# The Electronic Newsletter of the Association for Institutional Research (e-AIR)

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Serving Institutional Research Professionals and Those Engaged in Management
Research, Policy Analysis & Planning Since October 22, 1986

**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 Randy Swing, Executive Director, AIR, 1435 E. Piedmont Drive, Suite 211 · Tallahassee, FL 32308; Telephone: (850) 385-4155 or via e-mail: (rswing@airweb2.org).*

# Holiday Wishes from E-AIR

To our dear readers,

Amazing -- another year has come and gone!  We hope you have a joyous holiday season and wish you a new year filled with peace, happiness, and good health.  Thank you for your many contributions to E-AIR.  We look forward to conversing with you in 2009!

All the best,
Marne and Gayle

# AIR Election Results

### Announcing the AIR 2008 Election Results

The Association for Institutional Research Board of Directors is pleased to announce the 2008 election results. Thank you to all members who voted, and congratulations to our newly elected officers who will serve a three year term:

**Vice President**
**Dr. James (Jim) F. Trainer**, Director of Planning and Assessment, Villanova University

**Membership Committee Chair**
**Mr. Martin (Marty) B. Fortner, Jr.**, Director of Planning, Assessment and Research, Southern University at Shreveport

**Associate Forum Chair**
**Ms. Deborah (Debbie) Dailey**, Assistant Provost for Institutional Effectiveness, Washington and Lee University

**Publications Committee Chair**
**Dr. Stephen (Steve) L. DesJardins**, Associate Professor, University of Michigan

**The following AIR members were elected to the 2009 Nominating Committee for a one-year term:**

**Dr. Marsha V. Krotseng**, Vice Chancellor for Strategic Planning, North Dakota University System

**Dr. Lin Chang**, Director of Institutional Research, Colorado State University - Pueblo

**Dr. Margaret (Maggie) L. Dalrymple**, Assistant Director of Institutional Research, Purdue University

**Ms. Catherine Watt**, Director of the Alliance for Research on Higher Education, Clemson University

**Ms. Dawn R. Kenney**, Director of Planning and Institutional Research, Central New Mexico Community College

The individuals above will take office at the conclusion of the Annual Business Meeting on June 2nd, at the 49th Annual Forum in Atlanta, Georgia.

Please visit http://www.airweb.org/electionresults.html for more information.

## AIR Survey Fact

### AIR Survey Fact: Earned Degrees among IR Professionals

This month we analyze the educational attainment of IR professional staff from the AIR Survey being conducted and analyzed by Fred Volkwein ( volkwein@psu.edu), Jim Woodell (jkw168@psu.edu) and Ying Liu ( yzl226@psu.edu) at Penn State.

Analysis of responses from over 1,100 offices reveals that about 70% the 3,325 professionals hold earned degrees beyond the bachelors.   Nearly 45% of all IR professional practitioners hold a master's degree or graduate certificate, while 25% earned a doctorate or first professional degree.  Among the top ranking persons in the office (Director or equivalent), the proportion of doctoral degree holders is almost 46%, while 45% have earned masters degrees.

We do not have good trend data, but based on the earlier 1990 study of 121 NEAIR offices, the overall proportions of those holding doctoral degrees appears to have declined modestly.  Among the 265 professional staff in the 1990 study, 46% held masters degrees and 33% held the doctorate.   The apparent decline in the proportion holding doctorates may be explained in part by rapid growth of entry level IR jobs.  Based on AIR membership and conference attendance, the size of the profession appears to have approximately doubled in the past two decades. Assuming that this growth occurred largely among entry level positions, the IR staff holding doctoral degrees remains substantial in number, but smaller in overall proportion.

The professional credentials earned by institutional researchers provide important markers of their professional standing, especially in academic organizations.   Those who hold doctoral degrees are more likely to achieve professional legitimacy among faculty and to have a louder voice among

