



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

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

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

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

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

AIR Loses Charter Member, Cameron L. Fincher

Dear AIR Members and Colleagues,

I regret to announce the death of Dr. Cameron Lane Fincher, 83, on Saturday, March 13, 2010, in Athens, Georgia.

Dr. Fincher had a significant impact on the field of institutional research. He was a charter member of the Association for Institutional Research (AIR), and is one of the few individuals who received all three major awards from AIR: the Outstanding Service Award, the Distinguished Membership Award, and the Sidney Suslow Award. In addition, in 1991 he received the first Howard R. Bowen distinguished Career Award from the Association for the Study of Higher Education (ASHE).

Dr. Fincher also worked with more than 200 different institutions of higher education at all levels. He developed, organized, and conducted many workshops and training seminars related to planning, administrative leadership, teaching and learning, assessment, and evaluation. Organizations with which he worked closely include the Southern Education Foundation, Southern Regional Education Board, the College Board, Educational Testing Service, Southern Association of Colleges and Schools, and the University System of Georgia.

Dr. Fincher had a distinguished and laudable career. He joined the University of Georgia faculty as professor and associate director in 1965. He was appointed director in 1969 and Regents Professor in 1981. Throughout his more than 40 years on the Institute faculty, he achieved recognition as one of the nation's outstanding thinkers on American higher education. His service to Georgia and to higher education led to many innovations and improved practices in the administration of higher education both in the University System of Georgia and in private higher education as well. Additionally, the Fincher Library was named after Dr. Fincher in honor of his love and respect for all literature.

His numerous articles, book chapters, and reviews have been published in a wide spectrum of leading journals in higher education, psychology, and research and assessment. Dr. Fincher was also a contributing columnist to the *Athens Banner Herald*, publishing more than 200 articles on higher education and related topics from 1970 to 1990.

The AIR Board of Directors made a donation to the [Julia M. Duckwall Memorial Scholarship Fund](#) in memory of Dr. Fincher. Each year, funds from the scholarship provide two members the opportunity to attend an AIR [Institute](#). This donation will serve to further advance the profession of institutional research and honor Dr. Cameron Fincher, one of our most distinguished members.

Respectfully,

Rob Toutkoushian
AIR President



Athletics Reporting Requirements and Institutional Research Survey

The Intercollegiate Athletics Special Interest Group (SIG) of the Association for Institutional Research (AIR) invites you to participate in a survey developed to explore the degree to which institutional research offices communicate with the athletics department and are involved in athletics reporting.

Suggested Participants

In addition to offices of institutional research, respondents may include those that are engaged in other IR-related functions, such as assessment, planning, analysis, and/or budget activities. The survey is intended for IR and related offices at all two-year and four-year institutions, regardless of Carnegie category and intercollegiate athletic competition level.

Survey Benefits

The survey seeks to identify the level of IR involvement in calculating student-athlete graduation rates for athletics reporting, and the level of interaction with various institutional administrative units including the athletics department. Results of the survey will be used to determine the degree of involvement that IR offices have with athletics and athletics reporting, and whether or not such involvement varies depending on the size of the institution, IR office, and athletic competition level.

Survey results will be shared with the AIR membership in June 2010.

The survey may be accessed at:

http://www.surveymonkey.com/s/AIR_Athletics_SIG--Athletics_Reporting_Survey

The deadline for responses is April 30.

Net Price Calculator Resource Center Now Available

AIR/NCES announces the launch of the Net Price Calculator Resource Center. The Web site provides information about implementation of the Net Price Calculator (NPC) required by the Higher Education Opportunity Act (HEOA) of 2008. The Resource Center contains presentations, training tutorials, links for easy access to the Department of Education's Net Price Template, and a collection of frequently asked questions. A discussion board has also been created at the Resource Center for posting questions about NPC implementation to a panel of IR and financial aid experts. Please [visit the site](#) and share this information with your financial aid officer.

You may also contact the Resource Center panel by emailing npc@airweb.org

Second Update to Alert #36 on HEA Disclosure Requirements

AIR Higher Education Data Policy Committee

In March, the Higher Education Data Policy Committee (HEDPC) released a [second update to Alert #36](#) covering the effective dates of the disclosure requirements under the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA). The update provides a concise and useful summary of the effective dates and the corresponding disclosure requirements.

U.S. News Data Collection Starts for the 2011 Edition of America's Best Colleges Rankings

Robert Morse, Director of Data Research, U.S. News & World Report (bmorse@usnews.com)

Data Collection for the three U.S. News statistical surveys: Main, Financial Aid, and Finance surveys began March 19, 2010. Each of your school's statistical survey contacts should have received an email from a U.S. News Data Researcher with details on how to access the online surveys. If you are a statistical survey contact and did not receive the emailed survey notice, please contact Vachelle Manly, Data Collection Manager, at vmanly@usnews.com.

The 2011 edition of the America's Best Colleges is scheduled to be published in late August 2010. The new rankings are tentatively set to be published [online](#) during August 2010. Just prior to the online launch, U.S. News will update AIR members on the details of the data and rankings release. Any school that completes the U.S. News Main or Financial Aid survey will earn a free pass to the premium online edition of our America's Best Colleges web site. When an actual date for launch of the 2011 edition of the America's Best Colleges rankings has been determined, U.S. News will send notifications.

