2019 ASHE Call for Proposals

Preconference Forums: November 13 – 14, 2019

General Conference Sessions: November 14 – 16, 2019

Portland, OR

THE WILL TO REIMAGINE THE STUDY OF HIGHER EDUCATION

2019 ASHE President:
Kristen A. Renn
Michigan State University

2019 Program Chair:
Leslie D. Gonzales
Michigan State University

Table of Contents

The Will to Reimagine the Study of Higher Education

The study of higher education is decades old. In 1976 the Association for the Study of Higher Education (ASHE) emerged from the now defunct American Association for Higher Education[1] to become a location for scholars studying the postsecondary ecosystem in which they worked and the people who populated it. Several generations of scholars later ASHE is still a favored association for higher education researchers, but over time more members have developed careers as scholar-practitioners, policy leaders, and activists working in higher education as well as allied public and non-profit agencies. And at the same time, scholars of higher education find welcoming spaces in other academic associations (e.g., economics, political science, law). The result is a simultaneous consolidation and fracturing of what has come to be seen as the "higher education research community," with continuing frustration that the potential for research to inform and influence practice and policy remains not fully realized.

More than 40 years into this project, it is time to reimagine the study of higher education. Higher education itself is consolidating and fracturing, resulting in new challenges while exacerbating a host of unresolved systemic questions of equity, responsibility, and sustainability. Across the globe, colleges and universities strive to reconcile exploitative, sometimes violent, histories with the promise of uplift and democracy. Advances in technology afford access to so-called big data, archives of historical data, digital media, and new analytical techniques that demand deeper thinking about research ethics. Renewed emphases on interdisciplinarity and policy- and practice-engaged scholarship open opportunities for new kinds of partnerships, which simultaneously raise critical questions about how and with whom researchers collaborate.

The landscape of higher education has changed since 1976, as have the methods, data, and insights that are available to us as scholars. Our imaginations must follow suit. Individually and collectively it is time to reimagine:
- Research assumptions, methodologies, and practices
- What constitutes evidence and knowledge
- How we as scholars participate in organizations and communities beyond academia
- How and with whom we engage and partner in our research
- How we mentor researchers along professional trajectories in and outside the academy

Reimagining leads to breakthroughs in theory and methods. It leads to taking new perspectives, and perhaps revisiting discarded perspectives with an open mind. It may lead to new partnerships across epistemological differences – the kinds of partnerships that might, finally, yield solutions to problems that vex adherents of single approaches.

Reimagining the study of higher education entails a strong will – a will to overcome inertia, to entertain unfamiliar perspectives, to see the possibilities of the novel while also holding up the enduring scholarly commitment to using evidence—in its many forms— to ask and answer hard questions.

At the 2019 ASHE Annual Meeting we will consider what it takes for individual scholars and the higher education research community to reimagine in ways that will be of use in solving problems in practice, policy, theory, and scholarship. In Portland we will engage our will to reimagine the study of higher education.

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[1] AAHE began in 1870 as one of four branches of the National Education Association. From 1969 to 2005 it operated as an independent organization until it closed. For inventory of their records, see https://www.hoover.org/news/inventory-american-association-higher-education-records-now-online.

