



## 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, and Planning Since October 22, 1986**

**New Editor:**

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

*To submit articles, requests, or information for consideration and inclusion in the newsletter, please contact Gayle Fink, Editor, at: ([gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)).*

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

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

## Announcements & Information

### Change in E-AIR Editor

This issue marks the end of my term as Editor of Electronic AIR. I've had a long association with the newsletter – three years as Associate Editor and three as Editor – and it is hard to believe how the time has flown by!

This has been a wonderful opportunity to serve AIR. I have many people to thank for making this such a positive experience: Meihua Zhai and Timothy Chow, previous Editors, for their ongoing encouragement; Gayle Fink, who has been a warm-hearted and reliable partner-in-arms over the last three years; the Publications Committee, for their direction and good advice; the AIR Executive Office – in particular, Randy Swing who has been an enthusiastic promoter of the newsletter, and Lisa Gwaltney and Robbie Estevez who have provided ever-increasing support for the layout, production, and distribution of the newsletter over the past year and a half (any improvements in the look and user-friendliness of the newsletter are directly attributable to their behind-the-scenes work). And, of course, I want to thank all who have contributed to the newsletter in ways large and small – by being book reviewers, agreeing to be interviewed for a Practitioner profile, suggesting Technical Tips and Parting Thoughts, authoring occasional pieces, writing or judging limericks, sending in feedback on features, or simply emailing to say you found something useful.

Gayle Fink now becomes the Editor and e-AIR will be in very good hands. She can be contacted via e-mail at [gfink@bowiestate.edu](mailto:gfink@bowiestate.edu). So, here is my shameless, unsolicited plug for taking advantage of the opportunities for involvement the newsletter offers. E-AIR continually solicits reader input regarding books to review, useful resources, practitioners to interview, and tips for presenting data or working with technology. Share your good ideas! Agree to write or review something! That way we can all benefit from the collective wisdom and practical experience of our colleagues. And if the newsletter is not your thing, consider other ways you might contribute. I certainly intend to be involved with AIR in other roles. There is no better way to connect with colleagues from across the country and beyond.

I look forward to crossing paths with you in future. Many thanks for your support!

Marne Einarson

## Paul Umbach Announced as New Editor-in-Chief of NDIR

The AIR Publications Committee has selected Dr. Paul Umbach as the next Editor-in-Chief of *New Directions for Institutional Research* (NDIR). NDIR is a quarterly sourcebook published by Jossey-Bass under the sponsorship and policies of AIR. Paul is an Associate Professor in the Department of Leadership, Policy, and Adult and Higher Education at North Carolina State University. He served as Associate Editor of NDIR for two years, during the term of the previous Editor-in-Chief, Rob Toutkoushian. E-AIR caught up with Paul at the Forum to ask him a few questions about NDIR.

**E-AIR:** Congratulations on your appointment! For the benefit of readers who may not be familiar with NDIR, how would you describe the focus of this publication?

**Paul:** The aim of NDIR is to combine scholarship and practice on issues of interest to institutional research and planning professionals. We publish four regular volumes per year. Each focuses on a specific topic with separate chapters within the volume addressing different aspects of that topic. We cover a wide range of topics. Recent volumes have examined topics such as using data for decision making in intercollegiate athletics and conducting research on Asian Americans in higher education; while upcoming volumes will consider institutional research and homeland security, IR at the community college system level, and merit aid, among other topics. In addition to our regular quarterly volumes, we publish an annual assessment supplement. NDIR chapters are written and edited by IR practitioners and faculty members. The goal is to provide an in-depth examination of the literature and current research on the topic at hand, and how these concepts can be applied in practice – at the institutional level, state level, etc.

**E-AIR:** Who is the intended audience for NDIR?

**Paul:** Our audience is the AIR membership – that includes administrators and scholars in higher education. In particular, NDIR is meant to be a helpful “how to” resource for institutional researchers. NDIR is a good place to start when the Provost asks for IR assistance on something new. For any given topic, an NDIR volume is meant to offer a very readable combination of literature and empirical evidence, suggestions for translating research into practice, and additional resources to pursue.

**E-AIR:** How can people contribute ideas for future volumes?

**Paul:** They can contact me by email ([paul\\_umbach@ncsu.edu](mailto:paul_umbach@ncsu.edu)) to suggest a volume topic. To start, we would need to consider how the topic fits with recent and upcoming volumes. If the topic seems relevant and doable, and someone is interested in being the volume editor, I can describe the responsibilities that entails and the process involved in writing a proposal. We welcome suggestions!

**E-AIR:** Paul, once again, congratulations and thank you for taking on this responsibility for AIR.

## Data Details Unveiled for Times Higher Education World University Rankings

Times Higher Education is now working with Thomson Reuters to produce its annual World University Rankings. Thomson Reuters has released details of the data it is collecting under its Global Institutional Profiles Project, which will be used to create the world rankings.

The world rankings will be based on three key data sets:

- The results of a worldwide academic reputation survey
- Research citations data collected by Thomson Reuters
- Factual data provided by the universities themselves, including:
  - Number of academic staff, including the proportion who are of international origin
  - Number of research-only staff
  - Number of undergraduate students admitted, including the proportion of international students
  - Number of bachelor's degrees awarded
  - Number of doctoral students admitted, including the proportion funded by competitive research scholarships
  - Number of doctorates awarded
  - Total institutional income
  - Research grant income from public sources and charities, and research contract income from industry and commerce

An initial group of 600 institutions have been invited to provide these data and rankings results for this group will be published later this year. Many more universities and regions will be invited to participate in the second round of data collection.

For more information on the rankings and to have your say, visit the [Times Higher Education \(THE\) web site](#). For more information on the Thomson Reuters Global Institutional Profiles Project, visit their [web site](#).