If you have questions about the U.S. News rankings, ranking methodology, peer assessment surveys, or publications, contact Bob Morse, Director of Data Research at bmorse@usnews.com. For questions about the statistical surveys (technical issues, deadline extensions, etc.), please contact the U.S. News researcher assigned to your school or Vachelle Manly at vmanly@usnews.com.

In advance, U.S. News would like to thank AIR members for participating in the current Best Colleges data collection. We understand that a significant amount of work is involved in completing surveys, and we appreciate your efforts to provide us with the most accurate data available.

Robert J. Morse
Director of Data Research
U.S. News & World Report
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College and University Professional
Association for Human Resources

CUPA-HR Releases Findings from Two 2009-10 Surveys: National Faculty Salary Survey and Mid-Level Administrative & Professional Salary Survey

2009-10 National Faculty Salary Survey

The College and University Professional Association for Human Resources (CUPA-HR) recently released the findings of its *2009-10 National Faculty Salary Survey*. Results indicate that not only was there no median increase in the overall average salary in fiscal year 2009-10 for faculty members in colleges and universities, but that institutions were forced to reduce the salaries of some faculty incumbents.

- 21.2 percent of faculty incumbents received no salary increase this fiscal year
- 1/3 (32.6 percent) had their salaries reduced with a median decrease of 3 percent
- Faculty members at private doctorate-granting institutions were the only ones to see a real increase (1.7 percent) in average salary

Findings reflect the salaries of more than 215,309 faculty members and 4,031 researchers in public and private institutions nationwide. Salaries were reported by 822 institutions, including 502 private institutions and 320 public institutions.

The three disciplines with the highest average salaries are the same for all institutions across all ranks, and also the same as the last two years— Legal profession and studies; engineering; business management; and marketing and related support services. For all ranks combined, and at each rank, disciplines with the lowest average salaries are different for private and public institutions, with one exception (English language and literature/letters, which is one of the lowest paid disciplines at the assistant professor and instructor levels for both private and public institutions).

2009-10 Mid-Level Administrative & Professional Salary Survey

CUPA-HR has also released findings from its *2009-10 Mid-Level Administrative & Professional Salary Survey*. Results indicate that there was no median base salary increase over last year for mid-level administrative jobs in colleges and universities. This is the first time in the 12 year survey history that there was no median increase.

This year's findings reflect the salaries of more than 188,221 job incumbents in public and private institutions nationwide. Salaries were reported by 1,115 institutions for 204 selected positions.

Positions in the mid-level administrative and professional salary survey are organized into eight categories: Academic affairs; business and administrative affairs; human resources; information technology; athletics; student affairs; external affairs; and engineering/research and agricultural. Among positions surveyed, the highest paid (excluding coaches) was that of staff physician (\$130,287), followed by staff attorney, veterinarian, labor relations unit supervisor, pharmacist, and manager of IT audit. The lowest paid position was that of security guard (\$27,563), followed by residence hall manager, child care center teacher, entry-level computer operator and admissions counselor.

About the Survey Reports

The *2009-10 National Faculty Salary Survey* report provides a national-level summary of salaries by discipline and rank for all institutions and for public and private institutions separately. For public institutions, data also are reported separately for faculty represented and not represented by a collective bargaining unit.

The *2009-10 Mid-Level Administrative and Professional Salary Survey Report* provides national-level summary of salaries by position. Salary data are shown for all institutions as a whole, and for groupings based on affiliation, budget size, student enrollment, and Carnegie classification. Additionally, average salary rates and rate structure data are reported by FSLA status, budget quartile, enrollment quartile, and geographic region.

For more details, [order survey results](#) or [download a free Executive Summary](#) for either survey.

Missy Kline

Editor, CUPA-HR

mkline@cupahr.org

Results of the 2010 E-AIR Limerick Contest

Marne Einarson (mke3@cornell.edu)

Once again, our IR colleagues have demonstrated their wittiness, topicality, and ability to bust a rhyme. We received 22 splendid entries in this year's limerick contest. Judging from the subject matter covered, assessment, external reporting, and surveys are very much on our minds these days. We loved all the entries, but, ultimately, our judges arrived at the following slate of medal winners:

The Gold Medal goes to Sheila Eder, Director of Institutional Research at University of Medicine and Dentistry of New Jersey (edersh@umdnj.edu) for this limerick:

*There once was a dashboard so bright.
Those red and green arrows delight.
With no downward trend
And bar charts without end
The measures were just "out of sight!"*

Our Silver Medal goes to Kyle Sweitzer, Data Resource Analyst at Michigan State University (kvs@msu.edu) for penning:

*We're here to fulfill their request ...
The media, Feds, and the rest.
Mess up and we're cursed,
Sanctions at worst,
Or a jump in the rankings at best!*

Our Bronze Medal winner is Amanda Udis-Kessler, Director of Institutional Research and Planning at Colorado College (audiskessler@coloradocollege.edu) for this limerick:

*I love helping people assess.
When they get it, it makes me go, "Yes!"
(And I have to confess
It's the way I digress
From regression and all of its stress.)*

And Honorable Mentions go to:

Jon Suttles, Director of Institutional Research at Freed Hardeman University (jsuttles@fhu.edu) for:

