



ASHE

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

46th Annual Conference
San Juan, Puerto Rico

**Spanning and Unsettling
the Borders of Higher
Education**

Table of Contents

Contacts	4
Theme: Spanning and Unsettling the Borders of Higher Education	5
Reflections on Puerto Rico	6
ASHE 2021 Program Committee	9
General Proposal Information	10
Important Notes for 2021	10
Conference Program Sections Updates.....	10
Proposal Submissions and Review Updates	11
Presentation Formats Updates	11
Key Dates	12
Submitting A Proposal	13
Logging In.....	13
Selecting a Section or Pre-Conference.....	14
Selecting a Presentation Format.....	14
Terms of Agreement.....	14
Title and Abstract.....	15
Proposal Text.....	15
References.....	15
Keywords.....	15
Alternate Presentation Format	15
Research Methodology	15
Authors, Presenters, Chairs, Discussants.....	16
Self-Designed Paper Session Abstracts.....	16
Attachments	16
Editing your Proposal.....	16
General Conference Program Sections	18
Community-University Partnerships & Praxis.....	19
Faculty, Administrative, & Classified Staff.....	20
Graduate & Professional Education & Students.....	21
International Higher Education.....	22
Organization, Administration, & Leadership.....	23
Performance, Digital, & Visual Scholarship.....	24
Philosophy, Foundations, & Methods.....	25
Policy, Finance, & Economics	26
Teaching, Learning, & Assessment	27
Undergraduate Students: Access, Contexts, & Retention.....	28
Undergraduate Students: Development/al Theory	29
Undergraduate Students & Graduates: Persistence, Resilience, & Outcomes	30
Council-Sponsored Pre-Conference Submission Information	31
Council for the Advancement of Higher Education Programs (CAHEP).....	32
Council for Ethnic Participation (CEP)	34
Council on International Higher Education (CIHE)	36

Council on Public Policy in Higher Education (CPPHE)	37
Proposal Formats	39
Research Papers	40
Scholarly Papers.....	41
Interactive Symposium.....	42
Self-Designed Paper Session	43
Performance, Visual, and Digital Scholarship Individual Presentation or Session	44
Roundtables.....	46
Posters.....	48
Call for Volunteers	49
Reviewers	49
Session Chairs and Discussants.....	49
How to Volunteer.....	49

Cover Art: The cover image is from the 2016 Pequeña Paris Art Festival (<https://www.facebook.com/ppartfest>), a December arts event in Arroyo and neighboring communities in southern Puerto Rico. © 2021, Discover Puerto Rico

Contacts

General and logistical questions (such as help with the Conference Portal) about the ASHE 2021 conference can be directed to:

- ASHE Conference Staff (conference@ashe.ws) or (702) 895-2737

General questions about the Call For Proposals or General Conference Program can be directed to both:

- Program Committee Co-Chair Natasha Croom (nncroom@clermson.edu)
- Program Committee Co-Chair Z Nicolazzo (znicolaz@arizona.edu)

Section related questions can be directed to Section Chairs (listed in respective sections below).

Pre-Conference related questions can be directed to Pre-Conference Chairs (listed in respective sections below).

Theme: Spanning and Unsettling the Borders of Higher Education

Written by D-L Stewart, ASHE 2021 President

In 2006, ASHE President Dra. Estela Mara Bensimon offered the conference theme, “Borderlands/lines in Higher Education.” In 2021, I find myself also captivated and unsettled by thoughts of borders in higher education--how they are both solid and porous, as well as how they operate to marginalize, exclude, and delude the adherents of the liberatory possibilities of higher education.

Today’s ASHE must become ready to span its borders of containment. In a paper presented by Dr. Kaiwipuni Lipe and Kawehi Goto during the 2020 conference, they discussed ‘ohana, a Native Hawaiian version of family that functions to “expand and cross the boundaries of campus and community.” What might we learn from thinking of our scholarship as spanning and unsettling ideas of the campus and community as separated by borders?

We must also reckon with our location in San Juan, Puerto Rico. Considering the role of settler colonialism and African enslavement in Puerto Rico, I am prompted to engage what Saidiya Hartman (2007) has named the “afterlife” of these axes of subjection. Puerto Rico inhabits a particular space where colonization, nationalism, and perpetual foreignness and exoticism flourish. At once part of the United States and thus subjected to it—1,000 miles from Miami, Florida—it is yet situated as far out, “an island surrounded by water, big water, ocean water.” The juxtaposition of these multiple relationalities of belongingness and alienation with regard to Puerto Rico begs an intentional “place-consciousness” and “place-based sensibilities,” as enunciated by John Garland, Charlotte Davidson, and Melvin Monette-Barajas, that center geographic place as well as virtual and conceptual space.

With this in mind, we situate ourselves as relations 1) to honor the land resisting anthropocentric narratives and assumptions; 2) to recognize the place(s) and space(s) higher education institutions occupy among their local communities; and 3) to engage in spanning the boundaries of the multiple places and spaces in which higher education and its participants exist and function. In this moment, we center scholars as teachers who craft narratives of place(s) and space(s) through posted and hidden curricula; scholars as learners who participate in place(s) and space(s) that engage with such narratives; and scholars as communities who certify and resist certain place(s) and space(s).

We must situate our work as specifically place-based, discussed by Davidson-Hunt & O’Flaherty (2007), in spaces where our institutions sit as heirs and beneficiaries of the extractive industries of settler colonialism and white supremacy. It is to question our research as places of “consent” and spaces to “recognize” the experiences, labors, and identities of the communities we engage in the research enterprise, thinking of Simpson (2017). A place-conscious framework also extends to the ways that white normativity, misogyny, and misogynoir take up physical and virtual space, bucking against what Brittney Cooper called the “place-taking” of decolonial, BIPOC-affirming, as well as queer- and trans-affirming community building and organizing work.

Place-consciousness invites consideration of what Simpson (2017) and Galvez and Muñoz (2020) discuss as participants’ “refusals” of our recognition, consent, and “protection” might mean for reconceiving our scholarship as a place and space for what Crawley (2015) called an “otherwise movement.” This is a critical relation(ship) that seeks not to own or plant flags in the intellectual, experiential, and affective knowledges of participant communities. Rather, we would seek to enter into right relationship (à la Smith, 2012) with their foundational praxes.

Finally, considering la paperson (2017), seeing the university as a world-making enterprise enables considerations of its past and current projects, its sustainability, and its futurity. Further extending la paperson, I invite us to engage with the critical consciousness (one might say the “wokeness”) of ethnic, gender, and queer studies as the grounding philosophies and epistemologies directing a scavenger hunt within the dominant normativity of the first-world university. The result of this scavenger hunt may be the tools with which to surreptitiously decolonize the university and produce an organizationally just association.

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Reflections on Puerto Rico

Written by Awilda Rodriguez, Enid Rosario Ramos, and Heather Shotton

This year we are traveling to San Juan, Puerto Rico, a site that has and continues to be contested for what is now over five centuries. As the longest existing colony in the world, Puerto Rico was colonized by the Spanish in 1493. The set of islands (an archipelago that includes what is currently known as Puerto Rico, Vieques, Culebra, and other uninhabited islands), was called “Boriken” by its Indigenous Taíno inhabitants, meaning “land of the great lords.” Through disease and the violence of enslavement, the population of Taínos dramatically decreased shortly after the arrival of the Spanish, although there are accounts that many fled to the mountainous interior of the island. In order to advance their colonial project, the Spanish brought the first enslaved African people to work the mines and later sugar cane fields. In addition to Europeans, the influence of both the Taíno and West African cultures can be seen in the food, language, and music in present-day Puerto Rico.

In 1898, U.S. forces landed on the southern coast of Puerto Rico in Guánica and claimed the former Spanish colony as their spoils in the Spanish-American War for its strategic position in the Caribbean. Puerto Rico’s relationship to the United States, rooted in colony and empire, would remain contested as policymakers grappled with the legal status of an unincorporated territory that was “belonging to...but not part of the United States”[i] and that was “foreign to the United States in a domestic sense.”[ii] At the same time, a nationalist movement fought for Puerto Rico’s independence as a continuation of the struggle from autonomy from Spain. Puerto Ricans would receive U.S. citizenship in 1917, with the intention that Puerto Rico serve as the democratic example in the Caribbean. However, the President of the United States appointed its governor until 1948.

