



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

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

[Subscribe, change your subscription address, 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).

Announcements & Information

CUPA-HR 2009-10 Administrative Compensation Survey Report Available

The College and University Professional Association for Human Resources (CUPA-HR) recently released its *2009-10 Administrative Compensation Survey Report*. Results indicate that for the first time in more than 25 years, the vast majority of institutions surveyed gave no salary increases to senior-level administrative staff. Approximately two-thirds of responding institutions gave no salary increases in 2009 and about two-thirds of incumbents received no increases. A small subset of these actually gave or received a salary decrease.

This finding reflects the salaries for 77,186 job incumbents in public and private institutions nationwide. Salaries were reported by 1,280 institutions for 280 selected positions, mostly at the director level and above. While the median salary increase for these positions was 0% this year, this was still better than inflation which was negative. According to the Bureau of Labor Statistics, the annual Consumer Price Index for all urban consumers [CPI-U] in 2009 was 0.4% lower than in 2008.

Salaries for the Administrative Compensation Survey were reported in 11 job categories: Senior Executive Officers; Chief Functional Officers; Academic Deans; Academic Associate/Assistant Deans; Academic Affairs; Business and Administrative Affairs; Human Resources; Information Technology; Athletics; Student Affairs; and External Affairs.

The median base salary for a CEO at a single institution ranged from \$165,950 at associate's institutions to \$375,000 at doctorate-granting institutions. Other executive salaries reflected similar differences based on institution type. The highest paid deans were those in the areas of medicine, dentistry and law, while the lowest paid deans were those working in occupational studies/vocational education, instruction, and special programs. [Click here](#) to view the median base salaries for all 280 positions in the survey.

The *2009-10 Administrative Compensation Survey Report* provides an overview of median salaries from all reporting institutions by affiliation, budget size, and enrollment. Comparative tables break down data by budget quartiles and institutional classification. You can also [order survey results](#) or [download a free Executive Summary](#) for this survey.

Missy Kline
Editor, CUPA-HR
mkline@cupahr.org

AAUP Faculty Compensation Survey 2009-10

By the time this issue of e-AIR goes to press we will be finalizing the data appendices for our “Annual Report on the Economic Status of the Profession,” scheduled for release in mid-April. Thanks to all the institutional contacts who provided data for our annual survey. We will continue to accept data (both new data submissions and corrections) throughout the spring. Data that are not included in the initial publication will be added to the “Corrections and Additions” listing to be published in July.

If you are unsure about the status of your institutional submission, please log in to our [Web site](#) to check the survey status for the institution, and ensure that any unresolved warning messages have been addressed. If data have already been submitted and are locked, please send an e-mail to aaupfcs@aaup.org to alert us to the need for changes. Please provide us with the corrected data (clearly identified) to help us make the changes more quickly.

We expect to make peer comparison reports available by March 1, and will notify our survey contacts as soon as we are ready to process requests. This year we will be adding new reports on benefits in response to your requests.

Thanks again for participating in our survey.

AAUP Research Office

John Curtis, Director of Research and Public Policy

Michael Kinsella, Research Assistant

aaupfcs@aaup.org

Last Call for E-AIR Limerick Contest Submissions!

Marne Einarson (mke3@cornell.edu)

This is a reminder to submit your entries for the 2010 e-AIR Limerick Contest. Just think: by offering an IR-related limerick, you can provide your colleagues some welcome respite from the interminably grim news cycle, trying fiscal times in postsecondary education, and, for those of us in the northern hemisphere, the cold, gray days of winter. So take a moment to pen a limerick and send it to Marne Einarson (mke3@cornell.edu) by **February 26th**.

Entries will be judged by our esteemed panel of Michelle Appel, Jennifer Brown and Alan Sturtz. We will publish the winning limericks in the March newsletter.

To help get your creative juices flowing, here are a few more samples from last year's contest:

From John Nugent at Connecticut College:

*I arrived at my desk full of cheer,
When a data request did appear:
"Just need one stat ... or two ...
Oh ... for all our peers, too ...
And perhaps going back 15 years."*

And from Amanda Udis-Kessler at The Colorado College:

*IR is a much-needed thing.
Our talents help data take wing.
But we're not quite as smashing
When endowments go crashing:
We can't turn information to bling!*

Get rhyming and send in your limerick(s) by February 26th!

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).

The National Student Clearinghouse announces two appointments.

Thomas O'Dea has been named Chief Information Officer. He is responsible for assuring the delivery of innovative, quality, cost-effective, and efficient IT service to the Clearinghouse. Mr. O'Dea has more than 20 years of IT experience, with positions including President and owner of TOD Marketing LLC, an internet marketing consulting business, and Vice President of Client Solutions for Convergys Corp.

Doug Falk has been named Chief Technology Officer. Mr. Falk will guide the Clearinghouse through the redesign of its enterprise architecture and direct the expansion of its research platform to ensure nationwide scalability. Prior to this appointment, Mr. Falk was the Clearinghouse's long-time Vice President of Information Technology and CIO.