How People Feel About Surveys

*I need a survey real fast
About something obscure from the past.
What's this on my desk?
A survey? Grotesque!
I'll place it right into the trash!*

Jim Posey, Director of Institutional Research and Planning at University of Washington Tacoma (jposey@u.washington.edu) for:

Data Request

*There are some data I need
Of course with urgency and speed!
One hour from now is fine
With table, chart, trend line.
Great thanks and bless you indeed!*

And Kyle Sweitzer also receives an Honorable Mention for this submission:

*We split research dollars with ease,
And dividing a course is a breeze,
But it wouldn't be prudent
To cut up a student,
So we count heads and not FTE's.*

Congratulations to our winners and thanks to all who submitted limericks. Your creativity and sense of humor are much appreciated. And a very big “thank you” to our esteemed panel of judges – Michelle Appel, Jennifer Brown, and Alan Sturtz.

AAUP Faculty Compensation Survey 2009-10

AAUP is ready to process peer compensation reports using data from the [2009-10 AAUP Faculty Compensation Survey](#). This year, we are returning to a semi-manual process for creating reports, and making available new reports on benefit expenditures in response to many requests. We have sent Excel order forms with complete instructions to all survey contacts. If you have not received an order form, please send an email to aaupfcs@aaup.org.

Data for the published version of our “Annual Report on the Economic Status of the Profession” were archived as of March 10. These listings will be published in *Academe*, available on the AAUP Web site, and reported by *The Chronicle of Higher Education*, *Inside Higher Ed*, and other media outlets. Our tentative release date for the report is April 12. For questions about the status of data submitted, please contact us at aaupfcs@aaup.org. *Please note that we are not able to make changes to the published data at this point.*

Any substantial corrections to data after March 10 will be included in our “Additions and Corrections” listing for July release. Please finalize any corrections, including responses to warning messages, by May 14. As data are revised in our database they usually become available for use within two business days. Please make any needed corrections as soon as possible, and [contact us](#) if you require assistance.

Complete institutional listing datasets will be available beginning April 1. The price for the dataset (including complete counts of faculty by rank and some additional fields not in the published edition) is the same as last year: \$375 for participating institutions and \$450 for non-participants. Also available are pre-publication versions of our aggregate survey report tables, including distributions of institutional averages by percentile (the basis for our published quintile ratings), and regional averages by category and rank. To order a complete dataset or pre-publication table, send an email to aaupfcs@aaup.org.

Thank you.

AAUP Research Office
John Curtis, Director of Research and Public Policy
Michael Kinsella, Research Assistant
aaupfcs@aaup.org

Changing Scene

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

Loretta Seppanen (lseppanen@sbctc.edu) is retiring April 2, 2010 after 25 years at the Washington State Board for Community and Technical Colleges, with earlier IR work at Anchorage Community College and Lower Columbia College (WA). Prior to taking a policy assignment in 2001, Loretta had been an active member in PNAIRP, NCCCRP and AIR. She has continued to keep up with members’ activities by reading e-AIR and attending an occasional regional conference or national forum. Loretta and her husband, Rick Sandler, plan to stay in Olympia, Washington.

Fred Curran (fred.curran@uvm.edu) will retire from the University of Vermont in June, 2010. Fred has served at UVM since 1969, and has been Director of Institutional Research for the last 33 years. For 40 years, Fred has been an invaluable asset to the UVM community and has built and sustained a remarkable bank of institutional data. His unwavering commitment to accuracy and consistency, coupled with wonderful personal qualities, have made him one of the University’s most highly-regarded colleagues.

IR In The Know

March 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.

AASCU Top 10 Higher Education State Policy Issues for 2010

The American Association of State College and Universities (AASCU) released its [top 10 higher education state policy issues for 2010](#), which are: states' fiscal crisis, the American graduation initiative, tuition policy and prices, enrollment capacity, state student aid programs, federal focus on community colleges, expansion of statewide data systems and new reporting metrics, veteran's education, college readiness, and teacher effectiveness.

Initiative to Develop Model of Common Data Standards

A group of representative stakeholders is currently working with the U.S. Department of Education to develop common data model standards. The goal of the activity is to reduce differences in definitions and data storage procedures which make communication difficult among schools and institutions, and increase the costs and burden of collecting information. The State Higher Education Executive Officers (SHEEO) and the Council of Chief State School Officers (CCSSO) will promote the voluntary adoption of the data standards over a three-year period through funding from the Gates Foundation. Read the [statement of purpose](#) for more details.

IHEP Launches New "College and Success" Web Site

The Pathways to College Network, a program of the Institute for Higher Education Policy (IHEP), unveiled its newly redesigned [Web site](#) to help improve college access and success for underserved students such as minorities, first-generation, and those from low-income backgrounds. The site now features information and resource tools to support practitioners, policymakers, and researchers focusing on key issues such as college access and success, financial aid and affordability, and preparation and support

Excelencia in Education Releases Report on Emerging Hispanic Serving Institutions

Hispanic-Serving Institutions (HSIs) are typically defined as institutions where the total Hispanic student enrollment is at least 25 percent of the total student population. Many of these institutions adopt specific institutional policies and practices to support the success of Latino students. A recent report from Excelencia in Education examines institutions that have not yet met the HSI enrollment threshold (referred to as Emerging HSIs), but are expected to do so within the next few years. While most Emerging HSIs were knowledgeable about enrollment growth and had recruitment practices in place, they were less informed about graduation rates, and many did not have adequate academic programs or support services focused on Latino students. These findings suggest access could be coming at the expense of persistence and completion. The report includes recommendations on how to better serve Latino students.

