



## 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

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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.

To submit articles, requests or information for consideration and inclusion in the newsletter, please contact Marne Einarson, Editor, at: ([mke3@cornell.edu](mailto:mke3@cornell.edu)).

Persons seeking jobs in institutional research, planning, or policy analysis should check the [AIR web page](#) every few days for new positions.

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or unsubscribe***

For further information regarding the Association for Institutional Research, contact Randy Swing, Executive Director, AIR, Suite 211, 1435 Piedmont Drive, Tallahassee, FL 32308; Telephone: 850-385-4155, Fax: 850-385-5180 or via e-mail: ([rswing@airweb.org](mailto:rswing@airweb.org)).

## Announcements & Information

### Feedback from our Readers

Our March newsletter prompted responses to two articles:

#### ***CUPA-HR 2009-10 National Faculty Salary Survey Results***

Michael Williford, Ohio University, emailed to voice concerns about CUPA-HR's interpretation of results from this survey, portions of which were published in the March e-AIR and in the Chronicle of Higher Education. We invited Mike to provide more detailed remarks and asked CUPA-HR to share their view as well. You can read Mike's critique and CUPA-HR's response here: [National Faculty Salary Survey Reader Feedback](#).

#### ***e-AIR Limerick Contest Results***

Sheila Howard, University of Houston, wrote, "I really enjoyed the limericks that won the contest. Would it be possible to post a link for us to view all the entries in the next newsletter?" You can see all the limericks submitted in our 2010 contest here: [2010 e-AIR Limerick Contest Entries](#).

We welcome your [comments and questions](#)!

## Update on the AIR Governance Review Process

*By the Ad Hoc Committee on Governance*

This past summer, the AIR Board of Directors initiated a review of the Association's governance structure. After soliciting interest from members, an Ad Hoc Committee on Governance (AHCG) was formed and began meeting in November of 2009.

The committee's charge was introduced in a letter from Rob Toutkoushian to the AIR membership. In particular, the President asked the Ad Hoc Committee to address three specific areas:

1. Identify current issues and trends in the Association and related fields and professions to determine how they are connected to AIR's governance needs. The AHCG should strive to determine from this evaluation whether AIR's governance structure should be modified to better enable the Association to address these challenges.
2. Review the governance structures used by professional organizations that are similar to AIR, and compare and contrast these structures to the governance structure used by AIR. The evaluation should highlight particular advantages and disadvantages (when appropriate) with our current governance structure.
3. Review the standing committee structure used by AIR. The review might focus on questions such as: Do we have the right committees for the Association in terms of number and topical areas? Are there major things the standing committees should be doing that they are not, and vice-versa? Should committee chairs also serve as members of the Board of Directors, or should Board membership be independent from serving as chair of a standing committee?

The AHCG has pledged to keep the membership informed about its activities by issuing a series of periodic reports. This is the first such report, and there will be opportunities at the Forum to hear more about the work of the AHCG.

### **Why are we now considering a change in governance structure?**

As we approach the 50th Anniversary Forum, AIR's membership, breadth of activities, and organizational complexity have grown considerably. While the Forum remains the Association's signature event, other products, services, and activities, including grant funded efforts, publications, webinars, institutes, and IPEDS training have increased to the point where they occupy a considerable portion of the time and talents of a growing and increasingly professionalized association staff. While the AIR Board works diligently to manage all this activity, the time, attention, and knowledge required for such oversight has expanded substantially. In turn, it is increasingly challenging to keep current on everything while also remaining focused on the level of accountability AIR members should, and do, expect from the Board. Taken together, these factors have helped highlight a need to further clarify and better articulate the roles and responsibilities of Board and committee members, as well as the AIR Executive Director and staff.

### **What do we hope to achieve through any changes to the governance structure?**

The AHCG has identified the following core objectives to enhance the effectiveness of the Board and governance of the Association:

- Improve the effectiveness of AIR in carrying out its programs
- Improve the responsiveness of AIR in pursuing its mission
- Improve the representativeness of member input and participation
- Provide for accountability in carrying out activities of the Association
- Provide appropriate fiscal oversight

- Review the roles of board members who also serve as chairs of standing committees and have responsibility for major program areas
- Clarify the responsibilities of the Executive Director
- Clarify the responsibilities of and relationships among Board members, committee chairs and members, the Executive Director, and Association staff

**What has been done so far and what is next?**

The AHCG has been meeting by phone approximately every three weeks since November. To date, the committee has reviewed research on the governance structures of similar types of associations – especially those that have recently gone through governance review and restructuring. It has also studied alternative approaches to association governance and formulated the governance change objectives highlighted above, as well as preliminary principles and guidelines for the review process.

The AHCG is quite clear that it wants to preserve the values, strengths, and traditions that have served the Association well for so long. These include, first and foremost, member leadership, input, and participation in all appropriate facets of association work. More generally, the committee’s work has been, and will continue to be, guided by the enduring values of the Association: dedication to member services, higher education improvement, collaboration, ethical conduct, and stewardship of Association resources.

Recently, a sub-group of the AHCG committee attended a two-day specialized seminar on association governance to learn how to become a more effective association. This particular seminar focused on the Policy Governance, which is emerging as a potential model for AIR governance. The sub-group also used this time, as well as a subsequent conversation with the full committee, to develop an action plan for the detailed work of proposing, vetting, and reformulating a revised governance structure for the Association.

**How can members find out more and have input into the process?**

The AHCG will continue to report to the membership about its progress and welcomes input and questions at any time from AIR members. Refer to the [committee roster](#) for contact information. Additionally:

- There will be an open session regarding the AHCG’s work at the Chicago Forum – check the Forum program for the session time and location.
- The AHCG will continue to work closely with the Board throughout this process.
- The AHCG will vet preliminary recommendations with the AIR membership and allow at least one month for comment before any further actions are taken.
- Should any of the governance changes require changes to the constitution and bylaws, those will be adopted according to the constitutional requirements of the Association.