IR In The Know

IR in the Know: February 2010

(irintheknow@airweb.org)

A 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 with a brief summary of topics and links to more detailed information. We welcome your feedback and suggestions. If you find a resource or article you think might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

Grapevine

The FY2010 *Grapevine* survey results on financial support for higher education are now available. Data tables can be found at the *Grapevine* [website](#), showing trends in the support since fiscal year 2004-05 for both tax and nontax monies. A table factoring in local tax monies used to support higher education is also included. *Grapevine* is produced by Illinois State University's Center for the Study of Education Policy in cooperation with the State Higher Education Executive Officers (SHEEO) and has published annual summaries of state fiscal support for higher education since 1960.

Update on State Budget Cuts

The Center on Budget and Policy Priorities released "An Update on State Budget Cuts". The [report](#) indicates that governor's are already proposing budget cuts for the 2011 fiscal year beyond those that have been enacted to date. Proposed budgets in almost half of the states reflect the continued financial challenges that states will face in the upcoming fiscal year. The report foreshadows budget cuts to a variety of state services, including higher education. Arizona, California, Hawaii, Washington, and Wyoming are among other states reporting potential cuts for FY 2011.

2009 CIRP Freshman Survey

The Cooperative Institutional Research Program (CIRP) released its 2009 Freshman Norms report in late January. The report is based on responses of 219,864 first-time, full-time students at 297 baccalaureate colleges and universities. [Click here](#) to view a summary or order a copy of *The American Freshman: National Norms Fall 2009* (J.H. Pryor, S. Hurtado, L. DeAngelo, L. Palucki Blake, & S. Tran).

Administered at the Higher Education Research Institute (HERI) at UCLA, CIRP is the largest and longest-running survey of American college students. The survey collects baseline data on demographics, academic preparation, college finances, aspirations, and attitudes and values. The CIRP survey is used to analyze topics such as admissions and recruitment practices, retention, and curriculum and programs.

Learning on Demand: Online Education in the United States, 2009

Learning on Demand: Online Education in the United States, 2009 is the seventh annual Sloan Survey on online education. The survey, a collaborative effort between the Babson Survey Research Group, the College Board and the Sloan Consortium, addresses key issues related to online enrollment: What is online learning? How many students are learning online? What is the impact of the economy on online education? Is online learning strategic? Has faculty acceptance of online increased? Do faculty receive training for teaching online? Copies of the 2009 report are available from the [Sloan Consortium](#).

Cost Return Calculator

A one-year pilot project, *Investing in Student Success*, funded by Walmart Foundation and Lumina Foundation for Education, has developed a "cost-return calculator" to allow programs to evaluate the cost effectiveness of their student retention programs. Institutions can enter data on program costs and outcomes to measure what percentage of program costs are recouped by additional revenue associated with increased student retention. Three types of data are needed: (1) student retention data and comparison group data; (2) information on staffing and spending for the program; and (3) financial data. [Click here](#) to download the Cost-return Calculator.

Publications

Editors' Publication of the Month: Assessment of Writing

This month's publication review was contributed by Cherry Danielson, Associate Director of Institutional Research and Assessment at Carleton College (cdaniels@carleton.edu). Cherry reviews *Assessment of Writing*, edited by Marie C. Paretti and Katrina M. Powell. This is the newest installment in AIR's Assessment in the Disciplines series. [Order](#) a volume in the series.

In the midst of assessment tensions, *Assessment of Writing* calms, instructs, and provides tools to bring assessment processes down to earth. Authors of this newest volume in AIR's Assessment in the Discipline series have packed each chapter with ground-level insight on developing sound practices around the assessment of writing throughout the curriculum. Granted, this may not sound new. However, the editors offer an attractive twist as they promote a partnership between IR measurement professionals and writing faculty expertise. Co-authored chapters meld both voices and resources with the belief that such coupling develops dynamic, meaningful work around writing evaluation. This intention plays out in the thorough way the authors address this collaboration.

Paretti and Powell (Eds) point out that as a highly valued learning outcome, college-level writing exists in a much broader context than we may realize. They help us understand the influences on this conversation by first situating the assessment of writing in a long and well-grounded history of research and thought. A number of the chapters describe the growing interest of national professional organizations to establish standards, weigh-in on best practices, and challenge higher education to develop theoretical and functional frameworks concerning the assessment of writing. Additionally, the distinctive language and approach of both IR and writing faculty is a common theme woven throughout the text. Through these chapters, we can appreciate that the development of writing assessment processes on our campuses is surrounded by this larger on-going conversation.

In its most productive purpose, assessment results are used as tools to meaningfully support teaching and learning and academic program improvement. The authors assert that this calls for pooling expertise across disciplinary and professional lines. Phillips and Ahrenhoester (Ch. 6) propose that there is much to be gained by approaching the assessment of writing from the point of view of the scholarship of teaching and learning. As an example, they focused on the question of what students gain—if anything—from peer review during the writing process. The authors point out that asking a question of real interest to faculty and of consequence to student learning places assessment findings in a position of utility. Toward that end, depending on the results of the assessment, faculty could discover ways to strengthen peer review or consider ways in which it could potentially be more useful to student learning.