Publications

NCES Publications

2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) Field Test Methodology Report – Working Paper Series

This report describes the methodology and findings for the field test of the 2008/2009 Baccalaureate and Beyond Longitudinal Study (B&B:08/09). The students, who completed their bachelor's degree requirements during the 2007-08 academic year, were first interviewed as part of the 2008 National Postsecondary Student Aid Study (NPSAS:08) field test. BPS:08/09 is the first follow-up of this cohort. The B&B:08/09 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the year following graduation from a bachelor's degree program. The report provides the sampling design and methodologies used in the field test. It also describes data collection outcomes including response rates, interview burden, and results of incentive, mailing, and prompting experiments. In addition, the report provides details on the evaluation of data quality for reliability of responses, item non-response, and question delivery and data entry error. Recommendations for the full-scale study are provided for the sampling design, locating and tracing procedures, interviewer training, data collection, and instrumentation.

[Download, view, or print this report.](#)

Other Publications

New Publication: Quality Approaches in Higher Education

The American Society for Quality (ASQ) Education Division has launched a new peer-reviewed online periodical, [Quality Approaches in Higher Education](#). This is a supplement to ASQ's quarterly publication, The Journal for Quality and Participation, and it is designed to engage the higher education community.

The Quality Approaches in Higher Education supplement encourages faculty from two- and four-year institutions, including engineering colleges, business schools, and schools of education, to consider submitting articles for review. Manuscripts are now being accepted for consideration for future issues. Author guidelines and other pertinent information for potential authors are included in the inaugural issue.

ASQ's goal is for readers to find articles in Quality Approaches in Higher Education informative and applicable to their higher education institutions. Readers have the opportunity to provide feedback about the publication through an [online survey](#). The Quality Approaches in Higher Education is a benefit of an Education Division membership; for an introductory period, it is available to everyone.

Cindy Veenstra, Ph.D.

Associate editor

Chair-elect, ASQ Education Division

www.asq.org/edu/

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 is to help guide visitors to the data that will meet 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 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

Join over [1,000 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.

2010 Forum Concurrent Sessions

We have selected over 330 concurrent sessions as well as 72 poster displays from IR and assessment professionals that cover a broad range of topics and important issues.

[Search and review](#) session abstracts and presenter information to design a schedule that maximizes your Forum experience. You can search by track, format, presenter name, or keyword(s) in the title or abstract.

From Your Local Arrangements Committee - Free Things to Do in Chicago

Becky Culbertson, Argosy University (rculbertson@argosy.edu)

As a popular U.S. destination, Chicago offers a wealth of activities and places to see. For those interested in extending their Forum trip or bringing families, it's important to be aware of the many *FREE* things to do in the city.

One of my favorite places to visit is the [Lincoln Park Zoo](#). The zoo is free to the public every day. Nestled in the heart of Lincoln Park, with easy access via public transportation, the zoo hosts a variety of special events, learning opportunities, and an array of exhibits.

Just north of the zoo, you'll find the [Lincoln Park Conservatory](#). Open daily, the always green selection of plant species is sure to provide a fun and educational experience in any type of weather.

[Millennium Park](#) is home to many famous landmarks. On Lake Michigan, in the shadow of some of the city's tallest skyscrapers, this park offers something new every season. [Cloud Gate](#), or "The Bean" as local residents call it, is one of the most engaging sculptures in the city. The [Jay Pritzker Pavilion](#) has numerous free concert events throughout the year, and stands as a work of art itself. And [Crown Fountain](#) offers a bit of relief on hot summer days.

Just north of Millennium Park, and east of the Forum hotel, you'll find [Navy Pier](#)—an absolute must-see for any visit to Chicago. From the Ferris wheel and boat tours, to shopping and dining options, Navy Pier is fun for the entire family. Most importantly, there are weekly fireworks shows every Saturday and Wednesday evening.

Some of the most interesting events to attend are local comedy shows, concerts, street festivals, farmer's markets, and special deals on some of the popular Chicago museums. To find specific information on these types of events, visit [ChicagoFree.Info](#), [The Local Tourist](#), [Explore Chicago](#), and [Free Attractions](#).

National Symposium on Student Retention: Call for Proposals

**Join us for the 6th Annual [National Symposium on Student Retention](#)
November 1-3, 2010, Mobile, Alabama, Renaissance Riverview Plaza Hotel**

The symposium focuses on research and evidence-based strategies that impact student retention and completion. Executives, administrators, institutional researchers, faculty, and staff from the academic and student support areas will find this symposium useful and informative.

Abstracts Due: April 19, 2010

Final Papers Due: June 14, 2010

Abstracts will receive a preliminary review. All completed paper submissions will be peer reviewed for presentation at the symposium and publication in the conference proceedings.