## 2010 International Affiliate Forum Grant (IAFG) Awarded

Congratulations to Abbi Flint of the United Kingdom, the 2010 International Affiliate Forum Grant (IAFG) recipient. Ms. Flint is a Senior Lecturer in Educational Change at Sheffield Hallam University in northern England, where she has been employed since 2001. She is a member of [AIR](#) and the [European Association for Institutional Research](#).

The 2010 IAFG grant provides registration funding for one recipient to attend the 2010 [AIR Forum](#) in Chicago, Illinois. The application process was open to AIR members or members of AIR International Affiliate Groups who live outside the United States.

Ms. Flint spoke enthusiastically about receiving the grant, “I was incredibly pleased to be awarded the IAFG grant. I applied when I realized there is so much more to learn and I’m keen to be actively involved in the supportive network and community of IR professionals that AIR provides. Although there are differences between the U.S. and UK higher education systems, many of the issues facing IR are common: tension between accountability and improvement functions, issues with engaging faculty staff with IR, assessing institutional level learning outcomes, etc.”

Ms. Flint shared that she is looking forward to learning from the experiences of colleagues in Chicago and conveying her own experiences from the UK perspective.

“I know the people I will speak with and the sessions I will attend at the AIR Forum will be of enormous benefit to my own practice as an early career institutional researcher, and will be shared with the rest of my IR team when I return to the UK. We are still in the process of developing and refining our approach to IR and the learning I bring back from the Forum will help in developing our thinking,” said Flint.

## Measuring Quality in Higher Education

***Measuring Quality in Higher Education: An Inventory of Instruments, Tools and Resources*** is a new resource available from the Association for Institutional Research (AIR) web site in partnership with the American Council on Education (ACE) Center for Policy Analysis, and the National Institute for Learning Outcomes Assessment (NILOA). The resource center provides information on assessment instruments and assessment resources in a format that allows keyword and topical searches. The site was compiled from research by Victor M.H. Borden, Associate Vice President for University Planning, Institutional Research, and Accountability and Graduate Assistant Brandi Kernel – both from Indiana University.

This information is an update and expansion of the monograph, *Measuring Quality: Surveys and Other Assessments of College Quality* (Borden & Owens, 2001). The original volume, published jointly by ACE and AIR, included information about 26 assessment instruments. The updated inventory includes approximately 250 items divided into four categories: instruments (examinations, surveys, questionnaires, etc.), software tools and platforms, benchmarking systems and data resources, projects, initiatives, and services. *Measuring Quality in Higher Education* expands both the domain and range of assessment resources covered in the original volume.

*Measuring Quality in Higher Education* considers quality issues regarding institutional effectiveness, including the research/scholarship and outreach/service missions of institutions, as well as the alignment between higher education institution activities and societal needs. The [web site](#) includes guidance intended to provide context for evaluating, selecting, and using assessment tools and resources. The resource is provided from an “agenda-neutral” position.

## Reminder to Participate in Athletics Reporting Requirements Survey

The AIR Athletics Special Interest Group Survey on involvement of IR Offices with athletics reporting will close **April 30th**. There is still time to participate in this brief survey (the survey should take under 5 minutes to complete). Please visit the link below to participate and help us build our knowledge about IR functions and processes.

We invite you to participate in the survey located at:

[http://www.surveymonkey.com/s/AIR\\_Athletics\\_SIG--Athletics\\_Reporting\\_Survey](http://www.surveymonkey.com/s/AIR_Athletics_SIG--Athletics_Reporting_Survey).

A PDF version of the survey may be accessed at:

[http://www.airweb.org/Athletics\\_Reporting\\_Survey.pdf](http://www.airweb.org/Athletics_Reporting_Survey.pdf).

Thank you for your time and input.

## National Survey of Learning Outcomes Assessment

In March, your chief academic officer was invited to participate in a survey conducted by NILOA. While the survey completed last year covered institutional level student learning outcomes assessment, this year's survey seeks to gather information on program level assessment. Each chief academic officer was asked to identify three people on their campus who could complete the survey. NILOA will contact them directly to ask for voluntarily participation in this research. The survey is brief (it should only take about fifteen minutes), and asks about the tools and approaches the programs are using to assess student learning. With support from several foundations and higher education associations, George Kuh (Indiana) and Stan Ikenberry (Illinois) are sending the survey to all accredited two- and four-year colleges and universities in the U.S. to gain a clearer picture of outcome assessment practices nationwide. Institutions' participation in the survey is voluntary and the responses will remain confidential. The results, however, may be useful to all of us. As a gesture of appreciation for institutions who participate, Kuh and Ikenberry will send these institutions the survey results prior to any public release of the data. Please contact your chief academic officer to determine whether your institution has responded.

For more information on NILOA, visit the [web site](#).

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## AAUP Faculty Compensation Survey 2009-10

As most of you are likely aware, the 2009-10 edition of our AAUP “Annual Report on the Economic Status of the Profession” was released on April 12. The complete report is available on our [Web site](#). You can also obtain information about the various [custom reports and data sets](#) we have available.

Data for the published version of our report were archived as of March 10. Any substantial corrections after that point will be included in our “Additions and Corrections” listing to be published in July. Please finalize those corrections, including responses to any warning messages, by May 14. As data are revised in our database they usually become available for use in peer comparison reports within two business days after the change. Please make any needed corrections as soon as possible. If you need assistance in making corrections, please contact us.

As always, we are working to keep our survey contact records up-to-date. If you know that the survey contact person(s) for your institution will be changing, please send us a note at [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org).

Thank you.

AAUP Research Office

John Curtis, Director of Research and Public Policy

Michael Kinsella, Research Assistant

[aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

## Changing Scene

This portion of the newsletter is devoted to keeping you informed about changes among our colleagues such as moves to new positions and/or institutions, newly hired colleagues, professional recognition honors, retirements, deaths, etc. To include an announcement in "The Changing Scene," send a note with the key facts to Marne Einarson ([mke3@cornell.edu](mailto:mke3@cornell.edu)).

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The University of Wisconsin–La Crosse Provost's Office is pleased to welcome two staff members to the Office of Institutional Research.

