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The newsletter welcomes news items related to management research, policy analysis and planning; persons changing jobs or retiring; requests for help or suggestions from readers; announcements of professional meetings and conferences; comments about recent publications; abstracts of papers which authors are willing to share; job announcements; philosophical and/or humorous thoughts; and more. This online publication is available free to anyone interested in institutional research.

If you wish to subscribe, change your subscription address, or unsubscribe, go to http://www.airweb.org/page.asp?page=133

If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Marne Einarson, Editor, at: (mke3@cornell.edu).

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. Point your browser to the following URL: http://airweb.org (look under "Jobs")

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@airweb2.org).

e-AIR News

Greetings from the Editors!

Marne Einarson, Cornell University (mke3@cornell.edu)

Dear Colleagues,

Greetings from Marne and Gayle, your new Editor and Associate Editor, respectively, of Electronic AIR.

We are excited about this opportunity to serve our AIR community. We thank the Publications Committee for selecting us, and especially wish to thank Meihua Zhai, our departing editor, for her many contributions to e-AIR and her continuing support as we move into our new roles. Under Meihua's very capable leadership, several new features were added to e-AIR and it began being offered in both pdf and browser-based formats. Meihua, you have left very big shoes to fill!

We believe that e-AIR is a valuable medium for sharing information about events, publications and professional development opportunities within the institutional research and planning community. Through e-AIR, our readers are able to connect with a large audience of peers, and can share questions and expertise regarding any number of professional issues.

E-AIR is a collaborative effort. We encourage you to contribute to the newsletter – whether by providing content for features like "Technical Tips,", "The Changing Scene" or "Parting Thoughts;" submitting a request for assistance; or suggesting names of colleagues to be featured in a "Practitioner Profile." In addition, we welcome your feedback on newsletter features than you have found most useful or informative, and your suggestions for new columns.

We look forward to hearing from you!

Marne & Gayle

From Your 2008 Forum Chair

Call for Proposals for 2008 Forum

Michelle Hall, AIR 2008 Forum Chair (mhall@selu.edu)

Share your expertise. Wow colleagues with your creativity. Promote the newest methods of IR. Submit a proposal for the 48th AIR Forum, May 24-28, 2008 in Seattle, Washington. The deadline for proposals is October 1, 2007.

The Call for Proposals is available online at:
http://www.airweb.org/callforparticipation.html. It describes the 2008 tracks

and presentation formats, provides information about the conference hotels, and identifies highlights of the Forum.

Proposals for presentations, workshops, special interest groups (SIG), and affiliated groups must be submitted online. The Web-based proposal submission tools and their location are:

- Track Proposal - http://www.airweb.org/tracksubmission.html
- Pre-Forum Workshop Proposal – http://www.airweb.org/workshopsubmission.html
- Affiliated Group or Special Interest Group Meeting - http://www.airweb.org/agsigmeeting.html

Please give serious consideration to submitting a proposal or collaborating with colleagues to develop a presentation for the 2008 AIR Forum. It's a great way to enhance your career and expand your professional network!

From Your 2008 Forum Local Hosts

Going to Seattle … for the 48th AIR Forum, May 24–28, 2008!
Jerry Finch, Seattle Pacific University, 2008 Forum Local Arrangement Committee Chair (j_finch@spu.edu)

"What is there to do in Seattle?" you ask. Over the next few months, your 2008 Forum Local Arrangement Committee will be highlighting Seattle attractions each month in the Electronic AIR.

The Things You MUST See & Do in Seattle…

1. **The Space Needle**. You can't go to Paris without stopping by the Eiffel Tower. And you can't visit Seattle without checking out the view from the world-famous Space Needle. A 41-second elevator ride takes you up 520 feet to the observation deck of the Space Needle, built for the 1962 World's Fair. Enjoy a meal at SkyCity, the restaurant at the top that revolves 360 degrees while you dine and the observation deck is free. www.spaceneedle.com

2. **Pike Place Market**. Born in 1907, Seattle's Pike Place Market is the granddaddy of farmers' markets. Today, it is a major tourist attraction with 200 businesses operating year-round, 190 craftspeople and 120 farmer booths - plus street performers and musicians. Flowers by the bucketful, flying fish, fresh pastries and fruit, handmade cheeses, local honey, wine, an assortment of restaurants, imported goods, antiques, collectibles and lots of surprises are around every corner. www.pikeplacemarket.org