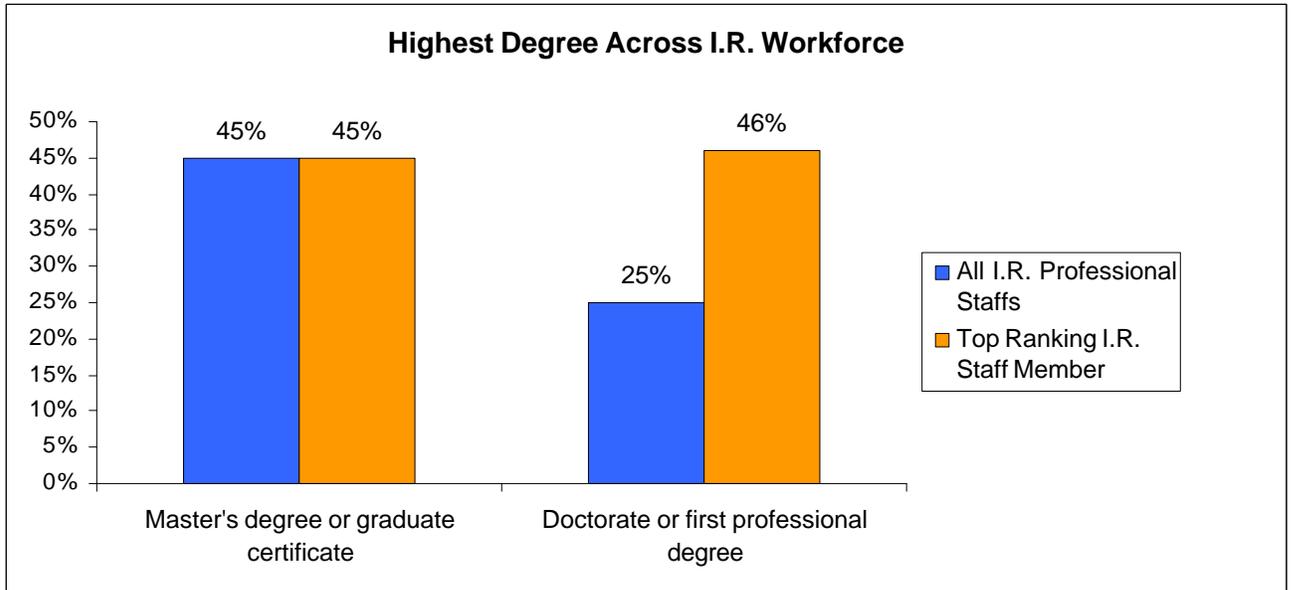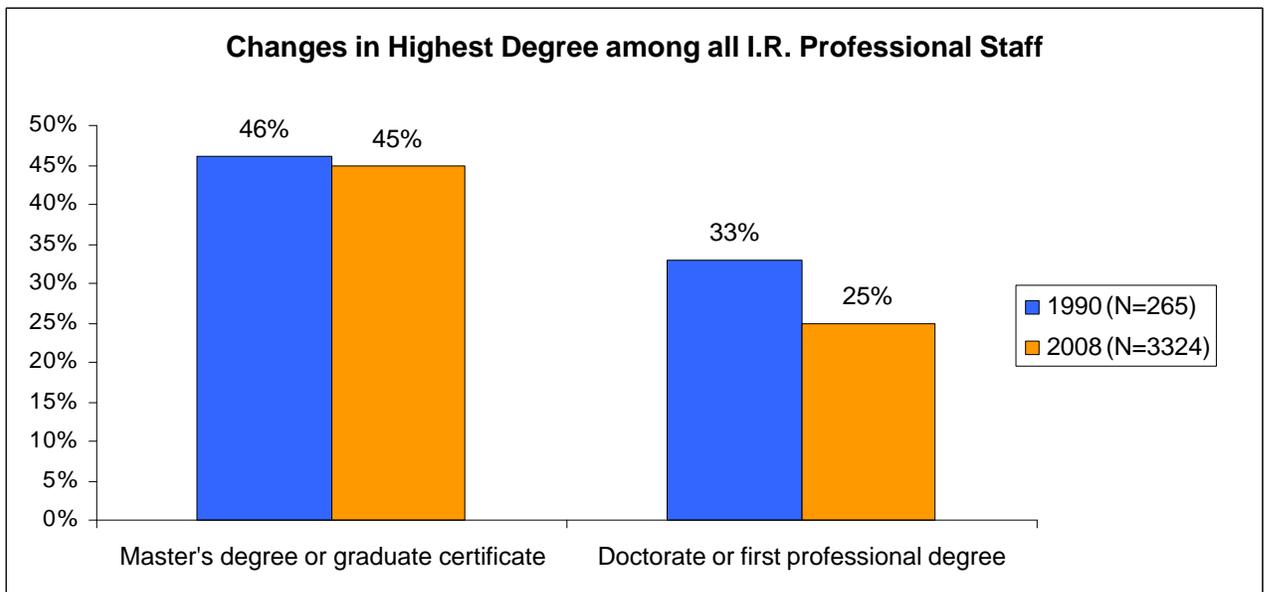administrators as well (Volkwein, NDIR 1999, NDHE 2008).

**Figure 1.**

**Highest Degree Across I.R. Workforce**

| | Master's degree or graduate certificate | Doctorate or first professional degree |
|---|---|---|
| All I.R. Professional Staffs | 45% | 25% |
| Top Ranking I.R. Staff Member | 45% | 46% |

**Figure 2.**

**Changes in Highest Degree among all I.R. Professional Staff**

| | Master's degree or graduate certificate | Doctorate or first professional degree |
|---|---|---|
| 1990 (N=265) | 46% | 33% |
| 2008 (N=3324) | 45% | 25% |

# What is IR?

Last month, we posted a Wikipedia link that describes what IR is (http://www.

en.wikipedia.org/wiki/Institutional_research).  We invited you to tell us how **you** explain IR to others.  Here's what some readers had to say:

From Hanjay Kim (himh@duq.edu), Research Analyst in Institutional Research and Planning at Duquesne University:

...I stumbled on this definition a while ago, and I thought it was very helpful. It looks like a formal entry in some publication but there is no citation. http://www.answers.com/topic/institutional-research-in-higher-education

From Cristi Carson (ccarson@keene.edu), Director of Institutional Research at Keene State College:

Often when asked, I tell people that "I count students. It takes a whole semester because you just can't get them to stand still."

From Tom Field (tf21211@yahoo.com), self-described "erstwhile AIR member and Electronic AIR Editor from a millennium long ago and far away:"

This brought back memories -- while preparing for the 1991 AIR Forum in San Francisco, specifically a session for newcomers to the field, I asked the question, "What is IR?"  My personal favorite response was, "Whatever Edgar wants."  Let's hear it for Edgar!

And let's hear it for our contributors!

## From Your 2009 Forum Local Hosts

### Track 1: Enhancing your Economic Impact (a.k.a. Where to Shop in Atlanta!)

This is going to be difficult…there are so many great venues to shop in Atlanta, that it's nearly impossible to cull it down to something that can fit in  this

newsletter. We may have to do this over the course of two newsletters but if that 's the case, it's all good for you because we have a lot of ways to enhance your economic impact while you're attending the AIR Forum from May 30-June 3, 2009 in Atlanta. In keeping with the idea of using tracks for extracurricular activities outside of the Forum, we are providing you with a list of shopping centers/excursions that you may want to schedule while here in Atlanta. These shopping centers are open for you at 10 AM each morning and usually close at 9:00 PM. You will want to check in with the Local Arrangements Hospitality Table for more information. From unique boutiques to upscale shopping malls to bargain-happy outlets, we are bringing a world class experience to you, our AIR family.