Special thanks to ASHE 2019 Program Committee Members

Name & Affiliation	Section
Matthew Holsapple, Program Officer, Spencer Foundation	**Students: Precollege & College Access**
Heather Shotton, Associate Professor, University of Oklahoma	
Jennifer Johnson, Assistant Professor, Temple University	**Students: Transitions & College Experiences**
Marc P. Johnston-Guerrero, Associate Professor, Ohio State University	
Mauriell H. Amechi, Visiting Professor, University of Redlands	**Students: College Success & Outcomes**
Robert (Bob) Reason, Associate Director of Research and Administration, Iowa State University	
Erin Doran, Assistant Professor, Iowa State University	**Teaching, Learning, & Assessment**
Casey Ozaki, Associate Professor, University of North Dakota	
Tykeia N. Robinson, Assistant Director of Research & Policy, Association of American Colleges and Universities	**Organization, Administration, & Leadership**
Kristan Venegas, Professor and Associate Dean at the University of La Verne	
Erich A. Pitcher, Program Lead & Instructor, Oregon State University	**Faculty, Administrative, & Classified Staff**
Travis York, Director of Academic & Student Affairs, Association of Public Land Grant Universities	
Reginald Blockett, Assistant Professor, Grand Valley State University	**Contexts, Foundations, & Methods**
Stephanie Waterman, Associate Professor, University of Toronto	
Dominique Baker, Assistant Professor, Southern Methodist University	**Policy, Finance, & Economics**
Vanessa Sansone, Assistant Professor, University of Texas at San Antonio	
Gerardo Blanco, Associate Professor, University of Connecticut	**International Higher Education**
Charles Mathies, Academy of Finland Research Fellow, Finnish Institute for Educational Research, University of Jyväskylä	
Judy Kiyama, Associate Professor, University of Denver	**Community-Engaged Research**
Hironao Okahana, Associate Vice President of Research & Policy Analysis, Council of Graduate Schools	
Lucy Arellano, Assistant Professor of Higher Education, Oregon State University	**Local Liaison**
Carrie Kortegast, Assistant Professor, Northern Illinois University	**Lead for PVDS Proposals**
Crystal Chambers, Associate Professor, East Carolina University	**Council on Advancement of H.E. Programs**
Lissa Ramirez-Stapleton, Assistant Professor, California State University Northridge &	**Council on Ethnic Participation**
OiYan Poon, Assistant Professor, Colorado State University	
Antigoni Papadimitriou, Assistant Professor, Johns Hopkins University	**Council on International Higher Education**
Jason Taylor, Associate Professor, University of Utah	**Council on Public Policy on Higher Education**

General Proposal Information

Proposal writers must make several choices prior to submission. As you prepare your proposals, keep the following information and guidelines in mind:

- A proposal can be submitted to only one conference section in the general session *or* to one pre-conference forum (see pp. 16-20). **Do not submit the same proposal to more than one section.** Should this occur, both proposals will be rejected.

- Authors must designate a section for their proposal (see pp. 7-15).

- Authors must designate preferred proposal and presentation format (see pp. 21-28). 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 1,500 words, not including references, tables, etc. Proposals are not expected to be complete papers.

- 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 a method that best describes the work. The program committee relies on this information to assign appropriate reviewers.

- **All proposals except interactive symposia will be reviewed anonymously**. 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).

- 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 in mind as you submit proposals and agree to participate in collaborative submissions.

- **Proposals are due Thursday, April 18, 2019 at 11:59 pm Pacific Time. No exceptions will be made.**

How to Submit Proposals

All-Academic is ASHE's conference proposal system and can be accessed via the ASHE website: https://www.ashe.ws/conference. All-Academic is scheduled to open in mid-February. To access All-Academic and upload proposal(s), use your ASHE login credentials. All authors will need an ASHE account to be added to proposals in the system. If you do not wish to become an ASHE member, you must create a guest (Non-Member) account 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 will be available on the ASHE website in mid-February to help you navigate the submission process.**

Before submitting your proposal, you will be asked to acknowledge:
- 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;
- If accepted, you will attend the ASHE conference and present the work at the designated time;
- If your research or scholarly paper is accepted, you agree to upload your final, complete paper to All-Academic by **Friday, October 25, 2019**; and
- Your name does not appear anywhere on the proposal (unless the proposal is for an interactive symposium).

After selecting your section 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 (e.g., graphs, tables, photos/artwork attached as PDFs).

If you need to pause the proposal submission process, be sure to save your work. **You may return to All-Academic any time before Thursday, April 18, 11:59 pm PST to edit your submission.** If you encounter problems during the submission process, contact the ASHE office: ASHE@unlv.edu

You will receive notification of acceptance or rejection via email no later than **June 24, 2019.** 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 who submitted any accepted research or scholarly paper proposal must upload the final complete paper to All Academic no later than **Friday, October 25, 2019.** To submit your paper, log back into All-Academic and upload as an attachment. The program committee reserves the right to rescind the acceptance of any paper not delivered to the designated discussant by **October 25, 2019.** Roundtables and posters need not submit materials in advance of the conference.

