



## 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.**

*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](mailto:mke3@cornell.edu)).*

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

*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

### Holiday Greetings from the Editors

Here we are at the end of another year! We hope you have a joyous holiday season and we wish you a new year filled with peace, happiness, and good health. We thank you for your many contributions to e-AIR, and look forward to collaborating with you in 2010!



All the best,  
Marne and Gayle

## Announcing the AIR 2009 Election Results

The Association for Institutional Research (AIR) Board of Directors is pleased to announce the 2009 election results. Those elected will take office on Wednesday, June 2, 2010 during the Annual Business Meeting at the 2010 AIR Forum in Chicago, Illinois.

Thank you to all members who voted, and congratulations to our newly elected officers and Board of Directors members:

### Vice President



**Dr. Jennifer A. Brown**

Director of Institutional Research & Policy Studies  
University of Massachusetts Boston

\*Serves one-year as Vice President, one as President, and one as Immediate Past President

### Associate Forum Chair



**Dr. Glenn W. James**

Director of Institutional Research  
Tennessee Technological University

\*Serves one year as Associate Forum Chair and one-year as Forum Chair

### Treasurer



**Dr. Paul B. DUBY**

Associate Vice President for Institutional Research, Northern  
Michigan University

\*Serves a three-year term

### Higher Education Data Policy Committee Chair



**Dr. Christine M. Keller**

Director of Research & Policy Analysis  
Association of Public and Land-grant Universities

\*Serves a three-year term

### Nominating Committee Members



**Dr. Dawn G. Terkla**  
Associate Provost of  
Institutional Research  
Tufts University



**Dr. Julie P. Noble**  
Principal Research  
Associate  
ACT, Inc.



**Dr. Mimi E. Johnson**  
Director of Institutional  
Research and  
Advancement  
Trenholm State Technical  
College



**Mr. John H. Pryor**  
Managing Director, and  
Director of CIRP  
Higher Education  
Research Institute



**Dr. Sutee  
Sujitparapitaya**  
Associate Vice President  
San Jose State  
University

*Nominating Committee Members serve a one-year term.*

## Application Process Open for 2010 AIR Research and Dissertation Grants

The Association for Institutional Research (AIR), with support from the National Center for Education Statistics (NCES), the National Science Foundation (NSF), and the National Postsecondary Education Cooperative (NPEC), sponsors a grant program titled: Improving Institutional Research in Postsecondary Educational Institutions.

The goals of this program are to provide professional development opportunities to doctoral students, institutional researchers, educators, and administrators, and to foster the use of federal databases for institutional research in postsecondary education.

**The online application system for 2010 Research and Dissertation Grants is now open.**

**Research Grants:** Faculty and practitioners are eligible for funding of up to \$40,000 for one year of independent research. These research grants are *not* available to students. All grant recipients must be affiliated with a U.S. postsecondary institution or relevant nonprofit higher education organization.

**Dissertation Grants:** Doctoral students are eligible for funding of up to \$20,000 for one year to support dissertation research under the guidance of a faculty dissertation advisor.

**The deadline for proposal submission is January 15, 2010.** Please visit [www.airweb.org/grants](http://www.airweb.org/grants) for full program descriptions and online applications.

*Applicants will be notified of the funding decisions no later than the first week of April 2010. Funding will be available beginning May 1, 2010.*

Assistance is available from the AIR grant staff at [grants@airweb.org](mailto:grants@airweb.org) or 850-385-4155 x200.

## NPEC Releases Revised Report on HEA Institutional Disclosure Requirements

The National Postsecondary Education Cooperative (NPEC) Working Group on the Higher Education Opportunity Act of 2008 (HEOA), announces the release of the revised *Information Required to Be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination*.

While the report was originally released in October, it has been updated to include final regulations from the U.S. Department of Education issued late last month. The report assists colleges and universities in successfully identifying and meeting their obligation to disclose information as required under the Higher Education Act of 1965 (HEA) as amended by the HEOA, and in making the HEA-required disclosure information more accessible and understandable to consumers, and more comparable across institutions.

In addition, it includes two very helpful appendices for ongoing reference:

- Appendix A: Presents a summary of HEA Institutional Disclosure Requirements by providing general information about each of the required disclosures in Title I, Title II Teacher Preparation Program Report, and Part G of Title IV of the HEA.
- Appendix B: Provides a summary of the disclosure requirements and a listing of the HEA-required disclosures by the required methods of dissemination.

Questions about the report can be directed to the NPEC Project Officer at the National Center for Education Statistics, part of the U.S. Department of education, at [nancy.borkow@ed.gov](mailto:nancy.borkow@ed.gov), or to the Working Group Chair Person, Bryan Cook, of the American Council on Education. He can be reached at [bryan\\_cook@ace.nche.edu](mailto:bryan_cook@ace.nche.edu). To view, download or print this report, visit <http://nces.ed.gov/pubs2010/2010831.pdf>.