Accepted submissions from all topic categories will be considered for the following awards:

- CSRDE Best Practices Award (\$2,000)
- Institutional Research Leadership in Student Retention Award (\$1,000)
- Director's Award (\$750) will be awarded for the paper which best addresses topics in the Faculty Track or the Online Track

Confirmed Speakers:

- Vincent Tinto, Ph.D., Distinguished University Professor in the School of Education at Syracuse University
- Donald Hossler, Ph.D., Executive Director of the National Student Clearinghouse Research Center

More information on the Call for Proposals, the abstract submission process, and the symposium can be found on the [Consortium for Student Retention Data Exchange \(CSRE\) web site](#), or email Dr. Rosemary Hayes, Executive Director of the Consortium for Student Retention Data Exchange: csrde@ou.edu.

Southeastern Association for Community College Research 2010 Conference

July 18 - 21 • Savannah, Georgia • Hilton Savannah DeSoto

Conference Highlights

Pre-conference Sessions

Session A

Dr. David Carter

Vice President - SACS COC

“Compliance with General Education Competencies”

Session B

Mr. Michael Brustein

Partner - Brustein & Manasevit, Attorney at Law

“Compliance with Federal Financial Regulations (Grants Management)”

Keynote Address

Mr. Dennis Bega

Senior Education Advisor - U.S Department of Education

“DOE Update and the American Recovery and Reinvestment Act”

For additional information and to register, [visit the SACCR website](#).

Deborah Josey Burks

Central GA Technical College

dburks@centralgatech.edu

Register for the 3rd Annual Institute on Best Practices for Institutional Effectiveness

[Registration](#) is now open for the Annual Institute on Best Practices in Institutional Effectiveness.

The institute will be held June 20-23, 2010 at the Embassy Suites on the Marina in San Diego, CA. This three-day institute is designed for anyone who is currently performing or plans to perform institutional effectiveness work (e.g. learning outcomes assessment, strategic planning, program and unit review, general education assessment). The institute offers intensive training to educate college and university faculty and staff to be able to plan, develop, and implement effective processes and practices to improve institutional quality and the accreditation process.

The institute will provide participants with proven, step-by-step processes to build consensus, educate faculty and staff, develop effective measures and tools, and accomplish effective outcome assessment. You and your colleagues will gain proven strategies, templates, tools, and plans to accomplish the various elements of institutional effectiveness. Institutions are encouraged to bring a working team.

For more information contact Terri Manning at terri.manning@cpcc.edu.

See what others are saying about the institute

“...the binder from the institute has become my assessment bible. I've used the handouts and the CD more than any other conference I've ever attended.”

-- Quote from a community college Dean

**International Conference on
Higher Education and Sustainable Development in Emerging Economics
August 11th to 13th, 2010, Pondicherry University, Pondicherry, India**

The Higher Education Research and Policy Network (HERPNET) in collaboration with Pondicherry University, India has identified a common challenge facing the sustainable development of higher education and research in India and Africa: Dwindling resources in the face of increasing responsibilities. HERPNET is soliciting home-grown but evidence-based ideas, initiatives, and strategies from researchers all over India and Africa, as well as from other parts of the world to strengthen higher education and research in these emerging economies.

Important Dates

- Submission of abstracts and papers due July 15, 2010
- Communication of acceptance sent by July 20, 2010
- ***Registration ends July 25, 2010***

[Click here](#) for additional conference details, including fees and registration information.

Prof. J. B. Babalola
Conference Co-Director
joelbabalola2000@yahoo.co.uk

Dr. P. Muthaiyan
Conference Director
Phone: 91 0413 2654371

Professional Development

AIR Foundations I Institute



Cleveland, Ohio
July 13 – 17, 2010

The Foundations I Institute is five days of intensive professional development for early career IR professionals. In small classes, participants receive a broad overview of institutional research in postsecondary education along with hands-on practice in core IR skills. Institute instructors are recognized leaders in the field and experienced instructors. Participants select the modules that best prepare them for their current (and future) position in IR.

Customize your own curriculum by selecting three of the following six-hour modules in addition to the required “Overview: Strategies for the Practice of Institutional Research”.

Modules:

- 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

Registration opens in early April.



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

CIRP Summer Institute

Newly redesigned, the [CIRP Summer Institute](#) enhances your ability to use CIRP data for assessment, campus decision-making, or your own research. Participants will learn about the conceptual frameworks of the three CIRP student surveys, findings from major areas of CIRP research, and how to analyze their own CIRP data. The CIRP Summer Institute also provides instruction in using the new CIRP Constructs, created using Item Response Theory (IRT), and now an important part of how CIRP survey results are interpreted and utilized.

Institute sessions will include: CIRP Conceptual Framework, CIRP Constructs and Item Response Theory, Benchmarking, Getting the Most of CIRP's Standard Reports, Using CIRP data to Study Retention, and Presenting Findings on College Impact.

In addition to the institute sessions, participants will conduct their own CIRP study and choose one of two tracks. In Track 1 participants will use descriptive statistics in their CIRP study and in Track 2 participants will use multiple regression and descriptive statistics. Participants need little or no experience with SPSS for Track 1. However, some familiarity with SPSS and a basic knowledge of regression analysis is required for Track 2.

The 2010 CIRP Summer Institute will take place on the UCLA campus July 28-30, 2010. For more information and to register, visit the [CIRP Summer Institute web site](#).

