factor in student success?
- What experiences might enable practitioners to be more effective in producing learning conditions that are conducive for minority student success?

The notion of the “practitioner as the factor that produces” student success is based on Don Polkinghorne’s (2004) proposition that in helping professions, such as teaching, it is the practitioner who makes decisions about what to do in a particular situation. In higher education, faculty members are the practitioners with whom students come into contact on a regular basis. Thus, in order to be effective and facilitate student success, faculty members must be able to make judgments about what actions are most likely to work with particular students under particular circumstances. Judgments are based on experience, training, and on the practitioner’s knowledge of individuals’ personal histories and unique circumstances.

The fact that higher education has not been as effective in producing successful outcomes for minority group students may be due, in great part to

practitioners not having the experience and specialized knowledge to respond to the unique situation of minority students, both as members of marginalized populations and as individuals (Bensimon, 2005; Bensimon, Polkinghorne, Bauman, & Vallejo-Pena, 2004). The possibility that inequalities in the educational outcomes of minority students might be a consequence of practitioners’ lack of knowledge about the particular academic and social experience of minority students in racialized campus environments has not been taken into account by normative theories of student success. Yet practitioners seem to always be the protagonists in the stories students tell about success as well as failure. Student effort, motivation, and commitment certainly do matter but they do not tell the whole story.

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Perspective

Even if the trees have no fruit, no one will every know.....

Adrianna Kezar
University of Southern California

In the past, I have written about the importance of higher education considering its relationship to practitioners and whether we have an influence on the professional field for which we train students. Although some people contend that our only audience is our own graduate student and fellow researchers, it is hard to argue that our work should not have some relevance for the world outside our programs. I have conducted research demonstrating that practitioners, on the whole, do not find our research very useful (See Kezar 2000). My findings mirrored earlier studies that have demonstrated that higher education research is like “trees without fruit” (Keller, 1987).

While certainly this remains a deep concern to me, another problem has also emerged in recent years. Whether our research is useful or not, practitioners and professionals in the field are very unlikely to even identify our research today. With the closing of the ERIC clearinghouse on higher education and the devolution of the entire ERIC system, an important link to practice has been severed. The ERIC clearinghouses were created 40 years ago with a recognition that research and information developed by academics within education will not be very useful unless it is made available to practitioners, and most importantly translated into language that they understand. Over the years, ERIC clearinghouses developed sophisticated schemes of communication to translate the best research and make it available to practitioners. However, when the Department of Education closed the clearinghouses two years ago, all these publications ceased to exist. Although historic documents exist, no new publications are being developed.

While this is a tragic enough loss, this last year the American Association for Higher Education closed its doors. AAHE served a multitude of higher education constituents including deans, provost, department chairs, faculty developers, and to a lesser degree student affairs practitioners. ASHE emerged

from AAHE, which was the original organization of higher education researchers. ASHE and AAHE had always had a strong relationship and worked together to bring research to practice. Although this activity had waned in more recent years, AAHE had always been an important organization for connecting higher education research to practice. In fact, it was one of the most important organizations for taking research and bringing it to individual practitioners.

With the closing of these two major organizations, the field of higher education needs to consider how we can best become meaningful and known among practitioners in higher education. Even though we may never have had an intentional and thoughtful plan for linking our research to practice, at least there were some avenues that existed by default in the past. Now, our research risks becoming completely obscured. I understand that this sounds rather severe, and I do know that there are individual researchers that work in the policy community and link to certain policy dialogues, a handful of researchers are working on projects with national associations, and researchers publish in practitioner’s journals from time to time. However, these efforts are random, episodic, and do not provide any systematic link for ensuring that research from the field is connected to practitioner communities.

I think there are two efforts that can help to ensure our work is visible to the professional community of higher education: partnerships and new forms of graduate socialization. First, I believe that it is extremely important that ASHE develop more formal partnerships and networks with higher education associations. Certain professional associations are very successful in reaching practitioners at a multitude of levels. For example, the National Association of Student Personnel Administrators, Association of American Colleges and Universities, Hispanic Association of Colleges and Universities and National Association for Equal Opportunity in Education, National Association of Chief Business Officers, the National Education Association, the American Association of Collegiate Registrars and Admissions, and the Association of Counseling Personnel Administrators would make ideal partners for ASHE. As an Association, we have never worked to develop strong linkages or any formal partnerships with these organizations. We can work to highlight key research that has been conducted in the field within practitioners publications. Although some scholars will be concerned that such efforts might highlight only certain scholars’ work and that ASHE cannot get involved in the promotion and advocacy of research within the professional community, I am

less concerned with this issue and more concerned about ways we can make our work meaningful and visible to professionals.

Another important action that higher education programs can take is that they can socialize student to being connected to the professional field. For example, faculty can encourage involvement not just in ASHE and AERA, but also identify a professional conference that aligns with the work of the graduate student. It should be a goal of programs to connect graduate students to at least one professional organization. Unfortunately, this is not a common practice. In addition, we can teach our student to write for professional journals. On the one hand, it is most important to socialize student to write for academic journals; on the other, they must also be introduced to writing for About Campus, Trusteeship, The Presidency, and other practitioner's journals that reach hundreds of thousands of practitioners. This is another area where our programs fail to socialize student to the importance of connecting to professional practice.