Phil Baty  
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Editor, Times Higher Education World University Rankings  
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## AAUP Faculty Compensation Survey 2009-10

The “Additions and Corrections” supplement to our AAUP “Annual Report on the Economic Status of the Profession” will be published around July 20th. Data corrections for that listing were closed as of May 23. However, as data are revised in our database they usually become available for use in peer comparison reports within two business days after the change. These changes form the baseline for next year’s data entry. For more information, [visit our survey Web site](#). If you need assistance in making corrections, or would like to have a report created based on corrected data, please [let us know](#).

Our 2009-10 report is available on our [Web site](#). For information about the various custom reports and data sets we have available, please visit the [publications and research section of our Web site](#).

As we have moved into summer mode we are focusing on updating our survey contact records. If you know that the survey contact person(s) for your institution has changed or will be changing, please send us a note at [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org).

Thank you.

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

## Changing Scene

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

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**Ben Moore Seelbinder**, Professor Emeritus of Mathematics at Wake Forest University, died peacefully in his sleep at Salem-towne on June 12, 2010. He was 86. Dr. Seelbinder was the first Director of Institutional Research at Wake Forest University and served from 1973 until 1988 when he retired. He was President of NCAIR in 1978-79 and served as Member-at-Large and Treasurer prior to being President. Dr. Seelbinder was also an Emeritus member of AIR.

**Paul Zuzich** of Tempe, AZ passed away May 8 after a brief battle with melanoma. Paul was employed by ASU for 34 years, most recently in the Provost's Office. Paul was one of the founding members of AZAIR and the long-time Treasurer until two years ago.

**Richard A. Miller** has finished a four-year assignment in the United Arab Emirates Ministry of Higher Education, and has moved on to become Executive Director for Institutional Research, Planning, and Assessment, at Colorado's Public Liberal Arts College, Fort Lewis College (Durango, CO). As a Native American and a graduate of one of COPLAC's member institutions, Richard is especially interested in FLC's unique tuition waiver program for Native Americans, as well as the School's unique program, Education for Global Citizenship. Richard can be reached at [Miller\\_r@fortlewis.edu](mailto:Miller_r@fortlewis.edu).

**Dr. Patrick Barlow** became the University Assessment Coordinator at the University of Wisconsin-La Crosse on June 1. Patrick was previously the Director of Assessment at St. Mary's University in Winona. His Ph.D. is in psychology from Iowa State University and he has held faculty positions at Gannon University and Viterbo University. Patrick's new email address is [barlow.pat@uwlax.edu](mailto:barlow.pat@uwlax.edu).

**David Lynch** has been appointed to The National Student Clearinghouse as its regional director of the Northeast United States. Mr. Lynch handles Clearinghouse relationships with colleges, universities, and high schools in Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, and the Virgin Islands. Mr. Lynch has more than 20 years experience in client relationship management and higher education, including serving as vice president of External Relationships, LLC and senior vice president at Academic Finance Corporation.

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

**June 2010**

([irintheknow@airweb.org](mailto: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 discover a resource or article that might be useful to other IR professionals, please send an email to [irintheknow@airweb.org](mailto:irintheknow@airweb.org).

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### **NCES Tools for Postsecondary Education**

- **CIP 2010 Wizard** - The Classification of Instructional Programs (CIP), developed by the National Center for Education Statistics, provides taxonomy to support the tracking, assessment, and reporting of fields of study and program completions in postsecondary education. NCES initially developed CIP in 1980 and CIP 2010 is the fourth revision of the taxonomy. Institutions will be required to use CIP 2010 beginning with the 2010-11 IPEDS data collection. The surveys affected are the Completions Survey (Fall 2010), the Institutional Characteristics Survey (Fall 2010), and the Fall Enrollment Survey (Spring 2011).

To help institutions determine the impact of the move to [CIP 2010](#), [NCES has developed the CIP Wizard](#) . By using the CIP Wizard, institutions can run a report which maps their programs from CIP 2000 to CIP 2010 based on the last three years of completions data. The report provides institutions with a list of codes which have changed or been deleted as well as new codes institutions can review to determine if they better describe the programs offered. The Wizard also allows institutions to create a custom report by uploading, pasting, or selecting codes one by one.

- **PowerStats**, a data analysis tool, provides access to nine NCES postsecondary datasets including the two most recent National Postsecondary Student Aid Studies (NPSAS), the Beginning Postsecondary Students Longitudinal Study (BPS), the Baccalaureate and Beyond Longitudinal Study (B&B), and the National Study of Postsecondary Faculty (NSOPF).

Users can create tables and run linear and logistic regressions with a drag and drop interface, receiving their results in a range of formats, including Excel and PDF. As the replacement to the NCES Data Analysis System (DAS), PowerStats provides helpful new features including improved capacity to search for variables and saving recoded variables for future use. In addition, PowerStats allows users to build an online library of their work and to share their work with other PowerStats users.

### ***Student Poll***

The College Board and the Art and Science Group collaborate to present results from national surveys which measure the opinions, perceptions, and behavior of college-bound high school students and their parents through a publication titled *Student Poll*. The current issue addresses college affordability in "Students and Parents Making Judgments about College Costs without Complete Information" (Volume 8, Issue 1). The findings suggest parents and students make decisions about college costs without accurate or complete information about what their likely financial commitment for college will be. The report states "the majority of students and parents are ruling out colleges based solely on a school's published sticker price without taking into account what they might receive in financial aid."

They also report students may be overestimating their financial aid, engaging in “a bit of wishful thinking.” Past issues of *Student Poll* have addressed topics such as social networking, college rankings, and the impact of the economy. The *Student Poll* articles are provided free on both the [College Board](#) and [Art & Science Group](#) web sites.