## Enrollment Now Open for National Community College Benchmark Project

Dear Colleagues,

Enrollment is now open for the **National Community College Benchmark Project** 2010 data collection/reporting cycle ([www.nccbp.org/](http://www.nccbp.org/)).

The NCCBP collects and reports data on a variety of student outcomes, retention, developmental education, minority participation, market penetration, contract training, student/faculty ratio, faculty load, human resources, and professional development variables at the institutional level.

In 2009, 210 community colleges enrolled from all over the United States. This makes NCCBP the largest, most representative and comprehensive benchmarking initiative for two-year institutions in the U.S. Participants indicate that NCCBP data are invaluable for supporting accountability and accreditation processes.

NCCBP subscribers receive reports of their individual institutional and national aggregate data, as well as the opportunity to select peer colleges and create benchmark comparisons on the project Web site. For additional information, including enrollment forms and procedures, visit the NCCBP Web site ([www.nccbp.org/Enroll](http://www.nccbp.org/Enroll)).

Please do not hesitate to contact me if you have any questions.

Best regards,

Jeff Seybert, Ph.D.  
Director, National Higher Education Benchmarking Institute  
[jseybert@jccc.edu](mailto:jseybert@jccc.edu)  
[www.NCCBP.org](http://www.NCCBP.org)

## Recipients of Fellowships for 2009 Institute on First-Year Assessment

AIR Office ([air@airweb.org](mailto:air@airweb.org))

The National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina, in association with the Association of Institutional Research, is pleased to announce this year's recipients of the AIR Fellowships. These individuals are knowledgeable about, and interested in, the first year of college and have presented plans to use information gained at the Institute to improve current first-year assessment on their campuses. This year's recipients were formally recognized on October 10, 2009 at the Institute on First-Year Assessment.



Pictured from left to right:

**Kriesta Watson**, Shenandoah University

**Erika Rose Thompson**, Lipscomb University

**Jon William Laird**, Illinois State University

**Liz Fitzgerald**, University of North Carolina at Charlotte

**Jennifer R. Keup**, National Resource Center for The First-Year Experience and Students in Transition

**Beth M. Lingren Clark**, University of Minnesota-Twin Cities (not pictured)

## AAUP Faculty Compensation Survey 2009-10

Our 2009-10 survey Web site opened for data collection on December 10, 2009. The URL is now <https://research.aaup.org>. Survey contacts should have received an e-mail notification. If the contact person for your institution did not receive an e-mail notification, or if other basic information about your institution has changed or will be changing, please send an e-mail to [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org).

Anyone who is interested may download complete instructions and definitions from the Web site without logging in. There are no significant changes in reporting categories or definitions from last year, although some of the information has been updated or revised slightly. The process for submitting and reviewing data has changed, so please take a look at the new instructions.

Since the opening of data collection was delayed, we are asking institutional representatives to submit data prior to January 1, if at all possible. However, we will continue to accept data throughout January and into February. As always, we encourage you to submit your data as soon as possible to provide time to work through any verification issues that develop. This will also make our aggregate data analysis more accurate, and allow us to begin producing peer comparison reports sooner.

Thank you for your patience, and we apologize for the delay.

AAUP Research Office  
John Curtis, Director of Research and Public Policy  
Michael Kinsella, Research Assistant  
[aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

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

### **IR in the Know: December 2009**

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

A new service of the Higher Education Data Policy Committee (HEDPC), *IR in the Know* keeps you up-to-date on current and emerging issues related to higher education data collection, analyses, and reporting.

Each month *IR in the Know* focuses on data and policy issues relevant to institutional researchers such as accountability, assessment, accreditation, NCES, federal legislation, and national databases. Each issue will include a brief issue summary and links to more detailed information.

We welcome your feedback and suggestions. If you discover a resource or an article you think might be useful to other IR professionals, please send an e-mail to [irintheknow@airweb.org](mailto:irintheknow@airweb.org).

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### **December Highlights**

#### **NILOA Occasional Papers on Learning Outcomes Assessment**

The National Institute for Learning Outcomes Assessments (NILOA) has released two Occasional Papers. The first paper, *Assessment, Accountability, and Improvement: Revisiting the Tension* by Peter Ewell, analyzes changes in assessment over the past two decades and offers suggestions to institutions on how to manage the persistent tension between the twin purposes of assessment in the current higher education environment. To access the paper, click here: <http://www.learningoutcomesassessment.org/occasionalpaperone.htm>.

In the second paper, *Three Promising Alternatives for Assessing College Students' Knowledge and Skills*, authors Trudy Banta, Merilee Griffin, Teresa Flateby, and Susan Kahn describe the development of several promising "authentic" assessment approaches. The contributors draw on their rich assessment experience to illustrate how portfolios, common analytic rubrics, and online assessment communities can more effectively link assessment practices to pedagogy. To access the paper, click here: <http://www.learningoutcomesassessment.org/occasionalpapertwo.htm>.