### _Within walking distance of the Atlanta Marriott Marquis:_

**May 30:**
**10:00 AM – 6:00 PM**
**The Mall at Peachtree Center**
**225 Peachtree Street NE, Suite 200**
**Atlanta, GA 30303**
**Phone: 404-654-1265**

Come & explore over 70 shops, restaurants & services in the heart of Downtown Atlanta! Sites & shops include Brooks Brothers, Pendleton, B. Dalton, Wolf Camera, Benihana, & more!  If you take MARTA from the airport, you will exit at Peachtree Center and pass right through the mall area. It's literally a two-minute walk from the hotel to some great shopping.

http://www.peachtreecenter.com/new_site/mall.html

**May 31:**
**10:00 AM – ???**
**Underground Atlanta**
**50 Upper Alabama Street, Suite 007**
**Atlanta, GA 30303**
**Phone: 404-523-2311**

Located in the Heart of Downtown, Underground Atlanta is bustling with activity, day or night. Enjoy daily entertainment by Atlanta's talented residents, caricature drawings and fortune telling, homemade candy, delicious dining and souvenir shopping. Learn of Atlanta's past on our guided history tour, From Civil War to Civil Rights. After dark, enjoy our clubs and restaurants in Kenny's Alley for a night of pure entertainment. Experience It All on the original streets of Atlanta. Over six blocks of shopping, dining, history and entertainment!

http://www.underground-atlanta.com/

### A Short Drive from the Atlanta Marriott Marquis:

**June 1:**
**10:00 AM – 9:00 PM**
**Atlantic Station**
**171 17th Street, Suite 1650**
**Atlanta, GA 30363**
**Phone (404) 876-2616**

One of the hottest areas of Atlanta! Just a few minutes north of the Marriott Marquis, Atlantic Station is home to an upscale retail/entertainment district. It counts a number of well-known names among its tenants, including Dillard's, Banana Republic, IKEA, Old Navy, Pier 1 Imports, Gap, Jos. A. Bank Clothiers, Ann Taylor and Victoria's Secret. Atlantic Station in Atlanta is also home to a variety of fine restaurants and casual eateries offering everything from pizza to sushi to strip steaks. Entertainment options at Atlantic Station include Regal Cinema 16. There's something for everyone at Atlantic Station.

http://www.shopatlanticstation.com/

http://www.atlanticstation.com/AS_MAP.pdf

**June 2:**
**10:00 AM – 9:00 PM**
**Virginia Highland**
**P.O. Box 8266**
**Atlanta, GA 31106**
**Phone: (404) 918-0285**

Virginia Highland is acclaimed for its diverse and unique shopping. Trend-setting apparel, classic to kitschy antiques, folk and pop art, whimsical decorative accessories, natural linens, rare cigars, distinctive art books, gourmet kitchenwares, fine woodworking and gardening tools, unusual fresh flowers, gelatos, unique contemporary, antique or traditional furniture, do-it-yourself pottery, full-service day spas, fashionable salons – all are just a few of the extensive retail offerings. Virginia Highland is located 5 minutes northeast of downtown Atlanta. From either Peachtree Street or the I-75/85 Connector, take 10th Street east several blocks to its end at Monroe Drive. Turn right on Monroe. At the first traffic light take a left on Virginia Avenue. Go to the second traffic light, Highland Avenue, the heart of Virginia Highland.

http://www.virginiahighland.com/

### A Short Train Ride (Stop N-7)  from the Atlanta Marriott Marquis:

**June 3:**

**10:00 AM -9:00 PM**
**Lenox Square-Phipps Plaza**
**3393 Peachtree Road, NE**
**Atlanta, GA 30326**
**Phone: 404-233-6767**

This trip is for the serious shopper! An important Atlanta landmark and the "town square" of Buckhead for more than 45 years, Lenox Square is the Southeast's premiere shopping experience. Offering more choices since 1959, Lenox Square is the Southeast's premier shopping destination. Lenox Square is anchored by Bloomingdale's, Neiman Marcus and Macy's, and features nearly 250 specialty stores - shops like Anthropologie, BCBG, Bobby Jones, Burberry, Brooks Brothers, Calvin Klein, Cartier, David Yurman, Louis Vuitton, Kate Spade, Kiehl's Since 1851, Hermes, Polo Ralph Lauren, Salvatore Ferragamo, Shabby Chic, St. John, and Zara. Phipps Plaza is as upscale as you can get! It is Atlanta's unique retail destination for world class shopping, fine dining & state of the art AMC movie complex. Shop Saks Fifth Avenue, Tiffany & Co., Nike Town, Versace, Jeffrey and more. If you had to choose one shopping experience while here in Atlanta, this would be the one!

http://www.simon.com/mall/default.aspx?ID=207

In the next newsletter, we'll venture a little further outside of Atlanta for some serious bargain hunting. In the meantime, if we can be of assistance to you as you plan your trip to Atlanta, please let us know.

**Your Atlanta Local Arrangements Committee:**

Andy Clark, Armstrong Atlantic State University <Andy.Clark@armstrong.edu>

Denise Gardner, University of Georgia < gardnerd@uga.edu >

Jonathan Gordon, Georgia Tech < jonathan.gordon@oars.gatech.edu >

Lily Hwang, Georgia Gwinnett College < lhwang@ggc.usg.edu >

Sean Mullins, North Georgia College and State University < SMMullins@ngcsu.edu >

Alice Simpkins, Paine College  < simpkinsa@mail.paine.edu >

Barbara Stephens, Bainbridge College < bstephen@bainbridge.edu >

Sandi Bramblett, Local Arrangements Chair, Georgia Tech <sandi@gatech.edu>

Bill Hayward, Local Arrangements Associate Chair and Honorary Georgian, Northwestern University < bh@northwestern.edu >

## AIR Position Announcement

### AIR Position Announcement: Editor for Research in Higher Education

The Association for Institutional Research (AIR) and Springer Publishing Company invite nominations and applications for the editorship of Research in Higher Education (RIHE). Now in its 36th year of publication, RIHE publishes eight times per year and is the leading journal of research on higher education. Indexed in the Social Science Citation Index and other abstracting and indexing services, RIHE is a highly selective, archival journal. Articles focus on the functioning of postsecondary education, including two-year and four-year colleges, universities, and graduate and professional schools. The journal's primary audience includes higher education scholars, institutional researchers and planners, faculty members, college and university administrators, and organizational and behavioral scientists.