Conference Program Sections

Authors must submit conference proposals to a section that best represents the content and foci of their work. Program committee members worked diligently to develop "section descriptions" that convey the aims and foci of each section. Like all good work, these descriptions draw heavily from previous years of work and thinking, so proposal writers will likely find great continuity between this call and the last one. If there are questions as to whether your proposal fits with a section, read its description carefully, and ask if it attends to any of the section aims, foci, and/or guiding principles that the section co-chairs have provided. Section co-chairs are also listed and can be contacted for further information. All sections are described below.

- **Students: Precollege & College Access**
- **Students: Transitions & College Experiences**
- **Students: College Success & Outcomes**
- **Teaching, Learning, & Assessment**
- **Organization, Administration, & Leadership**
- **Faculty, Academic, Administration, & Classified Staff**
- **Contexts, Foundations, & Methods**
- **Policy, Finance, & Economics**
- **International Higher Education**
- **Community Engaged Research**

Students

Authors who submit to the Students section will need to select the subsection (described below) that best fits their proposal. Overall, the Students section welcomes interdisciplinary and imaginative scholarship that centers students and factors that influence college access and choice, transitions, experiences, success, and outcomes. In reimagining the study of higher education, we encourage scholars using a wide range of methodologies, and especially encourage work using participatory methods and work done in partnership with educators, families, and communities. Following are descriptions of those subsections:

1. **Precollege and College Access**: We invite proposals that 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, tribal nations., etc.); or interrogate structures and mechanisms (e.g., counseling, admissions) that hinder or promote access to postsecondary education.

   Section Chairs:
   - Matthew Holsapple, Program Officer, Spencer Foundation
   - Heather Shotton, Associate Professor, University of Oklahoma

2. **College Transitions and Experiences:** Consistent with this year's conference theme, we encourage authors to reimagine the traditional understanding of the "student experience" by exploring the context of transitions and experiences during college through a recognition of intersectional identities, the diversity of campus environments, and the marginalization of various populations of students. Transitions and experiences during college may relate to perceptions of the campus climate, student engagement, students' developmental growth, critical influences affecting identity and sense of self, and moral and ideological orientations and understandings. Proposals may also consider the multidirectional and sometimes fluid pathways that students navigate as they move in, through, and across the college environment.

   Section Chairs:
   - Jennifer Johnson, Assistant Professor, Temple University
   - Marc P. Johnston-Guerrero, Associate Professor, Ohio State University

3. **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 consider proposals that reimagine existing understandings of student success (a) for student populations that have been previously excluded from research, (b) that use disciplinary or interdisciplinary lenses not regularly included in higher education research, and/or (c) that bring novel theoretical or methodological approaches to contemporary questions of student achievement, retention, and outcomes.

   Section Chairs:
   - Mauriell H. Amechi, Visiting Professor, University of Redlands
   - Robert Reason, Associate Director of Research & Administration, Iowa State University

Teaching, Learning, and Assessment

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

- Focus on historical, cross-disciplinary, and 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.
- Explore assessment strategies as critical elements of student learning and development of pedagogy with attention focused on assessment as practices that can promote or resist inequities in teaching and learning.
- Present accreditation standards and policies that revisit and interrogate traditional approaches to teaching, as well as 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, and bring methods closer to solving problems in practice in conjunction with teachers and practitioners.

Section Chairs:
- Erin Doran, Assistant Professor, Iowa State University
- Casey Ozaki, Associate Professor, University of North Dakota

Organization, Administration, and Leadership

Proposals for this section should illuminate the processes, functions, experiences, and challenges of organizations, institutions, and administrators/institutional leaders.[2] Proposals that use critical and/or novel theoretical and methodological approaches to examine organizational culture, organizational behaviors (e.g., policy, processes of policy making, policy enforcement), the experiences of and relationships between organizational actors, systems, and structures of decision making; organizational learning, and organizational transformation are all welcome. Proposals exhibiting the following characteristics, emphases, and foci are encouraged:

