

2018

ASHE Call for Proposals

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION



ENVISIONING THE 'WOKE' ACADEMY

PAST, PRESENT, AND FUTURE

43RD ANNUAL CONFERENCE

TAMPA, FLORIDA · NOVEMBER 14-17, 2018

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2018 ASHE Call for Proposals

Conference Theme: The Woke Academy

Envisioning The “Woke” Academy is the theme for the 2018 ASHE Conference in Tampa, FL. Although a fairly recent colloquialism, the term “woke” has become synonymous with the Black Lives Matter Movement and other activist efforts, as well as social media campaigns and hashtags (#staywoke; #getwoke; #bewoke). Being “woke” is meant to encourage a heightened level of consciousness both locally and transnationally regarding societal ills and the need to unabashedly name and dismantle inequitable power structures and their disproportionately negative effects on minoritized peoples. Being “woke” engages us in the (re)envisioning of futures characterized by freedom and emancipatory struggle.

More than a theme, *Envisioning the “Woke” Academy* is a critique. Colleges and universities are often touted as spaces of enlightenment. As higher education researchers and scholars, we have access to information and the power to determine what knowledge is and which knowledges are valuable. We oftentimes enact that power in ways that dictate who can access our institutions; promote elitism to suggest which people belong and which do not; deny particular types of scholarship from appearing in our closely guarded academic publishing spaces; and, that refuse to grapple with how our research, the types of questions we ask and the methodologies we use, make us complicit in academic sleepwalking. As a community of scholars, we comfortably enact oppression disguised in a beautifully crafted quilt of patches we call diversity, equity, and social justice. We may sound “woke” through our rhetoric, but perhaps we are sound asleep. We function under a false security that allows us to close our eyes to those most vulnerable and invisible in higher education and the larger transnational context. Even beyond this critique, *Envisioning The “Woke” Academy* is a charge to all of us as higher education scholars, to *get woke* and *stay woke*.

The Woke Academy is **critically conscious** and thoughtful about the ways in which postsecondary institutions, and we as researchers in these institutions, facilitate spaces that are experienced as violent and inaccessible. Critically conscious scholars are those who envision and actively contribute to the academy as a space for immeasurable possibilities, particularly for those who have been repeatedly disenfranchised.

The Woke Academy values **history as a process of remembering** that the societal ills we face today are the direct result of settler colonialism and its manifestation through deeply entrenched acts, laws, and policies enacted over time. We are first called to remember that our colleges and universities are on stolen land built by stolen and exploited bodies. The process of recognizing who we remember, what we remember, and how we remember either implicates us in the creation of healing spaces that openly acknowledge past wrongs or relegates us to a continued pattern of ahistoricism and epistemological erasure of people and communities about whom we claim to care.

The Woke Academy is purposefully **intersectional** and concerned with how multiple axes of power operate and shape retrenchment of opportunity for the masses while increasing these same opportunities for a select few.

The Woke Academy is **transdisciplinary**, indicating that multiple knowledges can be intertwined to promote more diverse perspectives and ideas and that such knowledges are not only contained in postsecondary institutional spaces, but also in our surrounding and transnational communities.

The Woke Academy values **communities, identities, and the need for representation** through a polyvocality that is accessible to a range of audiences.

The Woke Academy is **activist** and cognizant about “doing” as knowledge-building, resource-sharing, and action-driven. Doing all this requires our attention to some fundamental questions about our work, our relationships, and our lives.

Following are some questions that preoccupy The Woke Academy. We invite scholars to engage these questions and issues in their proposals:

- How does higher education research act as a form of violence to populations that are the subjects of study, but rarely the recipients of our resources?
- How does higher education research operate in ways that promotes imperialism, colonialism, and elitism?
- How does higher education research promote and sustain White supremacy and cisheteropatriarchy?
- How often do higher education scholars engage in pseudo-intellectualism in pursuit of funding and other resources that are self-serving?
- How does higher education research (and the research process overall) promote a disconnection between the researchers’ identities and the types of questions and methodologies they engage?
- How are higher education researchers demonstrating a commitment to activism beyond studying it?
- How are higher education researchers trained to maintain the status quo in the institutions and foci we study?
- How might higher education research address society’s most vexing issues (e.g., mass incarceration, gun violence, cisheteropatriarchy, immigration)?
- How might higher education scholars move beyond fear or repercussion for speaking truth to power in an era of extreme suppression?
- How might higher education scholars generate research that traverses the boundaries of the academy and that positively influences the lives of people in their communities, locally, nationally, and globally?
- Who gets to determine when and if one is “woke,” and what metrics are useful to ascertaining one’s wokeness?

Grappling with these types of questions and several others allows us the space to envision The Woke Academy.

To employ *Envisioning the “Woke” Academy* as a conference theme, critique, and charge, the 2018 ASHE Annual Meeting will provide opportunities for members to engage with ideas and activities that promote critical consciousness, history and memory, intersectionality, transdisciplinarity, representation, and activism. All are invited to submit proposals that connect to these ideas and others that promote an awakening of ourselves and the academy.