The NILOA Web site also provides a comprehensive resource for news and information on learning outcomes assessment. <http://www.learningoutcomeassessment.org/>.

#### **New Higher Education Data Web site: College InSight**

The Institute for College Access and Success launched a new Web site in November to provide information on college affordability, student debt, economic and racial diversity, and student success. Information can be browsed for over 5,000 schools and compared across institutions, institution types, states, and other custom groupings. <http://college-insight.org/>.

#### **National Survey of Student Engagement (NSSE)**

In early November, NSSE released the report, *Assessment for Improvement: Tracking Student Engagement Over Time*, based on findings from the tenth annual National Survey of Student Engagement. The 2009 report also examines trends in student engagement going back to 2004.

The premise behind NSSE is that student engagement, i.e., the frequency with which students participate in activities that represent effective educational practice, is a meaningful indicator of collegiate quality. NSSE collects data from first-year students and seniors about the nature and quality of their undergraduate experience including academic programs and co-curricular activities. The results provide data on how undergraduates spend their time and what they gain from attending college. Institutions use their NSSE data to assess and improve the undergraduate experience, to inform state accountability and accreditation efforts, and to facilitate national benchmarking efforts. The information is also used by prospective college students, their parents, and advisers in the college decision-making process.

The NSSE Web site, [www.nsse.iub.edu](http://www.nsse.iub.edu), provides information about the history of NSSE, administering the survey, and how to use the results.

**Using NSSE in Institutional Research: *New Directions for Institutional Research***

Using NSSE in Institutional Research, edited by Robert M. Gonyea and George D. Kuh, discusses how student engagement data can help institutions satisfy the demand for more evidence, accountability, and transparency of student and institutional performance. It addresses how colleges and universities can use NSSE data in their accreditation, planning, and assessment activities. It also provides information on analyzing and interpreting NSSE data and using the results.

Gonyea, R. M. & Kuh, G. D. (Eds.). (2009). [Using NSSE in institutional research \[Special issue\]](#). *New Directions for Institutional Research*, 14.

## Publications

### AIR Publications



### Now Available – *Assessment of Writing*

Edited by Marie C. Parette and Katrina M. Powell

*Assessment of Writing* addresses the changing times in writing across the curriculum (WAC), and the extensive use of electronic portfolios to assist with these efforts. The book points to increased collaboration among scholars from multiple disciplines as a common feature of the current philosophy in writing assessment.

#### See what two scholars said about *Assessment of Writing*:

Marie Parette and Katrina Powell's edited volume breaks new ground in WAC and Writing Program Assessment. Their vision and the vision of the volume situates the assessment of writing programs, broadly defined, as a collaborative, interdisciplinary venture that can yoke the power of assessment with the local values and cultures of the individual institution, program, teachers and students. In addition, this volume . . . provides good, usable examples of colleagues working together within a local context and across professional, disciplinary, and academic borders to create a new breed of WAC and Writing Program Assessment.

--From Chapter 11: WAC and Writing Program Assessment Take Another Step: A Response to *Assessment of Writing*, by Brian Huot and Emily Dillon - Kent State University

Future volumes in the Assessment in the Disciplines series will focus on assessment of the teaching of chemistry and of arts- and design-related fields of study. *Assessment of Writing* is available now to order [online](#), or download the printable [PDF](#) and fax it to AIR at 850-385-5180.

### Latest Edition of the AIR Professional File

Now available – Professional File # 114, *Institutional Versus Academic Discipline Measures of Student Experience: A Matter of Relative Validity* (Winter, 2009)

By Steve Chatman, University of California – Berkeley

The census survey of undergraduates attending a major research university system presents an opportunity to measure both disciplinary and institutional differences in students' academic experience. Results from nearly 60,000 responses (38% response rate) 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 academic major. More specifically, these results suggest that calls for comparable institutional performance measures, as proposed by the Spellings Commission, must take into consideration disciplinary differences in instruction.



You can view or download [PF # 114](#) 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 ([gmcclaugh@depaul.edu](mailto:gmcclaugh@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

### **Employees in Postsecondary Institutions, Fall 2008, and Salaries of Full-Time Instructional Faculty, 2008-09**

Postsecondary institutions in the U. S. reported employing about 3.7 million individuals in fall 2008. The National Center for Education Statistics within the Institute of Education Sciences has released the report "Employees in Postsecondary Institutions, Fall 2008, and Salaries of Full-Time Instructional Faculty, 2008-09."