I worry that much important research goes unnoticed and only the most entrepreneurial of faculty's work impacts practice. I hope we can think about ways to make sure our collective work makes a difference!

Notes from the Conference Program Chair
 Brian Pusser, University of Virginia

The 2006 ASHE conference is just around the corner. Before we head for the Hyatt Regency Orange County, I would like to share some data on the proposal review process. As Table 1 indicates, we received a record 750 proposals for this year's conference.

Table 1. 2006 ASHE Proposal Statistics by Division.

Division	Total	Accepted	Accept %
1-Students	245	112	45.7%
2-Org and Admin	80	34	42.5%
3-TLC	77	32	41.6%
4-Faculty	94	43	45.7%
5-Cont & Found	60	28	46.7%
6- Pol, Fin, Econ	97	39	40.2%
7 - Method & Assess	25	14	56.0%
8 - Open	72	29	40.3%
Divs 1-8 Totals	750	331	44.1%
9 - International Forum	61	49	80.3%
10 - Public Policy Forum	15	7	46.7%
All Divs Totals	826	387	46.9%

Our overall acceptance rate was 44.1 percent, with acceptance rates of 28.3% for scholarly papers, 42.7% for research papers, 48% for roundtables, 54.2 percent for poster sessions, and 60.0 percent for symposia (Table 2). Of the 331 accepted proposals, 59.6% were research papers, 14.5% were symposia, 9.7% were poster sessions, 8.5% were roundtable proposals and 7.9% were scholarly papers (Table 2). The mean numerical rating for all accepted proposals was 4.06 and the mean for all rejected proposals was 3.20. In addition, the International Forum received 61 proposals, of which 80.3% were accepted, while the Public Policy Forum accepted 46.7% of the 15 proposals received.

	Proposal Type				
	Research Paper	Roundtable	Symposium	Poster	Scholarly Paper
Number Submitted	461	58	80	59	92
Number Accepted	197	28	48	32	26
% Accepted	42.7%	48.3%	60.0%	54.2%	28.3%
% of all Accepted Proposals	59.5%	8.5%	14.5%	9.7%	7.9%

Table 2. 2006 ASHE Proposal Statistics by Proposal Type, Divisions 1 – 8.

What this means is that we expect ASHE 2006 to be bigger and better than ever. Our previous newsletter detailed the keynote addresses by Dr. Marcelo Suarez-Orozco, Courtney Sales Ross University Professor of Globalization and Education at New York University and Dr. Juliet V. Garcia, President of the University of Texas at Brownsville and Texas Southmost College, as well as the invited presidential session presentation by Dr. Darnell Hunt, Director of

the Ralph J. Bunche Center for African American Studies at the University of California at Los Angeles. These will be complemented by six other presidential sessions:

- Behind the Borders of Access and Equity: Educational Disparities among College Men of Color
- Emerging Perspectives on Student Success
- Higher Education Journals in the 21st Century
- NAFTA and Higher Education Markets: The Invisible Hand Revealed
- Promises to Keep: Financial Aid, College Access, and Democratic Participation
- Postsecondary Institutional Responses to Hurricane Katrina: Lessons One Year Later

The International Forum and the Public Policy Forum will also feature a number of exemplary sessions this year. These include a keynote address in the International Forum, "Globalizations and Higher Education: Ethical and Political Tensions" by Carlos Alberto Torres, Professor of Social Sciences and Comparative Education and Director of the Paolo Freire Institute at the University of California at Los Angeles and a symposium on K-16 policy environments that brings together the Policy Forum and the ASHE Graduate Student Policy Seminar. I would also like to recommend the graduate student sessions coordinated by Kimberly Rogers and Ashley Mouberry Sieman. The first, The Job Search: Academic Versus Non-Academic Positions, will be moderated by Lisa Lattuca and Kimberly Rogers. The second, Getting Published as a Graduate Student, will be facilitated by Amaury Nora and Ashley Mouberry Sieman. The final graduate student session on the program, Establishing Yourself As a Professional Within the Field of Higher Education, will be hosted by Estela Bensimon, Shaun Harper, Gary Rhoades, and Kimberly Rogers.

Finally, I would like to again commend the members of the 2006 program committee for their contributions to ASHE. They are Robert Teranishi, Heather Wathington, Leticia Oseguera, and Shaun Harper in the Students division; Joe Berger, Crystal Muhammad, and Alma Maldonado for the Organization and Administration division; John Thelin and Kirsten Turner for the Contexts and Foundations division; Judy Ouimet and Alicia Dowd in the Teaching, Learning and Curriculum division; Kenneth Redd and Paul Umbach in the Method and Assessment division; Marvin Titus and Frances Contreras in the Policy, Finance and Economics

division; Ken Kempner and Joanne Cooper in the Faculty division; and Dudley Doane and Imanol Ordorika in the Open division. Kate Shaw served as program chair for the Public Policy Forum and Heather Eggins served in that role for the International Forum. Kimberly Rogers and Ashley Mouberry Sieman created the special sessions for graduate students and Diane Dean coordinated the Newcomers' activities for this year. Deborah Carter was an invaluable source of advice and support as was Ben Baez. Please join me in thanking them for their efforts on behalf of ASHE. I look forward to seeing you all in Anaheim!