General Submission Information

- All proposal submissions will be made through All Academic. The website will provide the option to submit to the general conference or one of the four pre-conference forums: a) the Council on Public Policy in Higher Education forum; b) the Council for International Higher Education forum; c) the Council for the Advancement of Higher Education Programs forum; and d) the Council on Ethnic Participation forum.
- A proposal can be submitted to only one conference section or pre-conference forum. **Do not submit the same proposal to more than one division.** Should this occur, both proposals will be rejected.
- Each proposal must designate the preferred presentation type. Presentation types are described here. If the first choice is a research paper or scholarly paper, please indicate if you are willing to present the paper in a roundtable or a poster if the first choice is not available.
- Proposals must not exceed 15,000 characters (approximately four single-spaced pages). Please note that spaces are included as characters, and each paragraph is counted as 1 character. References, tables, and figures are not included in the word limit. Proposals exceeding 15,000 characters will be rejected without review.
- Abstracts no longer than 50 words are required. The program committee relies on abstracts to assign appropriate reviewers.
- Proposals must include three keywords and select from a list of methods. The program committee relies on this information to assign appropriate reviewers.
- All proposals except self-designed paper sessions and interactive symposia will be reviewed anonymously. Names of authors and participants should not appear within the proposal text or attachments, except for self-designed paper sessions and interactive symposia. Please ensure that author information is expunged from the file record if an attachment is submitted with graphs, charts, etc. (Do not attach your entire paper). Speakers for self-designed paper sessions and interactive symposia should be named in the proposal.
- In order to keep the conference inclusive, participants may appear as an author in no more than three sessions and may appear in no more than four sessions in total (across all roles and formats). Please keep this principle in mind as you submit proposals and agree to participate in collaborative submissions.
- **All Proposals are due May 4, 2018 at 5:00 pm Pacific Time. No exceptions will be made.**

The 2018 Online Submission System

The [2018 Conference Proposal System](#) will be linked to your ASHE member account, and will utilize your ASHE login credentials to log into the proposal site. **All authors will need an ASHE account to be added to proposals in the system. If you do not wish to purchase an ASHE membership, you must create a guest (Non-Member) account in order to appear on any ASHE proposals. (DO NOT create a new guest member account if you are an expired member or created a guest account previously!)** Once you create your ASHE account, please log into the proposal system to activate your account. You will need to fill out personal and contact

information, and create a username and password. A step by step guide is available in [PDF here](#) to help you navigate the submission process.

Before submitting your proposal you will be asked to acknowledge that:

- You have not published or presented this same work elsewhere;
- You have informed all authors listed on the proposal that a proposal with their name is being submitted;
- You will attend the ASHE conference and present the work at the designated time, if accepted;
- If your research or scholarly paper is accepted, you agree to submit a completed paper to your discussant by October 17, 2018; and
- Your name does not appear anywhere on the proposal (unless the proposal is for a self-designed paper session or interactive symposium).

After selecting your division and format type, you will be prompted to go through the following proposal submission process:

- Terms of agreement;
- title, abstract, proposal text, references, keywords, research methodology;
- proposal authors' contact information;
- attachments (Attach only graphs, charts, etc. – Do not attach entire paper; remove identifying information); and
- final review.

If you need to interrupt the proposal submission process, you may save your work, log in at a later time, and continue any proposals you have started. You may return to the submission system at any time before 5:00 PM (Pacific) on May 4, 2018, the submission deadline, to edit your submission. If you encounter any problems during the submission process, contact the ASHE office: ASHE@unlv.edu or Phone: (702) 895-2737. You will receive notification of acceptance or rejection via email no later than July 16, 2018. The ASHE Conference acceptance rate is typically around 40%.

If your proposal is accepted:

You have a professional and ethical obligation to **register** for the conference and **present** your paper at the time and place specified by the program committee.

The lead author or individual that submitted any accepted research (data-driven) or scholarly (non-data-driven) paper proposal must submit a copy of the final paper to the session discussant no later than Wednesday, October 17, 2018. Please submit your paper by logging back into the proposal submission system and uploading it.

The program committee reserves the right to rescind the acceptance of any paper not delivered to the designated discussant by October 17. Roundtables and posters need not submit materials in advance of the conference.

General Conference Sections

New or Re-envisioned Sections for 2018

This year's call for proposals reflects a different organization of the topics traditionally represented at ASHE. This reorganization also reflects a different way of thinking about our research and scholarship, its interconnections, and its capacity to inform policy and practice. The revised sections are summarized below.

We have crafted the three sections on **students** to better reflect the students' pathways into, through, and after college. We will focus particularly on **postsecondary college access**, both how colleges and universities provide, withhold, and restrain access to certain groups and populations and in accordance or defiance of legislative policy and institutional espoused values. The second section will engage **college transition and experiences** – how students transition to and through college, how they experience college, and its effects on identity and other aspects of development. The final section considers **college success and outcomes**, noting that student success in college is just one outcome among others.

We then move further outward from the student center, to consider **teaching, learning, and assessment** as the processes through which students are socialized to higher education and by which their experience is academically measured. Approaches to pedagogy, assumptions about how students learn, and how we choose to assess learning and development outcomes, have material effects on students and faculty through institutional policy and practice.

Faculty, administrators, and classified staff all contribute to students' experiences of college. Although past ASHE conferences have not made a clear space for research and scholarship focused on administrative professionals and classified staff, the 2018 program committee is being intentional about making visible the presence and contributions of employees who are not faculty.

The **organization, administration, and leadership** of higher education govern and structure the experience of the campus constituencies discussed above. As institutions are confronted with more demands to be critically conscious and “woke,” institutional structures must be (re)considered and interrogated.

There is a new section as part of the 2018 Call for Proposals. Higher education scholars are recognizing that **community engaged research** is not only appropriate but necessary. The relationship between higher education institutions, its scholars, and the communities with which they interact need consideration and interrogation. Consideration of the communities themselves is also important.