**Debbie Valine** ([valine.debr@uwlax.edu](mailto:valine.debr@uwlax.edu)) joined UW-La Crosse as our Director of Institutional Research on February 22nd. She began her career as a program evaluator for the State of Wisconsin Legislative Audit Bureau in Madison. After earning her MBA at UW-Madison, she spent 20 years in marketing research and business intelligence. Most recently, Ms. Valine earned a master in information sciences at the University of Tennessee and served as the assessment officer for the University of Tennessee Libraries.

**Marv Noltze** ([noltze.marv@uwlax.edu](mailto:noltze.marv@uwlax.edu)) joined UW-La Crosse as an Associate Institutional Planner on February 8th. He will be working with enrollment data, surveys, educational attainment and reporting functions for the campus. Throughout his career, Marv has worked in information technology in a variety of industries, including higher education, country government, and consulting. He has a master in public administration from UW-Oshkosh and a post graduate certificate in institutional research from Florida State University.

The Winona State University Office of Academic Affairs is pleased to announce that **Teri Hinds** ([THinds@winona.edu](mailto:THinds@winona.edu)) started in the position of Director of Institutional Planning, Assessment, and Research on February 1st. Teri will be working across the university with faculty, staff, and administrators to coordinate data requests, analyses, and reporting. She will also help guide our processes of institutional accreditation, discipline accreditations, and program assessment and review. Teri holds degrees in Government (BA) from Cornell University and in social service administration (AM) from the University of Chicago, and was most recently the director of institutional research at the University of Wisconsin–La Crosse.

## ***IR In The Know***

### **IR in the Know: April 2010**

([irintheknow@airweb.org](mailto:irintheknow@airweb.org))

This month's *IR in the Know* provides an overview of data sources for salary and compensation for faculty and staff. These data can be used to help postsecondary education administrators evaluate personnel costs and benefits and determine market competitiveness.

#### ***AAUP Annual Report on the Economic Status of the Profession***

Each year the American Association of University Professors (AAUP) collects salary and benefit data for full-time instructional faculty from colleges and universities through the AAUP Faculty Compensation Survey. The [\*Annual Report on the Economic Status of the Profession\*](#) presents the survey results in the March/April issue of *Academe*. National and regional data are provided on the number of faculty and average salary and compensation by rank (professor, associate professor, assistant professor, instructor), by institution category (doctoral, master's, baccalaureate, associate's), and affiliation (public, private, church related). Institutional data include average salaries by rank and by gender, average compensation by rank, the percentage salary increase from the prior year for continuing faculty, benefits as a percent of average salary, and percent of faculty with tenure. The annual report also highlights trends over the past year which impact compensation at colleges and universities. AAUP provides information in e-AIR to keep readers informed of the status of its annual survey.

#### **CUPA-HR (College and University Personnel Association for Human Resources)**

CUPA-HR conducts several salary surveys on higher education positions each year. Information on each survey listed below is available on the [CUPA-HR web site](#) under the survey tab. CUPA also offers [DataOnDemand](#), a hands-on application which provides institutions aggregate information for peer comparison groups they create.

- The ***National Faculty Salary Survey for Four-Year Institutions*** (NFSS) provides average salary data for full-time faculty by rank (professor, associate professor, assistant professor, instructor, new assistant professors) and discipline, based on the four-digit Classification of Instructional Programs (CIP) developed by the National Center for Education Statistics. Data are reported for all institutions and for public and private institutions separately. The following information is also provided for each faculty rank within a discipline: unweighted average salary and median salary, highest and lowest full-time salary, and number of faculty and institutions included in the category. The report also includes information on pay practices at colleges and universities. The 2009-10 report was released in March. More information about the 2009-10 survey results can be found in the [March issue of e-AIR](#).
- The ***Two-Year College Faculty Salary Survey*** provides average salaries for full-time faculty by discipline at two-year institutions. Since two-year colleges have a diverse pay structure, the survey provides four options for reporting salaries: by level of education/degree, academic rank, discipline with faculty unranked, and discipline with faculty ranked. For each option, the number of faculty, average salary, and highest and lowest salary are included. The report also includes information on pay practices for full-time and part-time/adjunct teaching faculty. The 2009-10 report was released in March and includes salary data from 255 institutions and 30,425 faculty.
- The ***Administrative Compensation Survey*** (AdComp) collects salary and demographic data for selected administrative positions in colleges and universities. In general, positions at or above the director level are reported in this survey. Positions in this survey are grouped into 11 categories: senior executive officers, chief financial officers, academic deans, academic associate/assistant deans, academic affairs, business and administrative affairs, human resources, information technology, athletics, student affairs, and external affairs. The report provides a summary of median salaries by position for all institutions. The data are grouped by affiliation (public, private, independent, religious), budget size, enrollment quartile, and

Carnegie classification (doctoral granting, master's, baccalaureate, associate). The report also includes salary comparisons by gender, minority status, hiring source (internal or external hire), and median years of service. The 2009-10 survey was released in February. In that survey, 1,281 institutions provided data for 77,186 staff in 280 senior-level positions. More information about the 2009-10 survey results is available in the [February issue of e-AIR](#).

- The **Mid-Level Administrative and Professional Salary Survey** collects salary and demographic data for selected mid-level positions in higher education. In general, positions below the director level are reported in this survey. Staff positions are organized into eight categories: academic affairs, business and administrative affairs, human resources, information technology, athletics, student affairs, external affairs, and engineering/research and agricultural. Similar to the Administrative Compensation Survey, salary data are shown for all institutions and for groupings based on affiliation, budget size, enrollment, and Carnegie classification. In addition, average salary rates and rate structure data are reported by FSLA (Fair Standards Labor Act) status, budget quartile, enrollment quartile, and geographic region. For the 2009-10 survey, (released in March), 1,115 colleges and universities reported data for 188,221 staff members in 204 mid-level administrative positions. More information about the 2009-10 survey results can be found in the [March issue of e-AIR](#).