Please visit http://www.airweb.org/RIHE for more information on the application process, as well as position responsibilities, qualifications, and terms of appointment.

*Applications received by January 30, 2009 are assured full consideration, although applications will be received until the position is filled.*

## Suslow Award Nominations

### AIR Sidney Suslow Award Application Deadline Extension

*The application deadline for the AIR Sidney Suslow Award has been extended to January 2, 2009.*

The award is made by the Association for Institutional Research both to recognize the contribution of Sidney Suslow to AIR publications and scholarship and to recognize other individuals for distinguished scholarly contributions to institutional research over a period of time. While the Suslow Award may be presented for a single piece of work (monograph, book, software package) making a significant contribution to the development of institutional research, planning, or administrative decision-making, the successful nominees will more likely be recognized for their cumulative and on-going scholarly efforts to keep institutional research on the cutting edge of research, practice, policies and procedures in higher education.

For more information, please visit:
http://www.airweb.org/sidneysuslowaward.html .

## AIR Grant Information

### Reminder About Upcoming Grant Application Deadlines

Research and Dissertation Grant Proposal deadline is midnight on the evening of

January 16, 2009

The online application site for the National Summer Data Policy Institute opens on January 16, 2009

The online application site for the Fellowship Program for Institutional Research will open in mid-February 2009

For questions on the AIR Grant Program please e-mail air@airweb.org or call 850-385-4155 x200.

## Call for AIR Institute Instructors

The Association for Institutional Research (AIR) Professional Development Services Committee seeks two AIR members to each develop and present a module, *Overview: Strategies for the Practice of Institutional Research*, at the upcoming AIR Foundations I Institute to be held Tuesday, July 28 - Saturday August 1, 2009, in Nashville, Tennessee.

The AIR Foundations I Institute is a five-day professional development event which provides a focused, intensive and structured learning environment for new IR practitioners seeking to develop skills in core areas of institutional research. Participants complete an introductory module, Overview: Strategies for the Practice of Institutional Research on the first day of the Institute. To accommodate all participants, two sections of the Overview module are presented concurrently.  These Overview modules focus on general concepts and practical strategies for the implementation of effective institutional research at postsecondary institutions, regardless of size or type. In addition to an Overview Module, participants attend other three modules of their choice.

Each Institute faculty member develops and presents a 6-hour workshop with focus on practical applications of concepts, theories, and practices. Modules include a combination of presentations, discussions, hands-on activities, and small group exercises.

Visit http://www.airweb.org/instructors.html for more information or to submit an application.  Applications must be received by Friday, January 16, 2009 for consideration.

## IPEDS News and Resources

### Winter Survey Data Collection Webinars

The Winter Survey Data Collection Webinars are now available on the AIR Web

site at http://www.airweb.org/ipeds. Webinars are divided into chapters in three formats - Flash, Windows Media, and Quick Time. In addition viewers can download a narrative and PowerPoint of the presentation for later reference.

## New Student-to-Faculty Ratio Section on IPEDS Fall Enrollment (EF) Survey

Please make special note of the new section in the Fall Enrollment (EF) survey (Part F) that is required due to the recently enacted Higher Education Opportunity Act (HEOA) legislation. Part F calculates a student-to-faculty ratio to be displayed on the College Navigator website. This new section will require those filling out the HR survey and the EF survey at your institution to work together to ensure accuracy and consistency of instructional staff data between the two surveys. Because data from the EAP section of the HR survey will be carried forward to Part F of the EF survey, it is recommended, if at all possible, that the HR survey be completed and locked prior to locking the EF survey.

For those institutions that participate in the Common Data Set initiative, it may be helpful to note that the student-to-faculty ratio on the IPEDS Fall Enrollment survey follows the same logic as is used in CDS item I-2. Please also make note that Part F does include a "context" box at the bottom of the screen (formerly known as "caveat" boxes) where your institution can provide further information that may help users interpret your institution's data. The text in this context box will appear on the College Navigator website along with the calculated student-to-faculty ratio. NCES encourages institutions to take advantage of the opportunity to provide context for your data when appropriate.

For further guidance on completing the new Part F, please refer to the detailed survey instructions for this section as well as the FAQs that are available. For more information about this and other reporting changes due to HEAO, please see:
http://nces.ed.gov/IPEDS/news_room/ana_Changes_to_8_22_2008_188.asp

## IPEDS HR Data Now Available

The 2007-08 IPEDS Human Resources data are now available at the Guest level in the Peer Analysis System and Dataset Cutting Tool, located at: http://www.nces.ed.gov/ipedspas/ .

The First Look publication, *Employees in Postsecondary Institutions, Fall 2007, and Salaries of Full-time Instructional Faculty, 2007-08*, is available at http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009154. A brief description of this report is available in the NCES Publications section of the

newsletter.

## 2008 IPEDS Executive Peer Tool and Data Feedback Reports Released

The 2008 IPEDS Executive Peer Tool (ExPT) and Data Feedback Reports (DFRs) have been released by the National Center for Education Statistics.  The 2008 ExPT has been redesigned to be easier to use with new navigation, streamlining of steps, enhanced focus institution and comparison group selection, search tips, and expanded help features.  Keyholders received PDF versions of their institution's DFR in October, and printed versions are being mailed to Chief Executive Officers in December.  These reports are available as downloadable .pdf files on the Executive Peer Tool (ExPT), located at: http://www.nces.ed.gov/ipedspas/ExPT/ .