The higher education system in Puerto Rico was set up to mirror that of the U.S. In 2018-19, about 236,000 students were enrolled across 137 institutions—greater than 12 states.[iii] As U.S. citizens, students are entitled to Title IV funding, including Pell. With comparatively low tuition and fees (\$3,620 at University of Puerto Rico, Rio Piedras in 2019-20), Pell grants were able to fully cover tuition at the flagship institution. In addition to having a sizeable higher education system, many of the four-year institutions are top producers of Latinx STEM degrees in the U.S.[iv]

The issues of sovereignty and status are far from resolved, however. In 2014 and under the weight of onerous decades-old fiscal policies, Puerto Rico's governor announced its \$72 billion debt was "not payable." [v] To address the fiscal insolvency of Puerto Rico, in 2016, the United States Congress imposed a fiscal oversight board, the Financial Oversight and Management Board for Puerto Rico (aka La Junta), that holds authority over Puerto Rico's budget and financial decisions. The creation of this unelected board has amplified and made painfully visible Puerto Rico's colonial status. Indeed, Puerto Rico's higher education system is the only in the United States that is under U.S. Congressional rule.

The U.S. government's underwhelming and irresponsible response to the devastation wrought by Hurricane Maria in 2017 and earthquakes in 2019 have further underscored Puerto Rican's limited citizenship and status within a U.S. context. As recent as 2019, the United Nations' special commission on decolonization would note "with concern the way in which political insubordination impedes Puerto Rico's ability to tackle its serious economic and social problems..." [vi] These conditions have led to mass migrations to mainland US and challenges for the higher education system. Postsecondary enrollments decreased 24% in the last five years, while tuition, under the draconian measures imposed by the U.S. fiscal board, have increased by 87% for public four-year colleges. [vii] These changes to access and affordability have been met with staunch protestations from college students and faculty.

As the ASHE community prepares to travel to Puerto Rico, it is important to acknowledge the tenuous and contested relationship that Puerto Rico has with the United States. We do this in the spirit of this year's theme, as we (re)consider borders—what they signify and who they are meant to include (or exclude). Likewise, we recognize that as visitors we must always be mindful of our relationships, connection, and responsibility to place. This requires us to engage with its history, honor its people, and to be in right relation with land, water, and creation. We embrace the opportunity and responsibilities of learning with and being in community with the people from Puerto Rico.

We are also excited to share the 2021 Local and Community Engagement Committee. This team will engage the ASHE membership and conference attendees in a form of place-based learning, offering an opportunity to consider and engage with the meaning and praxis of transformative change in our interwoven communities-- geographical, institutional, virtual. As such, this team will develop and implement various elements, synchronous and asynchronous, leading up to and during the conference that will engage participants in (re)considering how their engagements with place and space through research, teaching, and service (can) produce a praxis that supports ASHE's goals as enunciated in the 2020-2023 Strategic Plan.

Members include:

- Awilda Rodriguez (Co-Chair), University of Michigan
- Heather Shotton (Co-Chair), University of Oklahoma
- Enid Rosario Ramos, University of Michigan
- Erin Kahunawai Wright, University of Hawaii – Mānoa
- Lucy Arellano, Texas Tech University
- Mirelsie Velazquez, University of Oklahoma
- Natalie Youngbull, University of Oklahoma
- Tabatha Cruz, University of Minnesota

[i] *Downes v. Bidwell*, 182 U.S. 244, 287 (1901)

[ii] *Ibid.*

[iii] IPEDS 12-month enrollment 2018-19, all sectors, Title-IV Eligible institutions

[iv] <https://www.edexcelencia.org/media/488>

[v] https://www.nytimes.com/2015/06/29/business/dealbook/puerto-ricos-governor-says-islands-debts-are-not-payable.html?_r=0

[vi] <https://www.un.org/press/en/2019/gacol3337.doc.htm>

[vii] Enrollment: Comparison of 2018-19 and 2013-12 enrollment, all sectors, Title IV-eligible institutions; Tuition: unadjusted comparison of 2019-20 and 2013-14 in-state average tuition for full-time undergraduates, PR public 4-year colleges

ASHE 2021 Program Committee

Program Committee Co-Chairs

Natasha N. Croom, Clemson University

Z Nicolazzo, University of Arizona

Community-University Partnerships & Praxis

Nadrea Njoku, Frederick D. Patterson Research Institute

Robin Minthorn, University of Washington Tacoma

Faculty, Administrative, & Classified Staff

Dan Tillapaugh, California Lutheran University

Stacey Garrett, Appalachian State University

Graduate & Professional Education & Students

Erika Roland, The University of Texas at Arlington

Michelle Espino, University of Maryland, College Park

International Higher Education

Dante Salto, University of Wisconsin-Milwaukee

Katie Koo, Texas A&M University, Commerce

Organization, Administration, & Leadership

Cameron Beatty, Florida State University

Leonard Taylor, Auburn University

Performance, Visual, & Digital Scholarship

Amanda Latz, Ball State University

Charles Davis III, University of Michigan

Philosophy, Foundations, & Methods

Andres Castro Samayoa, Boston College

David Feldon, Utah State University

Policy, Finance, & Economics

Federick Ngo, University of Nevada, Las Vegas

Katherine Wheatle, Lumina Foundation

Teaching, Learning, & Assessment

Katy Jaekel, Northern Illinois University

Sarah Hurtado, University of Denver

Undergraduate Students: Access, Contexts, & Retention

Maurice Shirley, Indiana University

Susana Muñoz, Colorado State University

Undergraduate Students: Development(al) Theory

Laila McCloud, Western Illinois University

Rachel Wagner, Clemson University

Undergraduate Students: Persistence, Resilience, & Outcomes

Christina Yao, University of South Carolina

Genia Bettencourt, University of Southern California

Roundtables & Posters

Becky Morgan, Clemson University

Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference

Ryan Miller, University of North Carolina Charlotte

Council for Ethnic Participation (CEP) Pre-Conference

Lucy Arellano, Texas Tech University

Wilson Okello, University of North Carolina Wilmington

Council on International Higher Education (CIHE) Pre-Conference

Gerardo Blanco, Boston College

Tatiana Suspitsyna, The Ohio State University

Council on Public Policy on Higher Education (CPPHE) Pre-Conference

Meredith Billings, Sam Houston State University

General Proposal Information

Important Notes for 2021

Each year the ASHE Program Committee Co-Chairs, ASHE Staff, and President review evaluation data from the previous conference (e.g. proposal submissions, evaluations), consider ASHE values and priorities, and make changes if needed to enhance the conference experience. This information is presented below.

In addition, to provide greater transparency on the peer review process for ASHE 2021, we are outlining the steps in this 2021 peer review process at www.ashe.ws/reviewprocess.

Conference Program Sections Updates

- **Animating Questions:** Program Committee Co-Chairs added “Animating Questions” to each section. Crafted by the section co-chairs, animating questions are tied directly to the theme of the conference and can be used should proposal writers decide to incorporate the theme in their proposals. While it is not required that proposals address the conference theme each year, it is encouraged. Additionally, the animating questions can help create some differentiation between sections as proposal writers consider which section is most appropriate for their work.
- **Student Sections:** Titles and descriptions of student sections were revised to more accurately reflect and clarify topics appropriate for each:
 - Undergraduate Students: Access, Contexts, & Retention
 - Undergraduate Students: Development/al Theory
 - Undergraduate Students & Graduates: Persistence, Resilience, & Outcomes
- **Creating Community-University Partnerships and Praxis Section:** This section was added as a standalone section. In past years, there was a section for “Community Engaged” research (CER).
 - Proposals whose focus is on CER as an approach to inquiry should be submitted to the Philosophy, Foundations, and Methods section.
 - Proposals centering relationships between communities and institutions should be submitted to Community-University Partnerships and Praxis regardless of method (could include CER approaches).
- **Clarifying Community Engaged Research/Participatory Action Research as a method:** In past years, was a section for “Community Engaged” research (CER) as well as a method for Community Engaged Research/Participatory Action Research.
 - Proposals using CER/PAR as a method should select the respective topical sections and select CER/PAR as the method.
- **Performance, Digital, and Visual Scholarship as a section:** PVDS was added as a standalone section. Proposals for this section should focus on work that is presented through performance, digital, or visual means. Proposals about performance, digital, and/or visual inquiry/methods should be submitted to the Philosophy, Foundations, and Methods section. PVDS authors must describe the logistical or technical needs for the presentation.