#### **Oklahoma State University Faculty Salary Survey by Discipline**

Since 1972, Oklahoma State University's Office of Institutional Research and Management has been publishing faculty salary data from doctoral-degree granting institutions which annually award doctorates in a minimum of five disciplines. Data are provided by the six-digit CIP codes and include average salaries for all institutions, research universities with very high research activity, research universities with high research activity, and doctoral/research universities. Summary data is also provided at the two- and four-digit CIP level. The [2009-10 report](#) includes data from 115 institutions.

## Publications

### AIR Publications

#### Latest Edition of the AIR Professional File

**Now Available – Professional File # 116, *Alienation and First-Year Student Retention (Spring 2010)* By Richard Liu, University of Minnesota - Duluth**

The census survey of undergraduates attending a major research university system presents an opportunity to measure both disciplinary and institutional differences in students' academic experiences. Results from nearly 60,000 responses from the 2006 administration found greater variance among majors within an institution than between equivalent majors across institutions. Cluster analysis techniques were employed to establish disciplinary patterns, with traditional distinctions between hard and soft sciences generally supported. Reporting practices called into question range from institutional comparisons that ignore academic program mix and discipline to campus performance comparisons that do not recognize pedagogical differences by major.



You can view or download [PF # 116](#) from the AIR web site. **Interested in having your manuscripts considered for the *Professional File*?** Please send four (4) copies of each manuscript to the editor, Dr. Gerald McLaughlin ([gmclaugh@depaul.edu](mailto:gmclaugh@depaul.edu)). Manuscripts are accepted at any time of the year as long as they are not under consideration at another journal or similar publication. Please follow the style guidelines of the *Publications Manual of the American Psychological Association, 4th Edition*.

## NCES Publications

### **Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 & 2005 Cohorts; and Financial Statistics, Fiscal Year 2008**

Approximately 57 percent of full-time, first-time bachelor's or equivalent degree-seekers in 2002 attending four-year institutions completed a bachelor's or equivalent degree at the institution where they began their studies within six years. This First Look report presents findings from the spring 2009 data collection of the Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics (NCES) within the Institute of Education Sciences.

This collection included five components: Student Financial Aid for full-time, first-time degree/certificate-seeking undergraduate students for the 2008-09 academic year, enrollment for fall 2008, graduation rates within 150 percent of normal program completion, graduation rates within 200, and Finance for fiscal year 2008. Other findings include:

- Four-year public institutions received 18 percent of their revenues from tuition and fees, compared to 36 percent at private, not-for-profit institutions and 88 percent at private, for-profit institutions.
- At public 4-year institutions, 26 percent of expenses were for instruction, compared to 39 percent of expenses at public 2-year institutions.
- In fall 2008, Title IV institutions in the U.S. enrolled a total of 19.6 million graduate and undergraduate students; 62 percent were enrolled in 4-year institutions, 36 percent were enrolled in 2-year institutions, and 2 percent were enrolled in less-than-2-year institutions.
- During the 2007-08 academic year, 76 percent of the 2.9 million full-time, first-time degree/certificate-seeking undergraduates attending Title IV institutions located in the U.S. received financial aid.

*View the [full report](#).*

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### **Digest and Mini-Digest of Education Statistics, 2009**

The 45th in a series of publications initiated in 1962, the Digest's primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons. Other findings include:

- Record levels of total elementary, secondary, and college enrollment are expected through at least 2018.
- The status dropout rate – that is, the percentage of 16 to 24 year olds not enrolled in school and who have not received either a diploma or an equivalency credential – declined from 13 percent in 1988 to 8 percent in 2008. The percentage of young adults (25 to 29 year olds) who completed high school in 2009 was about the same as it was in 1999 (89 and 88 percent, respectively).
- Expenditures for public and private education, from prekindergarten through graduate school (excluding postsecondary schools not awarding associate's or higher degrees), are estimated at \$1.1 trillion for 2008-09. Total expenditures for education are expected to amount to 7.6 percent of the gross domestic product in 2008-09, about 0.7 percentage points higher than in 1998-99.

The Digest of Education Statistics (NCES 2010-013) and the Mini-Digest (NCES 2010-014) are reports from the National Center for Education Statistics of the Institute of Education Sciences.

To view full reports please visit the [digest](#) and [mini-digest](#) links.

## Other Publications

### March/April 2010 Issue of *Data Notes* Available

*Data Notes* is a bimonthly newsletter that presents data from the national Achieving the Dream database. Achieving the Dream: Community Colleges Count, is a multiyear, national initiative to help more community college students succeed. The initiative focuses particularly on student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

The March/April 2010 issue of *Data Notes* has just been released and can be viewed on the Achieving the Dream [website](#).

#### Issue Topic: Attendance and Completion Patterns

Community college students take circuitous routes through their education; very few enroll full-time and continue until they graduate. Erratic enrollment patterns have been negatively linked with academic progress and eventual credential completion—students enrolled continuously and on a full-time basis are more likely to attain their academic goals than those not enrolled continuously, or who drop to part-time status. This analysis followed students through three regular academic years to identify their varying attendance patterns. Determining students' reasons for changing their enrollment status may help colleges become more sensitive to how they can help students intent on their goals, but inconsistent in their pursuit of education. The analysis suggests that, in addition to leaving college without credentials, students often shift among full-time, part-time, and non-attendance. Measuring persistence simply by determining if a student enrolls over successive enrollment periods misses the complexity indicated by these data, as community college students take many diverse paths to achieve their goals.

#### For Achieving the Dream Colleges, Data Facilitators, and Coaches:

Individual college's companion figures to this issue of *Data Notes* will be available shortly on the Achieving the Dream [web submission site](#). To view your college's data, sign in to the web submission site using your web submission site username and password and select the March/April 2010 issue under the "Reports" menu.