### **Common Data Standards**

The Common Data Standards (CDS) initiative is a national, collaborative effort to develop voluntary, common data standards for a key subset of K-12 and K12 to postsecondary education transition variables. The objective is to help state and local education agencies and higher education organizations work together to identify a minimal set of key data elements and to agree upon standard definitions, business rules, and technical specifications for those elements. This will improve the comparability and portability of the data. General information on this national initiative can be found at [commondatastandards.org](http://commondatastandards.org). The first draft of the proposed data elements is available on the web site. While the initial comment period for the first draft has passed, the Technical Working Group convened by the U.S. Department of Education will continue to accept comments throughout the summer.

### **State Longitudinal Data Systems Grant**

The Institute of Education Sciences recently awarded grants to 20 state education departments for the design and implementation of statewide longitudinal data systems. These grants, funded through the American Recovery and Reinvestment Act (ARRA) of 2009, are intended to support states with the development and implementation of systems that support the linking of data across time and databases from early childhood through K-12 and postsecondary education, into career. States receiving grants include Arkansas, Colorado, Florida, Illinois, Kansas, Maine, Massachusetts, Michigan, Minnesota, Mississippi, New York, Ohio, Oregon, Pennsylvania, South Carolina, Texas, Utah, Virginia, Washington, and Wisconsin.

## Publications

### Editors' Publication of the Month: *Ethnicity in College: Advancing Theory and Improving Diversity Practices on Campus*

This month's publication review was contributed by Cherry Danielson, Associate Director of Institutional Research and Assessment at Carleton College ([cdaniels@carleton.edu](mailto:cdaniels@carleton.edu)). Cherry reviews *Ethnicity in college: Advancing theory and improving diversity practices on campus*, written by Anna Ortiz and Silvia Santos and published by Stylus Publishing in 2009 (ISBN: 978 1 57922 332 8).

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*Ethnicity in College* isn't just another book on diversity. Granted, our bookshelves reflect the fact that the literature on diversity and related issues in higher education has flourished in the past two decades; however, don't let that dissuade you from picking up this new book by Ortiz and Santos. These authors make a case for a more sophisticated model of student development based on their research and challenge us to ask anew, "How does the college experience affect the development of identity in students?" Their research expands our understanding of the complex nature of identity development and the multiple and sometimes surprising roles that students' ethnicity and race play as ethnic identity emerges during the college years.

Ortiz and Santos situate their work amid familiar student development theorists— Erickson, Chickering, Reisser, and Marcia. These theories point to critical events in the lives of students that help to crystallize their identity; the changing roles of family and friends; the acceptance or rejection of a personal history; and the factors that lead to either shaping or diffusing identity, among others. From these foundations, this study explores a holistic look at the students that attend college, the culture within which the students live, and the response of students to these surroundings.

This study employed a combination of methods to elicit multiple dimensions of each student's development and their campus experiences. The student sample (120), which was almost equally divided among White, Asian, Latinos/as, and African American participants, responded to questionnaires and most also participated in interviews. The researchers garnered rich descriptions from students portraying what it was like growing up in particular ethnic skins and family culture. What makes this study different is that participants were asked explicitly to make meaning of their own upbringing and reflect on connections among the various parts of their lives. In this process, they verbalized how their own values and beliefs about self and others developed over time. Students also recounted their experiences on campus with regard to the connections to other ethnic groups as well as their own. In these ways, students engaged in meta-cognition regarding their own ethnic development. One striking result of the study demonstrated that White students were less aware of their own ethnicity or correlated factors of development than other students.

At the institution level, this study asks us to consider how the campus environment affects student development. Altogether, this study describes an overarching picture of how students negotiate campus cultures that vary in terms of how well colleges "work" at being the incubators for ethnicity development. The findings challenge us to look at our college cultures and ask ourselves how the policies, systems, values, and traditions either facilitate or attenuate positive ethnicity development. In the end, the lingering question that emerges from this study is whether our institutions are actually aware of their own ethnicity and the ways that this embedded ethnicity correlates with students' development.

The authors refer to foundational research in the past 20 years that has unearthed some key personal and academic outcomes of positive and negative ethnic identity. Ortiz and Santos move this work forward by illuminating these seemingly straightforward relationships to show the other factors that are at play within these very complicated relationships. Their results open our thinking about the combinations of variables that affect ethnic identity, self-acceptance, and self-esteem. Specifically, Ortiz and Santos introduce the importance of four relationships an individual has with their ethnicity: private acceptance, public acceptance, personal identity, and membership identity. Their data demonstrate how each of these can affect college efficacy, social efficacy, academic efficacy and self-esteem differently.

This well-framed study raises the reader's consciousness of the interactions among multiple elements of student background and college environment in the development of ethnic identity. The research unfolds in the words of students and the analyses are thoughtful and enlightening. For institutional researchers, this book provides some expanded language and conceptual models about how ethnic identity development affects outcomes in higher education. As institutions examine their influence on students, this book is an important read. The results of this study can benefit our students.

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Many thanks to Cherry for writing this book review. Have you discovered a new publication you think would be of great interest to your IR colleagues? Send your suggestions to Gayle Fink ([gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)).

## AIR Publications

### Paper Submissions and IR Applications

#### Get Published

Now is the ideal time to submit your 2010 Forum presentation paper for consideration, to be published in either *IR Applications* or the *AIR Professional File*. If you didn't present at the Forum, don't worry. Both publications accept individual papers or articles for consideration year-round.

Articles should be 12-20 double-spaced pages, and include an abstract and references. Authors who submit for either *IR Applications* or the *Professional File* will be considered for both publications unless otherwise requested. E-mail your paper/article to Dr. Gerald McLaughlin, Editor, *IR Applications* and *AIR Professional File*, at [gmclaugh@depaul.edu](mailto:gmclaugh@depaul.edu). Submissions are blind-reviewed by IR colleagues and authors will receive a summary of these reviews.