The sections on **policy, finance, and economics**, as well as **international higher education** are also still represented. This year, we hope to form tighter linkages between the councils' pre-conference programs and the general conference. These two sections are working closely with the leadership of CIHE and CPPHE.

General Conference Section: Students

Proposals for this section should focus on research and praxis that center students in the following areas: College Access, College Transition and Experiences, and College Success and Outcomes. Students encounter and negotiate systems of higher education in different and intersectional ways with varied access trajectories, differing transitions, and complex collegiate experiences and outcomes. Studies that examine student experiences within different groups or co-cultures, disciplinary settings, or institutional types are appropriate for this section. We welcome scholarship that centers communities that have been historically minoritized in traditional research, such as Indigenous peoples; incarcerated and returned citizens; students with disabilities; sexuality and gender minoritized communities; People of Color; and religiously, spiritually, linguistically, culturally, socially, politically, economically, and geographically minoritized students. Scholarship is welcomed that examines students' multiple identities and positionalities in relation to interlocking systems of power, privilege, and oppression that affect their college access, transitions and experiences, and success and outcomes. Authors who choose to submit to one of the Students sections will be asked to select the subsection that best fits their proposal. Following are descriptions of those subsections:

Postsecondary College Access

We invite proposals that explore and address traditional and non-traditional pathways to postsecondary education. We encourage proposals that examine how intersectional experiences shape college access pathways; highlight programs or understudied mechanisms that facilitate access (e.g., families, vocational/technical education, TRiO, etc.); or interrogate structures that hinder access to postsecondary education (e.g., admissions policies, systemic oppression, college counseling practices, etc).

College Transition and Experiences

We invite proposals that center the complexities of college student transitions and experiences, recognizing the multidirectional and static pathways that students navigate as they move in, through, and out of the college environment. Transition experiences can also relate to students' developmental growth, critical influences affecting identity and sense of self, and moral and ideological orientations and understandings.

College Success and Outcomes

We invite proposals that address and explore student achievement, retention, and outcomes across a variety of domains and contexts. Consistent with the theme of this year's annual conference, we encourage authors to center inequitable power structures and their disproportionately deleterious influences and impacts on minoritized people when focusing on college student success and outcomes.

Note: Proposals focused on the assessment of student outcomes, rather than the outcomes themselves, should be submitted to the section on Teaching, Learning, and Assessment. Studies focusing on student financial aid issues and programs should be submitted to the Policy, Finance, and Economics division. Please feel free to contact any of the section co-chairs across all three sections to determine the best fit for your proposal.

General Conference Section: Teaching, Learning, and Assessment

Proposals for this section examine processes, outcomes, and reforms intended to promote student learning as well as innovative institutional efforts to assess student learning and development. Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Focus on critical pedagogy and in- and out-of-class instruction.
- Center minoritized voices in the professoriate and their impact on student learning.
- Share instructional techniques that critically challenge the use of the dominant canon of the field in ways that perpetuate violence on minoritized students.
- Present accreditation standards and policies that reward and honor non-traditional approaches to teaching.
- Share culturally relevant and responsive teaching and curriculum development that maximizes success for diverse student populations.
- Utilize a variety of methodological approaches, including those methods that honor and empower underrepresented voices in teaching and learning.

General Conference Section: Faculty, Administrative, and Classified Staff

Proposals for this section address a wide range of issues related to the socialization, preparation, employment, productivity, flourishing, workload, and careers of postsecondary contingent, full-time non-tenure, and tenure-stream faculty, as well as administrative and classified staff.

Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Explore the historical significance undergirding how past actions of epistemological erasure and physical exclusion have shaped the current conditions and experiences of contingent and full-time faculty, as well as administrative and classified staff ranks/roles.
- Conduct intersectional analyses that illuminate how interlocking systems of privilege and oppression shape key issues such as socialization, career advancement, labor markets, and compensation.
- Reflect a transdisciplinary approach that draws upon scholarship within and beyond the sub-field of higher education to provide more diverse and robust ideas about the present and future of faculty and staff.
- Center communities of varying identities and representation who are integral to the goals and work of post-secondary institutions, including for example student affairs educators and other staff.
- Illuminate the activist roles and responsibilities of those charged with facilitating and supporting the learning and development of internal and external communities engaging with post-secondary institutions.
- Use a critically conscious approach related to goals, research designs, and implications for practice, policy and future research.

General Conference Section: Organization, Administration, and Leadership

Proposals for this section focus on research that examines higher education governance, strategy, community-university partnerships, change and innovation, organizational theory, leadership, and planning through the use of critical frameworks (e.g., Critical Race Theory, Critical Feminist Theory, Decolonial/Postcolonial Theory, Queer Theory, Indigenous Knowledge Systems, Crip Theory, Poststructuralism). This section includes empirical and scholarly examinations of organizational processes (e.g., change, culture, decision-making, institutional response), specific administrative or institutional experiences (e.g., Women of Color administrators, faculty governance at community colleges), and organizational behavior within specific functional areas of higher education (e.g., student affairs, institutional advancement, crisis management). Work on formal and informal institutional leaders (e.g., deans, department chairs, presidents, governing boards, students, alumni) as well as transformational leadership processes are also included, with the goal of recognizing that leadership is often shared and relational and may engage broader communities. We are especially interested in proposals that address organizational processes, strategies, and leadership that uncover the need for and inform structural transformation, policy change, and liberatory praxis.

Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Examine how systems of oppression disparately affect governance structures and practices, organizational behavior, decision-making, and leadership processes in various higher education settings.
- Explore how systems of oppression disparately affect the ways in which minoritized institutions are able to operate and optimally serve communities.
- Consider ways in which leadership is conceptualized and/or enacted differentially across groups of people and how such conceptualizations enact violence or reify systems of oppression.
- Unpack the roles and relationships between various campus actors and institutional leaders in response to contemporary societal events and contexts.
- Illuminate the worldviews, skills, and traits of the most effective institutional leaders both formal and informal, whose practice demonstrates an envisioning of the “woke” academy.
- Offer an analysis of the theoretical foundations of organizational theory and the need to de-center dominant ways of knowing, being, leading, and operating.



General Conference Section: Contexts, Foundations, and Methods

Proposals for this section highlight contextual, foundational, and methodological scholarship that raises critical consciousness and dismantles inequitable power structures. Proposals for this section would examine sociological, legal, philosophical, cultural, or historical contexts and foundations of higher education, particularly within contemporary issues, debates, and challenges that affect higher education praxis. Inquiry related to the state of research in higher education or methodological critiques is also relevant to this section. Specifically, this section aims to engage scholars across epistemologies, methodologies, and traditions to intentionally reclaim and return knowledge and research to the communities and identities who have historically been erased and/or disenfranchised.

Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Investigate how researchers can use various epistemological and methodological frameworks as a critique in the service of liberation, reclamation, and/or emancipation
- Emphasize how researchers understand and engage contexts, foundations, and methods as agentic and inherently non-neutral
- Consider whose contexts, foundations, and methods are (un)recognized in the academy, and how this (non)recognition influence higher education praxis
- Examine how systems and/or structures work to support the privileging of certain methodological approaches over others
- Generate strategies for moving research methodologies forward to realize the “woke” academy



General Conference Section: Policy, Finance, and Economics

Proposals for this section reflect scholarly and empirical works that examine the promotion or dismantling of oppressive power structures through: local, state, regional, and federal higher education policies; the state and federal governmental role in accountability, privatization, government relations, and the politics of higher education, including policy formation and evaluation; public finance of higher education; employment of political and economic theories; and policies and practices related to the economics of higher education. The legal, financial, and political challenges that higher education systems and institutions face provide an opportunity to develop transformative solutions. Policy creation and implementation in higher education rooted in critical consciousness, derived from interdisciplinary understandings, and that reflect an understanding of the multiple ways intersecting power structures work to systematically marginalize particular groups of people, have the power to provide accessibility, activate freedom, and deconstruct disenfranchising paradigms.

We are particularly interested in work that utilizes critical, intersectional, and transdisciplinary frameworks that demonstrate opportunities for empowering historically and contemporary marginalized communities. Additionally, critical methods in policy analysis, quantitative analysis, and mixed methodologies are highly encouraged. We also urge proposals that examine and contextualize current tensions in the higher education environment within the following topical areas: minority-serving institutions, Higher Education Act Reauthorization, and state and federal policy intersection with campus policies (e.g., Title IX, free speech, academic freedom, and immigration).

Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Explore the extent to which the interests of receiving communities (those for whom policies are intended) are represented during policy formation and agenda setting.
- Consider how “evidence” and rhetoric are used to dismantle policies intended to reduce inequalities.

- Examine the unintended consequences and/or perverse incentives of specific policy proposals and legislation (e.g., performance-based funding, financial aid, state appropriations) upon marginalized communities.
- Explain ways to better leverage multiple and critical methodologies to evaluate the impacts of policy.
- Investigate how professional dispositions, tastes, cultural beliefs, and values of policymakers shape the support and development of certain policies.
- Examine the implications of deregulation on student protections, particularly for marginalized groups.

Please note that this division is part of the general conference and distinct from the CPPHE Pre-Conference Forum, which has a separate proposal submission process.



General Conference Section: International Higher Education

Proposals for this section acknowledge that “Envisioning the Woke Academy” is not limited to a U.S.-centric understanding of the rise in activism and consciousness about societal inequities and power structures. Across the globe, student activism has historically led to revolutionary changes such as the Cuban Revolution at the University of Havana and the Anti-Communist Revolutions in 1989 originating at Charles University in Prague. The term “woke” can be connected to concepts found in other languages such as:

- Conscientização (Portuguese - consciousness)
- Uhuru (Kiswahili - freedom)
- Ubuntu (Derived from African Bantu languages - humanity towards others)
- Livity (Jamaican Creole [Patois] - Rastafarian concept for Righteousness)
- Tallawah (Jamaican Creole [Patois] - fearless or strong)
- Konsyans (Haitian Kreyol - consciousness)
- Concientizacion (Spanish - raising consciousness)
- ch’ínádzííd (Navajo - woke)

Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- View postsecondary and tertiary education as a transnational space for refusing neocolonial-capitalist rhetorics.
- Demonstrate concern with global, diasporic communities that participate in and are affected by postsecondary and tertiary education.
- Engage decolonizing movements led by students and workers.
- Consider how students, faculty, administrators in transnational contexts beyond the U.S. are developing strategies to dismantle inequitable power structures that are cisheteronormative, White supremacist, patriarchal, ableist, and classist.
- Explore the ways in which higher education is expanding beyond the confines of nation-states and the consequences and opportunities therein for the “woke” academy.