John Pryor
Managing Director
Higher Education Research Institute at UCLA
pryor@gseis.ucla.edu



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).

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

Deadline Date: June 22, 2010

[INSTITUTIONAL RESEARCH COORDINATOR - Tufts University](#)

Deadline Date: Open Until Filled

[EXECUTIVE DIRECTOR INSTITUTIONAL RESEARCH & PLANNING - Foothill De Anza Community College District](#) Los Altos Hills, **CA**

Deadline Date: April 9, 2010

[INSTITUTIONAL RESEARCH ASSOCIATE - Bridgepoint Education](#) San Diego, **CA**

Deadline Date: Open Until Filled

[SENIOR RESEARCH ANALYST - MassBay Community College](#) Wellesley Hills, **MA**

Deadline Date: March 29, 2010 or open until filled

[CHAIR RESEARCH ETHICS BOARD - Kwantlen Polytechnic University](#) Surrey, British Columbia, Canada

Deadline Date: Open Until Filled

[PROGRAMMER ANALYST - Utah State University](#) Logan, **UT**

Deadline Date: April 15, 2010

[ASSISTANT DIRECTOR OF RESOURCE ANALYSIS - University of Cincinnati](#) Cincinnati, **OH**

Deadline Date: Open Until Filled

[EVALUATION & LEARNING DIRECTOR - United Team Equality Center](#) Lowell, **MA**

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[ASSOCIATE RESEARCH DIRECTOR - Tennessee Higher Education Commission](#) Nashville, **TN**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ADMINISTRATOR - Anna Maria College](#) Paxton, **MA**

Deadline Date: June 11, 2010

[RESEARCH ANALYST - Texas A&M University](#) Texarkana, **TX**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - University of NorthTexas](#) Dallas, **TX**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Life University](#) Marietta **GA**

Deadline Date: Open Until Filled

[DIRECTOR OF PLANNING & ASSESSMENT - James Madison University](#) Harrisonburg, **VA**

Deadline Date: Beginning review date April 16, 2010

[VICE PRESIDENT FOR CLIENT SERVICES - The IDEA Center](#) Manhattan, **KS**

Deadline Date: April 9, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Wharton County Junior College - DIRECTOR OF INSTITUTIONAL RESEARCH - Wharton County Junior College](#)

Deadline Date: March 25, 2010, or until a suitable candidate is selected

[ASSOCIATE/FULL PROFESSOR - EFFECTIVE TEACHING IN HIGHER EDUCATION - University of Virginia](#) Charlottesville, **VA**

Deadline Date: Screening of applications will begin on March 18, 2010; however, the position will remain open until filled.

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

Deadline Date: Open Until Filled

[VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS - The AWP Group](#) Alpharetta, **GA**

Deadline Date: April 9, 2010

[DIRECTOR INSTITUTIONAL RESEARCH & PLANNING - Rhode Island College](#) Providence, **RI**

Deadline Date: Priority will be given to applicants who apply by March 28, 2010

[DIRECTOR OF ASSESSMENT FOR THE GRADUATE COLLEGE OF EDUCATION - University of Massachusetts](#) Boston, **MA**

Deadline Date: April 7, 2010

[RESERACH SCIENTIST-COLLEGE READINESS SYSTEMS - The College Board](#) New York, **NY**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - TCS Education System](#) Chicago, **IL**

Deadline Date: Open Until Filled

[SENIOR RESEARCH ANALYST - TCS Education System](#) Chicago, **IL**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Tufts University](#) Medford, **MA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST 4 - University of California](#) Berkeley, **CA**

Deadline Date: Open Until Filled

[DIRECTOR OF STRATEGIC PLANNING & PERFORMANCE REVIEW - Florida Atlantic University](#) Boca Raton, **FL**

Deadline Date: April 3, 2010

[INSTITUTIONAL RESEARCH ANALYST - Texas A&M University-Central Texas Killeen, TX](#)

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Blackburn College Carlinville, IL](#)

Deadline Date: Open Until Filled

[RESEARCH & EVALUATION ASSOCIATE - Tufts Medical Center Boston, MA](#)

Deadline Date: Open Until Filled

[SENIOR RESEARCH ASSOCIATE - The Educational Policy Institute Virginia Beach, VA](#)

Deadline Date: March 30, 2010

[DIRECTOR OF OUTCOMES ASSESSMENT - SUNY Empire State College Saratoga Springs, NY](#)

Deadline Date: April 2, 2010

[LEAD RESEARCH ANALYST - SUNY Empire State College Saratoga Springs, NY](#)

Deadline Date: April 16, 2010

[RESEARCH ASSOCIATE IN ECONOMICS - University of Luxembourg Luxembourg](#)

Deadline Date: April 15, 2010

[ASSISTANT PROVOST - Illinois State University Bloomington-Normal, IL](#)

Deadline Date: April 2, 2010

[EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Ball State University Muncie, IN](#)

Deadline Date: Open Until Filled

[RESEARCH COORDINATOR - University of Southern Indiana Evansville, Indiana](#)

Deadline Date: Open Until Filled

[DIRECTOR OF STRATEGIC RESEARCH - Northwest Missouri State University Maryville, Missouri](#)