SPECIAL PROGRAM NOTE

The topic that will be addressed by Professors Shaun Harper, Octavio Villalpando, and Bryan Brayboy in the Presidential Session--Behind the Borders of Access and Equity: Educational Disparities among College Men of Color--to be chaired by Dr. Marvin McKinney of the W.K. Kellogg Foundation, was recently the subject of a Chronicle of Higher Education article. "State Flagship Universities Do Poorly in Enrolling and Graduating Black Men," (accessed at <http://chronicle.com/temp/email2.php?id=cmD94mhyMBpWZcxkYgYxSyR3rsm8mtfp>) discusses a report by Shaun Harper on the status of African American males.

SURVIVAL IN THE ACADEMY Home, Sweet Home: The ASHE Conference and Community of Scholars

M. Christopher Brown II
The Pennsylvania State University &
American Association of Colleges for
Teacher Education

Last year, I found the annual conference in Philadelphia to be intellectually engaging, professionally rewarding, and personally fulfilling. This tripartite dynamic led me to ponder how and why the ASHE meeting perennially brings the same response; unlike annual meetings of the American Educational Research Association or the Education Law Association conference. My conclusion was that the annual ASHE conference is similar to a collegiate homecoming.

Historians of higher education dispute the origin of “homecoming.” There are claims from Harvard, Michigan, and Missouri over the first invitations for alumni to return to campus for one reason or another. There is, however, no dispute that my former institutional home – the University of Illinois at Urbana-Champaign – is the originator of the event that we refer to as homecoming. The first collegiate homecoming was held in October 1910. This gathering, like those that would follow, centered on a flagship event – the football game, targeted alumni of the institution, and focused on building reminiscences and esprit de corps among old friends. In parallel, ASHE is a professional homecoming.

Like those annual conclaves of institutional alumni rallying in support of their athletic teams, ASHE members gather to support their colleagues in the research and dissemination endeavor. The plenary sessions for the presidential and invitational addresses are hallmarks of the meeting. We jeer and sneer as our academic compatriots explain obscure correlations, ponder the implications of varied theoretical lenses to practice, and load our luggage with copies of their papers and PowerPoints. Like the half-time show at the NFL Superbowl or any historically black college football game, the big-“ticket” event is the awards luncheon. Over a meal served en masse (often absent the savory seasonings customary in the Bayou), we laud and applaud “our own” for their achievements – not “on the field”, but “in the field”.

Even more, the ASHE meeting offers a robust reunion of program faculty and graduates. Many colleges now offer sub-gatherings for alumni based on affinity groups (e.g., African American Alumni Breakfast, Marching Band Alumni Cookout, or Pan Hellenic Council Alumni Step-show). Likewise, the ASHE conference holds numerous receptions and dinners sponsored by various institutional programs. The strange reality is despite our best intentions, many of us do not communicate with former faculty, students, or colleagues with regularity. The natural lifecycle of our careers, professional commitments, and due dates for research reports to foundation staff prohibit the laissez faire schedule afforded us during the halcyon years of doctoral study. ASHE is the one place that we are confident that we can see familiar faces, connect with colleagues, meet with our publisher, hassle a journal editor, hold a grant planning meeting, and advise a doctoral student all in the same day.

Finally, ASHE is not just a place to gather or to meet. ASHE is where we renew the bonds of collegiality and community. Similar to the surprise

remembrances of faces and forgotten names common at institutional homecomings, ASHE allows us to recall memories stored in our mental vaults. We often encounter the face of a researcher we had not thought of in some time or hear of a research technique applicable to our work that we had failed to consider. ASHE is where you have that once-a-year breakfast, lunch, or dinner with a friend from graduate school or colleague with whom you resided during your last sabbatical. No matter how hectic the days that lead up to the meeting or the days that follow, that early November weekend with faculty, researchers, and administrators of higher education is always invigorating – time well spent.

For the last few years, I have tried to follow the professional pattern of some of my academic heroes – Robert Birnbaum and Ellen Chaffee. Tenure in hand, I took a leave from the university in order to practice the science and art of administration. Ugh!!! The struggle to improve my research and teaching by translating theory to practice has proven very hard work. Much of what has masqueraded as good research on policy, governance, and administration in our field does not work in real settings (hence the strong reliance by administrators on research by business management and organizational behavior scholars). After grueling days and nights of trying to merge research and practice, attending ASHE is more than professional enrichment – it is in a sense my own homecoming. ASHE is where I return to my community of scholars. I can only imagine how special it must have been in the early years, when the ASHE meeting was just a two-day research retreat in the days preceding what was then the American Association of Higher Education.

As I finish my last year of professional leave, I click my heels like Dorothy in *The Wizard of Oz* and say, “There’s no place like home.” See you in Anaheim.