Guidelines for both *IR Applications* and the *Professional File* can be found on the [AIR Web site](#).

#### Now Available – IR Applications #26



#### ***New Approaches for Analyzing Two Key and Related Issues in Faculty Salaries: Compression and Cost of Living (June 2010)***

Sharon L. Weinberg, New York University

In the university setting, the issue of faculty morale typically has been linked to a variety of perceived inequities, including faculty salary. New approaches for analyzing two different, but related, types of inequity are proposed. One approach addresses whether salary compression, often perceived by faculty to exist, actually does exist; the other approach addresses whether end-of-term annual salary increases, often perceived by faculty not to reflect a cost of living component, actually do.

You can view or download [IR Applications # 26](#) from the AIR web site.

## NCES Publications

### **The Condition of Education 2010**

The Condition of Education 2010 summarizes important developments and trends in education using the latest available data. The report presents 49 indicators on the status and condition of education, in addition to a special section on high-poverty schools. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2009 print edition includes 49 indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education.

[View full report](#)

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### **Public School Graduates and Dropouts from the Common Core of Data: School Year 2007-08**

Nationwide, 75 percent of public high school students who started as freshmen in the fall of 2004 graduated high school in 2008 – up from 74 percent who graduated on time in the spring of 2007. This First Look presents findings associated with public high school graduation and event dropout counts for the 2007-08 school year. These data were collected as part of the Common Core of Data Survey Collection, a universe collection of public schools operating in the United States and associated other jurisdictions.

[View full report](#)

## Other Publications

### NILOA Occasional Paper

Swing, R.L. & Coogan, C.S. (2010, May). **Valuing Assessment: Cost-Benefit Considerations.** (NILOA Occasional Paper No. 5). University of Illinois and Indiana University, National Institute of Learning Outcomes Assessment.

Nearly every U.S. accredited college and university allocates resources to support assessment of student learning outcomes, satisfaction, and other measures of institutional effectiveness. But with only limited data about best practices in budgeting for assessment, colleges are left guessing how much they should spend on assessment to achieve the best return on their investment. So how can a campus know when enough spending is really enough? Randy Swing, Executive Director of the Association of Institutional Research (AIR), and Christopher Coogan, AIR Chief of Staff and Director of the Data and Decisions® Academy, examine the "what should assessment cost" question. The authors systematically unpack what needs to be taken into account when allocating resources to the assessment of student learning outcomes.

[View the paper](#)

Staci Provezis, Project Manager  
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### May/June 2010 Issue of *Data Notes* Available

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

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

#### May/June 2010: Returning Students

This issue of *Data Notes* looks at students who returned to their original Achieving the Dream institution after completing credentials or transferring to another institution. Forty-two percent of students who either received a degree or certificate or transferred from an Achieving the Dream college within three years of initial enrollment returned within six years of initial enrollment. More than 80 percent of students who returned after credential completion or transfer returned on a part-time basis; 17 percent returned full-time. Nearly two-thirds, 65 percent, of returning students who initially attained certificates in transfer majors persisted to complete associate degrees. Interestingly, 62 percent of the students who initially transferred and then returned transferred again. The findings highlight the variability of institutional enrollment and the fact that despite completing credentials or transferring to other institutions, a significant portion of Achieving the Dream students who returned to their original institution continued their coursework or earned additional credentials.

**Colleges, Data Facilitators and Coaches** - Your individual college's companion figures to this issue of *Data Notes* will soon be released on the [Achieving the Dream Web Submission site](#). You will receive an email notification when they are available.

### **WWC Quick Review of H&R Block Financial Aid Study**

The latest quick review released by the What Works Clearinghouse (WWC) examines the report *The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment*. This study examined whether assistance in filling out the Free Application for Federal Student Aid (FAFSA) increases the likelihood of filing the FAFSA, college enrollment, and financial aid receipt. The study authors conducted a randomized controlled trial, analyzing data on about 15,000 individuals in 156 H&R Block tax preparation offices in Ohio and North Carolina. [See the results](#) of this WWC quick review.

## Meetings and Events



### 2010 Forum Recap

The 50th Forum in Chicago, themed “Charting Our Future in Higher Education,” was an off-the-charts success. Record-breaking attendance and exceptional plenary speakers William G. Bowen and Jamie P. Merisotis helped to create an unforgettable event. Kudos to all who presented at the Forum; your presentations made the 50th Forum a truly outstanding educational event.

The White Paper Discussions, which viewed the future of institutional research through eight topical lenses, provided the opportunity for members at various career stages to share ideas with leaders in our field. I am delighted that this new feature was a hit, and look forward to seeing the papers that come from these discussions. I was also pleased to receive enthusiastic feedback regarding the Targeted Affinity Groups (TAG), which allowed participants to focus on one of five broad topics for a full afternoon.

The Exhibit Hall was filled with information about products and services that support every aspect of institutional research, from data access and analysis to assessment. Institutional researchers and exhibitors alike benefit from the dialogue that takes place at the Forum, and I am grateful to our exhibitors for their support.

AIR members work hard at the Forum, but we play hard as well! Many thanks to our Local Arrangements Committee for their work in putting together dinner groups and providing information about all the wonderful cultural and recreational opportunities in Chicago. In addition to the annual baseball outing, members could choose to attend either *The Taming of the Shrew* or a performance by the comedy troupe at Second City. The 50th Forum Celebration featured the final performance of our very own Windbreakers. Congratulations to Elspeth Payne for winning the Windbreakers lyrics contest.

I’m extremely proud that our organization collected over 500 backpacks at the end of the conference to donate to Robert A. Black Magnet School. Robert A. Black is an elementary school on Chicago’s south side that affords a largely underprivileged student body access to a first-rate math and science education. [View the PDF](#) to learn more about the school, its students, and its programs. Thank you to all who contributed to this effort.