Overall, the authors impress upon us that developing a culture of assessment involves hearing—really hearing—how faculty describe the intrinsic link between the writer and the writing – which includes the occasion for writing. For this reason, they stress the importance of embedding the assessment of writing in the curriculum where it displays the valued language, methodologies, and traditions of the field. Each chapter is written from a particular vantage point or curricular context where students write in their college experience and as such, where evaluation of writing can be useful. The ability to write is not merely conquering the mechanics of writing, but conveying thought that is grounded in the milieu of the subject matter.

Assessment of writing can become a highly involved process on many campuses. In their candid analysis of an assessment program, Schneider, Leydens, Olds, and Miller (Ch. 5) offer learned wisdom in their guiding principles and identify behaviors key to implementing those principles. As colleges and universities grapple with developing assessment programs, these authors target important steps to institutionalizing assessment

processes. They remind us that the first generation of assessment work is accomplished by those who have enthusiasm and a willingness to move these processes forward. As such, a clear plan for succession is critical to the sustainability that we seek in our assessment programs. They caution us to keep the processes manageable and to recognize when assessment projects are at risk of “collapsing under their own weight.”

A real strength of this volume is its pragmatic position on assessment. This is not a theoretical set of writings. It is a collection of well written, thoughtful essays that focus on sensible assessment processes. Each chapter includes a rich set of examples and references, and offers significant “take-away” considerations. For busy IR professionals, it is nice to know that although the whole book is worth reading, any of the chapters can stand alone as a valuable resource filled with assessment approaches, principles, examples, and rationales for such. Sharing this book with faculty and institutional research staff might prompt good conversations and ultimately may lead us to listen better to each other as we work toward common goals.

Many thanks to Cherry for writing this book review. Have you come across a new publication you think would be of great interest to your IR colleagues? Send your suggestions to Marne Einarson (mke3@cornell.edu).

Other Publications

Principles and Practices of Student Success

Achieving the Dream: Community Colleges Count, a national initiative to help more community college students succeed, has released a series of guides on the Principles and Practices of Student Success. The guides explain ATD's processes for working with colleges on longitudinal cohort analysis, meeting accreditation requirements, evaluating interventions, engaging faculty, strengthening institutional research and information technology capacity, and using data to identify barriers and design interventions. The Principles and Practices of Student Success may be found on ATD's [website](#).

California Community Colleges: Student Transportation and Carbon Emissions

This is a thesis completed by Gregory D. Packin for his degree of Master of Science in Geographic Information Systems at the University of Redlands.

California's system of community colleges is the largest system of higher education in the world; it is comprised of 110 college campuses and over 2.5 million students. Each day millions of students make the daily commute to the campuses. This commute impacts the students in the form of time spent commuting as well as the monetary cost of owning and driving an automobile. The commute also has an environmental impact upon the local community. This project focuses on one of those environmental impacts, the carbon emissions from the automobiles. Both the impact upon the students and the impact upon the community are directly linked to the distance of the commute. By performing network analysis within a geographic information system (GIS) to estimate the distances which students travel to campus it was possible to provide estimates of the impact of the commute upon the students and the communities through which they travel. The commute distances were estimated by calculating the quickest routes between the centroids of the ZIP codes in which the students reside and the campus which they attend. The results of this project were presented to the Foundation for California Community Colleges to help in raising awareness of the impact of student commuting, and to support future research and planning. The thesis is available for review and download on the [CCC GIS Collaborative web site](#).

Please direct any questions or comments to John Roach, Director, Systems Analysis & Research, Foundation for California Community Colleges

1102 Q Street, Suite 3500, Sacramento, California 95811
Ph: 916-325-8571
Email: jroach@foundationccc.org

Help Request

Developing a FAQ Page for IR Office Web Site

Our IR office is developing a FAQ page for our Web site, the purpose of which is to help guide visitors to data that meets their needs. We are searching for techniques that your office may be using to direct visitors to the right data. Specifically, we want to know how you determine what categories are being used on your FAQ pages, the number of levels, and the process you use for making such determinations. If you have any models or suggestions you could share with us, we would appreciate it.

Thank you,

Carol Sholy, Ph.D.
Institutional Research Associate, University of Missouri-St. Louis
sholyc@umsl.edu

Meetings and Events



2010 Forum News

Registration

Join over 800 of your colleagues who have already registered for the 50th Forum. [Register](#) by April 15 to take advantage of our Advance Registration Discount and **save \$30 off the regular registration.**

White Paper Discussion Groups – Now Accepting Nominations

Nominate yourself or a colleague to participate in the White Paper Discussion Groups taking place on Sunday, May 30 at the 2010 Forum.

Under the direction of a recognized leader in IR, each group will meet for discussions focused on the future of higher education and institutional research. The small group setting will produce rich discussions and engage all participants in the development of these multi-perspective white papers. Each participant will be credited as a co-author of the white paper which will be published after the Forum.