Policy and Politics in Higher Education

ASHE Council on Public Policy in Higher Education Conference Program

Kate Shaw, Chair, 2006 Public Policy Forum
Pennsylvania Department of Education

The 2006 ASHE Public Policy Forum will continue its strong tradition of providing an arena for scholars interested in higher education policy to engage in lively discussions with those more directly engaged in the policy world. As we move forward in our efforts to better link the worlds of policy and academe, this year's program includes a range of sessions that promise to do just that. There has never been a more important time to bridge the gap between academe and the policy world. The U.S. Department of Education's Commission on the Future of Higher Education has just issued its final report, and the bottom-line message is clear: higher education must do a better job of providing an accessible, high-quality education; and it must *prove* that it is doing so. How the higher education community will respond to this report is critical, and ASHE has a unique opportunity to provide leadership on this front. It is my hope that the Public Policy Forum will provide the ASHE community with the opportunity to begin to think about our role in the post-Spellings report era.

The Public Policy Forum has expanded to include a hands-on, interactive legal research workshop that runs from 8:00 am until noon on Wednesday November 1st. A broad range of legal issues are playing an increasingly central role in higher education policy and practice. Yet many education researchers and policy makers are unfamiliar with legal research methods. This working session is designed to provide training with a variety of legal research techniques. No prior experience with legal research is necessary to participate, and it is offered at no extra cost. Participants will learn basic legal research approaches, as well as have the opportunity to work in small groups on a focused legal problem. The goal is for participants to leave the session with a specific set of steps and techniques to approach a legal issue. This session will be lead by a team of scholars with extensive legal backgrounds: Karen Misch from the University of Minnesota; Philip T.K. Daniel from Ohio State; John LaNear from the

University of Wisconsin-Milwaukee; and Jeffrey Sun from the University of North Dakota. Participation in this session will require a significant time commitment; but it will provide an unprecedented opportunity for the ASHE community to expand its legal research expertise. I encourage you to attend.

Other sessions promise to be equally engaging. The Forum once again provides an opportunity to focus on financial aid policy with two sessions related to this topic. The first provides a follow-up to last year's session on state higher education funding and financial aid; and the other is an invited session with Sandy Baum of the College Board, who will speak about developing new approaches to equitable and efficient financial aid policy. Other sessions will include a symposium on charter universities and state performance contracts; and a paper session that highlights multiple approaches to using research as a policy tool. And finally, we once again join with the ASHE Graduate Student Policy Seminar by co-sponsoring a symposium—this year on k-16 policy environments. The forum will conclude on Thursday with the annual business meeting of the Council on Public Policy in Higher Education. The results of the election of the new members of the Council's Executive Committee (which concluded after the deadline for this newsletter) will be announced at the business meeting.

Once again, the forum will benefit from the generous support of the Institute of Higher Education at the University of Georgia, which for the third year is sponsoring the Wednesday evening joint reception of the Council on Public Policy in Higher Education, the Graduate Student Policy Seminar, and the Council on International Higher Education. We are grateful for their support.

We extend a special invitation to graduate students interested in public policy issues to attend the forum. Registration costs only \$25 in addition to the ASHE conference registration, and the forum provides an excellent opportunity to connect with faculty, policy researchers, and fellow graduate students.

The Forum promises to be a thought-provoking and engaging prequel to the General Conference. I look forward to seeing you in Anaheim.

Paul P. Fidler Research Grant FOR IMMEDIATE RELEASE

Parents, Cell Phones, & College Students: National Resource Center announces 2006-07 Fidler Grant Recipient

September 19, 2006. Columbia, SC – Today the National Resource Center for The First-Year Experience and Students in Transition announced Dr. Barbara Hofer, Associate Professor of Psychology at Middlebury College in Vermont, as the recipient of the 2006-07 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.

Hofer Proposal Title: The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions.

Proposal Abstract:

One of the primary psychosocial tasks of the period of emerging adulthood is to become an autonomous, self-governing, self-regulating individual. Increased use of email and cell phones, however, means that students are often electronically tethered to their parents, yet little is known about the influence of the frequency and content of this contact on student development during the transition to college and to adulthood. Using a web-based format for data collection we will survey students and their parents during the sophomore year of college and compare this to our pilot data from first-year students and their parents in order to explore these developmental progressions both in the transition to college and the transitions within college.

In only its second year, the Paul P. Fidler Research Grant has become a well-respected and highly-competitive grant program. The Center received 92 proposals from researchers and practitioners from throughout the United States.

The Center expects to announce the 2007-08 Fidler Grant in the Spring of 2007. Visit www.sc.edu/fye for more information.

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CAHEP HAPPENINGS

Dianne Avery Brown Wright,
CAHEP Chair
Florida Atlantic University-Southeast
Campus

Hello All,

We have an exciting set of activities planned for this year's CAHEP meeting, November 1-2 (Wednesday – Thursday midmorning), Hyatt Regency Room, beginning with our program meeting segment on Wednesday evening, which includes a roundtable discussion titled, "*The Growing Temptation and Proliferation of Online Graduate Degree Degrees.*" The roundtable will be facilitated by Jesse Perez Mendez, J.D., Ph.D., and Adrienne Hyle, Ph.D. of Oklahoma State University's Department of Educational Leadership and Higher Education.