3. **The Seattle Waterfront**. A bustling collection of attractions, restaurants

and shopping, as well as starting points for ferries, cruise ships, The Victoria Clipper and Argosy boat tours are located here. Feed the seagulls at the stature of Ivar Haglund in front of Iver's Acres of Clams, stroll by the fountains on the wooden piers of Waterfront Park, admire the view or shop for souvenirs. www.seattle.gov/tour/water.htm

4. **Safeco Field Tours:** For baseball fans, a visit to Seattle would not be complete without a tour of Safeco Field, home of the Seattle Mariners, where you can get a look at the famous retractable roof. You'll visit the press box and luxury suites, the dogout, the field and visitors, clubhouse. www.seattle.mariners.mlb.com/

Details about the Forum Location

The 2008 AIR Forum hotel- already regarded as one of the Northwest's premier hotel and meeting facilities, the Sheraton Seattle Hotel has just undergone a $130 million renovation and expansion. The Hotel added a new 25-story Union Street Tower with 415 additional guest rooms and extensive upgrades to the hotel's meeting facilities. The Sheraton is located in the heart of Seattle's downtown core at 1400 6th Avenue adjacent to the Washington State Convention & Trade Center and steps away from boutique shops, flagship department stores, lavish restaurants, entertainment, and enough mountain and water views to fill a book with postcard memories.
www.seattle.com/sheraton-seattle/

AIR 2008 Grant Program

2008 AIR/IES-NCES/NPEC/NSF Grant Guidelines
Sharon Lynn, AIR Office, (slynn@airweb2.org)

New guidelines for the 2008 AIR Grant program will be available August 1st at http://airweb.org/grantsfellowships.html!

2008 Grant awards will include:

- Research Grants
- Doctoral Fellowships
- Fellowships for Graduate Study
- Senior Fellowship
- Post-Doctoral Internship with NCES

All grant proposals must be received by January 16, 2008.

For more information on a particular grant, contact Sharon Lynn at slynn@airweb2.org

NCES Publications

Revenues and Expenditures by Public School Districts: School Year 2004-05

This brief publication contains data on revenues and expenditures per pupil made by school districts for school year 2004-05. Median per pupil revenue and expenditure data are reported by state, as well as values at the 5th and 95th percentiles. Data for charter schools are reported separately. There are also discussions on the different types of school districts, and other resources that may be helpful in analyzing school district level data. Revenues and expenditures for the 100 largest school districts are included, as well as federal revenues by program. For total revenues and expenditures for public education made by states and the nation, readers should refer to the state-level "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2004-05" (NCES 2007-356)

To download, view and print the publication as a PDF file, please visit: http://www.nces.ed.gov/pubs2007/2007355.pdf

The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates

The NAEP High School Transcript Study (HSTS), a program conducted by the National Center for Education Statistics (NCES), is designed to examine the high school course offerings and course-taking patterns of graduating seniors in a representative sample of schools across the nation. In addition, the HSTS provides valuable information about the rigor of high school curricula, including both academic and vocational courses. The HSTS is linked to grade 12 NAEP results to provide information on the relationship between student course-taking patterns and achievement. Providing findings from six separate data collections, the study has been helpful to a diverse audience including teachers, curriculum specialists, parents, researchers, and policymakers. The 2000 High School Transcript Study Tabulations provide a large number of tables that summarize the course-taking patterns of high school graduates in 2000 and compare them to those of their counterparts in 1982, 1987, 1990, 1994, and 1998. The report also provides data tables describing the relationship of the course-taking patterns of 2000 graduates to their proficiencies in mathematics and science as measured by the 2000 NAEP assessments.

To download, view and print the publication as a PDF file, please visit: http://www.nces.ed.gov/nationsreportcard/hsts/tabulations/

Dropout Rates in the United States: 2005

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates for 2005, and provides data about trends in dropout and completion rates over the last three decades (1972-2005), including characteristics of dropouts and completers in these years. Among other findings, the report shows that in students living in low-income families were approximately six times more likely to drop out of high school between 2004 and 2005 than of their peers from high-income families.