Both current and previous years' DFRs for all schools are available to review as part of the ExPT.  Additionally, users may create a custom DFR in PDF format complete with methodological notes—replicating the printed report, or modifying it to use different institutions or different charts.

Many of the new features make the ExPT even easier to use than before.  These include:

- Enhanced selection process for focus and comparison group institutions

- Data displayed about the number of schools that meet different search criteria

- A state map feature

- Simplified process to add schools by name

- A redesign of the comparison group results page to display two boxes: the left box holds a list of institutions to choose from, and the one on the right contains the final group of up to 100 schools, allowing users to move schools back and forth between the boxes until satisfied with their choices

- Ability to save a list of comparison group institutions either locally on their desktop or on the NCES server with an email follow-up available for documentation

- Data selected for a statistical analysis report may be exported, along with the list of comparison institutions, into a spreadsheet for further analysis

Once all of the 2008 DFR data have been adjudicated by NCES, all data available in the ExPT will be provided in a single file for download, expected in early 2009.

For assistance with using the ExPT, please contact the IPEDS Data Tools Help

Desk, at 1-866-558-0658, or ipedstools@rti.org

## Proposals for HEDW Forum

### Higher Education Data Warehousing Forum: Call for Presentations

The planning team invites presentation proposals for the Higher Education Data Warehousing Forum Conference to be held at Indiana University in Bloomington, Indiana on April 26-28, 2009. The Forum brings together people from information technology, institutional research, decision support, and administrative/business units to share knowledge and best practices for knowledge management in colleges and universities, including building data warehouses, developing institutional reporting strategies, and providing decision support. Pre-conference data warehouse training will be offered by Warren Thornthwaite, a member of the Kimball Group.

For more information or to submit a proposal go to http://www.stonybrook.edu/HEDW.

Emily Thomas
HEDW Forum President 2008-09
ethomas@notes.cc.sunysb.edu

## Proposals for UK IR Conference

### Call for Papers, Work in Progress, Workshops and Posters

The 2nd Institutional Research Conference, "Building a Community for Institutional Research in the UK and Ireland" will be held at Sheffield Hallam University, Sheffield, UK on July 8 to 9, 2009.

We wish to bring together exponents and users of a diverse range of approaches to what might be termed 'institutional research' to build a community to promote it more widely.  We take Institutional Research (or IR) to mean the use of research and enquiry to provide evidence to inform policy, practice and management at all levels within higher education. This includes management information to inform policy and strategy, evaluation and pedagogic research to inform learning and teaching, and using data gathered for different purposes to better understand and manage activities within institutions, including the student experience.

The main themes we wish to explore include:

• Variety in institutional research - conceptions, methodologies and institutional location

- Using institutional research to inform policy and practice

- Capacity building in institutional research

- Understanding and enhancing the student experience and expectations

Proposals for papers, work in progress sessions, workshops and posters are invited from all interested in making a contribution to building a community in institutional research.

**The deadline for proposals is February 14, 2009** and they should be made on-line at http://extra.shu.ac.uk/irconference2009/ . Notification of acceptance will be made by April 10, 2009.

Further information and deadlines for registration can also be found on the conference website: http://extra.shu.ac.uk/irconference2009/

Professor Ranald Macdonald
2009 Conference Chair and Convenor)
Head of Strategic Development
Learning and Teaching Institute
Sheffield Hallam University
r.macdonald@shu.ac.uk

## NCES Publications

### Employees in Postsecondary Institutions, Fall 2007, and Salaries of Full-Time Instructional Faculty 2007-08

This report presents information from the Winter 2007-08 Integrated Postsecondary Education Data System (IPEDS) web-based data collection. Tabulations represent data requested from all postsecondary institutions participating in Title IV federal student financial aid programs. The tables in this publication include data on the number of staff employed in Title IV postsecondary institutions in fall 2007 by primary function/occupational activity, length of contract/teaching period, employment status, salary class interval, faculty and tenure status, academic rank, race/ethnicity, and gender. Also included are tables on the number of full-time instructional faculty employed in Title IV postsecondary institutions in 2007-08 by length of contract/teaching period, academic rank, gender, and average salaries.

To view, download and print the report as a PDF file, please visit:
http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009154

## State Education Reforms Website Updated

NCES has just expanded the State Education Reforms (SER) website. This website was based on the report "Overview and Inventory of State Education Reforms: 1990 to 2000", and is updated periodically to incorporate new data on state education reform activities.

The SER website, which draws primarily on data collected by organizations other than NCES, compiles and disseminates data on state-level education reform efforts in four areas: 1) standards, assessment, and accountability, 2) school finance reforms, 3) resources for learning, and 4) state support for school choice options. Specific reform areas include student and teacher assessments, adequate yearly progress, statewide exit exams, highly qualified teachers, open enrollment laws, and charter schools.

In the Standards, Assessment, and Accountability area of the website, five tables were updated.  One table was updated in the Resources for Learning area. To locate these tables on the State Education Reforms website, please look for the "Updated!" tags next to the table titles.

To view the site, please visit: http://www.nces.ed.gov/programs/statereform/

# News from AAUP

## AAUP Faculty Compensation Survey 2008-09
John W. Curtis, AAUP (jcurtis@aaup.org)

Data collection for the annual AAUP Faculty Compensation Survey will continue through the holidays, and we encourage you to submit your data as soon as possible. We had set an initial deadline for data submission of Friday, December 19. Submitting your data in a timely fashion helps us provide you with custom reports sooner, and will make the aggregate comparisons in our published report more accurate and useful to you. However, if you cannot make this deadline, we will continue to accept data and do our best to process it in a timely fashion.

If you know that you will not be able to submit data prior to January 10 and have not already notified us, please send an e-mail to let us know. We will also be sending a reminder to non-respondents in mid-January.

If you have already submitted data and have unresolved verification errors or warnings, please be sure that you have provided a detailed response in the "Response to Verification" section. We will be reviewing these warnings in the next couple of weeks and following up as needed.