Visit the Forum Web site to [learn more](#).

From Your Local Arrangements Committee - Chicago Architecture

Jonathan Keiser, Columbia College (jkeiser@colum.edu)

History and Background

Founded in 1837, Chicago grew quickly into a center of commerce and production. The Chicago Fire of 1871, however, decimated the young city. The commercial heart of the city was particularly marred by this tragedy. With most of downtown Chicago in ruins, the fire created a blank slate for the cultivation of an unprecedented post-fire building boom that would put Chicago on the architectural map. The fire prompted city authorities to ban wooden edifices in high density areas, such as the loop, requiring architects to move away from traditional building methods.

In the decades leading up to the turn of the century, a group of forward thinking architects became active in the rebuilding, planning, and beautification of Chicago. Referred to as the "First Chicago School," these architects had to contend with both the swamp-like land that lay below city infrastructure as well as the ever-growing price of loop properties. These challenges of weight distribution and the need to build up and not out resulted in the development of the skyscraper. Using a base of iron and steel, the Reliance Building was completed in 1895 by the firm of Burnham and Root. The soaring, window-laden Reliance Building is one of the early skyscrapers which set the mold for glass and steel skyscrapers of the modern era.

The Modern Era and Beyond

After the late 19th century building boom and pioneering efforts in the development of the modern skyscraper, Chicago and its architects did not rest on their laurels. Among this next generation of builders was Louis Sullivan's student Frank Lloyd Wright. Wright, an idiosyncratic practitioner of the Midwest's native Prairie School, produced a series of impressive residences throughout Chicago in the 1910s. These horizontally oriented buildings are not simply architectural feats, but also feature built-in furnishings from bookcases to light fixtures throughout. The following decades brought on the influx of high modernism and international style buildings, typified by the work of Mies Van der Rohe and his imitators. These arch-modernist builders took the steel and glass model of the early skyscraper model to new heights and extremes. The 1980s, 90s, and current building projects have been diverse in style and responsive to their impressive architectural heritage.



Tours and Contact Information

Buildings from every era still populate Chicago's Loop. Together, these disparate styles and decades have created a unique and dynamic skyline. Any Chicago visitor will be struck by the city's incredible architectural history. What also becomes clear is that Chicago's architectural history helps illustrate the history of a distinctly American architecture. There are numerous opportunities to take in this rich history. The [Frank Lloyd Wright Preservation Trust](#) runs tours of Wright's studios and building, and [The Chicago Architecture Foundation](#) offers a multitude of tours of downtown and neighborhoods all over the city. Most tours cost less than 20 dollars and offer a comprehensive, fascinating, informative and manageable slice of Chicago's built environment. The 90 minute boat tours are the most popular, offering unforgettable vistas.

Register for the Higher Education Data Warehousing Forum Conference

Registration is open for the 2010 Higher Education Data Warehousing Forum Conference to be hosted by Rensselaer Polytechnic Institute in Albany, New York from Sunday, April 18 through Tuesday, April 20. The program will include sessions on a broad spectrum of data warehousing and reporting issues, a vendor showcase, and a full-day pre-conference training session on Business Intelligence Roadmap: The Complete Lifecycle for Decision-Support Applications.

Visit the HEDW [Web site](#) for complete information and to register.

Emily Thomas
Past President, HEDW Forum
emily.thomas@stonybrook.edu

2010 Assessment Institute in Indianapolis: Call for Proposals

Join us for the **2010 Assessment Institute in Indianapolis** October 24-26, 2010. [Consider submitting a proposal by March 19, 2010](#). Proposals addressing any of the ten tracks listed in the bullet points below are especially desired.

The Institute will feature **special track plenary sessions and workshops** emphasizing assessment in:

- **Capstone Experiences** (coordinator: Stephen P. Hundley, IUPUI)
- **Civic Engagement** (coordinator: Robert G. Bringle, IUPUI)
- **ePortfolios** (coordinator: Susan Kahn, IUPUI)
- **Faculty Development** (coordinator: Pratibha Varma-Nelson, IUPUI)
- **First-Year Experience** (coordinators: Scott E. Evenbeck and Sarah S. Baker, IUPUI)
- **Student Development** (coordinator: Karen M. Whitney, IUPUI)

In addition, **sessions with national assessment leaders**, the **Best Practices Fair**, and additional learning opportunities will be presented emphasizing:

- Accreditation
- All Major Fields
- Assessment Methods
- Community Colleges
- General Education

Keynote Panel:

- Thomas A. Angelo, La Trobe University, Victoria, Australia
- Trudy W. Banta, Indiana University-Purdue University Indianapolis
- Peter T. Ewell, National Center for Higher Education Management Systems
- George D. Kuh, Indiana University
- Jeffrey A. Seybert, Johnson County (KS) Community College
- Linda A. Suskie, Middle States Commission on Higher Education

For more information, please consult our [web site](#) or contact Trudy Banta at:

Phone: (317) 274-4111

Fax: (317) 274-4651

Email: tbanta@iupui.edu

University of Texas at Austin Hosts the Second Annual Assessment Institute

The University of Texas at Austin can help with you gain skills and applied learning as an assessment leader on your campus. The Division of Instructional Innovation and Assessment (DIIA) will hold the Second Assessment Institute for higher education assessment practitioners and administrators **on June 17-18, 2010** at the state-of-the-art UT Austin, AT&T Conference Center.