- Scholarship that investigates and promotes the reimagination of the historic/conventional lenses, approaches, methodologies, etc., used to study organizations, leaders, and leadership.
- Scholarship that acknowledges, considers, and probes the incidence of power, privilege, and/or oppression in organizations and how these factors influence or shape organizational behaviors, organizational actors, and how organizations are defined, characterized, and understood.
- Scholarship that studies the experiences of and relationships among specific organizational stakeholders across institutional sectors and in communities beyond academia.
- Scholarship that investigates leadership and the experiences and contributions of formally appointed/nominated/elected leaders and persons and groups of influence (e.g., deans, department chairs, presidents, governing boards, students, alums).
- Scholarship that addresses organizational processes, strategies, and leadership that uncover the need for and inform changes in organizational policy, innovation and transformation, and improved institutional and professional praxis.
- Scholarship that critiques common organizational conceptualizations of evidence, knowledge, excellence, and success and how these practices may limit, exclude and/or marginalize persons and perspectives in the communities served by and across the higher education landscape.
- Scholarship that explores the environmental and sociopolitical contexts that surround organizations (colleges/universities, institutions, agencies, etc.) and influence organizational functioning, leadership, and policy development.

Section Chairs:
- Tykeia N. Robinson, Assistant Director of Research and Policy, Association of American Colleges and Universities
- Kristan Venegas, Professor and Associate Dean at the University of La Verne

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[2] Organizations include programs, departments, colleges/universities, institutions, government agencies, foundations. Administrators include organizational actors such as faculty, university administrators, institutional leaders.

Faculty, Academic, Administrative, and Classified Staff

Proposals for this section address a wide range of issues related to the socialization, preparation, employment, productivity, and flourishing of postsecondary contingent, full-time non-tenure, and tenure-stream faculty, as well as academic, administrative, and classified staff. Proposals for this section may also address post-doctoral scholars, academic librarians, and all other academic workplace employees. Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Acknowledge and explore how historical epistemological erasure and physical exclusion have shaped the current conditions and experiences of contingent and full-time faculty, as well as academic, administrative, and classified staff ranks/roles.
- Conduct intersectional analyses that illuminate how interlocking systems of power, privilege, and oppression shape key issues such as socialization, career advancement, labor markets, work load assignments, and compensation.
- Reflect a transdisciplinary approach that draws upon scholarship within and beyond the field of higher education to provide more diverse and robust ideas about the present and future of academics 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 coalitional 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.

Section Chairs:
- Erich A. Pitcher, Program Lead & Instructor, Oregon State University
- Travis York, Director Academic & Student Affairs, Association of Public Land Grant Universities

Contexts, Foundations, and Methods

Given the conference theme of reimagination, critiques of contextual, foundational, and methodological scholarship are essential. Proposals for this section highlight scholarship that raises critical consciousness and dismantles inequitable power structures. Proposals for this section should examine sociological, legal, philosophical, cultural, or historical contexts and foundations of higher education, particularly within contemporary issues, debates, and challenges that mediate how higher education might be reimagined. Inquiry related to the state of research in higher education or methodological critiques is also relevant to this section. Overall, this section aims to engage scholars across epistemologies, methodologies, and traditions to intentionally reimagine, reclaim, and return knowledge and research to the communities and identities that have historically been erased and/or disenfranchised. Proposals that exhibit the following characteristics, emphases, and foci are especially encouraged:

- Emphasize how researchers understand and engage contexts, foundations, and methods as agentic and inherently non-neutral.
- Investigate how researchers can use various epistemological and methodological frameworks as a critique in the service of anti-colonial, anti-racist, and anti-neoliberal globalization.
- Critically reflect on which contexts, foundations, and methods are (un)recognized in the academy, and how this (non)recognition influence higher education praxis.
- Examine how systems and/or structural tensions operate to support the privileging of certain epistemological perspectives and methodological approaches over others.
- Generate strategies for moving research methodologies forward to reimagine the academy.

Section Chairs:
- Reginald Blockett, Assistant Professor, Grand Valley State University
- Stephanie Waterman, Associate Professor, University of Toronto

Policy, Finance, and Economics

Proposals for this section reflect scholarly and empirical works that examine institutional, 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 and private finance of higher education; employment of political and economic theories; and policies and practices related to the economics of higher education.

Public policy is inherently about the distribution of goods, services, or power. We highly encourage proposals that wrestle with how this foundation of public policy intersects with higher education, particularly for historically and currently marginalized communities. 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, incarceration, and immigration). We welcome proposals that focus on a range of research areas within public policy (e.g., policy antecedents, effects of policies, implementation of policy) and are particularly interested in work that investigates under-researched areas of higher education policy or that applies new methodological techniques to important higher education policy issues. Proposals that exhibit the following 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 communities, particularly marginalized ones.
- Explain ways to better leverage multiple and critical methodologies to evaluate the impacts of policy.
- Investigate how professional 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.
- Review the patterns of analysis in prior higher education research focused on public policy.