The round table discussion will be followed by our Keynote Speaker, Doug Toma, of the University of Georgia and Former Director of the Executive Doctorate Program at the University of Pennsylvania and presenter during Bryn Mawr Summer Institute for Women in Higher Education. His CAHEP Keynote Presentation is titled, "*Executive Education in Higher Education Management: Implications for the ASHE Community.*"

In addition, through the great work of our program committee chair, Dr. Caroline Turner, shuttle arrangements have been made for anyone interested in attending the CIRP 40 Anniversary Symposium and reception at UCLA honoring Alexander & Helen Alexander as founders of the Institute and CIRP. See <https://giving.ucla.edu/gseis/heri/NetDonate.aspx> for shuttle information, and <http://www.gseis.ucla.edu/heri/Cirp40.html> for more information on the CIRP 40th Anniversary Symposium.

On Thursday morning we will hold our regularly scheduled business meeting, which will include a welcome from the current President of ASHE and the election of officers.

Finally, we are particularly excited that for the first time, whoever is selected as our newly elected chair of CAHEP, will have a seat as one of the members of the ASHE board. CAHEP was founded in 1997 as a standing Council of ASHE. The primary purpose of the Council is to enrich the teaching and learning experiences of students and faculty in the Association's constituent Higher Education programs. It is the duty of the Council to advance the welfare of degree programs in the United States and Canada, and to bring forth recommendations as it sees fit before the Association and its Board of Directors.

Please join us for this year's annual CAHEP program and business sessions. We particularly encourage you to come if you are a Higher Education Program Chair, Leader, Director, or Coordinator as we discuss matters central to the vitality of Higher Education Programs. Check out our website: <http://www.ashe.ws/cahepmain.htm>. for more information and to update your program information.

No RSVP required!!

GRADUATE STUDENT NEWS

Ashley Mouberry Sieman
University of North Carolina

Kimberly R. Rogers
SUNY Buffalo

2006 ASHE Conference

The ASHE 2006 Conference is just around the corner! Based on your feedback from last year we have worked to develop a number of exciting programming opportunities for graduate students at this year's conference. Graduate student sessions are aimed at helping you learn more about the Association, scholarship, careers, and to help you connect with other graduate students in the field. We hope that you will consider joining us for the sessions outlined below. Please consult the conference program for locations of these sessions.

Newcomers' Orientation

Thursday, November 2, 11:45AM-12:45AM

The newcomer's orientation provides a structured opportunity for newcomers to learn about the conference and the Association. By attending the newcomer's orientation you will have the opportunity to meet the ASHE President and invited Association committee and council representatives as well as panelists from the 2006 Programming Committee.

The Job Search: Academic versus Non-Academic Positions

Thursday, November 2, 1:00PM-2:30PM

This session will provide graduate students with information about conducting a search for both academic and non-academic positions. This session will feature a panel of professionals working in policy, administration, and as faculty members. Panel members will share information about writing curriculum vitae, networking, and references.

Getting Published as a Graduate Student

Friday, November 3, 3:30PM-4:45PM

This session will examine the need for graduate students to get published and establish themselves as researchers first, prior to taking on too many responsibilities that take them away from research.

Graduate Student Luncheon and Panel Discussion Topic: Establishing Yourself as a Professional within the Field of Higher Education

Saturday, November 4, 11:30AM – 1:00PM

The graduate student luncheon is a time-honored tradition at the ASHE conference. This session will provide graduate students with the opportunity to network and discuss current graduate student issues in higher education. This year we have paired the graduate student luncheon with a panel discussion by led by experts in the field. The panel will discuss and entertain questions related to finding and developing mentoring relationships, the politics of higher education, ethics, strategies for establishing a strong professional reputation, and common (but avoidable) graduate student mistakes.

10 Tips for Successfully Navigating the ASHE Conference!

We repeat this advice annually for graduate students who are new to the Association or for graduate students who are planning to attend their first ASHE Conference!

1. Register early! If you register online by October 11, 2006, you will receive a discounted registration rate. Signing up early also maximizes your chances of getting a

ticket to the Awards Luncheon as tickets are distributed on a first-come, first-serve basis.

2. Make reservations in the conference hotel as soon as possible. Consider sharing a hotel room to reduce cost. We encourage you to stay in the conference hotel so you will be able to be 'in the middle of the action' at the conference.
3. Review the program online before you go. This year's program includes over 120 sessions and several roundtable discussions and poster presentations. There is a lot to choose from! Advanced planning will help to ensure that you won't miss a thing!
4. Upon arrival, orient yourself. Familiarize yourself with all of the conference locations (sessions, welcome reception, keynote addresses, socials, vendors, etc...), restrooms, and snack areas. It's amazing how confusing big conference sites can be! If you need assistance or have questions during the conference feel free to stop by the registration booth to consult with one of the ASHE Conference Interns.
5. Attend the sessions especially organized for graduate students (see above) and consider attending a pre-conference (Council on International Higher Education or the Council on Public Policy in Higher Education). Also, consider attending at least one or two sessions that are "out of your comfort zone." This is the best way to learn about an area that you may be less familiar with.
6. Attend the ASHE community meeting. This is a great opportunity to meet the members of the ASHE Board and also to get updates on ASHE business.
7. Try to introduce yourself to scholars you admire during social events and after presentations. ASHE is a welcoming environment. Most people will make time to talk to graduate students, especially those who take initiative! Don't forget to bring business cards if you have them!
8. Introduce yourself to graduate students from other institutions. We know that it is tempting to enjoy the time away from campus socializing with graduate students from your

own program, however, ASHE provides a great opportunity for networking and discussing research ideas with graduate students from other institutions.