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. Please note that this division is part of the general

conference and distinct from the CIHE Pre-Conference Forum, which has a separate proposal submission process.



General Conference Section: Community Engaged Research

A key component of *Envisioning the Woke Academy* is deliberately employing an anti-oppressive and empowering research paradigm that puts the needs of local and global communities, with which scholars engage, front and center. As demonstrated by the Student Non-Violent Coordinating Committee (SNCC), the National Indian Youth Council (NIYC), the American Indian Movement, the Movimiento Estudiantil Chicano de Aztlán, the Black Youth Project 100, the Movement for Black Lives, and other organizations and movements, activism and advocacy are strengthened when informed by research with directly-impacted and implicated communities about their assets, challenges, needs, and resources. Academic researchers have most often operated from positivist ways of knowing that extract knowledge from and enact violence against communities that have been historically marginalized by dominant society. Indeed, institutional agents have too often assigned the label of “community engagement” to initiatives that collude with and perpetuate ghettoization, gentrification, and segregation against the communities with whom they claim to engage. Therefore, the 2018 ASHE Conference includes a new section for proposals whose guiding principles, theories, and methodologies are undergirded by community-engaged research.

In keeping with the conference theme, proposals for this section use community-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 and communities on the margins (Anderson, 2016, p. 432). Submissions should clearly reflect principles of community-engaged research such as collaboration, reciprocity, and valuing nontraditional forms of knowledge. Communities are those that share a common position that places them on the margins of society. These communities can stem from the following:

- Geographic location (e.g., neighborhoods, cities, reservations, rural areas)
- Position within society or institutions (e.g., campus service workers, adult learners, veterans, incarcerated, low-income)
- Social identity or status (e.g., racially and ethnically minoritized populations, queer- and trans-spectrum individuals, individuals who are undocumented, DACAmented, and refugee)
- Community-based organizations comprised of or controlled by members of the community

We especially welcome submissions focusing on:

- Adult learners either with some college but no degree or adults with no recognized postsecondary education
- Racially and ethnically minoritized learners
- Incarcerated or formerly incarcerated learners

In addition, we especially invite submissions using a range of approaches such as participatory action research, collaborative ethnography, Indigenous Knowledge Systems, or any other methods which center participants as active constructors of knowledge and as direct

beneficiaries of research findings and implications. Submissions that speak to an aspect of the community-engaged research process or experience may also be suitable (e.g., Sacha, Sanchez, Hancock, & Pastor, 2013). Successful proposals will need to clearly demonstrate how “community engagement” is defined and centered in the project. Proposal submissions to study any dimension of the areas as described above are welcome.

Suggested Resources:

Anderson, G. (2017). Participatory action research (PAR) as democratic disruption: New public management and educational research in schools and universities. *International Journal of Qualitative Studies in Education*, 30(5), 432-449.

Sacha, J. O., Sanchez, J. P., Hancock, A.-M., & Pastor, M. (2013). “A foot in both worlds:” *Institutionalizing progressive community-engaged research centers within universities*. Los Angeles, CA: USC Dornsife Program for Environmental and Regional Equity.

2018 Pre-Conference Forum Information



CEP Pre-Conference Forum

The Council on Ethnic Participation (CEP) invites proposals for the 2018 ASHE-CEP Pre-Conference Forum on November 14-15, 2018. The primary purpose of CEP, as stated in its by-laws, is to facilitate the participation of scholars from ethnically minoritized groups in the affairs of the Association. The CEP Pre-Conference Forum consists of two components: the presentation of research/scholarly papers, roundtables, and symposia, as well as mentoring/professional development sessions as part of the CEP Mentor-Protégé Program. The ASHE General Conference program will and should include sessions focused on race and ethnicity, as well as other aspects of diversity. The CEP Pre-Conference Forum is distinct from the General Conference in that it exists to offer an opportunity for attendees to focus both intensively and extensively specifically on issues of race, ethnicity, and racism in higher education and the intersections of these factors with other social identities and hierarchies of privilege.

Selection for presentation during the CEP Pre-Conference Forum is competitive; every submitted proposal is not accepted. The evaluation process reflects the same level of rigor and high expectations for quality that are applied to submissions for the general conference program. Proposals which engage a critical analysis of the effects of racism and ethnocentrism, through the lenses of systematic and internalized dominance and/or internalized oppression would be especially provocative. Proposals which entertain the intersections of racism with other hierarchies of marginalization and privilege (e.g., social class, ability, assigned sex, gender identity and expression, sexuality, religion/spirituality/faith, and global/transnational) also are encouraged.

All proposals for the CEP Pre-conference Forum should be submitted by selecting the COUNCIL ON ETHNIC PARTICIPATION. Options and descriptions for CEP proposal formats are the same as for the general conference **except for the poster presentation format, which is not being solicited by CEP this year**. Proposal format instructions available here should be

followed. Please direct questions to the CEP Chair, Dr. J. Luke Wood (luke.wood@sdsu.edu) or the 2018 CEP Pre-Conference Program Co-Chairs, Dr. Christopher Newman (cnewman@sandiego.edu) or Dr. Jennifer Johnson (jennifer.m.johnson@temple.edu).



CIHE Pre-Conference Forum

The ASHE Council for International Higher Education (CIHE) will convene its 27th Annual Forum beginning Wednesday, November 14th through noon on Thursday, November 15th, 2018.