Section Chairs:
- Dominique Baker, Assistant Professor, Southern Methodist University
- Vanessa Sansone, Assistant Professor, University of Texas at San Antonio

International Higher Education

The Will to Reimagine the Study of Higher Education presents an invitation to question taken-for-granted theories, models, and organizational structures. It requires challenging the universality of our scholarship to conceptualize our field as a truly global endeavor. Reimagining the study of international higher education involves acknowledging the mutual historical influences that have shaped North American colleges and universities as well as those located in other regions. It requires making explicit the connections between justice and equity in higher education with global emancipatory movements. Reimagining the study of international higher education also involves tracing the international influences that impact contemporary social groups and student movements. The 2019 Annual Meeting provides an opportunity to reimagine the composition of ASHE to acknowledge the contributions of an increasingly internationally-mobile and globally-connected academic workforce and student body.

Proposals for this section will often incorporate a comparative dimension in their methods or theoretical frameworks or explore practices and structures that have international implications, including:

- 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.
- Studies examining organizational (institutional or system) global strategy and engagement.
- Empirical and critical explorations of cross-border higher education institutions and programs.
- 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 proposals that engage with new methodological approaches that go beyond national containers[3] or that interrogate the normalization of English as the academic lingua franca.

Section Chairs:
- Gerardo Blanco, Associate Professor, University of Connecticut
- Charles (Charlie) Mathies, Academy of Finland Research Fellow, Finnish Institute for Educational Research, University of Jyväskyl

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[3] Shahjahan, R. A., & Kezar, A. J. (2013). Beyond the "national container" addressing methodological nationalism in higher education research. *Educational Researcher*, *42*(1), 20-29.

Community Engaged Research

The Will to Reimagine the Study of Higher Education honors anti-oppressive and empowering research paradigms that puts the needs of stakeholders, 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 Chicanx de Aztlan*, 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-affected 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.

Proposals for this section use community-engaged research to reimagine traditional, mainstream approaches to inquiry and create authentic and empowering spaces from which to conduct research, thus allowing for more reciprocal relationships among stakeholders, scholars, and communities on the margins. Submissions should clearly reflect principles of community-engaged research such as collaboration, reciprocity, capacity building, and valuing nontraditional forms of knowledge. Communities are those that share a common position that places them on the margins of society and 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 are particularly interested in submissions using approaches such as participatory action research, collaborative ethnography, Indigenous Knowledge Systems, or any other methods that center participants as active constructors of knowledge and as direct beneficiaries of research findings and implications.

Section Chairs:
- Judy Kiyama, Associate Professor, University of Denver
- Hironao Okahana, Associate Vice President of Research & Policy Analysis, Council of Graduate Schools

Pre-Conference Forum and Submission Information

ASHE is home to four Councils: (1) the Council for the Advancement of Higher Education Programs (CAHEP); (2) the Council on Ethnic Participation (CEP); (3) the Council for International Higher Education forum (CIHE); (4) the Council on Public Policy in Higher Education (CPPHE). Councils plays a critical role in the support, development, and socialization processes of ASHE members. Each year, the Councils implement 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. Council leadership develop their respective "Call for Proposals," all of which are noted below.

Council for the Advancement of Higher Education Programs (CAHEP):

Council for the Advancement of Higher Education Programs (CAHEP) invites proposals for the 2019ASHE-CAHEP Pre-Conference which will be held on Thursday morning November 14, 2019. 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 The Will to Reimagine the Study of Higher Education, 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 teaching and learning research methods, epistemologies, praxis, community collaboration, and cultivating partnerships. 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 chambersc@ecu.edu.

Council on Ethnic Participation (CEP)

The Council on Ethnic Participation (CEP) invites proposals for the 2019 ASHE-CEP Pre-Conference Forum on November 13-14, 2019. 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: the presentation of research/scholarly papers, roundtables, and symposia, as well as the CEP Mentor-Protégé Program, which provides mentoring/professional development sessions. The ASHE General Conference program will and should 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 systems of oppression to reimagine higher education.