The Second Annual Duckwall Scholarship Celebration dinner raised \$4,240.00. Thanks to Lu Phillips and her friend, quilter Liz Settles, AIR raffled a 50th Anniversary Quilt, featuring tee-shirts and logos from past Forums. The quilt raffle raised another \$775 for the Duckwall Scholarship Fund.

For those who did not respond to the initial evaluation announcement, you should have received a reminder e-mail earlier today. If you did not receive this message, please contact Robbie Estevez ([restevez@airweb.org](mailto:restevez@airweb.org)).

I look forward to a wonderful 51st Annual Forum in Toronto. Check your passport to make sure it is up to date, and I'll see you there!

Julie Carpenter-Hubin  
2010 Forum Chair

**P.S.** The Forum Program Book is available [online](#) and [session presentations](#) are being added each day. Be sure to check it out [Jamie Merisotis's](#) and [William Bowen's](#) plenary presentations online as well.

**Save the Date!**

**AIR 2011 Forum**  
**Toronto, Ontario, May 21 – 25**  
**Sheraton Centre Toronto Hotel**



Join your colleagues and friends from around the world next year in Toronto for the 51<sup>st</sup> Annual Forum “Passport to New Ideas, Better Decisions”. Learn about advancements in institutional research, acquire valuable skills and techniques you can apply at your institution, and contribute to the scholarship of the field.

As the largest annual conference for IR professionals, the Forum offers opportunities for you to network with thought leaders from the field, share new ideas, and determine ways to make more informed decisions that advance the performance of your institution.

Toronto, an international destination city, is Canada’s cultural, entertainment, and financial capital – offering the perfect venue for multinational discussion related to the role of higher education in a changing global economy. You won’t want to miss it.

*Mark your calendars and we’ll see you in Toronto in 2011.*

## **SACCR Annual Conference Registration is Open!**

The 40<sup>th</sup> Annual Conference of the Southeastern Association for Community College Research (SACCR) is being held from July 18 – 21, 2010, at the Hilton Savannah DeSoto in Savannah, GA.

The theme of the conference is Educational Research in an Innovative Society. Special pre-conference activities and a range of concurrent sessions will help you remain abreast of up-to-date practices in higher education systems that enhance effectiveness and accreditation.

For more information about the conference including registration, accommodations and local attractions, [visit the SACCR conference website](#).

Deborah Josey Burks

SACCR President-Elect and Program Chair

[dburks@centralgatech.edu](mailto:dburks@centralgatech.edu)

## **MidAIR 2010: Embracing the Promises and Challenges of the New Decade**

Registration is now open and proposals are being accepted for the 30th Annual Conference of the Mid-America Association for Institutional Research (MidAIR). The conference will be held November 10 - 12, 2010, at the Marriott Country Club Plaza in Kansas City, Missouri. Institutional research professionals, higher education faculty, and graduate students are encouraged to submit proposals to present original research or to lead topical discussions. The MidAIR Conference features distinguished speakers, workshops conducted by leading practitioners, research presentations, and the chance to meet and get to know colleagues from all over the region. The deadline for submitting proposals is Monday, August 16, 2010. To register for the conference or to submit a proposal, [visit the MidAIR conference web site](#).

Anthony G. Girardi  
MidAIR 2010 Conference Program Chair  
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## Southern African Association for Institutional Research (SAAIR)

17<sup>th</sup> Annual Forum - *Student Success*

September 21 – 23, 2010

University of Johannesburg, Auckland Park, South Africa



The Southern African Association for Institutional Research (SAAIR) Forum will be held September 21-23, 2010 in South Africa. This international forum includes key note speakers of international renown. Confirmed keynote speakers, **Dr. Randy L. Swing (US) and Professor Ian Robinson (UK)**, form part of the program which includes presentation and evaluation of papers, as well as various social events. Delegates will have the opportunity to network professionally and socially not only with the keynote speakers, but also with a range of individuals from across the sector.

The **theme** of the conference, **Student Success**, is aimed at exploring existing practices and also at expanding the boundaries of existing IR and QA frameworks that address student success in higher education. Papers reporting research results and critical reflection on the value added by institutional research (IR) and quality assurance (QA) professionals and their contribution to the improvement of student success are specifically desired.

***The deadline for call for papers is July 16, 2010.***

***Presenters will be notified by July 31, 2010 if accepted.***

For more information about the SAAIR Student Success Forum, please [visit the conference web site](#).

## You Are Invited to the 10<sup>th</sup> Annual SEAIR Conference

The South East Asian Association for Institutional Research (SEAIR) Executive Committee invites you to attend the 10th Annual Conference to be held October 19 - 21, 2010 at the Summit Ridge Hotel & Promenade, Tagaytay City, Philippines. The theme of the conference is *Towards Global-ASEAN Institutional Research Strategic Alliances*. This conference will provide a venue for academics, educators, researchers, and practitioners in higher education to highlight their completed works and allow them to network and interact with other attendees. It is envisioned that the interactions of the participants will lead to possible strategic alliances between and among their different institutions to share knowledge, experiences, and expectations about higher education from a Global-ASEAN perspective.

For more information, [visit the conference web site](#) or watch [the conference promotional video](#).

Sutee Sujitparapitaya  
San Jose State University  
[Sutee.Sujitparapitaya@sjsu.edu](mailto:Sutee.Sujitparapitaya@sjsu.edu)

## Professional Development

### AIR Foundations I Institute



**Register** today for the 2010 Foundations I Institute in Cleveland, Ohio, July 13 - 17.

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

**Make the investment in high quality, applied training in institutional research for you or your staff today.**

Led by instructors who have been selected for their practical knowledge and expertise, the five-day, face-to-face Institute allows participants to customize their training schedule by selecting three of the five [modules](#) offered, in addition to the required Overview module. Content areas covered include statistics for IR, survey design and administration, data management, and use of national data sets, among other topics central to the field.