This report presents data from the Winter 2008-09 Integrated Postsecondary Education Data System, including data on the number of staff employed in Title IV postsecondary institutions in fall 2008 by occupation, length of contract/teaching period, employment status, salary class, faculty and tenure status, academic rank, race/ethnicity, and gender. Other findings include:

- Of the 3.7 million individuals employed by postsecondary institutions, about 2.4 million were working full-time and about 1.3 million were employed part-time.
- Based on adjusted 9-month average salaries, Title IV degree-granting institutions reported that, on average, professors earned \$101,658, associate professors earned \$73,246, assistant professors earned \$61,479, instructors earned \$53,107, lecturers earned \$53,472, and those with no academic rank earned \$54,743.
- Of the 578,302 that reported full-time instructional staff at Title IV degree-granting institutions, 149,714 were professors, 124,653 were associate professors, 134,169 were assistant professors, 94,573 were instructors and 28,299 were lecturers. The remaining 46,894 instructional staff had no academic rank.

To view the report, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010165>.

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### **Changes in Postsecondary Awards Below the Bachelor's Degree: 1997 to 2007**

The total number of certificates and associate's degrees -- postsecondary awards below the bachelor's degree -- increased 28 percent to a total of 1.5 million between 1997 and 2007. Using data from the Integrated Postsecondary Education Data System (IPEDS), this Statistics In Brief released by The National Center for Education Statistics within the Institute of Education Sciences describes changes in the number and types of awards conferred over the decade between 1997 and 2007. "Changes in Postsecondary Awards Below the Bachelor's Degree: 1997 to 2007" reports on changes within fields of study, the types of institutions that confer subbaccalaureate awards, and differences in awards by gender and race/ethnicity. Other findings include:

- Certificates and associate's degrees constitute a large and growing segment of U.S. postsecondary credentials; in 2007, almost 40 percent of undergraduate credentials conferred in postsecondary institutions participating in federal financial aid programs (Title IV) were below the bachelor's degree.
- While community colleges still account for the largest share of these credentials--58 percent conferred in 2007--the share conferred by private, for-profit institutions increased from 24 percent in 1997 to 29 percent in 2007.
- Health care is the most common field of study, accounting for 31 percent of all awards in 2007, and increasing 68 percent over the decade studied.
- Women earned a majority of all certificates and associate's degrees (62 percent in 2007); and the rate of increase in awards to women surpassed that for men.
- The rate of increase in subbaccalaureate awards conferred over the decade was highest for Hispanic students (74 percent), followed by Black students (54 percent); in contrast, awards to White students increased 11 percent.

To view the full report, please visit <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010167>.

### **Academic Libraries: 2008 First Look**

Academic libraries held approximately 102.5 million e-books and about 3.6 million electronic reference sources at the end of fiscal year 2008. The National Center for Education Statistics within the Institute of Education Sciences has released the report "Academic Libraries: 2008 First Look." This report summarizes services, staff, collections, and expenditures of academic libraries in two- and four-year, degree-granting postsecondary institutions in the 50 states and the District of Columbia. Findings include:

- During FY 2008, there were about 138.1 million circulation transactions from academic libraries' general collection.
- Academic libraries reported 93,438 full-time equivalent (FTE) staff working during the fall of 2008.
- Academic libraries spent about \$6.8 billion during FY 2008.

To view the full report, please visit <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010348>.

## Other Publications

### November/December 2009 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 November/December 2009 issue of *Data Notes* has just been released, and you can view it on the Achieving the Dream Web site at:

<http://www.achievingthedream.org/DATARESEARCH/DATANOTESNEWSLETTER/default.tp>.

#### ***Data Notes (Vol4No6) November/December 2009: Late Stop-Outs, Part 2:***

This issue of *Data Notes* is the second of a two-part series investigating the characteristics of late stop-outs - students who accumulate at least 30 credits within the first two years, only to stop out without completing credentials or transferring. The data show that male students were more likely to stop out (53 percent) than female students (48 percent), and students under 20 and 30 years old and over were less likely to stop out (47 percent and 52 percent, respectively) than students in their twenties (about 55 percent). Fifty-five percent of students without a declared major or program of study left the college by the end of their fifth year, compared with 53 percent of students with a terminal goal and 47 percent of students with a transfer goal. Students who had earned at least 30 credits by the end of their second academic year and were referred to developmental education courses one level below college level—regardless of subject area—had five-year outcomes (45 to 49 percent) that were not dissimilar to those for non-referred students (50 percent).

***Round 1, 2, 3, and 4 Colleges, Data Facilitators and Coaches*** – you can also view your individual college's companion figures to this issue of *Data Notes* on [www.dreamwebsubmission.org](http://www.dreamwebsubmission.org) (the Achieving the Dream Web submission site). To view your college's data, sign in to the Web submission site [www.dreamwebsubmission.org](http://www.dreamwebsubmission.org) using your username and password, and select the month issue under the "Reports" menu.