9. Make room in your suitcase for a few books and ASHE Readers – they will be for sale at a discount at the conference. Most vendors take cash, checks, and credit cards.
10. ASHE attendees generally wear professional dress. We recommend, at a minimum, that you pack business casual attire. Also, we often receive evaluations that express concern about the temperature of the conference rooms. Some people are hot while others are cold. We recommend wearing layers so that you can adjust your wardrobe according to your needs.

We hope that these tips will help you make the most of your ASHE 2006 Conference experience. We look forward to seeing you in Anaheim!

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ASHE ELECTION NEWS

Congratulations and welcome to the newly elected ASHE Board members: Professor Linda Eisenmann as President Elect; Adrianna Kezar and Jeffrey F. Milem as Members at Large and Ms. Kelly R. Risbey as the student representative. Almost one-half of the membership (869) participated in the elections, which sets a new participation record.

Biographies of New Board Members

Linda Eisenmann is Dean of the College of Arts and Sciences, Professor of Education, and Professor of History at John Carroll University in Cleveland. While a faculty member at University of Massachusetts Boston (1994-2005), she chaired the Department of Leadership in Education, and directed its doctoral programs in Higher Education Administration and Leadership in Urban Schools. A first-generation college student, Linda earned her doctorate in History of Education at Harvard University. She has taught at Harvard, Wellesley College, and Bowdoin College, and has held several collegiate administrative posts. Linda has been active in several scholarly organizations. For ASHE, she was Program Chair for the 2000 meeting and Board

of Directors member, 2001-2003. She has served in many capacities for AERA in both Divisions J (Postsecondary) and F (History), including Vice-President of Division F and elected member of AERA's Executive Board. She was President of the History of Education Society in 2003-2004, following earlier Board and committee service. Her editorial board chairmanships include, currently, *Journal of Higher Education*, and earlier, *Harvard Educational Review*. An historian who focuses on the social context of higher education, Linda's scholarship has examined the history and impact of coeducation, the history of teacher training institutions, and the history of educational professionalization. Her new book, *Higher Education for Women in Postwar America, 1945-1965* (Johns Hopkins, 2006), explores the impact of postwar cultural expectations on women's collegiate experience. Her current research examines the development of a new postwar urban university sector (i.e., "the Urban 13"). Linda is co-editor of the forthcoming third edition of the *ASHE Reader in History of Higher Education*. She also edited the *Historical Dictionary of Women's Education in the United States* (Greenwood, 1998). She has published widely, including the *Journal of Higher Education*, *Harvard Educational Review*, *Teachers College Record*, *Academe*, *History of Education Quarterly*, and elsewhere.

Adrianna Kezar is Associate Professor for Higher Education, University of Southern California. Previously, Kezar was editor of the *ASHE-ERIC Higher Education Report*. She has published over 75 articles and books and is featured in the major journals for higher education. Her most recent book is *Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership* (2006). She has a Lumina grant to study a federal financial aid program called Individual Development Accounts. Kezar has participated actively in national service, including being on the editorial boards for *The Journal of Higher Education*, *The Journal of College Student Development*, and *Change* and serving as a reviewer for 11 journals in and outside higher education. She has served on the AERA-Division J Council and Association for the Study of Higher Education Publication Committee and Dissertation of the Year Committee. Kezar also serves(d) as a board member for the American Association for Higher Education, Association of American Colleges and Universities' Peer Review and Knowledge Network; National TRIO Clearinghouse; and the American Council on Education's CIRP Research Cooperative.

Jeff Milem is Professor at the Center for the Study of Higher Education at the University of Arizona. Previously, he served as higher education graduate program director, Department of Education Policy and Leadership, at the University of Maryland. Jeff's research is on the racial dynamics in higher education, educational outcomes of diversity, college impact, and the condition of the professorate. His work served as evidence for diversity in higher education in the Michigan and Georgia legal cases. As co-author of *Enacting Diverse Learning Environments: Improving the Campus Climate for Racial/Ethnic Diversity*, and *Making Diversity Work on Campus: A Research Based Perspective*, his intent was to place research in the hands of those who can create institutional change. He has published in top journals in Education and Psychology (*Sociology of Education*, *Journal of Higher Education* and *Psychological Science*) and also writes in journals that reach institutional researchers (*Research in Higher Education*), student affairs administrators (*Journal of College Student Development* and *NASPA*), faculty, and chief academic officers (*Academe-AAUP*, *Change*, *Thought and Action-NEA*). Jeff has been an active member of ASHE and AERA (program co-chair for the 2003 conference) for the past 18 years. He serves on the ASHE Awards committee, annually reviews proposals for the ASHE and AERA conferences, and serves regularly as discussant and session chair. He is also a member of the ASA and ACPA. In addition to previous roles in student affairs administration, Jeff has worked as a photographer, a janitor and maintenance worker, a house painter, a landscaper, a bartender, and a cook.