Attendees will learn about applying assessment tools and applications; facilitating assessment processes; and enhancing leadership skills. All sessions will feature hands-on activities and facilitated interaction. In order to support intensive dialogue and learning, we are **capping registration at 60 participants**.

Day One: choose from two strands. The Tools and Applications strand offers sessions on:

- Writing SMART outcomes
- Choosing appropriate data collection methods
- Developing curriculum maps

The second strand, Assessment Processes, covers:

- Incorporating critical thinking into assessment
- Assessing general education
- Exploring institutional effectiveness and why it matters

Additionally, UT Austin faculty members will share their views and answer questions about faculty involvement in assessment during a panel discussion prior to the Thursday evening reception.

Day Two: look forward to case studies and simulations that provide extensive practice on leadership skills such as inquiry, facilitation, problem-solving, communication skills, and identifying the current assessment climate at your institution.

[Click here](#) to learn more about the Assessment Institute and to register. *Questions?* Email Dawn Zimmaro, Ph.D., Director, Instructional Assessment and Evaluation, Division of Instructional Innovation and Assessment (DIIA) - dii-assessment@utlists.utexas.edu.

NEEAN Presents *Annual Dialogues in the Disciplines*

The New England Educational Assessment Network (NEEAN) presents its annual *Dialogues in the Disciplines* for administrators and faculty in History, Writing, and Literature & Film Studies. Participants will focus on discipline-specific issues in assessment with colleagues from their own and other institutions.

WHEN: Friday, March 26, 2010: 9:00AM to 3:00PM

WHERE: University of Massachusetts at Amherst

Workshop facilitators are faculty who come highly recommended as leaders in the assessment of student learning in their respective disciplines.

Discipline

Facilitator

History

Dr. Norman L. Jones, History Dept. Head, Utah State University

English – Writing

Dr. Libby Miles, Director and Associate Professor of Writing and Rhetoric, University of Rhode Island

English – Literature & Film Studies

Dr. Frank Tomasulo, Professor and Head, Film Studies, Florida State University

For more information or to register, visit our [web site](#) or contact Carol Bailey Leigh, NEEAN Executive Director (Execdirector@neean.org).

Call for Proposals for American Evaluation Association Annual Conference

The American Evaluation Association (AEA) invites evaluators from around the world to attend its annual [conference](#), Wednesday, November 10 through Saturday, November 13, 2010 in San Antonio, Texas. We'll be convening at the lovely Grand Hyatt San Antonio, right in the heart of the city; adjacent to Riverwalk's nightlife, restaurants, and strolling grounds. *Discounted hotel reservations will be available in March.*

AEA's annual meeting is expected to bring together approximately 2500 evaluation practitioners, academics, and students and represents a unique opportunity to gather with professional colleagues in a collaborative and thought-provoking atmosphere.

The conference is broken down into 44 Topical Strands that examine the field from the vantage point of a particular methodology, context, or issue of interest to the field, as well as the Presidential Strand highlighting this year's Presidential Theme of Evaluation Quality. Presentations may explore the conference theme or any aspect of the full depth and breadth of evaluation theory and practice.

Proposals are due by midnight (Eastern Time), Friday, March 19, 2010.

LaMarcus Bolton
Technology Director, AEA
marcus@eval.org

Annual Institute on Best Practices in Institutional Effectiveness: Call for Proposals for Poster Sessions

The third *Annual Institute on Best Practices in Institutional Effectiveness* is requesting proposals for poster sessions on institutional best practices. The institute will be held in San Diego, California June 20-23, 2010. If you have created or facilitated a best practice in an institutional effectiveness area, please [submit a proposal by March 31, 2010](#).

The *Annual Institute on Best Practices in Institutional Effectiveness*, sponsored by the Center for Applied Research, is a three-day, intensive institute designed to help higher education institutions develop and follow effective strategies to accomplish institutional effectiveness at their institutions. Special attention is paid to accomplishing reaffirmation of accreditation, learning outcomes (establishing, measuring, and using results), program and unit reviews, general education competencies and assessment, strategic planning, and effective assessment methods for academic programs, administrative units, and student services. Attendees leave with a notebook containing templates, processes, and presentation and educational tools to use at their institutions.

This year, speakers will focus on using appreciative inquiry for strategic planning, using qualitative methods to determine institutional quality indicators and understand outcomes, understanding the organization structure in colleges and universities and how that will help us facilitate change, and evaluation processes/metrics that demonstrate improvements in tough administrative areas (finance and facilities).