## NSF Summary Report of Earned Doctorates

The National Science Foundation (NSF) has released this year's edition of the Summary Report from the Survey of Earned Doctorates (SED). *Doctorate Recipients from U.S. Universities: Summary Report 2007-08* is the 41st in a series of reports on research doctorates awarded by universities in the United States. Key findings include:

- The 48,802 research doctorates awarded in 2008 is the highest number in the history of U.S. higher education, but growth rates have slowed in recent years.
- Life sciences accounted for 11,088 research doctorates awarded in 2008; the largest number by broad field.
- Women received 46% of all research doctorates awarded in 2008, the 13th consecutive year in which women received more than 40% of doctorates awarded.
- A total of 6,981 U.S. citizens and permanent residents who are members of racial/ethnic minority groups were awarded research doctorates in 2008—23% of the U.S. citizens and permanent residents who earned research doctorates and reported race/ethnicity.
- Asians earned 2,543 research doctorates in 2008, more than members of any other U.S. racial/ethnic minority group.
- The median total time span from baccalaureate to doctorate among graduates was 9.4 years; median duration between starting and completing graduate school was 7.7 years.
- Just over half (53%) of graduates reported having no graduate or undergraduate education-related debt, 19% reported cumulative debt of \$20,000 or less, and 8% reported debt over \$70,000.
- Sixty-nine percent of graduates reported having definite postgraduation plans. Of those, 64% planned to work and 36% planned postdoctoral study, predominately in the broad fields of life sciences and physical sciences.
- Of the graduates with firm commitments for U.S. employment, 51% planned to work in academe, 27% planned to work in industry or be self-employed, and 6% planned to work in government.

The full report is available at <http://www.nsf.gov/statistics/nsf10309/>.

## Meetings and Events

### 2010 Forum News

2010 AIR Annual Forum

*Charting our Future in Higher Education*

May 29 – June 2

Sheraton Chicago Hotel & Towers

AIR and the 2010 Forum Committee are pleased to announce the selection of 403 proposals submitted by your colleagues for inclusion in the 50<sup>th</sup> Forum program. We received over 500 proposals this year and we are confident that we have selected the best of the best to bring you presentations on such topics as assessing student learning, research on faculty and academic programs, the practice of IR, and much more. Visit the [Educational Opportunities page](#) on the Forum Web site to learn more about the educational offerings planned for this great event.

As always, the [Forum Web site](#) has the most up-to-date information on the 2010 Forum.

See you in Chicago!

Sincerely,

Julie-Carpenter-Hubin

2010 Forum Chair



## From Your Local Arrangements Committee - Family Fun in Chicago

Liz Sanders, DePaul University ([lsander3@depaul.edu](mailto:lsander3@depaul.edu))

Bring the kids! While they may not be interested in IPEDS or the significance of the beta weights in a regression analysis, there are several activities in and around Chicago they will enjoy.

A sunny day means a walk or cab ride less than a mile south of the Forum's Sheraton Chicago Hotel & Towers to [Millennium Park](#), where kids can marvel at British artist Anish Kapoor's [Cloud Gate sculpture](#) or chase the water spray from the giant faces of Jaume Plensa's [Crown Fountain](#). These two activities are fun for kids of all ages!

Less than a mile east of the Sheraton is Chicago's Historic [Navy Pier](#), with both indoor and outdoor fun. Pier Park features a permanent 150-foot-high Ferris wheel, a musical carousel, an old-fashioned swing ride, an 18-hole miniature golf course, and more. Take a ride on the AeroBalloon or enjoy a two-hour guided Segway tour of the Chicago lakefront. Inside Navy Pier, kids can enjoy activities at the Chicago Children's Museum, or experience the fun of Amazing Chicago's Funhouse Maze, where they can navigate through the Mirror Maze, stumble through the Spinning Tunnel, and stomp out the Great Chicago Fire.

A cooler day may mean a trip to one of the many Chicago museums. About a mile and a half south of the Sheraton (or about five minutes by cab), is [The Art Institute of Chicago](#), with family activities available in the Ryan Education Center.

A mile further south is Museum Campus, where kids can dress as penguins at the [Shedd Aquarium](#), see the world's most famous T. Rex. at the [Field Museum of Natural History](#), and launch into the outer reaches of space at the [Adler Planetarium](#). Before you arrive in Chicago, be sure to check out the [Chicago City Pass](#), which gets you into five Chicago attractions for one price. The museum Web sites list the current exhibits which may interest you.

Further south is the [Museum of Science and Industry](#), about 8 miles or a 15 minute cab ride from the Sheraton. One of the largest science museums in the world, it is home to more than 35,000 artifacts and nearly 14 acres of hands-on exhibits designed to spark scientific inquiry and creativity. It boasts permanent exhibits like the *Coal Mine*, along with temporary exhibits such as *You, the Experience*.

No visit to Chicago is complete without a trip to the Skydeck of the [Willis Tower](#) (formerly known as the Sears Tower), a world-renowned building and a Chicago icon. The third-tallest building in the world, it remains the tallest building in the Western Hemisphere, standing 1,450 feet and 110 stories tall. But don't stop there – dare to stand out on [The Ledge](#) of the tower and experience the city from 103 stories above ground for an unobstructed view of the city below. At 1,353 feet up, The Ledge's glass boxes extend 4.3 feet from the skyscraper's Skydeck on the 103rd floor, providing never-before-seen views of the city and a most memorable finale to your family's fun in Chicago.