Kelly Risbey is a Ph.D. student in higher education in the Department of Educational Policy and Administration at the University of Minnesota. She has spent three years working on research projects with the Minnesota Postsecondary Education Research Institute. Her dissertation work is supported through a dissertation fellowship from the Canadian Social Sciences and Humanities Research Council. Her research focuses on the dynamic interplay of faculty productivity and work life, accountability movements, and public policy debates. Kelly also serves as the graduate student representative on the University Senate Committee on Faculty Affairs at the University of Minnesota. Kelly received her master's degree in postsecondary studies at the University of Manitoba in 2002. At the University of Manitoba, Kelly was employed for five years as a Research Analyst in the Office of Institutional Analysis. Kelly is a member of the Board of the Canadian Institutional Research and Planning Association (CIRPA) and also serves as CIRPA's

Communications Chair. She maintains her connections with the Centre for Higher Education Research and Development, at the University of Manitoba, through her ongoing WebCT course on Key Performance Indicators and Accountability in higher education. Kelly has co-authored journal articles published in *The Journal of Higher Education*, *Academic Medicine*, and *Research Dialogue*, one book chapter, one volume in the *Stylus Briefing* series, and three published book reviews. In the past 5 years, Ms. Risbey has made 17 presentations at national conferences, including 5 at ASHE, 5 at AIR or its Canadian counterpart CIRPA, and 3 at AAHE.

Soft Money

David DiRamio
Auburn University

Soft Money investigates contemporary issues in grant funding and higher education research. This 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 the Soft Money columnist, David DiRamio, at (334) 844-3065 or diramio@auburn.edu

Grant-seeking Season

Classes are in session, fall is in the air, and deadlines for many grant applications are looming on the horizon. Let's take a look at what some of the major funders are up to.

ED.gov (U.S. Department of Education) has grant information under several headings, including "Higher and Continuing Education" and "Distance Education" (web99.ed.gov/GTEP/Program2.nsf/). Most of the funding that would interest ASHE members comes out of the Office of Postsecondary Education (www.ed.gov/about/offices/list/ope). For example, OPSEs "Program for North American Mobility in Higher Education" emphasizes international education, particularly institutional cooperation/student mobility among the United States, Canada, and Mexico. Similar OPSE initiatives exist for US-Europe and US-South America. In addition, although primarily focused on science and engineering education, the National

Science Foundation (www.nsf.gov/funding/) has a few projects worth a look, including the Advanced Learning Technologies program, which supports "improvements in learning through innovative computer and information technologies."

Lumina Foundation (www.luminafoundation.org) continues to emphasize "expand(ing) access and success in postsecondary education." Clearly, Lumina has a focus on community college research, as demonstrated by their "Achieving the Dream" initiative. Keep in mind that Lumina emphasizes "collaboration among multiple organizations and institutions," "projects that demonstrate capacity for long-term growth and sustainability," and "work that is guided by careful research and assessment." Year round, they will accept a three- to five-page letter of inquiry about the proposed project. Rumor has it that Lumina is poised for a \$25 million initiative to study tuition effects, affordability, and access.

Other funders to consider include The Kellogg Foundation (<http://www.wkkf.org/>) and their "Youth & Education" division, which has a focus on the "seamless educational pipeline" and postsecondary institutions initiatives with community engagement. The Bill & Melinda Gates Foundation (www.gatesfoundation.org/UnitedStates/Education/) continues to fund research primarily on primary and secondary education. However, much like Kellogg, Gates has interests in the high school to college transition, adult and vocational education, and community-postsecondary partnerships. New scholars might want to consider The Spencer Foundation (www.spencer.org) and their program for small research grants, typically around \$20,000. With a focus on the gap between theory and practice, Spencer sees value in funding new scholars with fresh ideas.

NOTABLES

Michelle Nilson
Simon Fraser University, Canada

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

Michelle Nilson, email address:
michelle_nilson@sfu.ca

Distinctly Notable

Marc Cutright, Associate Professor and Coordinator of the Higher Education Program at Ohio University, has been awarded the university's 2006 Class of 1950 Award for Faculty Excellence.

Len Foster, Professor of Higher Education and Educational Leadership, has been named Associate Dean for Research and Graduate Studies in the College of Education at Washington State University. Prior to taking this position Len was Program Coordinator for the Higher Education program in the Department of Educational Leadership and Counseling Psychology at Washington State University.

Lester F. Goodchild has been appointed Dean of the School of Education, Counseling Psychology, and Pastoral Ministries and Professor of Education at Santa Clara University in California, effective July 31. He is also coordinating its Higher Education Program which awards a Master of Arts degree in higher education administration.

J. Matthew Hartley, Assistant Professor at the University of Pennsylvania, was recently awarded a National Academy of Education/Spencer Post Doctoral Fellowship for his research project entitled, "Advancing the civic purposes of higher education: An examination of an educational reform movement."

John S. Levin arrives this fall at the University of California, Riverside to lead a joint UC-California Community College policy research center based at UCR. In addition, he also becomes the first UCR Bank of America Professor of Education Leadership, will direct the California Community College Collaborative, or C4, which is based at the Graduate School of Education at UC Riverside.

Valerie Martin Conley, Associate Professor of Higher Education at Ohio University, has been named director of the Center for Higher Education of College of Education.

Michael T. Miller, Professor of Higher Education, has been named Department Head, Department of Educational Leadership, Counseling, and Foundations in the College of Education and Health Professions at the University of Arkansas.