Proposal Submissions and Review Updates

- **Proposal and Presentation Limits:** Participants may be included in a maximum of four General Conference proposals total regardless of role (e.g., co-author, symposium participant). Consistent with past practice, a participant may appear no more than five times in total across all roles and formats (e.g., chair or symposium participant) during the General Conference. The maximum of appearance on the program five times is for the main conference, which excludes pre-conference proposals and presentations. Please keep this in mind as you submit proposals and agree to participate in collaborative submissions.
- **Assignment of Reviewers:** To ensure we have enough reviewers to provide substantive feedback to each proposal we will once again engage our membership more fully in the review process. We encourage all ASHE members to volunteer to review. Those ASHE members who are terminal degree holders (e.g., Ed.D., J.D., Ph.D.), are listed as an author/co-author on research or scholarly paper proposals, and who did not sign up as a reviewer in the ASHE Conference Portal may be assigned a minimum of three and a maximum of 12 proposals to review as needed.
- **Doctoral Candidates as Reviewers:** Recognizing that graduate students make up over 40% of the Association membership, the increasing role of doctoral candidates in knowledge production activities, and the noticeable investments by doctoral candidates to provide quality reviews as evidenced by their service as reviewers for posters and roundtables for many years, we are launching a pilot program this year by inviting doctoral candidates (meaning anyone who has successfully defended their proposal) to serve in the review process as one of three reviewers on research papers, scholarly papers, self-designed research paper sessions, interactive symposia, and PVDS. As with all reviewers, doctoral candidates will be able to share the maximum number of reviews they are willing to complete and no one reviewer will be assigned more than 12 reviews in the initial round.
- **Reviewer and Discussant Recommendations:** To continue efforts to enhance our peer review process, we have added an option for all proposals to suggest reviewers for their proposal. This will support the program committee in better aligning your proposal with appropriate reviewers. For paper proposals, we have added an option for submitters to suggest a discussant(s) for their paper if accepted. Although recommendations will be considered, we cannot guarantee that all recommendations will be able to be fulfilled.

Presentation Formats Updates

- **Posters:** Poster presentations will be virtual regardless of conference format (i.e., conference is hybrid OR completely virtual) and will likely be presented prior to the conference dates.
- **Fully Virtual Sessions:** Roundtable, Self-Designed, and Symposia sessions may be offered virtually and/or in-person. Submitters will have the opportunity to indicate which formats they prefer during the proposal submission process. Updates will be shared as more information about the conference is available.

Key Dates

Tuesday, April 20, 2021 4:00 pm Pacific Time	Proposals and volunteer applications are due. No exceptions will be made. Please plan to submit your proposal before the deadline.
Early May	Reviewers will be assigned their reviews and provided a three-week window to complete their reviews.
Early July	Notification of acceptance or rejection as well as assignment as a session chair or discussant will be sent via email. The ASHE General Conference acceptance rate is typically around 40%.
Wednesday, September 15, 2021 11:59 pm Pacific Time	Presenter and volunteer conference registration deadline. If your proposal is accepted, you have a professional and ethical obligation to register for the conference.
Thursday, September 30, 2021 4:00 pm Pacific Time	Virtual Poster materials due to the ASHE Office
Tuesday, October 12, 2021 4:00 pm Pacific Time	Final research and scholarly papers (including papers in a self-designed session) must be uploaded to the ASHE Conference Portal. The Program Committee reserves the right to rescind the acceptance of any research or scholarly paper not uploaded to the ASHE Conference Portal by October 12, 2021.

Submitting A Proposal

The ASHE Conference Portal, which is software designed by All Academic, can be accessed via the ASHE website: www.ashe.ws/callforproposals. This is the system where proposals can be submitted; members can volunteer to be a reviewer, chair, and/or discussant; reviewers will complete reviews; reviewer feedback will be available to authors in early July; the final conference schedule will be posted; research and scholarly paper authors will upload their final papers; and discussants and chairs will be able to access papers for their sessions.

A step-by-step guide on how to submit a proposal is available at: www.ashe.ws/callforproposals

Logging In

To access the ASHE Conference Portal, use your ASHE login credentials. All authors will need an ASHE account to be added to proposals in the system (e.g., the author submitting the proposal will search the system for co-authors to add).^{*} If you do not have an ASHE account—meaning you've never had an ASHE membership or guest account, you may become an ASHE member or create a free guest account; more information can be found at www.ashe.ws/membership.

Note: If you already have an ASHE account (either as a current or expired member or a guest account), do not create a new account as the system will likely suspend all of your accounts. If you have questions or need help accessing your account, please contact the ASHE Office.

Note: It can take 10-60 minutes for a new account to flow from the ASHE membership system to the ASHE Conference Portal. As such, we encourage submitters who have co-authors who are not ASHE members, who were never ASHE members, and who do not have a guest account to become a member or create a guest account well in advance of the proposal submission deadline.

Selecting a Section or Pre-Conference

Authors must designate a section or pre-conference for their proposal (see pp. 20-40). A proposal can be submitted to only one conference section in the general conference or to one pre-conference. If the same proposal is submitted to more than one section or to a section and a pre-conference, both proposals will be removed from consideration.

Selecting a Presentation Format

Authors must designate a preferred presentation format (see pp. 41-50). If the first choice is a research paper or scholarly paper, you can indicate if you are willing to present the paper in a roundtable or a poster if the first-choice format is not available.

Terms of Agreement

After selecting your section and format type, you will be prompted to agree to the following terms:

- All co-authors and/or presenters named in my proposal are aware of this submission, have agreed to be listed on this proposal, and understand these terms of agreement.
- This proposal is based on original work that has not been published in any venue, online or print, or presented at other conferences.
- Names do not appear anywhere on the proposal unless the proposal is an interactive symposium.
- All current ASHE members with a terminal degree (e.g., Ed.D., J.D., Ph.D.) listed on research and scholarly paper proposals agree to review a minimum of three proposals.
- For research paper, scholarly paper, and self-designed paper proposals: If accepted, the completed paper will be submitted through the ASHE Conference Portal by October 11, 2021.
- For paper, poster, or roundtable proposals: If accepted, at least one author/co-author will present the work on the day and time designated.
- For interactive symposium or self-designed paper session proposals: If accepted, all of the presenters named in the proposal will present the work on the day and time designated.
- All presenters agree to register for the ASHE Conference and/or respective Pre-Conference by Wednesday, September 15, 2021 and pay appropriate registration fees.
- Submitters with an outstanding balance owed to the Association of more than 30 days may be removed from consideration by the ASHE Staff in accordance with the ASHE Payment Policies.

Title and Abstract

A title no longer than 15 words and an abstract no longer than 50 words is required. The Program Committee relies on abstracts to assign appropriate reviewers.

Proposal Text

Proposals must not exceed **2,000 words**. Please submit only the text of the proposal (not including references). All tables, figures, formulas, and graphics will be submitted as an attachment. All references will need to be submitted separately and do not count towards the 2,000-word count; however, APA in-text citations should be used and are included in the word count. **Research paper proposals (including those in Self Designed Sessions) must include preliminary findings or a summary of full findings.** Additionally, where applicable, poster and roundtable proposals should include preliminary findings or a summary of full findings.