## Publication Opportunities

### Journal of College Admission: Call for Submissions

The National Association for College Admission Counseling's [Journal of College Admission](#) seeks articles exploring the following topics:

- Economic impact of recession on college admission practice
- Changes in college admission based on demographics
- Gender issues in admission
- Ethical considerations in higher education admission
- Financial aid practice

All submissions should be sent to Journal Editor Rachael Groseclose at [journal@nacacnet.org](mailto:journal@nacacnet.org). For more information about submission, visit the [Writer's Guide](#) or contact [Rachael Groseclose](#)

## Meetings and Events



### [The 50th Annual AIR Forum is almost here...](#)

*The Forum is less than six weeks away, but there is still time to [register](#) for this premier event.*

#### [Gain Knowledge and Grow Your Professional Network](#)

The Forum offers you a unique opportunity to network with leaders in the field of IR from a variety of sectors. Join rising stars and esteemed veterans as they engage in a lively exchange of new ideas and share time-proven techniques and tricks of the trade. Visit the [Exhibit Hall](#) for demonstrations of the latest products and services that can improve the effectiveness of your office and the performance of your institution.

#### [Which Sessions Will You Attend?](#)

The Forum has a wide range of presentations aimed at helping you find ways to work smarter and more effectively. Use the [Session Search Tool](#) to identify sessions that are most important to you. Concurrent sessions address such topics as assessment, retention, and accreditation.

#### [Advance Your Work and Build Your Skill Set](#)

Pre-Forum Workshops offer you the opportunity to acquire skills and apply techniques to improve the performance of your office and institution. Facilitated by leaders in the field, half-day and full-day Workshops engage participants and address various [topics](#) including assessment, IR tools, statistics, and data mining.

*Seating for these Saturday and Sunday sessions is limited and advance registration is required.*

We look forward to seeing you in Chicago.

**[Register today.](#)**

## From Your Local Arrangements Committee - Chicago Neighborhoods

Mary Lelik, University of Illinois at Chicago ([lelik@uic.edu](mailto:lelik@uic.edu))

Chicago has been described as the “City of [Neighborhoods](#).” While at the AIR Forum, take the opportunity to explore some of the distinctive communities of this diverse city. You can find neighborhood descriptions, maps, tour guides, and other travel tools at [Explore Chicago](#).

Chicago’s many institutions of higher education are an integral part of the neighborhood mosaic. While the [Loop](#) is recognized as the commercial, civic, and artistic heart of the city, it is also the home to twenty-four colleges and universities enrolling more than 65,000 students. Contributors to that cultural vitality include Roosevelt University’s Auditorium Theatre and the Dance Center of Columbia College, not far from the [Theater District](#).

The main campus of Northwestern University is located in nearby Evanston, but the colleges of law and medicine are situated in [Streeterville](#), the area between the Gold Coast and Millennium Park. Part of the Magnificent Mile along Lake Michigan, the area contains luxury hotels, world-class shopping, and the attractions of Navy Pier.

The historic [Hyde Park](#) neighborhood on the city’s South Side is home to the University of Chicago, Frank Lloyd Wright’s Robie House and, of course, the Illinois home of President Obama and his family. At the northern end of the city lies [Rogers Park](#) where Loyola University students comprise a sizeable percentage of the neighborhood. On the west side you will find the University of Illinois at Chicago nestled between Greek Town and [Little Italy](#).

The neighborhood connections to higher education also extend to research activities such as the [Neighborhood Mapping Project](#) at the University of Chicago and the [Great Cities Neighborhood Initiative](#) at the University of Illinois at Chicago. These and other university-sponsored, community-based endeavors create innovative partnerships beneficial to both the institutions and their neighborhoods, ensuring the continued vitality of both.

## Windbreakers Lyric Writing Contest

Compete for a chance to go down in AIR music history by entering the Windbreakers lyric writing contest. Candidates will re-write a minimum of one verse (or more, for those up to the challenge) to one of these timeless Windbreaker hits:

- [Dissatisfaction](#)
- [Fact Man](#)
- [Institutional Research Man](#)
- [\(Southern\) IR Man](#)
- [SQL Agent Man](#)

Follow the link next to each song title for the current lyrics. Entries should be sent to Vic Borden ([vborden@indiana.edu](mailto:vborden@indiana.edu)) by April 30, 2010. Band members will consider creativity and the embodiment of the Windbreakers' spirit when judging entries.

The winning lyrics will be performed live by the Windbreakers at the Newcomer's Reception on Saturday, May 29, or at the 50th Forum Anniversary Celebration on Monday, May 31.

For further inspiration, prospective participants can view the entire [Windbreakers song catalogue](#).

## Assessment in Student Affairs: Tough Times Call for Good Measures

Join us for the [2010 ACPA Student Affairs Assessment Institute](#) sponsored by the Commission for Assessment and Evaluation June 17-19, at the [Hilton Charlotte City Center](#) in Charlotte, North Carolina.

As educators, we are called upon to assess the impact our programs and services have on students in areas such as leadership development, critical thinking, ethical development, and interpersonal relations. The institute is designed especially for student affairs professionals who are new to assessment, whether or not they are new to higher education.

While attendees share a common interest in learning about the basics of higher education assessment, past institute participants have represented a diverse cross-section of the profession, including:

- Student affairs professionals at all levels – entry, mid-level, and senior student affairs officers
- Graduate faculty
- Academic administrators, including institutional researchers
- Graduate students in student affairs, higher education administration, or other related programs

This is a working institute and, as such, attendees can expect to leave the institute with many of the skills and the knowledge necessary to conduct assessments back on their home campuses.

Please visit our [web site](#) for more information and to register. **Early-bird registration ends May 17th.**

Sherry Ann Woosley  
Associate Director of Institutional Effectiveness  
Ball State University  
[sawoosley@bsu.edu](mailto:sawoosley@bsu.edu)

## National Benchmarking Conference and Best Practices in Higher Education

June 15-17, 2010 • Johnson County Community College, Overland Park, Kansas

The conference highlights initiatives, programs, methods, and processes that assist higher education institutions in identifying peer institutions and benchmarking educational best practices.

### ***Pre-Conference Workshops:***

- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness Module I
- Benchmarking for Entering Student Success
- Excel Executive Dashboards: Benchmarking at Your Institution

### ***Post-Conference Workshops:***

- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness Module 2
- Benchmarking Student Ratings for Program Assessment and Improvement

To register, visit our [web site](#) or call 913-469-3453.