Joseph Stetar, Seton Hall University spent a good portion of his 2005-06 sabbatical shuttling between

South Africa and Kyrgyzstan. In South Africa he continued his work on two projects at the University of the Free State funded by The Andrew W. Mellon Foundation. In Kyrgyzstan he served as a Embassy Policy Specialist at the US Embassy in Bishkek where he was able to expand his research on the emergence of private higher education and academic corruption in the former Soviet Union.

Kelly Ward, Associate Professor of Higher Education, has been named Program Coordinator of the Higher Education and Student Affairs program in the Department of Educational Leadership and Counseling Psychology at Washington State University.

Notable Moves

Gary Pike, Executive Director, Information Management & Institutional Research, is now available at the Indiana University Purdue University Indianapolis, 355 N. Lansing Street, AO139G, Indianapolis, IN 46202-2896, Tele. 317-274-8213, Fax 317-274-4651, email pikeg@iupui.edu, www.imir.iupui.edu

Ken Redd, has joined the Council for Graduate Schools as the Director of Research and Policy Analysis. Previously, he was the Director of Research at the National Association of Student Aid Administrators.

Kate Shaw has taken a leave from Temple University to serve as Special Assistant to the Pennsylvania Secretary of Education.

Notable Reads

John Foubert, Assistant Professor of Higher Education at William and Mary, has a new book out this November. *Lessons Learned: How to Avoid the Biggest Mistakes Made by College Resident Assistants* (Routledge) is written for use by residence life professionals for staff training and inservice. The book focuses on the predictable and common missteps often made by first-year RAs, and more importantly, how to avoid them.

Marylou McEwen, University of Maryland, highly recommends reading **Susan R. Jones, Vasti Torres, and Jan Arminio's** book, *Negotiating the Complexities of Qualitative Research in Higher Education: Fundamental Elements and Issues* (Routledge) and **Karen Kurotsuchi Inkelas',** *Racial Attitudes and Asian Pacific Americans: Demystifying the Model Minority* (Routledge).

Penn State University's student-run peer-reviewed journal, *Higher Education in Review* publishes an annual edition each spring. David Tandberg is editor for the upcoming issue, Vol. 4; Christian Anderson edited Vol. 3, which is available (along with all of the past editions) at <http://www.clubs.psu.edu/up/hesa/HER/index.htm>.

Kathleen M. Shaw, Sara Goldrick-Rab, Christopher Mazzeo, and Jerry Jacobs just released *Putting Poor People to Work: How the Work-First Idea Eroded College Access for the Poor* (Russell Sage Foundation). This new book examines the impact of the work-first policies on working adults.

Dr. Terrell Strayhorn, Assistant Professor of Higher Education, at the University of Tennessee has authored a new book on student learning outcomes assessment titled, *Frameworks for Assessing Learning and Development Outcomes*. The book is published by the Council for the Advancement of Standards in Higher Education, Washington, DC.

Carolyn O. Wilson Mbajekwe, Professor of History at Elizabeth City State University has a new edited book out, *The Future of Historically Black Colleges and Universities: Ten Presidents Speak Out*. Historically black colleges and universities (HBCUs) were originally founded to provide the educational opportunities that other post-secondary schools had denied to black Americans. Today these schools face new challenges, and how they respond is shaped in large part by the men and women at the helm.

Ten HBCU presidents speak out in this volume, addressing the fundamental issues confronting minority higher education. They discuss the historical role of black colleges; the current mission of HBCUs; and the effects of diversity programs, minority recruiting goals and globalization. Other topics include the impact of technology on college classrooms and the priorities and challenges in

fundraising and development. Each chapter is devoted to the comments of one of the ten educators, and each includes a brief professional biography. An appendix includes profiles of historically black institutions.

Notable Announcements

The Higher Education Research Institute and the UCLA Graduate School of Education and Information Sciences proudly celebrate 40 Years of the Cooperative Institutional Research Program (CIRP), Wednesday, November 1st, 2006, at the CIRP 40th Anniversary Symposium (2-5pm). A ceremony following the Symposium will honor Alexander W. Astin and Helen S. Astin for their distinguished contributions to higher education (5-7pm). Both events will be held at the UCLA Faculty Center, California Room. Additional information as well as transportation arrangements to UCLA from the ASHE conference hotel in Anaheim can be obtained by RSVPing at <http://www.gseis.ucla.edu/heri/CIRP40.html>.

Can't attend? Drop the Astins a note for the commemorative Memory Book at cirp40th@gmail.com or cirp40th@ucla.edu.

Notable Passing

Joseph F. Kauffman, a former ASHE president from 1981-1982, died on Sept. 29 in Madison, Wis. He was 84. Among his many accomplishments, Dr. Kauffman helped start the Peace Corps, served as President of Rhode Island College from 1968 to 1973, and was executive vice president of the University of Wisconsin system from 1980 to 1983. He wrote books and articles on the selection of university presidents and retired in 1987. He is survived by his sisters Charlotte Martin of Sandwich, Mass., and Evelyn Blumberg of Falmouth, Mass.; his daughter, Marcia Krasnow of Norwood, Mass.; and his son, G. Frank, of Los Angeles.