References

Cite and provide the published and/or unpublished references in your proposal. There is no limit to the number of references provided. Please adhere to the APA Style guidelines but do not use italics, bold, or underline in the system—these enhancements will be lost.

Keywords

Proposals must include three keywords describing the proposal. These words are used by the Program Committee to assign reviewers to proposals.

Alternate Presentation Format

**Only applicable to research and scholarly paper proposals*

If the first choice is a research paper or scholarly paper, you can indicate with your submission if you are willing to present the paper as a roundtable or a poster if the first-choice format is not available.

Research Methodology

Paper (scholarly, research, self-designed), Poster, and Roundtable proposal submitters must choose the methodological category that best describes their work:

- community engaged research and/or participatory action research
- historical
- legal
- literature review
- mixed methods
- philosophical
- qualitative
 - case study
 - ethnography
 - grounded theory

- narrative
- phenomenology
- quantitative
 - correlation/regression/ANOVA
 - data analytics
 - experiments
 - multi-level modeling
 - quasi-experimental
 - structural equation modeling

There are open text fields for other methods outside of these descriptors. The Program Committee relies on this information to assign appropriate reviewers.

For Self-Designed Paper Sessions, research methodology will be selected for each paper when adding them.

Authors, Presenters, Chairs, Discussants

Research papers, scholarly papers, roundtables, and posters will designate an author(s).

Self-Designed paper sessions must designate individual paper authors as well as a chair and discussant.

Interactive symposia must designate a chair(s), presenter(s), and an organizer.

With the exception of Interactive Symposia, no identifying information should be included in the proposal itself. The information provided here will only be available to section chairs and ASHE Staff. Please ensure that author information is expunged if an attachment is submitted with graphs, charts, etc. See page 44 for more information on information required for interactive symposia.

Self-Designed Paper Session Individual Paper Abstracts

**Only applicable to Self-Designed Paper Session submissions*

In addition to the 2,000-word count for the overall proposal, Self-Designed Paper Sessions will also submit a title (15 words maximum) and an abstract (350 words maximum/paper) for each paper in the session. The organizer will also select authors for each individual paper (see note above about Authors, Organizers, Chairs, and Discussants) but should not identify authors in the actual proposal text or in any attachments.

Attachments

Attachments should include tables, figures, formulas, and graphics. Attachments must be combined into a single PDF document and uploaded to the ASHE Conference Portal.

Please ensure there is not identifying information in attachments, with the exception of interactive symposia proposals.

Editing your Proposal

Although your proposal is submitted, you can return to it at any time to edit it prior to the deadline. This can only be done by the proposal submitter.

General Conference Program Sections

Authors must submit general conference proposals to a section that best represents the content and foci of their work. Like all good work, section descriptions draw heavily from previous years of work and thinking, so authors will likely find continuity between this call and earlier years, with changes noted previously. If there are questions as to whether your proposal fits with a section, read its description carefully, and ask whether it attends to any of the section aims, foci, and/or guiding principles listed. Section co-chairs are also listed and can be contacted for further information. All sections are described below and are presented in alphabetical order.

- Community-University Partnerships & Praxis
- Faculty, Administrative, & Classified Staff
- Graduate & Professional Education & Students
- International Higher Education
- Organization, Administration, & Leadership
- Performance, Digital, & Visual Scholarship
- Philosophy, Foundations, & Methods
- Policy, Finance, & Economics
- Teaching, Learning, & Assessment
- Undergraduate Students: Access, Contexts, & Retention
- Undergraduate Students: Development/al Theory
- Undergraduate Students & Graduates: Persistence, Resilience, & Outcomes

Community-University Partnerships & Praxis

Proposals for this section use community centric and engaged research to disrupt traditional, mainstream approaches to inquiry and create authentic and empowering spaces from which to conduct research, thus allowing for more “horizontal relationships” among scholars, universities, and the communities alongside whom they are engaged. Communities are those that share a common sociopolitical, geographic, institutional/ized, cultural, and/or identitarian subject position. Proposals for this section may also explore the nature, development, (in)efficacy, and outcomes of community and university partnerships, particularly from the perspectives of the communities, and the applied principles (praxis) that undergird them. Submissions should clearly reflect principles of community-engaged research such as collaboration, reciprocity, and valuing nontraditional forms of knowledge. Proposals for this section should use community engaged research tenets and practices, and/or have community engagement at the core of the study itself (e.g., the use of Participant Action Research as a method to inform research questions, data collection, and analysis).

Proposals that explore community engaged methods/methodologies as an innovation, expounding on this method (not specifically touching on community-university partnerships) should be submitted to the Philosophy, Foundations, and Methods section.

Animating Questions

- How might one re/conceptualize notions of “community” to unsettle notions of “on”/”off”-campus in relation to partnership and praxis?
- For whom are community-university partnerships geared, and to what ends? How might one re/think partnership as not just good for multiple human parties, but for the land, non-human species, and past/future generations of those communities in which such partnerships occur?

Section Chairs

Nadrea Njoku, nadrea.njoku@unconf.org

Robin Minthorn, robstarr@uw.edu

Faculty, Administrative, & Classified Staff

Proposals for this section examine issues related to careers of contingent and tenure-stream faculty, as well as administrative (academic and student affairs) and classified staff across various institutional settings (e.g., community colleges, for-profits, research institutions) and constellations of identities and experiences (e.g., job satisfaction among student affairs educators of color). Research on motivation, work and life roles, the labor market in higher education, tenure and promotion, growth and development, performance evaluation, reward systems, and disciplinary and professional cultures are relevant to this section.

Please note that this section is part of the general conference and distinct from the Council for the Advancement of Higher Education Programs (CAHEP) Pre-Conference. Authors can submit to either the general conference or the CAHEP Pre-Conference; however, the same proposal may not be submitted to both.

Animating Questions

- In what ways are faculty, administrators, and/or classified staff disrupting and decolonizing higher education spaces?
- What resources, strategies, and tools can support the creation of communities for, or coalitions between, faculty, administrators, and/or classified staff seeking to disrupt and decolonize higher education?

Section Chairs

Dan Tillapaugh, daniel.tillapaugh@gmail.com

Stacey Garrett, garrettsd@appstate.edu

Graduate & Professional Education & Students

Proposals for this section examine issues concerning graduate/professional students and graduate/professional education as a context. Proposals related to access to graduate/professional school, graduate and professional student experiences, and related outcomes (e.g., retention, graduation) are relevant to this section. Studies may address issues such as undergraduate student aspirations to graduate/professional education, as well as graduate student socialization, organizing and unionization, pathways to the professoriate and/or non-academic careers, graduate/professional student equity, and other issues affecting graduate and/or professional education.

Animating Questions

- How can researchers interrogate and unsettle the understandings of graduate/professional students and education for liberatory possibilities in higher education?
- What resources, theories, and strategies are needed to reimagine and unsettle the purpose, access, spaces, and outcomes of graduate/professional education?

Section Chairs

Erika Roland, ericka.roland@uta.edu

Michelle Espino, mespino@umd.edu

International Higher Education

Proposals for this section examine international and comparative issues in higher education. Research in this section may focus on a wide range of topics including policy, organization, governance, faculty, students, and others within an international/comparative context. Proposals submitted to this section may include comparative studies analyzing two or more higher education national systems, studies exploring the conditions and consequences of transnational faculty, staff, and student mobility; organizational global strategy and engagement; explorations of cross-border higher education institutions and programs; and analyses of internationalization practices, including education abroad and internationalization at home.

Please note that this section is part of the general conference and distinct from the Council on International Higher Education (CIHE) Pre-Conference. Authors can submit to either the general conference or the CIHE Pre-Conference; however, the same proposal may not be submitted to both.

Animating Questions

- In what ways does your research expand and unsettle the traditional theoretical and methodological boundaries of international higher education?
- How does your research cover critical issues and perspectives that affect marginalized population in international higher education?