We have made a few changes to our survey Web site ( https://research.aaup.org/fcs/default.aspx), mostly cosmetic and meant to

clarify the steps to submitting and verifying data. There are no substantive changes in data format or definitions for this year, although the descriptions of the institutional categories have been updated and made more specific. You may download the data form and instructions without logging in. See the link for "Definitions, Instructions, and Obtaining the Survey Form." Instructions from 2007-08 are still valid for 2008-09, with very minor changes in the procedure for submitting data.

If you are a data contact person for your institution and did not receive an e-mail notice, please contact the AAUP Research Office right away. If you have served previously as a survey data contact, you may log in and check your contact information using the link for "Upload and Complete the survey." If you have forgotten your user name, you can request it there; if you know your user name but have forgotten your password, click the "Login" link and you will be able to request your password.

If you are a new survey data contact, would like to add a contact for your institution, or have other questions about the survey, please send an e-mail to aaupfcs@aaup.org.  You can also call (202) 737-5900 ext. 118 for assistance.

Thanks again for participating in our annual survey.

AAUP Research Office

John W. Curtis, Director of Research and Public Policy
Michael Kinsella, Research Associate
aaupfcs@aaup.org

## Penn State On-line IR Courses

Penn State offers a rich slate of on-line Institutional Research courses that provide professional development, as well as complementing most Doctoral and Master's programs.  Here's the upcoming lineup for 2009 (tell your friends and enemies alike):

**Spring 2009, January 19 through April 27, 2009:**

HI ED 598A, Assessing Student Outcomes and Evaluating Academic Programs
Instructor: Dr. Fred Volkwein

HI ED 598F, Analyzing Faculty Workload, Performance, and Compensation
Instructor: Dr. Daniel Teodorescu

**Summer 2009, May 18 through August 14, 2009:**

HI ED 598B, Strategic Planning and Resource Management

Instructor: Dr. Linda Strauss

HI ED 598E, Conducting Enrollment Management Studies
Instructor: Dr. Fred Volkwein

**Fall 2009, September 14 through December 19, 2009:**

HI ED 598I, IR Foundations & Fundamentals
Instructor: Dr. Fred Volkwein

HI ED 598D, Designing IR Studies
Instructor: Dr. Linda Strauss

World Campus Registration instructions and Syllabi are available via links from our web page:  http://www.ed.psu.edu/educ/eps/ir-certificate

Contact Angela Packer <amp13@psu.edu> if you need help getting registered.

James Fredericks Volkwein
Director of the Institutional Research Program
and Emeritus Professor of Higher Education
Penn State University
1564 Long Ridge Road
Volkwein@psu.edu

# TLT Group Online Institute

## Diversity among Learners and Teachers: Using Technology to Identify It, Respond to It, and Take Advantage of It

**Wednesdays, January 14, 21, and 28 2009, 1pm EST**

**Eli Collins-Brown**, Methodist College of Nursing, **Steve Gilbert**,  **Steve Ehrmann**, TLT Group, and special guests

Students and faculty members can differ in many ways that matter in a course. How can faculty make use of technology to discover some of the more subtle, important differences among students? When students differ in what they bring to the course (culture, skills, preconceptions, knowledge), how can faculty and students use technology in ways that make diversity into an asset for the course?

We acknowledge the challenge(s) and complexity of "diversity."  This workshop is not the same old diversity discussion.  We'll be confronting this befuddling and debilitating paradox:

A) People are tired of conversations about diversity, technology and engagement AND

B) People are reluctant to talk about more complex, difficult, and painful challenges that are becoming more pressing - about the interaction of diversity, engagement, technology - BOTH at the institutional level and the individual course level.

In each of the three sessions of this workshop, we will introduce some 'take-away' ideas and tools that faculty and those who support faculty can use, easily and inexpensively, to improve teaching and learning.

And we are looking for participants who will do the same: bring their own experiences and ideas to the workshop, and share them with other participants. We'll have some materials to help you prepare for each session, and we'll be polling participants to see who has relevant ideas and experiences to share in each session.

**AUDIENCE:** faculty support/development staff; faculty; graduate teaching assistants; human resources staff.

**Course Outline and Registration Info:** http://www.tltgroup.org/OLI/Diversity/20090115Diversity.htm

Rebecca Kurtz
Institutional Liaison
TLT Group
kurtz@tltgroup.org

## Report on SEAAIR Forum

### 2008 South East Asian Association for Institutional Research Forum

The 2008 SEAAIR Forum was held in Surabaya, Indonesia on November 4 to 6 followed by a tour of the Bromo Mountain and associated region. The conference theme was "Institutional Capacity Building: Toward Higher Education Competitive Advantage". Around 145 delegates attended the conference with about 85 paper presentations. The conference was a great success both in terms of academic aspects/sharing knowledge and the like and from a social perspective. The Indonesian host institution (STIE Perbanas) took great care of the delegates, providing delicious meals, a great after-conference tour and opportunities for

networking.

See you all at the 2009 SEAAIR conference on "The Future of Higher Education" 13-15 October 2009, to be held on the beautiful Malaysian island of Penang.  For further details email: seaair2009@usm.my.

Rajendra Sharma
SEAAIR Liason to AIR
RSharma@groupwise.swin.edu.au

# CSRDE News

## The Institutional Research Leadership in Student Retention Awarded to Jacyln Cameron, DePaul University

The Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma presented the CSRDE Institutional Research Leadership in Student Retention Award this year to Jaclyn Cameron of DePaul University.  This past year's Symposium was held in Little Rock, AR, on September 29 – October 1, 2008.

Cameron is a research analyst at DePaul's Office of Institutional Planning and Research. Her paper was chosen from those presented at this year's National Symposium on Student Retention, for having best demonstrated the importance of institutional research to the field of student retention and success.  Her paper, titled "The Attack of the Killer Courses: How Course Taking Patterns Affect Retention," concerns specific courses and subjects that can be detrimental to student success. The award included a plaque and $1,000 monetary prize. The paper was also published in the Proceedings of the 4th Annual National Symposium on Student Retention.