International higher education is a key force in shaping a democratic society and promoting global citizenry. The notion of international higher education has evolved over the years and has taken many forms, to the extent that the playing field for most universities is now the global landscape. Universities around the world are involved in cross-border partnerships through branch campuses, twinning programs, scholar exchange programs, the recruitment of international students and faculty, study abroad and exchange programs, the exporting of educational services and degrees programs, internationalizing the curriculum, and massive open online global course delivery. At the heart of international higher education is the creation of a democratic society, which includes celebrating diverse cultures and languages, cultivating global perspectives, and enhancing capacity development and peace-building among nations. International education is vital to preparing citizens to work and live outside our own contexts.

However, there are serious concerns facing international higher education such the increasing competitiveness of recruiting highly skilled international students and scholars; the imbrication of internationalization strategies with global systems of stratification, oppression and inequality, and neo-racism; the increase in loan debt for students and families in being able to afford studying in another country; the equitable treatment and self-determination of international students and scholars in accessing support services in their host country; the complex immigration and visa policies for global scholars; the sustainability of international education initiatives and programming, and the impact that turbulent political climates have on higher education, locally, nationally, and internationally. In the throes of this complexity, how can international higher education give power to the people? Whose interests play out in the realm of international education and beyond? How do power structures shape the lives of international scholars (e.g., within the host country, within higher education institutions, or personally)? The CIHE 2018 forum invites proposals that critically engage with these important issues and debates, particularly from interdisciplinary and/or innovative standpoints, including but not limited to:

- To what extent is/should international higher education contribute to the global good? How can internationalization foster alternatives that lead to a more humane and equitable power distribution? What does that look like in terms of policy, practice, and research?
- How can we innovate international higher education and create new frameworks, discourses, and methodologies to subvert dominant ethnocentric paradigms?
- What is the role of constituents within higher education institutions—including students, faculty, and international education practitioners—in promoting global perspectives, capacity building, and self-determination that does not exacerbate existing

social, cultural, and economic inequities? What would this look like in policy and practice?

- Is higher education internationalization the best and/or only way to foster a sense of ethics and global citizenry, particularly in turbulent times? Do these programs benefit the public realm in an equitable way?

The 2018 CIHE forum is aimed at the review and analysis of research on these critical issues developed in economics, sociology, political science, other social sciences, humanities and cross-disciplinarily, in a comparative perspective.

CAHEP Pre-Conference Forum

Council for the Advancement of Higher Education Programs (CAHEP) invites proposals for the 2018 ASHE-CAHEP Pre-Conference which will be held on Thursday morning November 15, 2018. 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 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 Envisioning the "Woke" Academy, CAHEP seeks proposals to present research and scholarly papers or facilitate roundtables and symposia about innovation in higher education programs and supporting student success especially in relation to facilitating conscientiousness in the academy about race/ ethnicity, class, gender, sexual orientation, gender identity and other social justice endeavors. Given the important role of higher education in, and the role of higher education programs in supporting the education for institutional leadership, we welcome conference proposals that philosophically, practically, and/or empirically address the following:

- New, innovative, or creative approaches to program delivery and structure (including but not exclusive to teaching, curriculum, learning, mentoring);
- Effective practice related to higher education program outcomes (including but not exclusive to differentiation between the Ed.D. and Ph.D, M.A., M.S., and M.Ed., internships, comprehensive exams, etc.);
- Preparation of administrative leaders, public policy leaders, and teacher-scholar leaders;
- Recruitment and retention of students, faculty, staff, and administration

All proposals for the CAHEP pre-conference should be submitted through the online conference proposal submission process, selecting the COUNCIL FOR THE ADVANCEMENT OF HIGHER EDUCATION PROGRAMS. Please direct questions to the Pre- Conference Chair, Crystal Chambers chamberesc@ecu.edu.

CPPHE Pre-Conference Forum

The ASHE Council on Public Policy in Higher Education (CPPHE) will hold its 18th Annual Pre-Conference Forum from Wednesday, November 14th through noon on Thursday, November 15th. CPPHE especially encourages the submission of proposals that examine the link between public policy and interdisciplinary coalition building. 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 key actors shape public policy. This year, we

will focus on issues surrounding the translation of policy research to policy action, such as federal policymaking and its impact on state policy, alternative methods of communicating research, and engaging diverse voices on emerging higher education policy issues.

The CPPHE Pre-Conference Forum provides ASHE conference 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 public policy analysts for policy relevant research and 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.

All proposals for the CPPHE Pre-Conference Forum should be submitted through the online conference proposal submission process, selecting the COUNCIL ON PUBLIC POLICY IN HIGHER EDUCATION. Please direct questions to the 2018 CPPHE Vice Chair, Emily Calderón Galdeano, at ecgaldeano@gmail.com.

Proposal Formats

ASHE accepts the following proposal format submission types:

- Research papers
- Scholarly papers
- Self-designed paper sessions
- Interactive symposium
- Roundtables
- Posters



Proposal Format: Research Papers

Research (or data-driven) papers present the results of quantitative, qualitative, or mixed methods studies or report the findings of studies that use historical or philosophical methods. These studies are based on original data collection or secondary data analysis. Final research papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices). Research paper proposals should describe studies that are fairly mature both conceptually and methodologically, ideally with some preliminary data analysis and findings that are suggestive of the impact and significance of the research. The final paper should be a complete discussion of finalized data analysis and findings.

Research paper proposals should describe as many of the following as are applicable, preferably in this order:

- Study objectives or purpose;
- Theoretical or conceptual framework;
- Study methods or modes of inquiry;
- Data sources or evidence;
- Preliminary results or conclusions; and
- Study significance.