Registration materials will be available in March on the CPCC [web site](#). For more information, contact Terri Manning at (704)330-6592 or terri.manning@cpcc.edu.

International Summer School: Implementing Bologna in Your Institution



With the 2010 deadline fast approaching for alignment with the Bologna Process, the International Summer School in Cork, Ireland offers you the opportunity to acquire the strategies and tools required to enable the implementation of Bologna in your institution.

The Summer School will take place in University College Cork, Cork from July 5 – 9, 2010 and will feature an experienced range of presenters addressing topics focused on the Bologna action lines.

Ireland has been very successful in implementing the action lines of the Bologna Process, evidenced by the country's position at the top of the Bologna Scorecard in 2007, and its second place in 2009. Ireland is also one of the few European countries that has successfully established and implemented a National Qualifications framework.

Key people involved in assisting the implementation of Bologna in Ireland such as Dr. Declan Kennedy (author of international bestseller *Writing and Using Learning Outcomes*), Dr. Norma Ryan (Irish Bologna expert), Professor Áine Hyland (member of EUA's Institutional Evaluation Team) and Dr. Jim Murray (CEO of National Qualifications Authority of Ireland), among others, will share their experiences and advise you on the best strategies to facilitate effective implementation.

The International Summer School is targeted at policy makers, senior managers, lecturers and educational developers in current Bologna countries and those countries aligning with Bologna. Our goal is to provide accreditation in terms of ECTS credits for those who complete this course.

[Click here](#) for further information and to register for the International Summer School.

Catherine O'Mahony
Events Coordinator
University College Cork
catherine.omahony@ucc.ie

OAIRP Spring 2010 Conference Announcement

The Ohio Association for Institutional Research and Planning [OAIRP] 2010 Spring Meeting will take place Friday, March 19 from 8:00 a.m. to 4:00 p.m. at the University of Akron InfoCision Football Stadium. Dr. Jeffrey Seybert will be the keynote speaker.

Visit the OAIRP [web site](#) for information on conference registration and logistics.

Professional Development



Save the Date: July 13 – 17, 2010

Foundations I Institute: The Practice of Institutional Research
Marriott Cleveland Downtown at Key Center
Cleveland, Ohio

Foundations I is for early career professionals and provides a broad overview of the work of institutional researchers in postsecondary education. This institute is often selected as the first professional training for new IR staff and directors. No prior experience is needed to benefit from this Institute.

Modules:

- Overview Module – Strategies for the Practice of Institutional Research
- Reporting Results – Issues of Content, Format and Visual Design
- Design, Administration and Analysis of Surveys
- Data Management and Administration – An Institutional Research Perspective
- Statistics for Institutional Research
- Using National Data Sets in Institutional Research

Faculty:

Mary Ann Coughlin
Richard Howard
Valerie Martin-Conley
Gerald McLaughlin
John Muffo
Liz Sanders
Stephen Thorpe

Registration Opens Late March 2010

National Summer Data Policy Application Deadline

March 22, 2010 is the last day to apply for a Fellowship to attend the National Summer Data Policy Institute. The Institute is an intensive introduction to NSF and NCES datasets and research methodologies using large national data sources. Funding is provided by the NSF and NCES. The Institute is open to institutional research professionals, faculty and graduate students, and staff from state and national associations. A limited number of spaces are available for postsecondary education researchers from non-U.S. institutions. Please visit the [AIR web site](#) for full program description and an online application.



Date/Time: Friday, March 26, 2010, at 2:00 p.m. ET

Title: Point. Click. Report. *Access, analyze and summarize institutional data from your desktop using SAS Enterprise Guide*

Presenter: Tom Bohannon, Ph.D., Former Director of Institutional Research, Baylor University. Currently, Analytical Consultant with SAS

Overview: This webinar demonstrates the menu driven tasks in SAS Enterprise Guide 4.2, the point-and-click interface to SAS, to perform common institutional research tasks: querying, reporting, and analyzing data. SAS Enterprise Guide provides a graphical interface that helps you exploit the power of SAS and publish dynamic results in a Microsoft Windows client application. While you can write, submit, and generate SAS programming code using SAS Enterprise Guide, this webinar does not cover the SAS programming language.

Who Should Attend: Analysts and managers who do not have SAS programming experience, yet need to access, manage, and summarize data from different sources and present results in tables and graphs, and perform statistical analysis.

Benefit to the IR community: A growing portion of institutional research offices are incorporating both the SAS programming language as well as Enterprise Guide, the point-and-click interface to SAS. This webinar will show how both options can reside in one office, as Enterprise Guide can be used to import, read, and process code, as well as be the sole interface for those analysts who prefer a purely graphical interface from which to generate reports.

About SAS: SAS is the leader in analytical software for higher education. With over 32 years' experience and a dedicated higher education consulting group, SAS can help your institution get the accurate, critical and timely analytics they need to surface the right information to the right people at the right time. [Click here](#) to learn about SAS.

Visit the [AIR Web site](#) to register now for this informative Webinar.