Section Chairs

Dante Salto, salto@uwm.edu

Katie Koo, katie.koo@tamuc.edu

Organization, Administration, & Leadership

Proposals for this section illuminate the processes, functions, experiences, and challenges of organizations, institutions, and administration/institutional leadership related to higher education. Proposals for this section may focus on higher education governance, strategy, administration, organizational change and innovation, organizational theory, perspectives on the organization of higher education, higher education foundations, and institutional planning. This section includes examinations of organizational processes (e.g., organizational change, culture, decision-making), the leadership roles of formal and informal institutional leaders (e.g., deans, department chairs, diversity officers, faculty and staff change agents, presidents, governing board members), studies of specific administrative or organizational experiences (e.g., institutional response to rankings in comprehensive publics, faculty governance at community colleges), and organizational behavior within specific functional areas of higher education (e.g., departments and divisions). Proposals that examine accreditation in higher education, including policies and practices related to accreditation and issues of educational quality are also suited for this section.

Animating Questions

- How can place-conscious perspectives in Organization, Administration, and Leadership research and practice be taken up to interrogate and address existing boundaries and sedimented perspectives, with the purpose of transforming higher education toward new and more just possibilities?
- How can higher education research interrogate/unsettle the “place-taking” frameworks that current and past Organization, Administration, and Leadership theories and research continue to perpetuate?

Section Chairs

Cameron Beatty, cbeatty@fsu.edu

Leonard Taylor, taylorl@umn.edu

Performance, Digital, & Visual Scholarship

Proposals for this section should present scholarship that challenges conventional modes of knowledge production and representation as well as conventional data sources and analysis procedures. These proposals should not only use performance, visual, and/or digital methodologies/methods, but should seek to draw these forms of empirical inquiry and/or scholarly exploration through their entire re-presentation of knowledge. These proposals should feature studies that draw on photography, art (e.g., drawing, painting), music, performance (e.g., dance, spoken word, poetics), digital/virtual methods (e.g., digital ethnography), and videos as modes of knowledge production and representation.

Proposals for this section should use performance, visual, and digital methods, whereas applications of and questions about explorations of these methods (their efficacy, incorporation, and/or the various contestations, complexities, and/or ethics) should be submitted to the Philosophy, Foundations, and Methods Section.

Please note this is both a section and format type. Proposal submitters will select this section and then either an individual or session proposal type (see pp. 46-47). As such, section chairs will match proposals with reviewers who have both method and/or content expertise. Additionally, some Pre-Conferences welcome PVDS submissions; for these, you will submit your proposal to the respective pre-conference and select PVDS and the proposal type.

Animating Questions

- In what implicit and explicit ways does your proposal expand and unsettle the traditional boundaries of what is known about your particular topic through the use of performance, visual, or digital methods?
- How does your proposal's use of performance, visual, or digital methods reimagine the perceived and material boundaries between campuses and communities within which colleges and universities are situated?

Section Chairs

Amanda Latz, aolatz@bsu.edu

Charles Davis III, hfdavis@umich.edu

Philosophy, Foundations, & Methods

Proposals for this section examine broader philosophical underpinnings of higher education. These may include sociological, legal, philosophical, cultural, historical, and other philosophical explorations. This section can also include proposals that focus on foundations of higher education, particularly within contemporary issues, debates, and challenges concerning higher education. Proposals that discuss epistemology, methodology, or methods for higher education research are also appropriate for this section, as is inquiry related to the state of research in higher education.

Animating Questions

- How can methodological pluralism--and an accompanying receptivity to porous disciplinary conventions--reconfigure the field's capacity to address enduring asymmetries of justice? How might or should our field pursue consensus around the support of knowledge claims in this context?
- What do just conceptions of higher education's foundations look like for communities of scholars who teach, learn, and make knowledge about our field? Is a canon—old or new—beneficial or desirable in continuing to advance our field?

Section Chairs

Andres Castro Samayoa, andres.castrosamayoa@bc.edu

David Feldon, david.feldon@usu.edu

Policy, Finance, & Economics

Proposals for this section examine local/regional, state, and federal higher education policies; public finance of higher education; and policies and practices related to the economics of higher education. Relevant research may include, but is not limited to affordability; finance; institutional, state, and federal financial aid policies; the economic returns to postsecondary education; the state and federal governmental role in accountability; privatization; government relations; the intersection between federal or state level policy and institutional practice; the beliefs and values of policymakers; and the politics of higher education, including policy formation and evaluation. Proposals in this section may highlight the impact of policy on marginalized and minoritized populations (e.g., students of color, low-income students), including the consequences of specific policy initiatives and legislation.

Please note that this section is part of the general conference and distinct from the Council on Public Policy in Higher Education (CPPHE) Pre-Conference. Authors can submit to either the general conference or the CPPHE Pre-Conference; however, the same proposal may not be submitted to both.

Animating Questions

- How do institutions of higher education impact the spaces and communities they occupy?
- How do the policy, finance, and economics of higher education facilitate those outcomes?
- How can 'place-consciousness' and critical consciousness expand and/or unsettle research in higher education policy, finance, and economics?

Section Chairs

Federick Ngo, federick.ngo@unlv.edu

Katherine Wheatle, kwheatle@luminafoundation.org

Teaching, Learning, & Assessment

Proposals for this section examine teaching and/or learning processes in higher education contexts. Proposals may also focus on student learning outcomes assessment, classroom assessments, teaching evaluations, or institutional assessment. This section includes examinations of pedagogy and instruction; curriculum development; learning theory; critical approaches to teaching, learning, and assessment; use of instructional technology; faculty attitudes and behaviors related to teaching, learning, and assessment; and learning contexts (e.g., the influence of institutions and disciplines).

Please note that this section is part of the general conference and distinct from the CAHEP Pre-Conference. Authors can submit to either the general conference or the CAHEP Pre-Conference; however, the same proposal may not be submitted to both.

Animating Questions

- In what ways can we use teaching, learning, and/or assessment to disrupt power structures and provide more equitable outcomes?
- How do teaching and learning both reify inequities and provide possibility within postsecondary contexts?

Section Chairs

Katy Jaekel, kjaekel@niu.edu

Sarah Hurtado, sarah.hurtado@du.edu

Undergraduate Students: Access, Contexts, & Retention

Proposals for this section examine undergraduate student access and retention, as well as the various contexts through which undergraduate students experience higher education. Noting that collegiate contexts are motivating and moderating factors for issues of student access and retention, studies may address barriers and/or promising practices in relation to undergraduate student access and retention; how access and/or retention are (not) actualized in relation to ongoing manifestations of systemic oppression; campus ecologies and environmental studies that focus on the influence of undergraduate students; how various higher education contexts mediate undergraduate student experiences; the role of multiple/overlapping contexts (e.g., sociopolitical, regional, state, campus-specific) on undergraduate student life. Proposals may also consider the multidirectional and sometimes non-linear pathways students navigate as they move in, through, and across the college environments, including studies on transfer between different institutions.

Animating Questions

- How can we enhance our understanding of factors that increase or hamper college access and retention for historically minoritized and marginalized students and how do we begin addressing said factors through critical, decolonial, and liberatory research, theory, and practice?
- How can we begin to address the extent to which contexts, climates, and environments influence college access and retention for students who are historically and systemically underserved, invalidated, and neglected?

Section Chairs

Maurice Shirley, maushirl@indiana.edu

Susana Muñoz, susana.munoz@colostate.edu

Undergraduate Students: Development/al Theory

Proposals for this section examine identity, identity formation, and/or development/al theory related to undergraduate student populations. Studies may address influences on undergraduate student development, the formation of new/revised theorizations of student identity/development, and/or treatments of how development/al theories motivate undergraduate student learning, engagement, and/or experiences in higher education. Proposals for this section should focus expressly on development/al theory and its dis/connections with undergraduate student experiences, learning, and engagement.

Animating Questions

- How can/does/should student development theory center place-based consciousness and/or sensibilities?
- What does development make possible and what does it foreclose?