Research paper proposals will be evaluated on:

- Contributions to knowledge (that is, the extent to which the study addresses an important problem and gap in current knowledge);
- Originality of the work;
- Quality of theoretical or conceptual frameworks and data sources, if applicable;
- Soundness of the research design, analysis, and/or interpretation;
- Reasonableness of the conclusions and implications;
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.); and
- Evidence that the research is near completion and that the paper will be completed by October 17, 2018.

**Proposal Format: Scholarly Papers**

Scholarly (or non-data-driven) papers are essays that present well-developed arguments on philosophical, theoretical, or practical problems in the study of higher education. They are not required to adhere to an empirical research design (e.g., methods, data collection, and data analysis). Instead, scholarly papers pose critical questions, synthesize divergent bodies of literature, or elaborate new theoretical or conceptual frameworks.

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, sources, or evidence to support the argument/analysis;
- Conclusions and implications of the argument; and
- Importance of the argument for higher education.

Scholarly paper proposals will be evaluated based on:

- Contribution to knowledge (that is, the extent to which the paper addresses an important problem and gap in current knowledge);
- Originality of the work;
- Quality of the analytical argument, including how well the argument fits or challenges the extant literature;
- Persuasiveness of the conclusions;
- Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.); and
- Evidence that the paper will be completed by October 17, 2018.

**Proposal Format: Self-Designed Paper Session**

In a self-designed paper session, the session organizers are proposing a complete research-paper session that consists of three to four research papers that address a particular topic. Unlike a submission for an individual research paper, the names and backgrounds of presenters, session chair and discussant should be included in a self-designed paper proposal submission.

Proposals for self-designed paper sessions should describe as many of the following as applicable, preferably in this order:

- Objectives of the session;
- Importance of the session to ASHE members;
- Backgrounds of the presenters as related to the session topic;
- Brief description of each research paper that will be presented;
- Structure and format of the session, including the designation of a session chair/moderator and discussant.

Self-designed paper session proposals will be evaluated on the following criteria:

- Contribution to knowledge (that is, the extent to which the session addresses an important problem and gap in current knowledge);
- Originality;
- Clarity of focus;
- Theoretical and methodological rigor of the research papers included in the session;
- Integration and coherence of panel's presentations as a group; and The overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).



Proposal Format: Interactive Symposium

An interactive symposium is an integrated session that features interaction between and among a panel of presenters and the audience to advance knowledge of a particular research problem. Rather than present the results of a series of discrete research studies (as in a paper session), participants in an interactive symposium session should draw from their research-based expertise to engage in interactive dialogue that advances session attendees' knowledge of:

- How to best address a particular research problem.
- An emerging issue in a specific area of research, policy, or practice.
- An emerging educational theory or research methodology.

The names and backgrounds of presenters should be included in the proposal. 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 research problem, followed by ample time for discussion among the panelists and between the panelists and other session attendees. The proposal should identify and designate a session moderator.

Proposals for interactive symposium sessions should describe as many of the following as are applicable, preferably in this order:

- Objectives of the session;
- Importance of the theme or topic to ASHE members;
- Backgrounds of the presenters as related to the session's research problem;
- Expertise or perspective that each presenter will contribute; and,
- Structure and format of the session, including the designation of a moderator and strategies to facilitate audience discussion.

Interactive symposium session proposals will be evaluated on the following criteria:

- Contribution to knowledge (that is, the extent to which the session addresses an important problem and gap in current knowledge);
- Originality;
- Clarity of focus;
- Integration and coherence of panelists' perspectives as a group;
- Range of knowledge and/or points of view represented by panelists;
- Strategies for involving audience in the discussion and promoting interactive; and,
- Intentional facilitation of learning among participants.



Proposal Format: Roundtables

Roundtables provide an opportunity for authors to share information regarding their research in an informal, conversational style with interested persons. Accepted papers will be grouped by section chairs, with each roundtable bringing together several papers that address shared interests when possible. Each of these groups are assigned to a numbered table in a large meeting room. Each roundtable will be facilitated by the presenters assigned to the table; there will be no discussants or chairs. Given the informal structure of the roundtable presentation, no audiovisual equipment will be provided.

Roundtable proposals should describe as many of the following as are applicable, preferably in this order:

- Objectives or purposes of the proposed discussion;
- Perspectives or theoretical/conceptual frameworks that will guide the discussion;
- Data, evidence, or resources related to the discussion topic;
- Conclusions and implications;
- Strategies to facilitate participation in the discussion; and
- Importance of the topic.

Roundtable proposals will be evaluated on:

- Importance of the topic, issue, or problem to the field of higher education.
- Clarity of objectives and intended outcomes of the session.
- Potential for stimulating scholarly discussion.
- Originality.

The following section(s) will not be accepting roundtable submissions:

Council on Public Policy in Higher Education (CPPHE)



Proposal Format: Posters

Posters are a mechanism for scholars to engage in interactive discussion with other conference participants about a research project that has been completed or is in developing stages. The poster venue allows scholars with similar research interests to interact by using the poster as a focal point.

Poster presenters will display their research on a large bulletin board (provided at the conference). Presenters will attend the poster session to discuss the project with conference attendees.

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 methodology being used and the project findings (if applicable) and the theoretical and/or practical significance and implications of the research.

Poster proposals will be evaluated on:

- Importance of the topic, issue, or problem to the field of higher education.
- Quality of the theoretical or conceptual framework.
- Clarity of objectives and intended outcomes of the research.