Career Opportunities

AIR Job Listing Summary

Missy Wiggins, AIR Office (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).

[ASSOCIATE DEAN FOR ASSESSMENT & PLANNING - Massachusetts College of Liberal Arts](#) North Adams, **MA**

Deadline Date: Open Until Filled

[PLANNING ANALYST PRINCIPAL - Arizona State University](#) Tempe, **AZ**

Deadline Date: March 5, 2010

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

Deadline Date: March 23, 2010

[POSTDOCTORAL FELLOWS - Trudeau Institute](#) Saranac Lake, **NY**

Deadline Date: April 30, 2010

[DATA & COMPLIANCE COORDINATOR - Jones International University](#) Centennial, **CO**

Deadline Date: Open Until Filled

[VICE PRESIDENT RESEARCH ADMINISTRATION - Fox Chase Cancer Center](#) Philadelphia, **PA**

Deadline Date: March 24, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - West Coast University](#) Costa Mesa, **CA**

Deadline Date: Open Until Filled

[DATA ANALYST - Jones International University](#) Centennial, **CO**

Deadline Date: Open Until Filled

[DIRECTOR FOR ACADEMIC ASSESSMENT EVALUATION & ACHIEVEMENT - Dominican University](#) River Forest, **IL**

Deadline Date: March 19, 2010

[SENIOR INSTITUTIONAL RESEARCH ANALYST & CONSULTANT - University of Notre Dame](#) Notre Dame, **IN**

Deadline Date: Open Until Filled

[ANALYST/COORDINATOR OF WEB REPORTING - Virginia Tech](#) Blacksburg, **VA**

Deadline Date: March 12, 2010

[RESEARCH ANALYST - Virginia Tech](#) Blacksburg, **VA**

Deadline Date: March 12, 2010

[ENROLLMENT RESEARCH ANALYST - School of the Art Institute of Chicago](#) Chicago, **IL**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Illinois Valley Community College](#) Oglesby, **IL**

Deadline Date: Deadline extended to March 11, 2010

[VICE CHANCELLOR FOR RESEARCH - University of Alaska](#) Fairbanks, **Ak**

Deadline Date: May 18, 2010

[RESEARCH ANALYST II MEASUREMENT & RESEARCH - Temple University Philadelphia, PA](#)

Deadline Date: Open Until Filled

[RESEARCH ANALYST II INSTITUTIONAL RESEARCH - Temple University Philadelphia, PA](#)

Deadline Date: Open Until Filled

[PRINCIPAL INSTITUTIONAL RESEARCH ANALYST - University of California Irvine, CA](#)

Deadline Date: March 5, 2010

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

Deadline Date: March 19, 2010

[MANAGEMENT RESEARCH ANALYST - Arizona State University](#)

Deadline Date: March 5, 2010

[ASSOCIATE PROVOST OF INSTITUTIONAL EFFECTIVENESS - Georgia State University Atlanta, GA](#)

Deadline Date: Review of applications will begin on March 1, 2010

[DATA ANALYST - North Island College Courtenay, British Columbia](#)

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[VICE PRESIDENT INSTITUTIONAL RESEARCH & INFORMATION TECHNOLOGY - University College of the North Manitoba, Canada](#)

Deadline Date: April 9, 2010

[DIRECTOR OF OUTCOMES ASSESSMENT - Mount St. Mary College Newburgh, NY](#)

Deadline Date: Open Until Filled

[EXECUTIVE DIRECTOR INSTITUTIONAL RESEARCH & INFORMATION MANAGEMENT - Eastern Michigan University Ypsilanti, MI](#)

Deadline Date: Open Until Filled

[VARIOUS RESEARCH DEPARTMENT OPENINGS - National Student Clearinghouse Herndon, VA](#)

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR FOR SYSTEMS & REPORTING - Dartmouth College Hanover, New Hampshire](#)

Deadline Date: March 15, 2010

[ASSISTANT VICE CHANCELLOR FOR CO-CURRICULAR LEARNING & ASSESSMENT - University of Massachusetts Boston, MA](#)

Deadline Date: Open Until Filled

[BUSINESS ANALYST - Lewis & Clark Community College Godfrey, IL](#)

Deadline Date: December 31, 2010

[ACADEMIC PROGRAM DIRECTOR - Midlands Technical College Columbia, SC](#)

Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH - Ohio Northern University](#)

Deadline Date: February 26, 2010

[RESEARCH ASSOCIATE - Hezel Associates Syracuse, NY](#)

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH FOR ENROLLMENT - Hampshire College](#) Amherst, **MA**

Deadline Date: Open Until Filled

[PLANNING ANALYST - McGill University](#) Montreal, Quebec (Canada) Note: Up to 3 positions may be available as the University undertakes to enhance its core planning activities

Deadline Date: March 31, 2010

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Emerson College](#) Boston, **MA**

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[RESEARCH ASSOCIATE \(Part-time\) - City Colleges of Chicago](#) Chicago, **IL**

Deadline Date: March 1, 2010

[SENIOR RESEARCH ANALYST - Boston College](#) Newton, **MA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Sonoma State University](#) Rohnert Park, **CA**

Deadline Date: March 1, 2010

[PROGRAMMER SPECIALIST - University of Maryland Eastern Shore](#) Princess Anne, **MD**

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[DIRECTOR PLANNING & RESEARCH - Macomb Community College](#) Warren, **MI**

Deadline Date: March 18, 2010

[DATA ANALYST - Onondaga Community College](#) Syracuse, **NY**

Deadline Date: Begins January 25, 2010 and continues until the position is filled.