## Call for Proposals- Abstracts Due February 6, 2009

Next year's National Symposium on Student Retention will be in Buffalo, NY, on September 30 – October 2, 2009.  Please consider presenting a paper. Abstracts of 200 words are due **February 6, 2009**.  Final papers are due May 15, 2009. Abstracts will be given a preliminary review.  All completed submissions will also be peer reviewed for presentation at the symposium and publication in the conference proceedings. Colleagues from 2-year and 4-year institutions are encouraged to participate. More information on the Call for Proposals, the abstract submission process, and the symposium are posted on our website: http://csrde.ou.edu . You also can also email the consortium at: csrde@ou.edu if you have any questions.

Again this year there will be three prizes given for outstanding papers, including the $1000 cash prize for the paper, in any conference track, which best

demonstrates the importance of Institutional Research in student retention efforts. Institutional Researchers were the founders of the CSRDE and continue to serve as our advisors and institutional representatives.  Our symposium has a strong emphasis on current research and evidence based strategies.  Please consider submitting this year.

Rosemary Hayes, Ph.D.
Executive Director, Consortium for Student Retention Data Exchange
The University of Oklahoma
csrde@ou.edu

## 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.

On Sept. 30, **Tim Dunsworth** retired after 10 years as a research analysis specialist in the IR Office at Metropolitan State University in Minneapolis/St. Paul. He is now spending his time consulting, planning bicycle trips and hoping that the stock market recovers.

**Darby Hiller**, Ph.D., is the newly designated Director of a newly created Office of Research and Effectiveness, at Northwestern Michigan College.  The expanded Institutional Research office will benefit from the skills of **Karen Ferguson**, Coordinator of Research and Market Analysis, and **Alison Thornton**, Research Associate.  In addition to the institutional research functions related to assessment and accreditation, the office is charged with providing market research, feasibility and capacity analyses for decision-making and strategic enrollment management.

## Editors' Book of the Month

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

This month's book is *Frameworks for Assessing Learning and Development Outcomes* by Terrell L. Strayhorn (principal author), and Don G. Creamer, Ted K.

Miller, and Jan Arminio (consulting editors).  It was published in 2006 by the Council for the Advancement of Standards in Higher Education, Washington, DC and includes a CD. (ISBN-1-58328-039-1)

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Postsecondary education is concerned with much more than graduating students who have mastered the disciplinary or skills-based content of their fields of study.  There is increased recognition of the need to view student learning and student development more holistically – to promote students who can effectively engage in their social and community spheres (see, for example, Learning Reconsidered, 2006).  Institutional mission statements now commonly address such goals as enhancing students' self-responsibility, leadership, and civic engagement.  Earlier contributions by Schuh and Upcraft (1996 and 2001), notwithstanding, much of the assessment literature has been directed toward measuring academically-oriented learning outcomes.  While measuring gains in knowledge and intellectual skills is certainly no cakewalk, assessing outcomes related to students' personal, interpersonal and social development can be even murkier territory to enter.  Even when broad concepts such as "enhanced self-esteem" are broken down into specific outcome statements, such as "shows self-respect and respect for others," we are still left with the task of figuring out how to assess the extent to which that outcome has been achieved.  This text helps to address this gap by examining student learning and development outcomes often associated with the co-curricular side of institutions.

Since its inception in 1979, the Council for the Advancement of Standards in Higher Education (CAS) has established and promulgated standards of professional practice for a wide range of higher education programs and services, with a particular focus on student affairs.  CAS firmly contends that institutions should engage in ongoing cycles of program review and student outcomes assessment, and has produced and periodically updates resources to assist institutions in these self-regulatory efforts: Professional Standards for Higher Education which outline minimum criteria for various functional areas to achieve, and Self-Assessment Guides (SAGs) which provide step-by-step guidelines for conducting program review.

Frameworks for Assessing Learning and Development Outcomes extends CAS's repertoire of assessment resources by providing a collection of conceptual frameworks for assessing student learning and development.  This book is not about organizing for assessment or supporting assessment but about actually *doing* assessment – that is, collecting and analyzing evidence of outcome achievement.  A framework or FALDO is provided for each of sixteen learning domains identified by CAS: intellectual growth, effective communication, enhanced self-esteem, realistic self-appraisal, clarified values, career choices, leadership development, healthy behavior, meaningful personal relationships, independence, collaboration, social responsibility, satisfying and productive

lifestyles, appreciating diversity, spiritual awareness, and personal and educational goals.

The book chapters were created to stand alone with the expectation that readers can choose to focus only on the learning domains that are pertinent to them. And in that spirit, I found myself quickly turning to the chapters on outcomes that are relevant to an assessment project I am currently working on: leadership development and social responsibility. Each chapter includes a brief theoretical underpinning for that particular domain. So, for example, the leadership development chapter described the Social Change Model created by the UCLA Higher Education Research Institute (1996). The treatment of theoretical contexts is necessarily brief but enough information is provided for a practitioner to determine if a particular theory might "fit" with their assessment context, and reference information is offered so that more information can easily be sought.

This is followed by a list of "relevant variables" – variables or indicators that can serve as operational definitions of the broader learning construct. I found this to be a very helpful component of the book. In my experience, it is quite easy to identify the broad learning and development outcomes we want students to attain but much more difficult to pin down what to use as evidence that students have achieved those outcomes. What does leadership ability look like? What would a student with enhanced leadership ability know or be able to do? In the case of leadership development, the list of indicators includes: sets goals/vision, engages in teamwork, offers leadership roles to others, and communicates directly and honestly. The authors treat these narrower measures as "independent variables" relative to the broader "dependent variable" of leadership development. I'd be inclined to treat these indicators as components of leadership development and, hence, as dependent variables themselves and not as predictors of leadership development. But putting these differences in conceptualization aside, the list of variables offers assessment practitioners a good starting place for thinking about how to measure their outcome of interest.