Section Chairs

Laila McCloud, li-mccloud@wiu.edu

Rachel Wagner, rwagne3@clemson.edu

Undergraduate Students & Graduates: Persistence, Resilience, & Outcomes

Proposals for this section examine undergraduate student persistence and resilience from the perspectives of various student identity/experience-based populations, cohorts/programmatic interventions focused on persistence/resilience, or campus/system/institution-wide initiatives focused on persistence/resilience. Proposals can address and explore undergraduate student achievement, graduation, and outcomes across a variety of domains, including academic, socio-emotional, and career contexts. This section also includes studies of college graduates, for example, the long-term outcomes of college and these outcomes' relation to the multifaceted realities of persistence/resilience.

Animating Questions

- What are the ways in which we can approach our understandings of student persistence and resilience in more humane and just ways?
- How can we both broaden and unsettle our examinations of students' persistence and resilience to allow for a better understanding of how students navigate through and succeed within higher education?

Section Chairs

Christina Yao, CY9@mailbox.sc.edu

Genia Bettencourt, gbettenc@usc.edu

Council-Sponsored Pre-Conference Submission Information

Councils play a critical role in the support, development, and socialization processes of ASHE members. Each year, the Councils host pre-conference forums. These forums differ in content, but in general, they provide an additional outlet for ASHE members to present work, network with others, and garner important advice about the higher education field. ASHE is home to four Councils:

- (1) the Council for the Advancement of Higher Education Programs (CAHEP);
- (2) the Council for Ethnic Participation (CEP);
- (3) the Council on International Higher Education forum (CIHE);
- (4) the Council on Public Policy in Higher Education (CPPHE).

Council Pre-Conference Chairs develop their respective “Call for Proposals,” assign reviewers, select proposals, and design pre-conference forum schedules.

Please remember that the same proposal cannot be submitted to both a Council pre-conference and the general conference.

Terms, requirements, and formats for pre-conference proposals are the same as for the general conference unless otherwise stated below.

Proposals for pre-conference forums are submitted through the ASHE Conference Portal by selecting the respective pre-conference instead of a general conference section.

Council for the Advancement of Higher Education Programs (CAHEP)

Website: www.ashe.ws/cahepprecon

The mission of CAHEP is to enrich the teaching and learning experiences of graduate students and faculty in the Association’s constituent higher education programs within North America and around the world. Towards that end, the purpose of the CAHEP Pre-Conference is to facilitate the exchange among program coordinators/directors, faculty, students, and other interested members of the Association.

In keeping with this year’s theme of *Spanning and Unsettling the Borders of Higher Education*, CAHEP seeks proposals to present research and scholarly papers or facilitate roundtables and symposia that promote place-consciousness—attention to the land, communities, and geographies where higher education programs are situated—as well as proposals that attend to and critique the boundaries and borders of and within higher education programs.

Toward this end, we welcome conference proposals that philosophically, practically, and/or empirically address one or more the following questions:

- What are the ethical responsibilities of place-conscious higher education programs in the midst of a global pandemic, systemic racial injustice, and economic crises?
- How do higher education program faculty and leaders navigate institutional pressures related to recruitment, admissions, and revenue generation in the context of a contracting higher education labor market?
- What boundaries animate or constrain curricula, teaching and learning, faculty mentorship, and graduate student agency and support within higher education programs?
- How can higher education programs promote equity, justice, and place-consciousness within internships, practica, assistantships, examinations, dissertations, and other graduate student programming and milestones?
- What are the responsibilities of higher education programs to prepare equity-minded, place-conscious institutional leaders, practitioners, teachers, researchers, and policy advocates? What responsibilities exist to prepare graduates for careers beyond the boundaries of colleges and universities?
- How can higher education programs become place-conscious in attending to program delivery, structure, and outcomes? What are the responsibilities of higher education programs to their local communities and geographies and to the native inhabitants of the land on which their institutions are located?
- What traditional boundaries of higher education programs merit consideration, critique, and expansion? Within the higher education program ecosystem, what are the roles of smaller and emerging programs, programs at teaching and comprehensive institutions, programs outside of the United States, online programs, and for-profit institution programs?

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes
Self- Designed Paper Session	Yes

Performance, Visual, and Digital Scholarship	Yes
Roundtable	Yes
Poster	No*

*While CAHEP will not be accepting submissions for Posters, Research and Scholarly Paper authors are able to indicate if they would like to be considered for a Poster if we are unable to accept the proposal in a paper session. In this instance, the Poster will be included in the ASHE General Conference Roundtable or Poster Session. If a member is interested in submitting a Poster with a focus under the mission of CAHEP, we recommend submitting it to the Faculty, Administrative, and Classified Staff; Graduate and Professional Education, Organization, Administration and Leadership; or Teaching, Learning, and Assessment Section of the General Conference.

CAHEP Pre-Conference Chair

Ryan A. Miller, ryanmiller@uncc.edu

Website: www.ashe.ws/cepprecon

Disciplinary Cartographies of Higher Education Praxis

In the liminal space between the land and the sea, the shoal emerges. Spatially, the shoal is a place of contact and encounter, “friction, and interaction among land and water” (Levan, 2012, pp. 211-212); a place where the movement of the ocean shifts from deeper to shallow depth. In her writings on the shoal, King (2019) reads the shoal as an interstitial, analytic, and methodological space, constituting moments of gather and assembly for frames conventionally sutured. The shoal, for King (2019), creates rupture. We understand CEP as a metaphorical shoal for geographic reordering and Black Indigenous People of Color (BIPOC) placemaking in higher education.

The primary purpose of CEP, as stated in its by-laws, is to facilitate the participation of scholars from ethnically and racially minoritized groups in the affairs of the Association. The CEP Pre-Conference Forum consists of two components: (1) the presentation of research/scholarly papers, roundtables, poster, and symposia and (2) the CEP Mentor-Protégé Program, which provides mentoring/professional development sessions (Note: Applications for mentors and proteges will be available through the ASHE website in late summer 2021).

The ASHE General Conference program will include sessions focused on race and ethnicity, as well as other aspects of diversity and equity. The CEP Pre-Conference Forum is distinct from the General Conference. It offers opportunities for attendees to focus intensively, extensively, and specifically on issues of race, ethnicity, and racism, and the intersections of racism with other interlocking systems of oppression. It recognizes the urgency of not only decentering whiteness, but imagining other ways of being and knowing that deliberately attend to the needs, dreams, and desires of BIPOC.

Following the 2021 theme, CEP is a space of convergence, bridging critical theories and thoughtful praxis; it is an alternative space to think through settler colonial capture and the conceptual constraints that reproduce these practices in higher education; it is a site of creativity that invites new questions, embodied rhythms, and tools that might chart liberatory futures even as they contend with anti-Blackness and interlocking systems of oppression. Thus, we invite scholars to consider,

1. In study with and support of BIPOC in higher education, what new modes of insight, intervention, and critique are made possible at the convergence of BIPOC histories, epistemologies, and methodologies?
2. What shifts, departures, and unsettlingings does BIPOC thought and aesthetics require of institutional practice, research procedures, and policy in the higher education context?

The CEP Pre-Conference Forum peer review process reflects high expectations of rigor and quality. Sessions selected are those that expand, challenge, and shift the field’s thinking, practice, and praxis. We welcome proposals that engage in analyses of white supremacy, settler colonialism, and ethnocentrism through systemic lenses. Proposals which confront racism with other interlocking structures of marginalization

and privilege (e.g., social class, ability, sex assigned at birth, gender identity and expression, sexuality, religion/spirituality/faith, and global/transnational) are especially encouraged.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes
Self- Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	Yes
Roundtable	Yes
Poster	Yes

2021 CEP Pre-Conference Program Co-Chairs

Lucy Arellano, lucy.arellano@ttu.edu

Wilson Okello, okellow@uncw.edu

Website: <http://www.ashe.ws/ciheprecon>

Proposals for this CIHE forum incorporate a comparative dimension in their methods or theoretical frameworks, or explore practices and structures that have international implications. Proposals for the pre-conference forum may include comparative studies analyzing two or more higher education national systems; studies exploring the conditions and consequences of transnational faculty, staff, and student mobility as a result of changing global demographics and economic development needs; organizational (institutional or system) global strategy and engagement; empirical and critical explorations of cross-border higher education institutions and programs; and critical analyses of internationalization practices, including education abroad and internationalization at home.