Visit the Foundations I [web site](#) for information on Institute modules, faculty, and the agenda.

**Space is limited to 130 participants, so [register now](#).**

***The deadline to receive the hotel group rate of \$129 per night has been extended to June 28<sup>th</sup>.  
Reserve your hotel room today to take advantage of this low rate.***

## Career Opportunities

### AIR Job Listing Summary

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

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

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[STUDENT DATABASE ADMINISTRATOR - Weill Cornell Medical College](#) Doha, Qatar

Deadline Date: July 31, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Bowie State University](#) Bowie, MD

Deadline Date: Initial Screening July 13, 2020 - Open until filled

[DIRECTOR OF PERFORMANCE MEASUREMENT & REPORTING - Oklahoma City Community College](#) Oklahoma City, OK

Deadline Date: July 6, 2010

[INTERIM ASSOCIATE VICE CHANCELLOR OF INSTITUTIONAL EFFECTIVENESS - Los Angeles Community College District](#) Los Angeles, CA

Deadline Date: July 12, 2010

[INSTITUTIONAL RESEARCH & DATA ANALYST - University of Nebraska](#) Lincoln, NE

Deadline Date: July 21, 2010

[DATA MANAGEMENT SPECIALIST - College of Charleston](#) Charleston, SC

Deadline Date: July 2, 2010

[INSTITUTIONAL RESEARCH ANALYST - Kern Community College District](#) Ridgecrest, CA

Deadline Date: July 9, 2010

[RESEARCH ANALYST - San Juan College](#) Farmington, NM

Deadline Date: Open Until Filled

[ASSESSMENT COORDINATOR - Morehead State University](#) Morehead, KY

Deadline Date: August 2, 2010

[COORDINATOR OF INSTITUTIONAL RESEARCH & EFFECTIVENESS - Patrick Henry Community College](#) Martinsville, VA

Deadline Date: Review of applications begins July 19, 2010. Serious applicants should have all materials submitted by this date; however, applications will be accepted until position has been filled.

[DIRECTOR OF INSTITUTIONAL RESEARCH - Lycoming College](#) Williamsport, PA

Deadline Date: Open Until Filled

[PRESIDENT - Edmonds Community College](#) Lynnwood, WA

Deadline Date: July 20, 2010

[DEAN OF RESEARCH PLANNING & EFFECTIVENESS - Community College of Denver](#) Denver, **CO**

Deadline Date: Open Until Filled

[DEAN INSTITUTIONAL EFFECTIVENESS & ACCREDITATION - Blinn College](#) Brenham, **TX**

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL EFFECTIVENESS & ASSESSMENT - Charles R. Drew University of Medicine and Science](#) Los Angeles, **CA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - West Virginia Northern Community College](#) Wheeling, **WV**

Deadline Date: June 30 , 2010

[RESEARCH ANALYST - Texas State University-San Marcos](#) San Marcos, **TX**

Deadline Date: Open Until Filled

[LEAD RESEARCHER - Sinclair Community College](#) Dayton, **OH**

Deadline Date: July 1, 2010

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

Deadline Date: July 18, 2010

[RESEARCH ANALYST - El Camino College Compton Center](#) Compton, **CA**

Deadline Date: July 16, 2010

[ASSOCIATE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Tidewater Community College](#) Norfolk, **VA**

Deadline Date: Review of application materials will commence July 7, 2010

[SENIOR PROGRAM EVALUATOR - University of Florida](#) Gainesville, **FL**

Deadline Date: July 9, 2010

[RESEARCH ANALYST - Illinois Valley Community College](#) Oglesby, **IL**

Deadline Date: July 6, 2010

[INSTITUTIONAL RESEARCH ANALYST - Vanderbilt University](#) Nashville, **TN**

Deadline Date: June 30, 2010

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

Deadline Date: Open Until Filled

[INSTITUTIONAL OUTCOMES ASSESSMENT ANALYST - Philadelphia College of Osteopathic Medicine](#) Philadelphia, **PA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Clarion University of Pennsylvania](#) Clarion, **PA**

Deadline Date: July 15, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Ocean County College](#) Toms River, **NJ**

Deadline Date: Open Until Filled

[VICE PRESIDENT FOR ADMINISTRATION - The Higher Learning Commission](#) Chicago, **IL**

Deadline Date: July 30, 2010

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

Deadline Date: Open Until Filled

[MANAGEMENT RESEARCH ANALYST SENIOR - Arizona State University](#) Temple, **AZ**

Deadline Date: July 2, 2010, applications will continue to be accepted and reviewed on an ongoing basis until the search is closed.

[DIRECTOR OF ACCREDITATION & REGULATORY SUPPORT - Walden University](#) Minneapolis, **MN**

Deadline Date: Open Until Filled

[DATA COLLECTION MANAGER - U.S. News & World Report](#) Washington, D.C.

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH GRANTS & PLANNING - Southwestern College](#), Chula Vista, **CA**

Deadline Date: July 10, 2010

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Mercy College](#) Dobbs Ferry, **NY**

Deadline Date: Open Until Filled

[POLICY ANALYST - Kentucky Council on Postsecondary Education](#) Frankfort, **KY**

Deadline Date: June 30, 2010

[MANAGER RESEARCH & POLICY ANALYSIS - National Association of College and University Business Officers](#)

Washington, **DC**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - Argosy University](#) Chicago **IL**

Deadline Date: Open Until Filled

[COORDINATOR INSTITUTIONAL EFFECTIVENESS & ASSESSMENT - Santa Fe College](#) Gainesville, **FL**

Deadline Date: June 23, 2010

[ASSOCIATE DIRECTOR OF ACADEMIC ASSESSMENT - St. John's University](#) Queens, **NY**