Deadline Date: Open Until Filled

[RESEARCH DESIGN DATA ANALYST - Volunteer State Community College Gallatin, TN](#)

Deadline Date: Open Until Filled

[STATISTICAL RESEARCH ANALYST III - Coastal Carolina University Conway, SC](#)

Deadline Date: Open Until Filled

[DIRECTOR OF ASSESSMENT - Walsh University North Canton, OH](#)

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[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

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

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

Deadline Date: May 18, 2010

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

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[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

Technical Tips from the Field

Editor: Gayle Fink (gfink@bowiestate.edu)

This month and next we will use this corner of the newsletter to share guidelines for presenting information effectively. In this issue, Mary Harrington and Rebecca Carr share tips for creating effective visual presentations. Next month, Robert Miller will share guidelines for creating effective posters. Send your tips to Gayle Fink (gfink@bowiestate.edu).

Twelve Tips for Creating Effective Presentations

Mary Harrington, University of Mississippi (ccmary@olemiss.edu) and Rebecca Carr, AAU Data Exchange (rcarr2@unl.edu)

Communication is at the core of institutional research, whether it's data in a fact book or a presentation at the upcoming AIR Forum in Chicago. Creating effective presentations is an important skill for IR professionals. PowerPoint has become the de facto presentation tool for most of us. However, when used improperly, PowerPoint slides can actually interfere with communication, rather than promote it. Communications researchers have identified concepts that have substantial implications for how we can create the most effective presentations:

1. *People learn better from visuals **and** narrative than from words alone. This is because the brain has separate channels for processing visual and verbal materials, resulting in a higher level of understanding. (Mayer, 2009)*
2. *Communication is actually inhibited when the same words are spoken and displayed on the screen because people cannot listen and read at the same time. (Paivio, 2007)*
3. *People are capable of holding only a few pieces of information in their short-term memory at a time. Our job as presenters is to make the message clear, memorable, and entertaining.*

These three concepts should inspire you, as a presenter, to abandon slide after slide of bullet points and replace them with slides that use visuals in an engaging and meaningful way. These research results should also encourage you to identify your key message and ensure that it is delivered effectively.

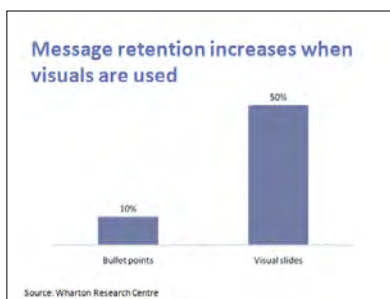
Consider the following three slides:

Research on Message Retention

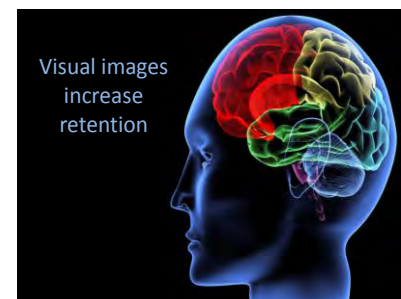
According to research done at the Wharton Research Centre:

- Only 10% of the message is retained if the presentation contains bullet points.
- 50% of the message is retained if the presentation uses visual slides.
- That's an increase of five times the retention rate.

This slide is not effective visually; the audience can read the text more quickly than the speaker can discuss it, resulting in confusion and boredom.




This slide is better because it uses a visual display and the heading outlines the main message. But it lacks an emotional connection to improve message retention.



This slide is the best example because it clearly displays the message and gets the audience's attention. The accompanying handout should provide details.

The following are some tips with good and bad visual examples to help presenters identify and avoid bad PowerPoint habits, and to promote awareness of how best to use PowerPoint to create effective, meaningful

presentations. *Note:* The  icon in the corner indicates the slide is an example of bad design with good content.

1. Design a template that is free from distracting items.

Strive for simplicity and readability. Most PowerPoint templates contain distracting elements such as borders or shading that can detract from your message. It's best to create a template of your own that has a solid background and is free from non-essential items, such as footers and logos. When creating your template, keep in mind the advice of French writer Antoine de Saint-Exupéry, "A designer knows he has achieved perfection *not* when there is nothing left to add, but when there is nothing left to take away."



2. Ensure your template promotes readability.

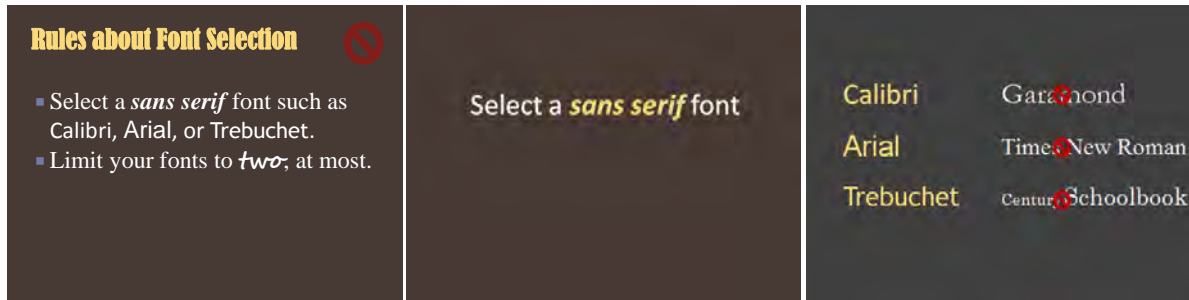
Choose color combinations that make it easy for the audience to read your slides. If your audience is unable to read your slides, then your message has been compromised. Consider the following advice from Reynolds (n.d.). If you will be presenting in a darkened room, then light text on a dark background works well. But if you will be in a room with the lights on or considerable ambient light, then dark text on a light background works better.