To download, view and print the publication as a PDF file, please visit: http://www.nces.ed.gov/pubs2007/2007059.pdf

Part-Time Undergraduates in Postsecondary Education: 2003–04

This report uses data from the 2003–04 National Postsecondary Student Aid Study (NPSAS:2004) to profile part-time undergraduates enrolled in U.S. postsecondary institutions in 2003–04. About 49 percent of undergraduates were enrolled exclusively full time in the 2003–04 academic year, 35 percent were enrolled exclusively part time, and 16 percent had mixed enrollment intensity. Part-time undergraduates, especially exclusively part-time students, were at a distinct disadvantage relative to those who were enrolled full time: they came from minority and low-income family backgrounds; they were not as well-prepared for college as their full-time peers; they were highly concentrated in 2-year colleges and nondegree/certificate programs; and many of them worked full time while enrolled and were not enrolled continuously. Using longitudinal data from the 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01), the report also found that part-time enrollment was negatively associated with persistence and degree completion six years after beginning postsecondary education even after controlling for a wide range of factors related to these outcomes. This was the case even for the group of students with characteristics that fit the typical profile of a full-time student (i.e., age 23 or younger, financially dependent on parents, graduated from high school with a regular diploma, and received financial help from parents to pay for postsecondary education). Regardless of whether they resembled full-time students, part-time students (especially exclusively part-time students) lagged behind their full-time peers in terms of their postsecondary outcomes even after controlling for a variety of related factors.

To download, view and print the publication as a PDF file, please visit: http://www.nces.ed.gov/pubs2007/2007165.pdf

AACC Workshop

AACC/NCCCRP Data & Decisions Workshop for Community Colleges

Sharon Lynn, AIR Office, (slynn@airweb2.org)

Where: Austin, Texas
When: December 6-8, 2007

Increasingly, college leaders base strategic decisions on data—targeted information about their own institution and up-to-date information about peer institutions when necessary. The ability to access, analyze and convert data into strategic information is critical to institutions operating in today's ever-changing educational climate. With support from the National Center for Education Statistics (NCES), AIR, AACC and NCCCRP are offering a Workshop on Data for Strategic Decision-Making in Austin, Texas, December 6-8, 2007.

The team-based workshop is intended to develop the capacity of institutional leaders to use data in making decisions, recognizing that many institutions can devote only modest resources to information gathering and analysis.

The application window opens July 31 and closes September 7.

For more information, visit http://airweb.org/p.asp?page=1191 or contact Sharon Lynn at slynn@airweb2.org

Upcoming TLT Group Workshops

TLT Group Online Institute Workshops Confirmed for Fall 2007

Micul Ann Morse, Marketing Manager, TLT Group (morse@tltgroup.org)

This is a list of the upcoming confirmed TLT Group workshops.   We're excited about the content of these workshops, and we're also excited about the skills and methods that participants absorb through attending. We hope that these fit your interests and schedule. Let us know your ideas for future events. For more information, click here to go to the [Online Institute calendar](#).

1. Seven Principles of Good Practice in Undergraduate Education in July

2. TLTR - Influence without Authority in September

3. Information Literacy Best Practices in Undergraduate Education in September

4. Thinking Like a Designer: Blended Librarians Use Design Thinking for

---

Collaboration in September

5. Effective Mentoring in October

6. LTAs to Make Student Learning More Visible in Web Based Courses in December

7. Some Are Vases; Some are Teacups; None Are Empty: Addressing Student and Faculty Differences and Perspectives in Teaching and Learning Using Technology in September

These workshops have discounted fees to TLT Group subscribers and individual members as well as to members of co-sponsoring organizations, and occasionally the workshops are free to subscribers and TLTG Members.

Please make sure you don't miss FridayLive! our weekly exploration of tools and topics related to teaching and learning with technology.

FridayLive! will be "broadcast" during July, take a break for August and return on September 7.   These sessions are free, but require registration. Click here for more information.

Micul Ann Morse
Marketing Coordinator
morse@tltgroup.org
TLT Group

Fulbright Opportunity in Hong Kong

Building a General Education Curriculum in Hong Kong Universities
Tom Osgood, FHKGEP Coordinator, Hong Kong American Center, Chinese University of Hong Kong (taosgood@shasta.com)

Recipients of these new Fulbright Scholar Awards will work with Hong Kong universities as they prepare for a transition from a three-year undergraduate program to a four-year undergraduate program in the 2012-2013 academic year.

Grantees will be part of a team that will be coordinated by the Hong Kong - America Center (HKAC). The team will work with all of the Hong Kong universities. Each grantee will also be affiliated with one of Hong Kong's tertiary institutions where the grantee will consult with colleagues and the committees that have responsibility for developing the general education curriculum and courses for the new undergraduate program. Grantees will also teach one course in their area of specialization.

Applicants in all disciplines are welcome to apply. Applicants require a terminal degree and five years of tertiary teaching experience. They should have

experience, preferably in a leadership role, in the development of a university or college's general education curriculum or first-year program; in developing interdisciplinary courses; and in organizing and presenting faculty workshops on effective modes of teaching and learning.