Jeff Seybert

Director of National Higher Education Benchmarking Institute

Johnson County Community College

[jseybert@jccc.edu](mailto:jseybert@jccc.edu)

## NEAIR Call for Proposals

Proposals are now being accepted for the 37th Annual North East Association for Institutional Research (NEAIR) Conference to be held at the Saratoga Hilton, Saratoga Springs, New York. The conference theme ***“Fountain of Knowledge: IR Collaboration for Effective Change,”*** should stimulate research, scholarship, and best practices on many topics relating to institutional research, planning, institutional effectiveness, and student learning outcomes assessment.

A variety of presentation formats are available: Contributed Paper, Poster, Workshare, and Techshare. (Techshare sessions provide an excellent opportunity to demonstrate the application of technology – hardware and/or software – within an IR office.)

Pre-Conference Workshop proposals are also being accepted, for either half- or full-day sessions. Workshops are intended to be hands-on learning experiences that sharpen the skills and enhance the expertise of research, planning, and assessment practitioners.

**Deadline for proposals is June 16, 2010.** Descriptions of presentation formats, proposal guidelines, and the proposal submission site are available on our [web site](#).

The Annual NEAIR Conference is the perfect venue for sharing with colleagues. Consider submitting a proposal to help make this conference a success.

Bruce Szelest  
2010 NEAIR Conference Program Chair  
[bszelest@uamail.albany.edu](mailto:bszelest@uamail.albany.edu)

Catherine Alvord  
2010 NEAIR Associate  
Program Chair  
[cja2@cornell.edu](mailto:cja2@cornell.edu)

## 2010 CIRPA Conference: Call for Submissions

The Canadian Institutional Research and Planning Association (CIRPA) will hold its 2010 conference in Ottawa, Ontario (Ottawa Marriott Hotel) from October 24-26.

The theme of the 2010 conference is: ***Collaborating in the Capital: Issues and Strategies for Cooperation in Higher Education Research***. We invite you to submit your proposals for papers, case studies, panels, demonstrations, workshops, and special interest sessions.

**The proposal deadline is May 7th.** Proposals should be submitted by e-mail to Miriam Kramer at [mkramer@canedproject.ca](mailto:mkramer@canedproject.ca).

Questions about proposal topics and guidelines should be directed to Mr. Tony Eder ([teder@uvic.ca](mailto:teder@uvic.ca)), Conference Co-Chair.

We welcome submissions from AIR members and look forward to seeing you in Ottawa in the fall.

Cameron Tilson, President  
Canadian Institutional Research and Planning Association (CIRPA/ACPRI)  
[ctilson@alcor.concordia.ca](mailto:ctilson@alcor.concordia.ca)

## Philippine Association of Institutions for Research (PAIR) Conference

The Philippine Association of Institutions for Research (PAIR) is holding the **International Conference on Higher Education Research: Utilization, Experience, and Discovery** April 28 – May 1, 2010, in Vigan, Philippines.

Highlights include:

- Best practices on research utilization: experience and discovery across disciplines
- Recognition for achievements by researchers, reviewers, research managers, editors, and institutions with international significance
- Paper presentations (oral and poster) about new discoveries in the field

For more information and to register, contact Dr. Alfredo R. Rabena, Director for Research, University of Northern Philippines, Vigan City 2700, Ilocos Sur.

Phone: 077-722-2810

E-mail: [alfredorabena@yahoo.com](mailto:alfredorabena@yahoo.com)

<http://philair.org/>



## Professional Development

### AIR Foundations I Institute



**Registration** is now open for the 2010 Foundations I Institute in Cleveland, Ohio July 13 – 17.

*Foundations I Institute: The Practice of Institutional Research* is specifically designed for new professionals in the field of institutional research (IR). The Institute provides a broad overview of IR in postsecondary education along with hands-on practice of core IR skills.

***Early Bird Discount - Register by May 15 to save \$50 off regular registration.***

The five-day, face-to-face Institute is led by instructors who have been selected for their practical knowledge and expertise. Participants customize their Institute experience by selecting three of the six-hour **modules** offered, in addition to the required Overview module. Content areas covered include statistics for IR, survey design and administration, data management, and use of national data sets, among other topics central to the field.

Visit [www.airweb.org/2010Foundations1](http://www.airweb.org/2010Foundations1) for information on Institute modules, faculty, and the agenda. ***The Institute is limited to 130 participants and fills quickly, so register today.***

## Certificate in Institutional Research at Florida State University Announces Summer 2010 Courses

The Certificate in Institutional Research at Florida State University is an **online** certificate program consisting of 18 credits of graduate-level course work. The Certificate curriculum is designed to provide academic and professional development opportunities for institutional researchers, administrators, graduate students, and faculty from all areas of higher education. Students will enhance their knowledge and understanding of institutional research, have the opportunity to explore national databases, and apply their knowledge to practical applications.

The courses offered this summer can be taken independently or toward completion of the Certificate in Institutional Research:

### ***Introduction to Institutional Research (3 credits)***

This course provides an introduction to the theoretical and practical application of institutional research as a discipline in higher education. Institutional research has direct applications to many, if not all, administrative and strategic activities within the institution. Course content addresses local, state, and national issues in institutional research, examines organizational, administrative, political, and ethical issues in institutional research, and exposes students to national databases.

### ***Student Success in College (3 credits)***

American higher education is changing dramatically as an increasingly diverse population gets ready for college. This change provides an exciting opportunity to strengthen our human resources. Meanwhile, the college graduation rate has been just around 50 percent for decades, so one common question in the minds of policy makers and administrators is: How can the educational system effectively promote student success in college? This course examines the theories and research on student success and explores the effective policies, programs, and practices that can be adopted to promote student success in higher education.

### ***Data-Driven Decision Making for Institutional Research (3 credits)***

This course will provide an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This class focuses on how to collect, analyze, review, and present data and information to decision makers. Higher education leaders are tasked with making hard decisions for which they have incomplete, inaccurate, misleading, and subjective information. This class provides structured tools and approaches to help institutional researchers develop materials that will assist higher education leaders make data-driven decisions.