Proposals that include under-utilized theories, such as Postcolonial Theory, Southern Epistemologies, and Indigenous Scholarship, are particularly encouraged. As well, we seek for proposals that engage with new methodological approaches that go beyond the national containers and that interrogate the normalization of Western perspectives.

Please note that the CIHE Pre-Conference Forum is different from the General Conference section International Higher Education. Authors can submit to either the general conference or the CIHE Pre-Conference; however, the same proposal may not be submitted to both.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes
Self- Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	Yes
Roundtable	Yes
Poster	Yes

CIHE Pre-Conference Co-Chairs

Gerardo Blanco, blancoge@bc.edu

Tatiana Suspitsyna, suspitsyna.1@osu.edu

Council on Public Policy in Higher Education (CPPHE)

Website: <http://www.ashe.ws/cppheprecon>

ASHE Council on Public Policy in Higher Education (CPPHE) encourages the submission of proposals that examine the link between public policy and higher education. The CPPHE Pre-Conference Forum examines the role of higher education research in informing decision-making in the public policy arena, while simultaneously exploring how the places and spaces that higher education occupy shape how policies are formed, how policies are implemented, and how policies are evaluated.

This year to align with the conference theme, we invite researchers to consider the following question:

- Which communities and places benefit from policies?
- Which communities and places are burdened by policies?
- Who are the key policy actors that shape these decisions?

While we welcome all proposals that focus on higher education policy, we particularly encourage scholars to submit proposals that address the translation of policy research to policy action (including activism and advocacy), the responses of policymakers to natural disasters, the global pandemic, racial injustices, and other significant events that disrupted higher education, and the interaction among different levels of policymaking (local and state; state and federal; local and federal) to address timely higher education topics.

The CPPHE Pre-Conference Forum provides participants the opportunity to explore and discuss significant public policy issues that affect higher education in the U.S at the local, state, and federal levels. CPPHE invites proposals from researchers, policymakers, and policy analysts for higher education policy relevant research, scholarly papers, and symposia. Proposals that emphasize active dialogue and audience participation are particularly welcome. The CPPHE Pre-Conference Forum generally features more applied work than is found on the general conference program.

Please note that the CPPHE Pre-Conference Forum is different from the General Conference section Policy, Finance, and Economics. Authors can submit to either the general conference or the CPPHE Pre-Conference; however, the same proposal may not be submitted to both.

Proposal formats accepted

Research Paper	Yes
Scholarly Paper	Yes
Interactive Symposium	Yes
Self- Designed Paper Session	Yes
Performance, Visual, and Digital Scholarship	No
Roundtable	No*
Poster	No*

*While CPPHE will not be accepting submissions for Roundtable or Posters, Research and Scholarly Paper authors are able to indicate if they would like to be considered for a Roundtable or Poster if we are unable to accept the proposal in a paper session. In this instance, the Roundtable or Poster will be included in the ASHE General Conference Roundtable or Poster Session. If a member is interested in submitting a Roundtable or Poster with a policy focus, we recommend submitting it to the Policy, Finance, and Economics Section of the General Conference.

CPPHE Pre-Conference Chair

Meredith Billings, billings@shsu.edu

Proposal Formats

The following proposal format submissions will be accepted*:

- Research Paper
- Scholarly Paper
- Interactive Symposium
- Self-Designed Paper Session
- Roundtable
- Poster

*Pre-Conference Forums may differ in proposal formats and requirements. Please refer to respective information above.

You can find example proposal from previous years at www.ashe.ws/exampleproposals.

Research Papers

Research paper proposals should describe **empirical/data-based studies**. Reviewers will evaluate proposals on connection to the literature, research plan, and significance. Connection to the theme is not a criterion for evaluation.

In no more than 2,000 words, research paper proposals should describe as many of the following as are applicable, preferably in this order:

- Study objectives or purpose
- Review of the literature
- Theoretical or conceptual framework
- Research plan, Study methods, or modes of inquiry
- Data sources or evidence
- Analytical plan or approach
- Findings (Preliminary, partial, or full)
- Study significance

UPDATED 4/1/2021: Research paper proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Study Design: Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by **October 11, 2021 at 4:00pm Pacific**.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Final research papers must include the results/findings of studies.
- Research papers that are accepted for the conference will be grouped by topic with other research and/or scholarly papers and assigned a discussant who will comment on the papers in the session. Each paper will have 12-15 minutes to present.

Scholarly Papers

Scholarly papers proposals feature novel arguments, pose and grapple with critical questions, synthesize divergent bodies of literature, and/or elaborate new theoretical or conceptual frameworks. As non-data-driven papers, authors are not required to adhere to an empirical research design (e.g., methods, data collection, and data analysis). Connection to the theme is not a criterion for evaluation.

In no more than 2,000 words, scholarly paper proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the inquiry
- The philosophical, theoretical, or practical argument and its bases
- Literature and/or sources to support the argument/analysis
- Emergent conclusions or propositions and implications of the argument
- Importance of the argument for higher education

UPDATED 4/1/2021: Scholarly paper proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by **October 11, 2021 at 4:00pm Pacific**.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices).
- Scholarly papers that are accepted for the conference will be grouped by topic with other scholarly and/or research papers and assigned a discussant to comment on the papers in the session. Each paper will have 12-15 minutes to present.

Interactive Symposium

An interactive symposium is an 75-minute integrated session that features interaction between and among expert presenters and the audience to advance knowledge of a particular research problem, theory, or higher education issue. Rather than present the results of discrete research studies as in a paper session, participants in an interactive symposium session draw from research and/or experience to foster dialogue and interactions.

A typical interactive symposium session might begin with brief presentations from the panelists (or interactive Q&A between the moderator and panelists) about the session's topic, followed by ample time for discussion and activities among the panelists and between the panelists and attendees. **The names and backgrounds of presenters/facilitators should be included in the proposal** because the expertise and perspectives of the presenters is important to the success of the session. Connection to the theme is not a criterion for evaluation.

In no more than 2,000 words, proposals for interactive symposium sessions should describe as many of the following as are applicable, preferably in this order:

- Session Objectives
- Backgrounds of the presenters as related to the session's topic
- Expertise or perspectives that each presenter/facilitator will contribute
- Structure and format of the session, including the designation of a moderator and strategies to facilitate audience discussion and learning
- Significance of the Topic of the Symposium, including why the topic deserves attention by the field

UPDATED 4/1/2021: Interactive symposium session proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature
- Strategies for Interaction: Strategies for involving audience in the discussion and promoting interactive learning
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Self-Designed Paper Session

In a 75-minute self-designed paper session, the session organizers propose a complete session of papers (research and/or scholarly) that consists of **up to four papers that** address a specific topic. Organizers must provide a title for the session and must include a session chair and discussant. Connection to the theme is not a criterion for evaluation. **Do not include the names and backgrounds of paper presenters, the session chair, and the discussant in the proposal text. Use language such as “Presenter #1, Presenter #2,” “Chair,” etc.**

In no more than 2,000 words, proposals for self-designed paper sessions should describe as many of the following as applicable, preferably in this order:

- Objectives of the session
- Background and context from the literature and/or theory
- Significance of the topic of the session, including why the topic deserves particular attention by the field
- Brief description of each paper that will be presented

Additionally, each paper within the session will include a title (15 words maximum) and abstract (350 words maximum/paper). Abstracts should include the paper’s purpose, theoretical influence, research design (if applicable), and a brief overview of findings or scholarly analysis.

UPDATED 4/1/2021: Self-designed paper session proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Study Design: Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Accepted Papers

- Final papers must be uploaded to the ASHE Conference Portal by **October 11, 2021 at 4:00pm Pacific**.
- Final papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices).