The following sections will not be accepting poster submissions:

- Council for the Advancement of Higher Education Programs (CAHEP)
- Council on Ethnic Participation (CEP)
- Council on Public Policy in Higher Education (CPPHE)

Call for Volunteers

Reviewers

Reviewers are needed to evaluate proposals in one or more of the conference sections. Reviewers ensure the quality and integrity of the conference program. The program committee will make every effort to ensure that reviewers receive proposals related to their area(s) of expertise. For each proposal, reviewers are required to provide quantitative scores as well as qualitative comments that allow the author to understand the strengths and limitations of the proposal. The qualitative comments especially should provide critical feedback that can help the authors improve their work. Reviewers' comments will be shared anonymously with proposers. Reviewing proposals is a serious responsibility. Reviewers are expected to conduct their reviews with respect, professionalism, and thoughtfulness for those who have submitted their work, regardless of the paradigm, method of inquiry, or topical area. Reviewers are asked to commit to reviewing ten proposals, with a required minimum of five proposals across all sections.

Session Chairs and Discussants

The program committee will assign chairs and discussants to each research and scholarly paper 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 help get session papers to the discussant in a timely fashion.

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 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.



How to Volunteer

Please visit <https://convention2.allacademic.com/one/ashe/ashe18/> for additional information on these roles and to volunteer to serve as a reviewer, chair, and/or discussant. You may also contact the [ASHE Office](#) or any of the section chairs listed to volunteer.



Example Conference Proposals

Please [visit this link](#) to review examples of successful conference proposals from the 2015 conference. **Special thanks to all proposal authors that agreed to share their work. The proposals listed represent some of the highest ranked submissions from the 2015 conference.*

Special Thanks to the 2018 Program Committee & Pre-Conference Chairs

[Dafina-Lazarus \(D-L\) Stewart](#), Colorado State University - 2018 ASHE Program Chair

[Nina Daoud](#), University of Maryland – Students: College Access

[Maria Ledesma](#), University of Utah – Students: College Access

[Darris Means](#), University of Georgia – Students: College Access

[Christa Porter](#), Kent State University – Students: College Access

[Kathleen Gillon](#), University of Maine – Students: Transitions and College Experiences

[Tabatha Jones Jolivet](#), Azusa Pacific University – Students: Transitions and College Experiences

[Amanda Tachine](#), Arizona State University – Students: Transitions and College Experiences

[Dan Tillapaugh](#), California Lutheran University – Students: Transitions and College Experiences

[Tracy Arambula Ballysingh](#) – Students: College Success and Outcomes

[Cameron Beatty](#), Salem State University – Students: College Success and Outcomes

[Jessica Harris](#), University of California, Los Angeles – Students: College Success and Outcomes

[Steve Mobley, Jr.](#), University of Alabama – Students: College Success and Outcomes

[Eddie Cole](#), College of William and Mary – Teaching, Learning, Assessment

[Chayla Haynes Davison](#), Texas A&M University – Teaching, Learning, Assessment

[Lucy LePeau](#), Indiana University – Teaching, Learning, Assessment

[Felecia Commodore](#), Old Dominion University – Organization, Administration, Leadership

[Gina Garcia](#), University of Pittsburgh – Organization, Administration, Leadership

[Dian Squire](#), Iowa State University – Organization, Administration, Leadership

[Natasha Croom](#), Clemson University – Faculty, Administrative and Classified Staff

[Susan Marine](#), Merrimack College – Faculty, Administrative and Classified Staff

[V. Thandi Sule](#), Oakland University – Faculty, Administrative and Classified Staff

[Jay Garvey](#), University of Vermont – Contexts, Foundations, Methods

[Z Nicolazzo](#), Northern Illinois University – Contexts, Foundations, Methods

[Heather Shotton](#), University of Oklahoma – Contexts, Foundations, Methods
[LaWanda Ward](#), Ohio University – Policy, Finance, Economics
[Desiree Zerquera](#), University of San Francisco – Policy, Finance, Economics
[Awilda Rodriguez](#), University of Michigan – Policy, Finance, Economics
[Chrystal George Mwangi](#), University of Massachusetts – International Higher Education
[Saran Stewart](#), University of the West Indies – International Higher Education
[Raquel Wright-Mair](#), University of Northern Colorado – International Higher Education
[Jasmine Haywood](#), Lumina Foundation – Community-Engaged Research
[T.J. Jourian](#), Oakland University – Community-Engaged Research
[Chris Nelson](#), University of Denver – Community-Engaged Research
[Claire Robbins](#), Virginia Tech – Community-Engaged Research

Pre-Conference Chairs

[Crystal Chambers](#), Eastern Carolina University – Council for the Advancement of Higher Education Programs (CAHEP)
[Christopher Newman](#), University of San Diego – Council on Ethnic Participation (CEP)
[Jennifer Johnson](#), Temple University – Council on Ethnic Participation (CEP)
[Hugo García](#), Texas Tech University – Council for International Higher Education (CIHE)
[Jon McNaughtan](#), Texas Tech University – Council for International Higher Education (CIHE)
[Emily Calderón Galdeano](#), Elevate Consulting Group – Council on Public Policy In Higher Education (CPPHE)
[Wendell Hall](#), The College Board – Graduate Student Public Policy Seminar (GSPPS)
[Jason Lee](#), Tennessee Higher Education Commission – Graduate Student Public Policy Seminar (GSPPS)