More information (including course syllabi) is available on the FSU [web site](#) or by emailing [IRCertificate@coe.fsu.edu](mailto:IRCertificate@coe.fsu.edu).

Jill Peerenboom  
Program Coordinator  
Certificate in Institutional Research  
Florida State University  
[jpeerenboom@admin.fsu.edu](mailto:jpeerenboom@admin.fsu.edu)

## Career Opportunities

### AIR Job Listing Summary

Missy Wiggins, AIR Office ([mwiggins@airweb.org](mailto:mwiggins@airweb.org))

Persons seeking jobs in institutional research, planning, or policy analysis should check the [AIR Job Listings web page](#) every few days for new positions. Employers can submit job ads free of charge by using the online submission form found on the [AIR Job Openings page](#). For any questions about job ads, please contact Missy Wiggins by [email](#) or phone (850-385-4155 ext. 103).

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[RESEARCH ANALYST \(Part-Time\) - Oakland Community College](#) Bloomfield Hills, **MI**

Deadline Date: April 26, 2010

[DIRECTOR INSTITUTIONAL PLANNING & ANALYSIS OFFICE - British Columbia Institute of Technology](#) Burnaby, British Columbia, Canada

Deadline Date: May 7, 2010

[USER ENGAGEMENT & ASSESSMENT SPECIALIST - University of Alabama](#) Tuscaloosa, **AL**

Deadline Date: May 1, 2010 (open until filled)

[COORDINATOR OF ASSESSMENT - Mitchell College](#) New London, **CT**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Pfeiffer University](#) Misenheimer, **NC**

Deadline Date: July 1, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Roanoke College](#) Salem, Virginia

Deadline Date: Open Until Filled

[VICE PRESIDENT INSTITUTIONAL EFFECTIVENESS - Apollo Group](#) Phoenix, **AZ**

Deadline Date: Open Until Filled

[RESEARCH ANALYST ADVANCED - University of Wisconsin](#) Milwaukee **WI**

Deadline Date: May 2, 2010

[ONLINE ACADEMIC COACH - Higher Education Holdings](#) Dallas, **TX**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH MANAGER - Lehman College](#) Bronx, **NY**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR FOR LONGITUDINAL DATA STUDIES - The National Student Clearinghouse](#) Herndon, **VA**

Deadline Date: Open Until Filled

[RESEARCH DIRECTOR - The National Student Clearinghouse](#) Herndon, **VA**

Deadline Date: Open Until Filled

[DIRECTOR STATE SECONDARY INITIATIVES - The National Student Clearinghouse](#) Herndon, **VA**

Deadline Date: Open Until Filled

[RESEARCH ASSOCIATE - Community College of Denver](#) Denver, **CO**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Marymount Manhattan College](#) New York, **NY**

Deadline Date: May 15, 2010

[CURRICULUM SPECIALIST - Metropolitan State College of Denver](#) Denver, **CO**

Deadline Date: April 26, 2010

[SENIOR INSTITUTIONAL RESEARCH OFFICER - Auburn University](#) Montgomery, **AL**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Gannon University](#) Erie, **PA**

Deadline Date: Open Until Filled

[ASSOCIATE VICE PRESIDENT FOR RESEARCH - University of Texas](#) Austin, **TX**

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL RESEARCH - Temple University](#), Philadelphia, **PA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCHER - Woodbury University](#) Burbank, **CA**

Deadline Date: Open Until Filled

[DIRECTOR FOR INSTITUTIONAL RESEARCH - Webster University](#) St. Louis, **MO**

Deadline Date: Open Until Filled

[EXECUTIVE DIRECTOR INSTITUTIONAL RESEARCH & ANALYSIS - Northern Kentucky University](#) Highland Heights, **KY**

Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR CTE-11591- Cornell University](#) Ithaca, **NY**

Deadline Date: Open Until Filled

[FULBRIGHT POST DOCTORAL FELLOWSHIPS/ALL DISCIPLINES - United States-Israel Educational Foundation](#)

Deadline Date: 07/01/2010

[POST DOCTORAL/RESEARCH POSITIONS - Princeton University](#) Princeton, **NJ**

Deadline Date: July 1, 2010

[RESEARCH ANALYST - Harper College](#) Palatine, **IL**

Deadline Date: Open Until Filled

[EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Heartland Community College](#) Normal, **IL**

Deadline Date: Review of applications will begin 4/26/2010, and will continue until the position is filled.

[INSTITUTIONAL RESEARCH ANALYST - Palmer College of Chiropractic](#) Davenport, **IA**

Deadline Date: Open Until Filled

[ASSISTANT VICE PROVOST INSTITUTIONAL RESEARCH & DATA MANAGEMENT, University of Washington](#) Seattle, **WA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Southwestern University](#) Georgetown, **TX**

Deadline Date: Open Until Filled

[DIRECTOR RESEARCH & PLANNING - Cerritos College](#) Norwalk, **CA**

Deadline Date: April 30, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Allegany College](#) Cumberland, **MD**

Deadline Date: April 26, 2010

[ASSISTANT DIRECTOR ACADEMIC PLANNING & ASSESSMENT - The George Washington University](#) Washington, **DC**

Deadline Date: Open until filled

[RESOURCE & POLICY ANALYST - University of Illinois](#) Chicago, **IL**

Deadline Date: For fullest consideration, April 23, 2010

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS & RESEARCH - The Art Institute of Houston](#) Houston, **TX**

Deadline Date: Open Until Filled

[EDUCATION PROGRAM SPECIALIST - Maryland State Department of Education](#) Baltimore, **MD**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Paine College](#) Augusta, **GA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - Binghamton University](#) Binghamton, **NY**

Deadline Date: May 1, 2010

[COORDINATOR 1 - University of Tennessee](#) Knoxville, **TN**

Deadline Date: Open Until Filled

[ASSISTANT PROFESSOR OF EDUCATIONAL STUDIES \(Research Methods\) - Ball State University](#) Muncie, **IN**