Deadline Date: Open Until Filled

[RESEARCH COORDINATOR - Texarkana College](#) Texarkana, **TX**

Deadline Date: Open Until Filled

[RESEARCH ASSISTANT - Excelsior College](#) Albany **NY**

Deadline Date: June 30, 2010

[INSTITUTIONAL RESEARCH ANALYST - University of New Haven](#) West Haven, **CT**

Deadline Date: June 30, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Art Center College of Design](#) Pasadena, **CA**

Deadline Date: July 7, 2010

[ASSOCIATE DIRECTOR OF ENROLLMENT PLANNING & RESEARCH - Indiana University](#) Bloomington, **IN**

Deadline Date: Open Until Filled

[ADMINISTRATIVE ASSISTANT IV COORDINATOR OF INSTITUTIONAL RESEARCH - St. Mary's College of California](#)

Moraga, **CA**

Deadline Date: August 4, 2010

[DIRECTOR INSTITUTIONAL RESEARCH - Oregon State University](#) Corvallis, **OR**

Deadline Date: August 1, 2010

[DIRECTOR OF ASSESSMENT FOR ARTS & SCIENCES/FULL-TIME LECTURER IN EDUCATIONAL ASSESSMENT - Tufts University Medford, MA](#)

Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR/DATABASE MANAGER - Long Island University Brookville, NY](#)

Deadline Date: Open Until Filled

[PRO VICE-CHANCELLOR \(RESEARCH & INTERNATIONAL\) - University of the South Pacific Fiji](#)

Deadline Date: September 2, 2010

[ASSOCIATE DIRECTOR INSTITUTIONAL RESEARCH & ASSESSMENT - William Paterson University Wayne, NJ](#)

Deadline Date: July 9, 2010

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

Deadline Date: Open Until Filled

[DIRECTOR OF RESEARCH ANALYTICS & APPLIED KNOWLEDGE INSIGHTS - TUI Online University Cypress, CA](#)

Deadline Date: June 30, 2010

[RESEARCH ANALYST - Washburn University Topeka, KS](#)

Deadline Date: Open Until Filled

[TECHNOLOGY COORDINATOR - Fort Valley State University Fort Valley, GA](#)

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[OUTCOMES ASSESSMENT SPECIALIST - Pennsylvania College of Technology Williamsport, PA](#)

Deadline Date: Open Until Filled

[VICE PROVOST FOR ASSESSMENT & QUALITY ENHANCEMENT - Concordia University Austin, TX](#)

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & EDUCATIONAL ASSESSMENT - California Institute of Technology](#)

Deadline Date: July 26, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH & ANALYSIS - Morehead State University Morehead, KY](#)

Deadline Date: Review of applications will begin on June 21, 2010 and continue until filled

## Technical Tips from the Field

### Adding Total etc. to Datasheets in Access 2007

Gayle Fink ([gfink@bowiestate.edu](mailto: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](mailto:gfink@bowiestate.edu)).*

Recently, I built an Access database with student term credit hours attempted, earned, and term GPA as part of a retention analysis. Part of the summary I was building included a term breakdown by student type. Normally I would do this in a pivot table in Excel. However, you can also do this quickly while in Access using a combination of filters and the Total button.

1. Start Access 2007 and open a database. A sample of the term standing file is shown below.
2. On the **Home** tab, click the **Totals** button in the **Records** group. A **Total** row is created in your datasheet.

The screenshot shows the Microsoft Access 2007 interface. The 'Home' tab is active, and the 'Records' group contains the 'Totals' button, which is circled in red. Below the ribbon, a table named 'Copy Of Term Standing 2057 for EAIR' is displayed. The table has columns for ID, Career, Acad Plan, Sub-Plan, Take Prgrs, Pass Prgrs, Current GPA, CUM GPA, and Term. A 'Total' row has been added at the bottom of the table, with a red asterisk in the ID column.

ID	Career	Acad Plan	Sub-Plan	Take Prgrs	Pass Prgrs	Current GPA	CUM GPA	Term
1001007	UGRD	SOCI-BS	SOCI-BS	18.000	18.000	3.333	3.028	2057
1001045	UGRD	COMM-BS	PBRL-BS	12.000	12.000	1.500	2.802	2057
1001051	CNED	NOND-UG		3.000	0.000	0.000	0.000	2057
1001058	UGRD	PSYC-BS		12.000	3.000	1.000	2.391	2057
1001070	UGRD	ARTS-BA	COGR-BA	6.000	6.000	3.500	3.667	2057
1001076	GRAD	ENGL-MA		9.000	9.000	3.333	3.333	2057
1001094	GRAD	CPSY-MA	ECL-MA	9.000	6.000	3.500	3.286	2057
1001109	UGRD	BUAD-BS	ACCT-BS	6.000	0.000	0.000	3.111	2057
1001130	UGRD	BUAD-BS	MKTG-BS	18.000	18.000	3.167	3.038	2057
1001131	GRAD	PUAD-MPA	GEN-MPA	3.000	3.000	4.000	3.917	2057
1001137	GRAD	COSC-MS		9.000	9.000	3.667	3.250	2057
1001148	GRAD	HURD-MA		3.000	0.000	0.000	2.909	2057
1001168	GRAD	PUAD-MPA	HRMT-MPA	9.000	9.000	3.000	3.000	2057
1001169	UGRD	COMM-BS	MEMT-BS	13.000	13.000	3.231	2.974	2057
1001173	UGRD	ELED-BS		13.000	13.000	3.231	3.082	2057
1001174	UGRD	ENGL-BA	CRWR-BA	16.000	16.000	3.000	2.209	2057
1001176	GRAD	GUCO-MED		3.000	3.000	4.000	3.611	2057
1001179	GRAD	BUAD-MBA	MGMT-MBA	6.000	3.000	3.000	3.000	2057
1001181	UGRD	COMM-BS		18.000	6.000	1.333	2.229	2057
1001183	UGRD	SOCI-BS	SOCI-BS	15.000	9.000	1.600	2.879	2057
*	Total							

3. Click the field you want to total and select the type of summary.

The screenshot shows the Microsoft Access interface with a table named 'Copy Of Term Standing 2057 for EAIR'. The table has columns: ID, Career, Acad Plan, Sub-Plan, Take Prgrs, Pass Prgrs, Current GPA, CUM GPA, and Term. A context menu is open over the 'Current GPA' column, listing options: None, Sum (Click To add total), Average, Count, Maximum, Minimum, Standard Deviation, and Variance.