Grants are for 10 months and will start in late August 2008. Awards will be offered in the subsequent three Fulbright Scholar competitions.

For further information, visit www.cies.org or contact: David Adams at dadams@cies.iie.org or 202.686.4021.

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to mke3@cornell.edu. Keep it brief, but include the information you think others would like to know.

Jerry Rackoff, Assistant VP for Planning and Institutional Research at Bucknell, has been elected Chair of the Board of the Higher Education Data Sharing (HEDS) Consortium for academic year 2007-08.   HEDS is a not-for-profit organization of 150 private colleges and universities that assists member institutions in planning, management, institutional research, decision-support, policy analysis, educational evaluation, and assessment. Congratulations, Jerry!

Help

Looking for Assistance with IR Website Evaluation
Carol Sholy, University of Missouri-St. Louis (sholyc@umsl.edu)

We are in the process of evaluating our IR website. We are looking for information about web site evaluation and creating a project request page.

1) Would anyone be willing to share with us the approach they have used to evaluate their web site?

2) Can anyone provide us with an example of a project request system or web page they use?

I thank you in advance for any assistance or advice you can provide in this regard.

Carol Sholy
Institutional Research Associate
University of Missour-St. Louis
sholyc@umsl.edu

Editors' Book of the Month

Marne Einarson, Cornell University (mke3@cornell.edu)

This month's book, Speaking of Higher Education: The Academic's Book of Quotations, was written by Robert Birnbaum and published by Praeger Publishers, Westport, CT in 2004.
ISBN: 0-275-98071-5.

I must confess that my book choice this month was influenced by the season. When it is chilly or inclement, I am willing to pore through texts on assessment and statistical design, or to plough through rigorous studies of the undergraduate experience. But in these hot, humid days and evenings of summer, a little lighter fare is more appealing. So it was that I gravitated to *Speaking of Higher Education* [S*HE*], and what a happy choice that has turned out to be!

Speaking of Higher Education is a comprehensive collection of more than 1,670 quotations on higher education. Excerpts from the addresses of past icons of higher education – such as William Rainey Harper, Robert Maynard Hutchins, and Thorstein Veblen – provide the lion's share of Birnbaum's material, but he has also drawn upon the words of current academic leaders, political dignitaries, activists, social critics, poets, musicians, and humorists. The quotations range from lofty to comedic to scatological; from reverent to supportive to scathing. To paraphrase Birnbaum, "…some quotations are included because they are beautiful, some because they are profound, and some because they are well known because of their eloquence or because they have been influential, political sound bites."

The quotations are sorted chronologically under 99 subject categories, contained within 13 chapters. Quotations can be searched for by using the subject index or author index.

This book may be useful for those who enjoy a good laugh, for those in search of a judicious phrase or saying to insert in a presentation, for those interested in examining how expressions and ideas about higher education have changed over time, and/or for those who simply appreciate reading well-crafted language. As Birnbaum explains, "Whether *SHE* is kept on the work desk or the night table, the essential purposes remain the same; to inform and delight."

Two of my favorite quotations appear below. You can read more quotations

from *SHE* in the "Parting Thoughts" section.

Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.

Mark Twain [Samuel Langhorne Clemens] (1835-1910), U.S. author

Changing a college curriculum is like moving a graveyard – you never know how many friends the dead have until you try to move them!

Woodrow Wilson (1856-1924), President, Princeton University; President of the United States

Happy summer reading!

Technical Tips from the Field

## Converting Numbers Stored as Text to Numbers in Excel

Gayle Fink, University System of Maryland (gfink@usmd.edu)

> **This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Meihua Zhai (meihua.zhai@usg.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.**

Have you ever experienced the frustration of pulling in data from another source into Excel and the numbers come in as text? You try changing the format of the cells or cutting and pasting into a new column but the numbers remain text. This has happened to me more times then I care to recall. Below is an approach to converting numbers from text to numbers.

Here is a sample of student credit hours that are formatted as text. To convert the numbers in column A, follow the steps below.