## Higher Education Data Warehousing Forum Conference: Call for Proposals

The planning team invites presentation proposals for the Higher Education Data Warehousing Forum Conference by January 31, 2010. The Forum will convene in Albany, New York, April 18-20, 2010, and will be hosted by Rensselaer Polytechnic Institute. The conference 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.

For more information, or to submit a proposal visit [www.hedw.org](http://www.hedw.org).

Emily Thomas  
Past President, HEDW Forum  
[emily.thomas@stonybrook.edu](mailto:emily.thomas@stonybrook.edu)

## Professional Development

### IPEDS On-Line Tutorials Available for the Winter and Spring Collections

On-line video tutorials are now available on the AIR Web site (<http://www.airweb.org/?page=2002>) for:

- Human Resources
- Fall Enrollment
- Finance
- Student Financial Aid
- Graduation Rates Survey
- Graduation Rates 200

Each tutorial contains an overview, what's new, and step-by-step instructions. These training materials are funded in part through a project with the US Department of Education/National Center for Education Statistics (NCES).

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### 2010 ACT Summer Internship Program for Doctoral Students

ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in careers related to assessment. In 2010, the program will run from June 7 through July 30 at the ACT headquarters in Iowa City, Iowa.

The Summer Internship Program provides interns with practical experience through completion of a project, seminars, and direct interaction with professional staff responsible for research and development of testing programs. An additional program objective is to increase representation of women and minority professionals in measurement and related fields.

The application deadline is **February 12, 2010**. Information and application materials are available at [www.act.org/humanresources/jobs/intern.html](http://www.act.org/humanresources/jobs/intern.html). If you have questions, please call Mark Larson at 319-337-1763.

Sincerely,

ACT 2010 Summer Internship Program Coordinators:  
Deborah Harris  
Jessica Day

## 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 plan to check the AIR Job Listings web page (<http://www.airweb.org/?page=574>) 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 (<http://www.airweb.org/?page=2>). For any questions about job ads, please contact Missy Wiggins by e-mail ([mwiggins@airweb.org](mailto:mwiggins@airweb.org)) or phone (850-385-4155 ext. 103).

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[DIRECTOR INSTITUTIONAL RESEARCH - West Virginia University at Parkersburg](#) Parkersburg, **WV**

Deadline Date: January 11, 2010

[ASSISTANT DIRECTOR FOR ACADEMIC ASSESSMENT - Chesapeake College](#) Wye Mills, **MD**

Deadline Date: January 25, 2009

[INSTITUTIONAL RESEARCH COORDINATOR - Institute of Applied Technology](#) United Arab Emirates

Deadline Date: January 31, 2010

[DIRECTOR OF REGULATORY COMPLIANCE - Franklin University](#) Columbus, **OH**

Deadline Date: Open Until Filled

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

Deadline Date: February 15, 2010

[REGISTRAR - Shenandoah University](#) Winchester, **VA**

Deadline Date:

[INFORMATION ANALYST I - Georgia Perimeter College](#) Tucker, **GA**

Deadline Date: Open Until Filled

[SENIOR RESEARCH ANALYST - Butler Community College](#) El Dorado, **KS**

Deadline Date: Screening begins Jan. 8, 2010. Position open until filled.

[STARS TECHNICAL DEVELOPMENT COORDINATOR - The Association for the Advancement of Sustainability in Higher Education](#)

Deadline Date: January 25, 2010

[DIRECTOR OF RESEARCH PLANNING & INSTITUTIONAL EFFECTIVENESS - West Valley - Mission Community College District](#) Santa Clara, **CA**

Deadline Date: January 19, 2010

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Butler University](#) Indianapolis, **IN**

Deadline Date: January 15, 2010

[RESEARCH ANALYST FOR INSTITUTIONAL EFFECTIVENESS & ASSESSMENT - University of Massachusetts](#) Boston, **MA**

Deadline Date: January 7, 2010

[DIRECTOR ACADEMIC ASSESSMENT - University of New Haven](#) West Haven, **CT**

Deadline Date: Open Until Filled

[RESEARCH & ASSESSMENT ASSOCIATE - McHenry County College](#) Crystal Lake, **IL**

Deadline Date: Open Until Filled

[DEAN OF ASSESSMENT - ASA Institute The College of Excellence](#) Manhattan, **NY**

Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH - Oregon University System](#) Eugene, **OR**

Deadline Date: Open Until Filled

[POSTDOCTORAL RESEARCH POSITION - Central European University](#) Budapest, Hungary

[DIRECTOR OF PLANNING BUDGET & INSTITUTIONAL RESEARCH - Eastern Illinois University](#) Charleston, **IL**