ID	Career	Acad Plan	Sub-Plan	Take Prgrs	Pass Prgrs	Current GPA	CUM GPA	Term
1001007	UGRD	SOCI-BS	SOCI-BS	18.000	18.000	3.333	3.028	2057
1001045	UGRD	COMM-BS	PBRL-BS	12.000	12.000	1.500	2.802	2057
1001051	CNED	NOND-UG		3.000	0.000	0.000	0.000	2057
1001058	UGRD	PSYC-BS		12.000	3.000	1.000	2.391	2057
1001070	UGRD	ARTS-BA	COGR-BA	6.000	6.000	3.500	3.667	2057
1001076	GRAD	ENGL-MA		9.000	9.000	3.333	3.333	2057
1001094	GRAD	CPSY-MA	ECLE-MA	9.000	6.000	3.500	3.286	2057
1001109	UGRD	BUAD-BS	ACCT-BS	6.000	0.000	0.000	3.111	2057
1001130	UGRD	BUAD-BS	MKTG-BS	18.000	18.000	3.167	3.038	2057
1001131	GRAD	PUAD-MPA	GEN-MPA	3.000	3.000	4.000	3.917	2057
1001137	GRAD	COSC-MS		9.000	9.000	3.667	3.250	2057
1001148	GRAD	HURD-MA		3.000	0.000	0.000	2.909	2057
1001168	GRAD	PUAD-MPA	HRMT-MPA	9.000	9.000	3.000	3.000	2057
1001169	UGRD	COMM-BS	MEMT-BS	13.000	13.000	3.231	2.974	2057
1001173	UGRD	ELED-BS		13.000	13.000	3.231	3.082	2057
1001174	UGRD	ENGL-BA	CRWR-BA	16.000	16.000	3.000	2.209	2057
1001178	GRAD	GUCO-MED		3.000	3.000	4.000	3.611	2057
1001179	GRAD	BUAD-MBA	MGMT-MBA	6.000	3.000	3.000	3.000	2057
1001181	UGRD	COMM-BS		18.000	6.000	1.333	2.229	2057
1001183	UGRD	SOCI-BS	SOCI-BS	15.000	9.000	1.600	2.879	2057
Total								

4. To calculate for undergraduate students only, click the Filter button in the Sort & Filter Group, select “UGRAD” and then click the GPA column to obtain the average for undergraduates.

The screenshot shows the Microsoft Access interface with the 'Filter' dialog box open. The 'Filter by Selection' option is selected, and 'UGRD' is checked in the list of filters. The 'Current GPA' column is highlighted in the table.

ID	Career	Acad Plan	Sub-Plan	Take Prgrs	Pass Prgrs	Current GPA	CUM GPA	Term	
1001007	UGRD			000	18.000	3.333	3.028	2057	
1001045	UGRD			000	12.000	1.500	2.802	2057	
1001051	CNED			000	0.000	0.000	0.000	2057	
1001058	UGRD			000	3.000	1.000	2.391	2057	
1001070	UGRD			000	6.000	3.500	3.667	2057	
1001076	GRAD			000	9.000	3.333	3.333	2057	
1001094	GRAD			000	6.000	3.500	3.286	2057	
1001109	UGRD			000	0.000	0.000	3.111	2057	
1001130	UGRD			000	18.000	3.167	3.038	2057	
1001131	GRAD			000	3.000	4.000	3.917	2057	
1001137	GRAD			000	9.000	3.667	3.250	2057	
1001148	GRAD			000	0.000	0.000	2.909	2057	
1001168	GRAD			000	9.000	3.000	3.000	2057	
1001169	UGRD			000	13.000	3.231	2.974	2057	
1001173	UGRD			000	13.000	3.231	3.082	2057	
1001174	UGRD			000	16.000	3.000	2.209	2057	
1001178	GRAD			000	3.000	4.000	3.611	2057	
1001179	GRAD			000	3.000	3.000	3.000	2057	
1001181	UGRD			000	18.000	6.000	1.333	2.229	2057
1001183	UGRD			000	15.000	9.000	1.600	2.879	2057
Total									

This is a quick and easy analysis that gives you the feel of Excel!

## Parting Thoughts

Two readers sent in contributions for *Parting Thoughts* this month.

Margaret Dalrymple, Associate Director of Institutional Research at Purdue University, wrote, "Every June I pull this out:"

What is one to say about June, the time of perfect young summer, the fulfillment of the promise of the earlier months, and with as yet no sign to remind one that its fresh young beauty will ever fade.

~ Gertrude Jekyll (1843-1932), British garden designer, writer and artist

Thanks for the beautiful thought, Margaret! And Cheryl Rollins, Director of Institutional Research at Morgan State University, sent in the following:

Imagine what you will know tomorrow.

~ "K", from the movie *Men in Black*

Just imagine! And let me conclude with one of my all-time favorite quotes:

Everything that is done in the world is done by hope.

~ Martin Luther King (1929-1968), American civil rights activist

Do you have a favorite quote? Something that resonates, inspires, or simply brings a smile to your face? Send it in to Gayle Fink ([gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)) for the next issue of *Parting Thoughts*.