The 2019 CEP Pre-Conference Forum will highlight scholarship and offer opportunities to reimagine the study of race, racism, and intersectionality with other forms of oppression, in higher education. Selection for presentation during the CEP Pre-Conference Forum is competitive; not every submitted proposal is accepted. The evaluation process reflects high expectations of rigor and quality. We welcome proposals that engage in a critical analysis of the effects of white supremacy, settler colonialism, and ethnocentrism, through systemic and other lenses of inequalities and oppression. Proposals which confront 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) are especially encouraged.

In light of the dangers and opportunities we are facing in the world, as a nation, and as institutions of higher education, we must tear down the walls of the academy to develop and strengthen connections and partnerships with communities to advance a more just society. If higher education mirrors society, then we must flip the mirror to reflect on the scholarly epistemologies and methods necessary for radical social justice.

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. Proposal format instructions available here should be followed. Please direct questions to the CEP Chair, Dr. Kandace Hinton (Kandace.Hinton@indstate.edu) or the 2019 CEP Pre-Conference Program Co-Chairs, Dr. Lissa Ramirez-Stapleton (lissa.stapleton@csun.edu) and Dr. OiYan Poon (oiyan.poon@colostate.edu).

Special note: **CEP will host a Poster Symposium but is limiting poster submissions to graduate students or newly minted doctorates.** In our desire to highlight graduate and newly minted doctorates' scholarship, the symposium will be judged by senior scholars and the CEP community. Each participant will receive constructive feedback on their poster and several awards will be given out during the business meeting. The posters will be evaluated and awarded based on methodology and methods, use of critical theories, contribution to racialized and ethnically marginalized communities, and the scholar's ability to help us reimagine higher education for those most marginalized within it.

Guidelines: (1) **Poster Symposium is only open to graduate students or a newly minted doctorates** (no earlier than May 2018 graduation); (2) You must submit a poster proposal through the ASHE portal by April 18th; (3) Your topic must be aligned with the values and purpose of CEP; (4) All methodologies and approaches are welcomed; (5) You must be willing to attend the CEP preconference November 13-14.

Council for International Higher Education (CIHE)

The ASHE Council for International Higher Education (CIHE) will convene its 29th Annual Forum beginning Wednesday, November 13 through noon on Thursday, November 14, 2019. The theme for this forum is "The Will to Reimagine the Study of Higher Education around the Globe" which contributes to the theme of the general conference (The Will to Reimagine the Study of Higher Education).

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.

Given all this, it is also time for ASHE to reimagine the study of international higher education. The landscape of international higher education has changed since 1993 (1st CIHE) as have the methods, data, and insights that are available to international scholars. Individually and collectively, it is time to reimagine research assumptions, methodologies, practices in international higher education and what constitutes evidence and knowledge. The CIHE 2019 forum invites proposals that critically engage with important issues and debates, particularly from interdisciplinary and/or innovative standpoints, including but not limited to:

- How the international scholars participate in organizations and communities beyond academia around the globe?
- Deconstructing "participation in organizations and communities." What exactly constitutes international higher education's organizations and communities? What does "participation" mean?
- In which ways do international higher education scholars "participate" in organizations and communities beyond academia? What does that look like in terms of policy, practice, and research?

- How and with whom international scholars engage and partner in their research globally? Which policies, practices, and characteristics are implied?
- What type of pressure(s) (coercive- normative-mimetic- isomorphism – Powell & DiMaggio, 1983[4]) do international scholars experience in order to engage and partner in their research?
- How scholars mentor researchers along professional trajectories in and outside the academy around the globe? 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, equity, responsibility, sustainability and self-determination that does not exacerbate existing social, cultural, and economic inequities? What would this look like in policy, practice, and research?

The 2019 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. All proposals for the CIHE pre-conference should be submitted through the online conference proposal submission process, selecting the **COUNCIL FOR THE INTERNATIONAL HIGHER EDUCATION PROGRAMS**. Please direct questions to the Pre-Conference Chair, Antigoni Papadimitriou, apapadi1@jhu.edu.