Deadline Date: January 22, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Western Iowa Tech Community College](#) Sioux City, **IA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & REPORTING - Southwest Minnesota State University](#) Marshall, **MN**

Deadline Date: January 15, 2010

[DATA WAREHOUSE RESEARCH SPECIALIST - Kentucky Community & Technical College System](#) Versailles, **KY**

Deadline Date: December 14, 2009

[EXECUTIVE DIRECTOR INSTITUTIONAL EFFECTIVENESS - Columbia College](#) Chicago, **IL**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - University of Arkansas Community College at Batesville](#) Batesville, **AR**

Deadline Date: December 10, 2009 - Open Until Filled

[RESEARCH FELLOW - Edith Cowan University](#) Joondalup, Perth, Western Australia

Deadline Date: 01/03/2010

[DATA ANALYST - University of Colorado](#) Denver, **CO**

Deadline Date: December 4, 2009 for full consideration. Open until filled.

[DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS - Tacoma Community College](#) Tacoma, **WA**

Deadline Date: January 11, 2010

[INSTITUTIONAL RESEARCH ANALYST - Virginia Community College System](#) Richmond, **VA**

Deadline Date: December 6, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH \(Part-time\) - Gratz College](#) Melrose Park, **PA**

Deadline Date: Open Until Filled

[MANAGER OF ASSESSMENT - The University of Toledo](#) Toledo, **OH**

Deadline Date: December 11, 2009

[ASSOCIATE DEAN RESOURCE DEVELOPMENT & INSTITUTIONAL EFFECTIVENESS - Lake Washington Technical College](#), Kirkland, **WA**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Oklahoma State Regents for Higher Education](#) Oklahoma City, **OK**

Deadline Date: Open Until Filled

[RESEARCH FELLOWS \(2 position\) - University of the South Pacific](#) Suva & Fiji

Deadline Date: December 18, 2009

[WRIGHT BROTHERS INSTITUTE ENDOWED CHAIR IN NANOMATERIALS- University of Dayton](#) Dayton, **OH**

Deadline Date: February 23, 2010

[DATA ANALYST - Excelsior College](#) Albany, **NY**

Deadline Date: Open Until Filled

[RESEARCH ASSOCIATE/RESEARCH PROFESSIONAL II - University of Alaska](#) Anchorage, **AK**

Deadline Date: Open Until Filled

[ASSESSMENT SPECIALIST - Xavier University of Louisiana](#) New Orleans, **LA**

Deadline Date: December 15, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Augustana College](#) Rock Island, **IL**

Deadline Date: November 30, 2009

[RESEARCH ANALYST - Loyola Marymount University](#) Los Angeles, **CA**

Deadline Date: Open Until Filled

[RESEARCH PLANNING ANALYST - Pasadena City College](#) Pasadena, **CA**

Deadline Date: December 22, 2009

[SENIOR RESEARCH ASSISTANT - Paul Quinn College](#) Dallas, **TX**

Deadline Date: Open Until Filled

[DIRECTOR OF ENROLLMENT RESEARCH & MODELING - Performa Higher Education](#) Burlington, **NC**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCHER WITH DATABASE EXPERTISE - ZogoTech](#) Austin, **TX**

Deadline Date: December 31, 2009

[ASSOCIATE DIRECTOR OF RESEARCH - Yeshiva University](#) New York, **NY**

Deadline Date: Open Until Filled

[ASSESSMENT OFFICER - Fordham University](#) Bronx, **NY**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ASSOCIATE - Loyola Marymount University](#) Los Angeles, **CA**

Deadline Date: Open Until Filled

## Technical Tips

### Changing Word New Document Defaults

Gayle Fink (gfink@bowiestate.edu)

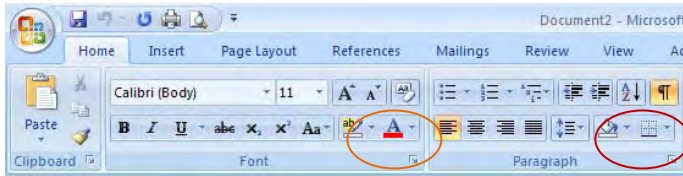
*This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Send your tips to Gayle Fink (gfink@bowiestate.edu).*

I'll be honest – the Word 2007 defaults on new word documents just do not work for me. Double spacing, Calibri font and 1.25 inches left and right margins are not in alignment with my University's style manual! Here is a quick way to update spacing (single), default font (Times New Roman), and margins (1.0 inch).