Deadline Date: Open Until Filled

[DIRECTOR OF ASSESSMENT - Morris College](#) Sumter, **SC**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - Goshen College](#) Goshen, **IN**

Deadline Date: Open Until Filled

[SENIOR INSTITUTIONAL RESEARCH ANALYST - Virginia Commonwealth University](#) Richmond, **VA**

Deadline Date: Open Until Filled

[DIRECTOR OF ASSESSMENT - Goshen College](#) Goshen, **IN**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF ASSESSMENT - Lincoln Memorial University](#) Harrogate, **TN**

Deadline Date:

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Lincoln Memorial University](#) Harrogate, **TN**

Deadline Date: Open Until Filled

[STUDENT DATA ANALYST - Thomas Edison State College](#) Trenton, **NJ**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Lewis & Clark Community College](#) Godfrey, **IL**

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL RESEARCH - University of Vermont & State Agricultural College](#) Burlington, **VT**

Deadline Date: Open Until Filled - Review begins April 15, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH & ANALYSIS - Mount Ida College](#) Newton, **MA**

Deadline Date: April 23, 2010

[RESEARCH ASSISTANT PROFESSION - University of Alabama](#) Birmingham, **AL**

Deadline Date: June 22, 2010

[INSTITUTIONAL RESEARCH COORDINATOR - Tufts University](#)

Deadline Date: Open Until Filled

## Technical Tips from the Field

Last month we used this corner of the newsletter to share guidelines, crafted by Mary Harrington and Rebecca Carr, for creating effective visual presentations. In this issue, Robert Miller shares tips and resources for creating effective posters. Send your tips to Gayle Fink ([gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)).

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### Creating Effective Posters

Robert Miller, Centenary College ([millerr@centenarycollege.edu](mailto:millerr@centenarycollege.edu))

As researchers in the higher education environment, we are all familiar with journals and publications that convey theories, findings, and ideas. Submission to peer reviewed journals and many other higher education publications requires a significant amount of time and effort, as well as a great deal of structure and a substantial amount of information. The drawback to publications is that many times individuals are not able to make their research known to their peers due to time constraints or the fact that their research may be in its early stages. However, there are other mediums to convey your professional work.

I found myself in this situation while working on the Periodic Review Report for Middle States for my institution. I found a way to incorporate a model for institutional assessment into Astin's I-E-O framework to create a clear picture for the senior administration and other constituents. I was excited with the way it was received and felt that it would be useful to others in the field. In addition, I wanted to get feedback on this model to see if there were any concerns or suggestions from experts in the field of IR. I found a perfect avenue for this in the form of a poster presentation at the Northeast Association for Institutional Research conference. The use of a poster presentation is advantageous in that it allows one to present research even in its infancy and allows for feedback from others in the field. This type of presentation allows for one-on-one interaction when the author is present, but also allows others to view the information on their own, at their own pace.

Having decided to present a poster, I began the process of examining poster samples online for best practices. There are numerous websites devoted to this subject. A simple Google search of the topic will provide you with a number of software programs and organizations that will assist you in building the poster. While these sites were interesting, I felt that I could handle this project without a significant financial investment. There are a number of sites that offer valuable and detailed advice - free of charge. The poster that I presented at NEAIR was actually constructed using a PowerPoint template reformatted for a larger presentation. There are also several websites that provide examples of good, and less than stellar, examples of presentations.

### Quick Tips for Creating Effective Posters

#### 1. Be Concise

There are many things to consider when creating a poster. One must determine how much detail should be included. You can easily run the risk of including too much text, defeating the purpose of a poster presentation. Conversely, the poster can have too many graphics and lack substance. There is a balancing act to providing the viewer with an eye pleasing and informative design. When constructing a poster it is important to be concise. Rather than paragraphs of text, use bullet points or charts when appropriate.

#### 2. Tell a Story

Your poster presentation should clearly define your subject matter and purpose, as well as findings. The reader/viewer should be able to discern a logical progression in the poster.

#### 3. Use Graphics Effectively

Graphics are an important component, but should clearly tie into the text. One major consideration when

constructing a poster presentation is the use of white space. It is important to avoid the tendency to fill the poster with an abundance of text and graphics. Without sufficient white space, the viewer may become distracted from the important information or have difficulty processing it.

#### 4. **Font Size**

On a practical note, when using graphics make sure that they have a high level of resolution. Make sure that you use a large font size, 24 point or greater, so that readers do not have to strain to read the information.

#### **Helpful Web Sites:**

- ***Template/Advice for PowerPoint Posters***  
[http://www.posterpresentations.com/html/free\\_poster\\_templates.html](http://www.posterpresentations.com/html/free_poster_templates.html)  
<http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm>
- ***Web site for Good and Bad Poster Presentations***  
<http://www.ncsu.edu/project/posters/NewSite/>
- ***Extensive Resource for Poster Presentations***  
<http://gradschool.unc.edu/student/postertips.html>
- ***Commercial Poster Presentation Software***  
<http://www.postergenius.com/cms/index.php>

## Parting Thoughts

This month's *Parting Thoughts* were sent in by Timothy Chow, Rose-Hulman Institute of Technology, ([chow@rose-hulman.edu](mailto:chow@rose-hulman.edu)). Many thanks for the contribution, Timothy!

The future is something which everyone reaches at a rate of sixty minute an hour, whatever he does, whoever he is.

~ C. S. Lewis (1898-1963), British novelist, academic, and literary critic

Clocks slay time ... time is dead as long as it is being clicked off by little wheels; only when the clock stops does time come to life.

~ William Faulkner (1897-1962), Nobel Prize-winning American author

Day, n. A period of 24 hours, mostly misspent.

~ Ambrose Bierce (1842-1914), American editorialist, journalist, short story writer, and satirist

Lost yesterday, somewhere between Sunrise and Sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.

~ Horace Mann (1796-1859), American education reformer and politician

Reader contributions of *Parting Thoughts* are most welcome. Send them to Marne Einarson ([mke3@cornell.edu](mailto:mke3@cornell.edu)).