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[4] DiMaggio, P. & Powell, W. W. (1983). The iron cage revisited: Collective rationality and institutional isomorphism in organizational fields. *American Sociological Review, 48*(2), 147-160.

Council on Public Policy in Higher Education (CPPHE)

The ASHE Council on Public Policy in Higher Education (CPPHE) will hold its 19th Annual Pre-Conference Forum beginning Wednesday, November 13 through Thursday, November 14, 2019. 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 Jason Taylor at jason.taylor@utah.edu.

Proposal Formats

Proposal formats dictate the type of presentation that an author wishes to make at ASHE 2019. The following proposal format submissions will be accepted this year:

- **Research papers**
- **Scholarly papers**
- **Interactive symposium**
- **Self-designed Paper Sessions**
- **Performance, Visual, and Digital Scholarship**
- **Roundtables**
- **Posters**

What's New?

Proposal writers may be interested in the following changes to proposal formats for ASHE 2019:

1. Authors of research and scholarly paper proposals now have an opportunity to indicate if they would like to be placed in a session **with** *or* **without** a discussant.

    o The former option is familiar: three to four authors are placed in a session and a discussant provides extended oral and written commentary on each paper.

    o The "no discussant" option is new to ASHE, but one that other associations (e.g., CRSEA, AEFP) implement with much success. Paper writers who elect the "no discussant" option will be placed in a session with five to six other authors. Per usual, chairs will introduce the session, papers/authors, and keep time. Chairs will lead the question/answer session, but there will be no formal feedback for the papers presented in these sessions. Still, we strongly encourage paper writers who choose the "no discussant" option to upload their paper to All Academic by **October 25, 2019** so that the session chair has an opportunity to review before the session. Note that we are experimenting with this option, as we believe it has the potential to spark deep conversations amongst authors and audience members and because it allows space for more authors to present their work at the conference.

2. Authors can now submit **"Performance, Visual, and Digital Scholarship"** proposals. In the spirit of theme, The Will to Reimagine the Study of Higher Education, we hope that scholars will take the opportunity to share their work in ways that challenge conventional modes of knowledge production and representation. These proposals should feature studies that draw on photos, art (e.g., drawing, painting), music, performance (e.g., dance, spoken word), and videos as modes of knowledge production and representation.

Research Papers

Research paper proposals should describe **in-progress empirical/data-based studies.** Some authors might present work that is newly underway and may not be in the position to report any analysis. Other authors may submit fairly advanced studies and be in the position to report preliminary data analysis. **Reviewers will be asked to evaluate proposals on their organization, connection to the literature, research plan, and significance—not on their completion at time of submission.** Final research papers, **uploaded by October 25, 2019,** must include the results of quantitative, qualitative, or mixed methods studies or report the findings of studies that use historical or philosophical methods. Final research papers should not be longer than 30 double-spaced pages (excluding references, tables, and appendices).

In no more than 1,500 words, 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;
- Research plan, Study methods, or Modes of inquiry;
- Data sources or evidence;
- Analytical plan or approach;
- Anticipated or Preliminary findings; and
- Study significance.

Research paper proposals will be evaluated on
1. Contributions to knowledge (that is, the extent to which the study addresses an important problem and gap in current knowledge);
2. Originality of the work;
3. Quality of theoretical or conceptual frameworks;
4. Connection to relevant literature;
5. Soundness of the research plan, analysis, and/or emergent interpretations;
6. Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).

Scholarly Papers

Scholarly papers proposals are essays that 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). Final papers must be uploaded to All Academic by **October 25, 2019** and should be no longer than 30 pages.

In no more than 1,500 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.

Scholarly paper proposals will be evaluated based on:
1. Contribution to knowledge (that is, the extent to which the paper addresses an important problem and gap in current knowledge);
2. Originality of the work;
3. Quality of the analytical argument, including how well the argument fits or challenges the extant literature;
4. Persuasiveness of argument/emergent conclusions;
5. Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).

Interactive Symposium

An interactive symposium is an integrated session that features interaction between and among presenters and the audience to advance knowledge of a particular research problem, theoretical content, or teaching strategy. Rather than present the results of discrete research studies as in a paper session, participants in an interactive symposium or workshop 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.**

In no more than 1,500 words, proposals for interactive symposium sessions should describe as many of the following as are applicable, preferably in this order:
- Study or Session Objectives;
- Theoretical or Conceptual Frameworks;
- 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.