1. In an empty cell, enter the number 1.

2. Select the cell, and on the **Edit** menu, click **Copy**.

3. Select the range of numbers stored as text you want to convert.

4. On the **Edit** menu, click **Paste Special**.

5. Under **Operation**, click **Multiply**.

6. Click **OK**.

7. Delete the content of the cell entered in the first step.
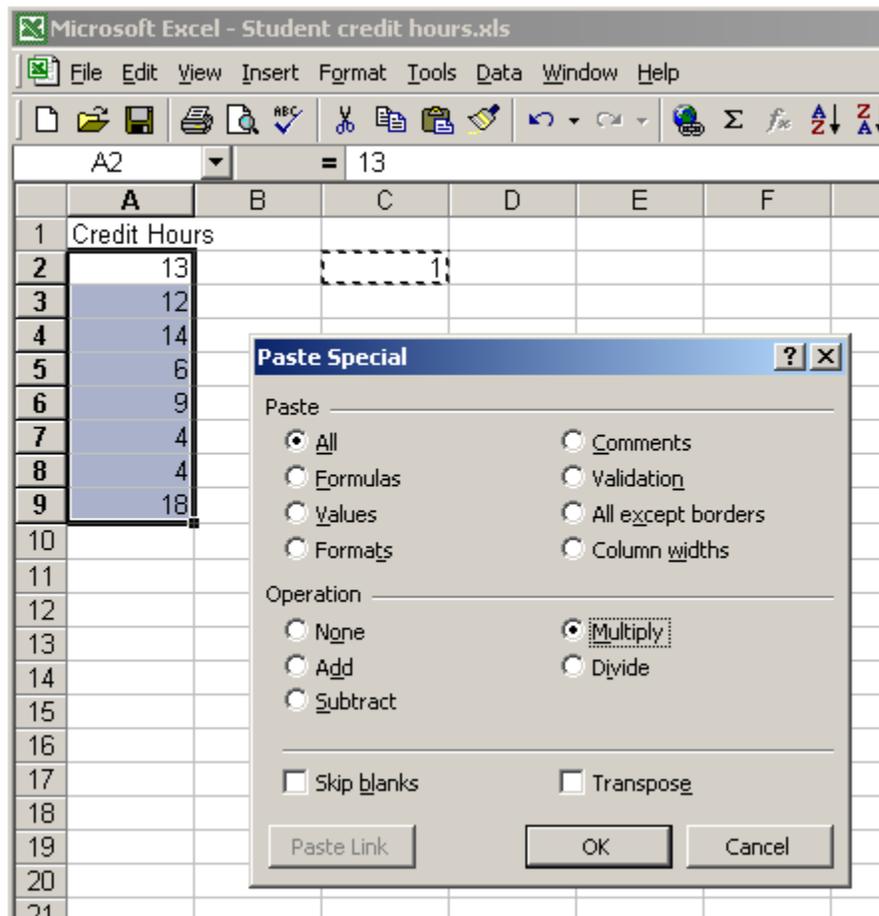
Position Listing Summary

Copy and paste this url into your browser to access the current job listings on the AIR website: http://www.airweb.org/?page=574.

Parting Thoughts

Marne Einarson, Cornell University (mke3@cornell.edu)

Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to Marne Einarson.

The following "Parting Thoughts" are taken from "Speaking of Higher Education: The Academic's Book of Quotations" by Robert Birnbaum.

A university is so many things to so many different people that it must, of necessity, be partially at war with itself.
~ Clark Kerr (1911-2003), Chancellor, University of California, Berkeley; President, University of California

The most embarrassing question that can be raised in a university is, what are we trying to do?
~ Robert Maynard Hutchins (1899-1977), President, University of Chicago

The aim of the college, for the individual student, is to eliminate the need in his life for the college; the task is to help him become a self-educating man. For only that will set him free.
~ C. Wright Mills (1916-1962), professor of sociology, Columbia University

University -- an institution for the postponement of experience.
~ Leonard L. Levinson (1904-1974), U.S. author

[A]n education that produces people who know a lot but do so very little is hardly a true education.
~ Johnetta B. Cole (1936-), President, Spelman College

What we should seek to support in our college, therefore, is not so much learning itself as the spirit of learning....It is citizenship in the world of knowledge, but not ownership of it.
~ Woodrow Wilson (1856-1924), President, Princeton University, President of the United States

I was a department head once. It was like running naked through a field of geese -- it's not going to kill you, but there's enough pecking to keep you moving.
~ Robert ED (Gene) Woolsey (1936-), professor of operations research, Colorado School of Mines

[A]dministrative leadership is very much in demand until it is exercised.
~ Carnegie Foundation for the Advancement of Teaching (1977)

Planning is inseparable from management, and both involve those elements we associate with art -- intuition, creativity, discernment, command of the work tools and materials, and appreciation of the interaction of form and function.
~ Harold L. Enarson (1919-), President, Ohio State University

Sailing a ship across the Pacific is no different from organizing a college or university for performance improvement. In both instances, it is immensely helpful if we can come to some agreement on which way to aim the pointy end.
~ Daniel Seymour (1947-), education and management consultant