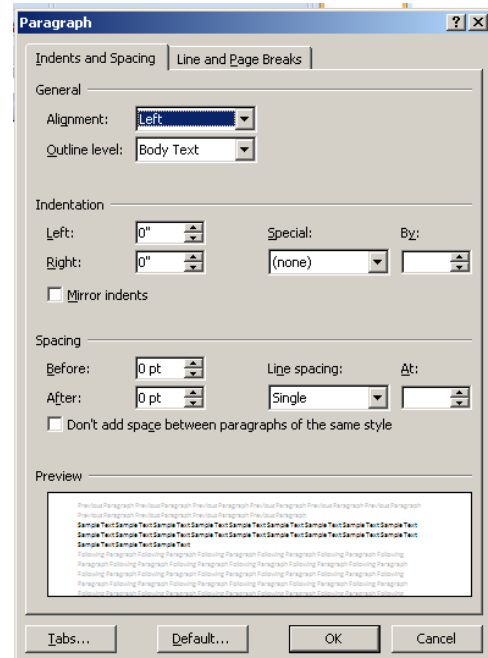
Start by opening a new Word document.

#### Space Fix

1. On the Home tab, click the “Show Paragraph Dialog” box tool.

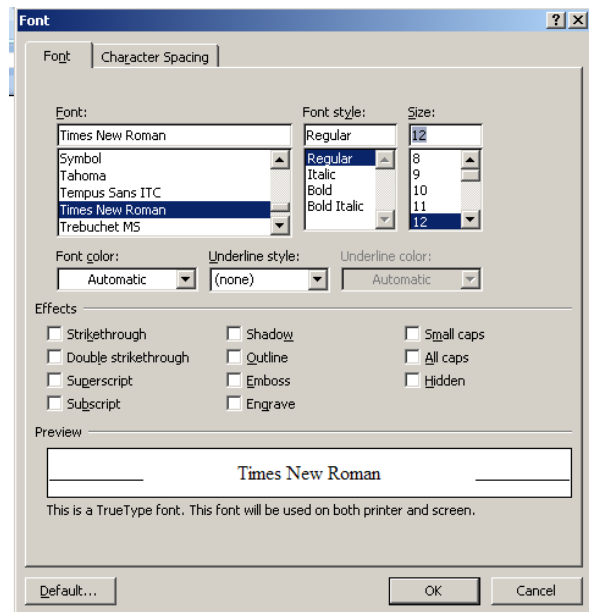


2. Change the “Spacing Before” and/or “Spacing After” to 0 (zero), and change Line Spacing to single.
3. Click **Default**.
4. Click **Yes** to change the default for all new documents.



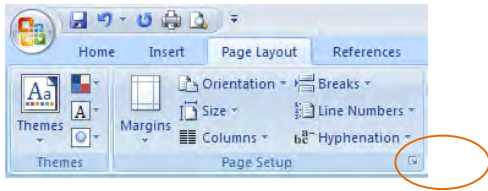
#### Font Fix

1. On the Home tab, click the “Show Font Dialog” box tool (See #1 above).
2. Change font to your desired font and click the **Default** button.
3. Click **Yes** to change the default for all new documents.

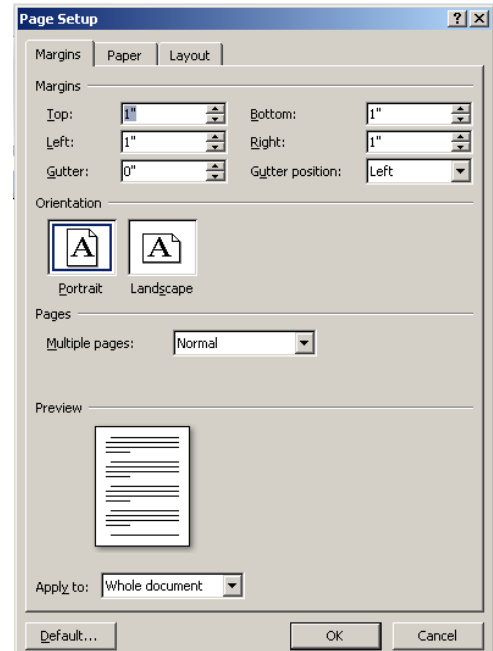


## Margin Fix

1. On the Page Layout tab, click the “Show Page Setup Dialog” box tool.



2. Change the **Margins** to 1 on top, bottom, left and right.
3. Click **Default**.
4. Click **Yes** to change the default for all new documents.



Enjoy your Winter Break!

## Parting Thoughts

Here's to a happy new year!

"Most people are about as happy as they make up their minds to be."

~ Abraham Lincoln (1809-1865), 16th President of the United States

"Happiness is nothing more than good health and a bad memory."

~ Albert Schweitzer (1875-1965), German-French theologian, philosopher, physician and Nobel Peace Prize winner

"Action may not always bring happiness, but there is no happiness without action."

~ Benjamin Disraeli (1804-1881), British Prime Minister

"If you get down and out, just get in the kitchen and bake a cake."

~ Jean Strickland (1932- ), American home baker quoted by Kim Severson in "Festiveness, Stacked Up Southern Style." The New York Times, December 16, 2009.

<http://www.nytimes.com/2009/12/16/dining/16Bake.html?ref=dining>

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