Performance, Visual, and Digital Scholarship Individual Presentation or Session

Proposals are intended to provide opportunities for the (re)presentation of scholarship, inquiry, and knowledge production in the forms of exhibitions, live performances, videos, looped slides, and other digital and arts-based mediums. PVDS proposals can be based on empirical research that present findings of a study. Proposals could include photo-voice exhibition, spoken word art, performance ethnography, digital storytelling, poetry, documentary videos, art displays, visual discourse analyses, digital humanities projects, and other (re)presentations of knowledge production and inquiry outside of the paper, symposium, or poster formats. Authors should describe artifacts, objects, or mediums that they cannot upload to the ASHE Conference Portal.

Individual PVDS proposals should plan on final projects being no longer than 15 minutes. PVDS session proposals should plan on final projects being the full 75-minute session block. Connection to the theme is not a criterion for evaluation.

In no more than 2,000 words, PVDS proposals should describe the following, preferably in this order:

- Objective or purpose of inquiry
- Philosophical, theoretical, conceptual, or practical argument and/or framework
- Literature, sources, evidence, modes of inquiry, and/or methodology
- Description of how scholarship will be (re)presented (e.g. exhibition, performance, video; digitally)
- Summary of Findings/Results, etc.
- Significance

UPDATED 4/1/2021: PVDS proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Study Design: Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives of the analytical argument, including how well the argument extends or challenges the extant literature
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Proposal writers **MUST** also describe the logistical or technical needs for performance or display at the annual conference (e.g., podium and microphone, x-by-y foot open stage area, projector/screen, or display boards). Authors will be given an additional 50 words to provide enough logistical information that the program committee will be able to understand your full needs. If you have ideal conditions but could present your project under more limited minimal conditions, please share that information (for example, ideal would be x-by-y foot open stage, minimum is a-by-b foot; or ideal would be 4 display board of x-by-y dimensions, minimum is 2 boards of x-by-y dimensions).

Proposal submitters who have questions about logistical capabilities for presentations or special requests you'd like to discuss prior to submission, please feel free to contact ASHE Executive Director Jason Guilbeau at jason@ashe.ws with your question or to set up a meeting to discuss your proposal logistics; you can also schedule a 15-minute meeting via: <https://calendly.com/jasonguilbeau/ashe-2021-pvds-submission-logistics>. It is highly encouraged you reach out prior to April 9, 2021 to allow time for us to fully explore your logistical needs as necessary (e.g., if we have to work with the hotel on a specific set up).

Questions about this proposal format can be directed to PVDS Section Chairs Amanda Latz, aolatz@bsu.edu and/or Charles Davis III, hfdavis@umich.edu

Roundtables

Roundtables provide an opportunity for authors to share information regarding their research in an informal, conversational style. Both research and scholarly works are accepted. Often, though not always, roundtables are an ideal space to process or workshop early phase research. Connection to the theme is not a criterion for evaluation.

Accepted proposals will be grouped with several other proposals that have similar content or foci. Submitters will have the option to select a preferred presentation format of either in-person or virtual.

For in-person presentations:

- Each group is assigned to a numbered table in a large meeting room
- An example of what a pre-COVID, in-person roundtable session room looks like can be found at: <https://www.facebook.com/ASHEoffice/photos/a.2812746395469576/2812782458799303>
- The presenters, rather than an assigned discussant, are responsible for facilitating the conversation. Given the informal structure of the roundtable presentation, no audiovisual equipment will be provided.

For virtual presentations:

- Virtual presentations will be similar to the 2020 conference. More information about 2020 roundtables can be found at www.ashe.ws/presentationresources#Roundtable%20Session.

In no more than 2,000 words, roundtable proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the paper/discussion
- Perspectives or theoretical/conceptual frameworks that will guide the discussion
- Proposed research plan, study methods, or modes of inquiry
- Data sources or evidence
- Analytical plan/approach
- Preliminary findings or summary of findings, if applicable
- Study significance

UPDATED 4/1/2021: Roundtable proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Study Design: Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasives

of the analytical argument, including how well the argument extends or challenges the extant literature

- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Questions about the roundtable format can be directed to Becky Morgan, rmorga2@clermson.edu

Posters

Posters are a mechanism for scholars to engage in interactive discussion with other conference participants about a research project. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point. The presenters, rather than an assigned discussant, are responsible for facilitating the conversation. Connection to the theme is not a criterion for evaluation.

In response to the success of the 2020 virtual poster session and to provide a presentation venue for those who may not be able to attend the in-person conference, the 2021 poster session will be offered virtually. More information about the virtual poster session for 2020 can be found at www.ashe.ws/presentationresources#Posters%20Sessions.

In no more than 2,000 words, poster proposals should provide:

- A clear statement of the purpose or goals of the research (i.e., the primary research questions or issues being addressed)
- A brief summary of the theoretical or conceptual foundation for the work
- A description of the methods being used
- Preliminary findings or summary of findings, if applicable
- The theoretical and/or practical significance and implications of the research

UPDATED 4/1/2021: Poster proposals will be reviewed by three ASHE members (at least two of whom are terminal degree holders) on the following criteria:

- Significance of the proposal to the study and field of higher education: Significance & contribution of the topic, issue, or problem to the field of higher education (contributions in knowledge, theory, and/or practice)
- Theoretical/Conceptual Framework: Quality of theoretical or conceptual frameworks and data sources.
- Connection to Relevant Literature: How well does the proposal connect to relevant literature
- Study Design: Discussion of paradigm, methodology, study methods, analysis, and goodness criteria
- Findings: Relevance of findings, whether partially or fully reported AND/OR Relevance and persuasiveness of the analytical argument, including how well the argument extends or challenges the extant literature
- Overall Clarity: Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

Questions about posters can be directed to Becky Morgan, rmorga2@clermson.edu

Call for Volunteers

Reviewers

Reviewers are needed to evaluate proposals in all conference sections. Reviewers ensure the quality and integrity of the conference program. Ideally, they also provide ASHE members a valuable service by providing concrete feedback on their work, regardless of whether a paper is accepted to the conference. The Program Committee will make every effort to ensure that reviewers receive proposals related to their area(s) of expertise in topic and/or method. At times, however, reviewers may be assigned as a “higher education generalist” reviewer who understands the general context of higher education and research methods, but may not have expertise in the specific topic or method. Ideally, at least two of the three assigned reviewers will have knowledge in the topic and/or method, if not all three.

Interactive Symposia, Self-Designed Paper Sessions, Research Papers, Scholarly Papers, and PVDS sessions will be assigned 3 reviewers, at least 2 doctoral/terminal degree holders (e.g. PhD, EdD, JD, etc.) and no more than one doctoral candidate. Roundtables and Posters sessions will be assigned 2 reviewers, with at least 1 doctoral/terminal degree holder and no more than to 2 graduate students. As such, all ASHE members may apply to be a reviewer.

Session Chairs and Discussants

The program committee will assign session chairs and discussants to each research and scholarly paper session. Web-based training will be offered leading up to the Conference.

Session Chairs facilitate the session by introducing speakers, keeping time, and moderating post-presentation discussion. Prior to the conference, chairs should coordinate communication among the presenters and ensure that authors have uploaded the papers to the ASHE Conference Portal on time. Chairs do not need to be a doctoral/terminal degree holder; this is especially a great volunteer opportunity for graduate students.

Discussants play an integral role in the quality of the annual conference. They read the papers in advance of the conference, provide oral and written feedback to authors at the session, and offer comments that inform and integrate the papers in the larger session. The discussant’s comments should last about ten minutes. Critiques of individual papers should be framed constructively to assist the author(s) with revisions for publication. Discussant comments are most helpful when they integrate and emphasize how the paper topics, theories, study designs, and methods reveal or obscure important knowledge or ways of understanding key issues in the field. Discussants must be a doctoral/terminal degree holder.

How to Volunteer

To volunteer to serve as a Reviewer, Chair, and/or Discussant, visit the www.ashe.ws/volunteers for more information, position descriptions, step-by-step instructions on how to volunteer, and the link to the ASHE Conference Portal.