Interactive symposium session proposals will be evaluated on the following criteria:
1. Contribution to knowledge (extent to which the session addresses an important problem and gap in current knowledge);
2. Originality of the work;
3. Integration and coherence of panelists' perspectives as a group;
4. Range of knowledge and/or points of view represented by panelists;
5. Strategies for involving audience in the discussion and promoting interactive learning;
6. 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 self-designed paper session, the session organizers propose a complete research-paper session that consists of three to four research papers that address a specific topic. **Organizers must provide a title for the session and must include the names and backgrounds of paper presenters, the session chair, and the discussant.** As with research and scholarly paper sessions, all paper authors must be prepared to upload a final paper by October, 25, 2019 so that the discussant can prepare comments. Final papers should not be more than 30 pages.

In no more than 1,500 words, 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 (**Please note that participating paper author(s) will have the opportunity to provide individual paper abstracts and that these respective abstracts do NOT count against the overall proposal word count**).
- 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:
1. Contribution to knowledge (that is, the extent to which the session addresses an important problem and gap in current knowledge);
2. Originality;
3. Clarity of focus;
4. Theoretical and methodological rigor of the research papers included in the session;
5. Integration and coherence of panel's presentations as a group;
6. The overall quality of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).

Performance, Visual, and Digital Scholarship Session

Performance, visual, and digital scholarship (PVDS) 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 OR a well-developed argument on philosophical, theoretical, conceptual and/or practical problems in the study of higher education. As with other formats, it is not necessary for PVDS proposals to be complete at time of submission. 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 All Academic. PVDS performance proposals should plan on final projects being no longer than 15 minutes.

In no more than 1,500 words, Performance, visual, and digital scholarship proposals should describe as many of the following as are applicable, 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 (exhibition, performance, video; digitally);
- Anticipated or Preliminary Findings, if applicable;
- Significance.

Proposal writers MUST also describe the logistical or technical needs for performance or display at the annual meeting (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).

Performance, visual, and digital scholarship proposals will be evaluated based on:
1. Contribution to knowledge (that is, the extent to which the PVDS enhances knowledge of a topic, issue, or problem in the field of higher education);
2. Originality of the work;
3. Soundness of the philosophical, theoretical, conceptual, or practical argument and/or framework;
4. Overall clarity of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).
5. Ability of the project to be displayed or performed at the annual meeting.

Questions about this new proposal format can be directed to Dr. Carrie Kortegast.

Roundtables

Roundtables provide an opportunity for authors to share information regarding their research in an informal, conversational style with interested persons. Both empirical and conceptual works are accepted. Often, though not always, roundtables are an ideal space to process or workshop early phase research.

Accepted papers will be grouped with several other papers that have similar content or foci. Each group is assigned to a numbered table in a large meeting room. 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.

In no more than 1,500 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; if applicable;
- Data sources or evidence, if applicable;
- Analytical Plan/Approach, if applicable;
- Study significance.

Roundtable proposals will be evaluated on:

1. Importance of the topic, issue, or problem to the field of higher education;
2. Originality of the work;
3. Potential for stimulating scholarly discussion;
4. Overall quality of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.)

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.

In no more than 1,500 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 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:

1. Importance of the topic, issue, or problem to the field of higher education;
2. Quality of the theoretical or conceptual framework;
3. Overall quality of the proposal (e.g., quality of writing, organization of ideas, clarity of assumptions, logic of arguments, etc.).

Special note: *If you are submitting a poster to the CEP Pre-Conference Forum, please note that CEP will only be accepting poster proposals from Graduate Students and Newly Minted doctorates.*

Call for Volunteers

Reviewers

Reviewers are needed to evaluate proposals in all 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 for which they volunteer.**

Session Chairs and Discussants

The program committee will assign chairs and discussants to each research and scholarly paper session and a short web-based training will be offered in the fall of 2019.

- **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 discussants have the papers.

- **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

To volunteer to serve as a Reviewer, Chair, and/or Discussant, visit All Academic via the ASHE website, email the ASHE 2019 Program Chair Leslie D. Gonzales at gonza645@msu.edu, or contact any of the section chairs listed above.