Each chapter contains "assessment examples" -- brief, hypothetical sketches of assessment approaches for the outcome. Beyond this, a particular strength of this book is the wealth of information it provides on additional resources available for assessing each learning domain. These resources include a list of available assessment instruments as well as more general resources such as websites for relevant associations, programs or published documents. Finally, each chapter lists the sources cited in the narrative section of the framework, and an additional list of "recommended reading" on the domain. A CD of the book is included that permits easy searching for particular outcomes and active links to recommended websites. Unfortunately, as is often the case with web addresses, several of the urls I tried to access were no longer valid. But web searching for these resources was easy to do based on the instrument, author and/or association name.

*Frameworks for Assessing Learning and Development Outcomes* addresses a specific niche in the assessment literature.  The flavor of this book is decidedly practical.  For me, its main contributions are the assistance it offers in translating abstract constructs of student development outcomes into measurable variables, and the many resources it identifies to further explore operational definitions, instruments, and associated research.  It may be of particular interest if you are engaged in assessment projects related to co-curricular or extracurricular programs and services.

## Technical Tips from the Field

### Capturing an Image from a Screen Shot in Office 2007 Products
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 Gayle Fink (mailto:gfink@usmd.edu).  Since this is a small corner, KISS (Keep It Short and Smart) will work the best.**

Albertha Lawson, Louisiana State University System, provided this month's Technical Tip.  You do not need additional software for adding screen shots to papers and presentations - just follow these simple steps. Thank you Albertha!

How to capture an image from a screen shot in Office 2007 products

1.  If necessary, reduce the area of screen displayed using the zoom in and out feature in the lower right hand.

2.  Press and hold the Alt key while simultaneously pressing and releasing the PrtScn key to capture the entire screen image
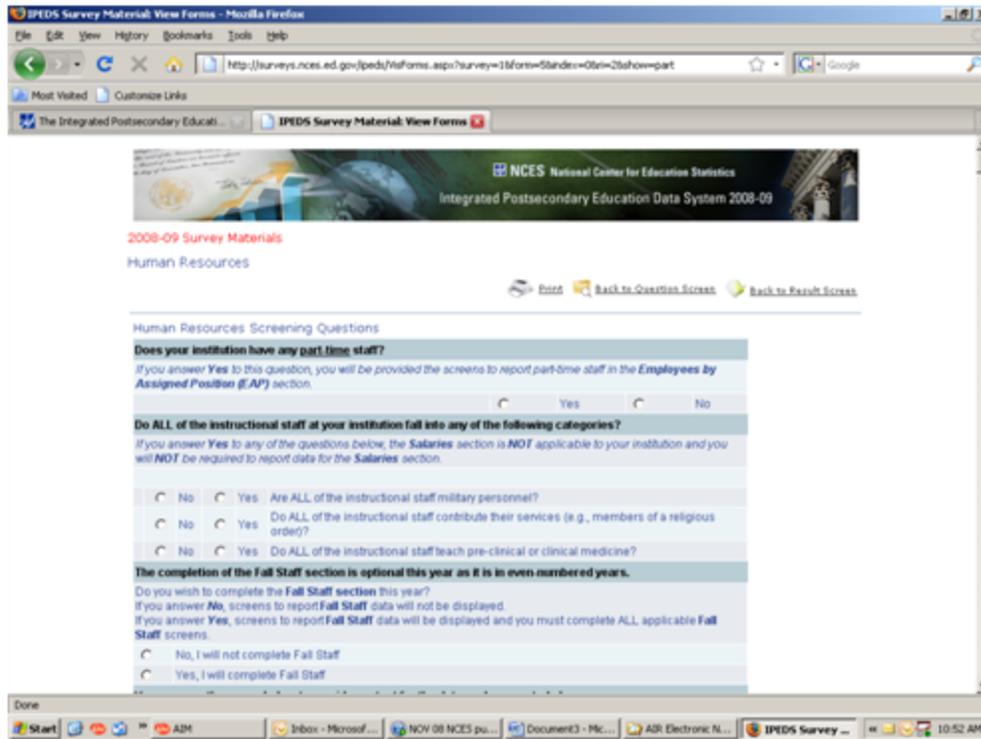
3. Open the program that you would like to paste the Captured Screen into

4. Press the right mouse button then click Paste

5. To crop this image, click the image and the Picture Tools menu should appear

6. Select the Format menu
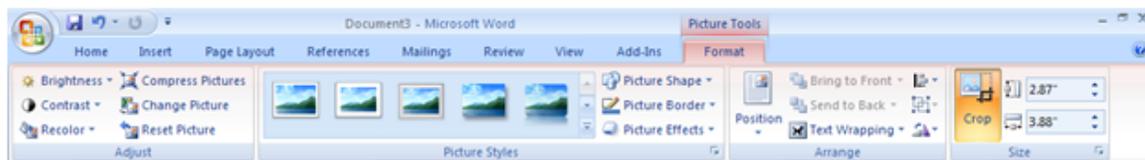


7. When you select Crop from the Format menu, the 8 sizing circles will change to 8 cropping bars

8. Click and hold the cropping bar and move the mouse to hide or crop away that portion of the screen that should not be displayed

9. After the image has been cropped, click anywhere accept on the image to turn cropping off. The image can now be resized using the sizing circles or repositioned by dragging.

## 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

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

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We will open the book. Its pages are blank. We are going to put words on them ourselves. The book is called Opportunity and its first chapter is New Year's Day.
~ Edith Lovejoy Pierce (1904- ), American poet

One resolution I have made, and try always to keep, is this:  To rise above the little things.
~ John Burroughs (1837-1921), American naturalist and essayist

One kind word can warm three winter months.
~ Japanese proverb