[ASSISTANT DIRECTOR - Texas A&M University](#) College Station, **TX**

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS - Georgia Southern University](#) Statesboro, **GA**

Deadline Date: Screening begins March 8, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - College of St. Scholastica](#) Duluth, **MN**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR ASSESSMENT PROGRAMS - StudentVoice](#) Buffalo, **NY**

Deadline Date: April 21, 2010

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT \(continuing search\) - Augustana College](#)
Rock Island, **IL**

Deadline Date: March 1, 2010

[RESEARCH ANALYST - Slover Linett Strategies Inc., Chicago, IL](#)

Deadline Date: February 28, 2010

[SURVEY ANALYST - Northeastern Illinois University Chicago, IL](#)

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - Trinity College Hartford, CT](#)

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Bryn Mawr College Bryn Mawr, PA](#)

Deadline Date: March 1, 2010

[RESEARCH ASSOCIATE IN ASSESSMENT - Loyola Marymount University Los Angeles, CA](#)

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH SPECIALIST - Carroll College Helena, MT](#)

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Hilbert College Hamburg, NY](#)

Deadline Date: Open Until Filled

[COMMON DATA STANDARDS RESEARCH ASSOCIATE - State Higher Education Executive Officers Boulder, CO](#)

Deadline Date: Open Until Filled

[COMMON DATA STANDARDS PROJECT MANAGER - State Higher Education Executive Officers Boulder, CO](#)

Deadline Date: Open Until Filled

Technical Tips

Creating Your Own Banner Data Dictionary

Gayle Fink ([Gayle Fink](#))

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).

This month's Tech Tip is from Althea Oenga, Institutional Reporting Analyst, Pace University (aoenga@pace.edu). "I have been at Datatel, Banner, and PeopleSoft institutions and would have appreciated this helpful hint. It would have saved me a lot of time!" Thanks, Althea!

Banner has a series of Validation Tables with naming convention STVXXXX, where XXXX is an abbreviation for the type of data that is being reported. For example, STVNATN is a table of possible nation codes. I know that we are going "paperless" and that I should always connect to the database to read this information, but there are times when I would like to have a printed version of the data in a particular table for a number of reasons. Perhaps I'd like to keep a copy of the information in the event I am unable to access the database or just so I can make notes. Here is a short SAS program that uses the print procedure and a macro call to generate a pseudo "Data Dictionary" from these validation tables. Keep in mind that the database will always have the most accurate and up-to-date information and that you should always check it before making decisions. Since validation tables don't have large amounts of data, it takes only a few seconds to read all 200+ tables. **Warning:** you will probably never want to print the entire PDF because it will be too many pages - you may want to print just the pages that interest you.

```

OPTIONS NODATE NONUMBER;
%LET OUTPUT_FOLDER = Z:\ALTHEA\SOFTWARE\BANNER;
ODS PDF file = "&OUTPUT_FOLDER\BANNER_DATA_DICT_012210w..PDF" style=styles.default;
%MACRO VALIDATION(SCHEMA,TABLE,DESC);
PROC SQL;
  CREATE TABLE &TABLE AS
  SELECT *
  FROM &SCHEMA.&TABLE;
QUIT;
  TITLE "          &TABLE: &DESC          ";
ODS ESCAPECHAR='^';
PROC PRINT DATA=&TABLE contents="&table" ;
  FOOTNOTE1 H=8pt F=Arial J=l 'Created by AOenga' j=r 'Source: Banner';
  FOOTNOTE2 H=8pt F=Arial J=l "On &sysdate9" j=r 'Page ^{thispage} of ^{lastpage}';
RUN;
%MEND;
%VALIDATION(SATURN,STVACAT,DEGREE AWARD CATEGORY);
%VALIDATION(SATURN,STVACCG,ACTIVITY CATEGORY);
.
. <macro call for all other tables>
.
ODS PDF CLOSE;

```

Parting Thoughts

The following are quotes by Eleanor Roosevelt (1884-1962), First Lady of the United States, United Nations Diplomat, and humanitarian.

Do what you feel in your heart to be right, for you'll be criticized anyway. You'll be damned if you do, and damned if you don't.

Learn from the mistakes of others. You can't live long enough to make them all yourself.

It takes as much energy to wish as it does to plan.

You gain strength, courage and confidence by every experience in which you really stop to look fear in the face... You must do the thing you think you cannot do.

It is better to light one small candle than to curse the darkness.

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