3. Select a sans serif font. Limit your fonts to two, at most.

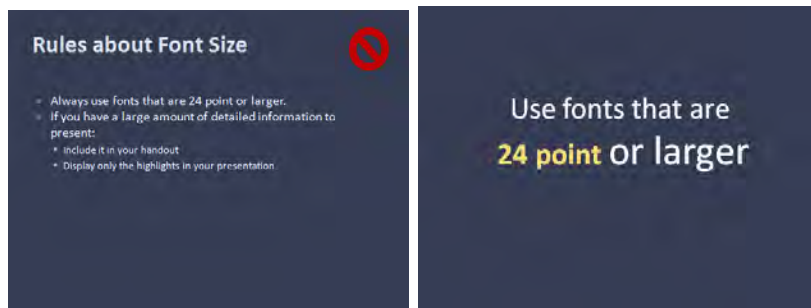
Serif fonts, such as Garamond, Times New Roman or Century Schoolbook, have protruding "feet" (called serifs) that extend beyond the main shape of the letters. The serifs are beneficial in printed documents with a lot of text, but they will produce a blurred look on the screen. Sans serif fonts (translated as "without serifs"), such as Calibri, Arial and Trebuchet, produce a cleaner, less cluttered, easier to read look.

By limiting your fonts to two (at most), your presentation will have a consistent look and feel. This limitation does *not* include the use of bold, italic or bold italic; these alterations are considered the same as the base font. Be sure to select standard fonts or embed the fonts in your presentation. If the fonts you use are not installed on the presentation machine, it will use a substitute font and potentially change the entire look of your presentation.



4. Always use fonts that are 24 point or larger.

Displaying text that is too small to read compromises your message and frustrates your audience. If you have more text than can reasonably fit on a screen using at least 24 point fonts, either: (a) create another slide or (b) shorten your text. As noted in tip #11, let your handout contain the detailed information and use your presentation to highlight your most significant points.



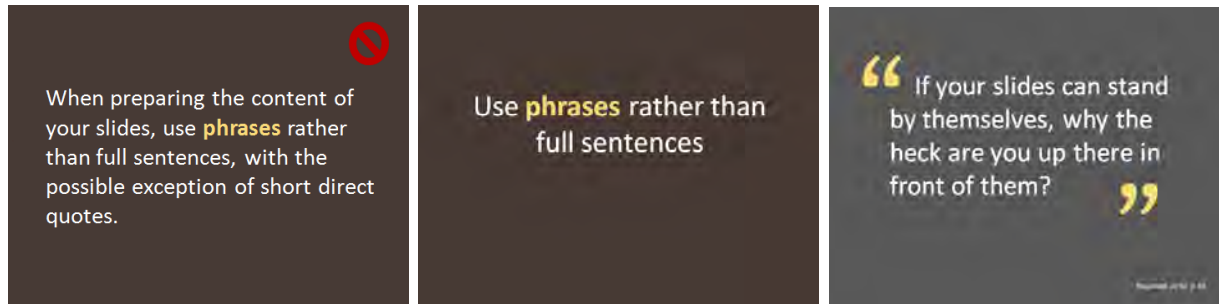
5. Incorporate high quality photos, images, or diagrams that reinforce your verbal message.

Research has shown that communication is enhanced when a verbal message is combined with a powerful image on the screen. Many free high quality photos are available online (but pay attention to copyrights) and a plethora of professional photos are available at very reasonable costs (such as at iStockphoto.com). Avoid clip art, since it can make your presentation look dated and unprofessional. Incorporating your text into the photo presents a more unified and visually pleasing message than having them completely separate.



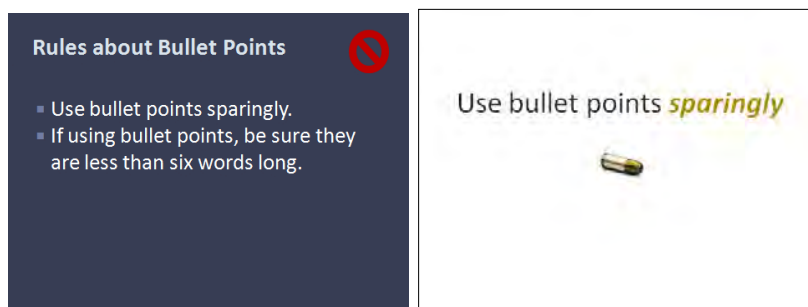
6. Use phrases or abbreviated sentences, rather than full sentences.

With the possible exception of short direct quotes, keep full sentences in your oral presentation and *off* the screen. “Humans are incapable of reading and comprehending text on a screen and listening to a speaker at the same time. Therefore, lots of text (almost *any* text!), and long, complete sentences are bad, Bad, BAD” (Reynolds, 2010, p. 57).



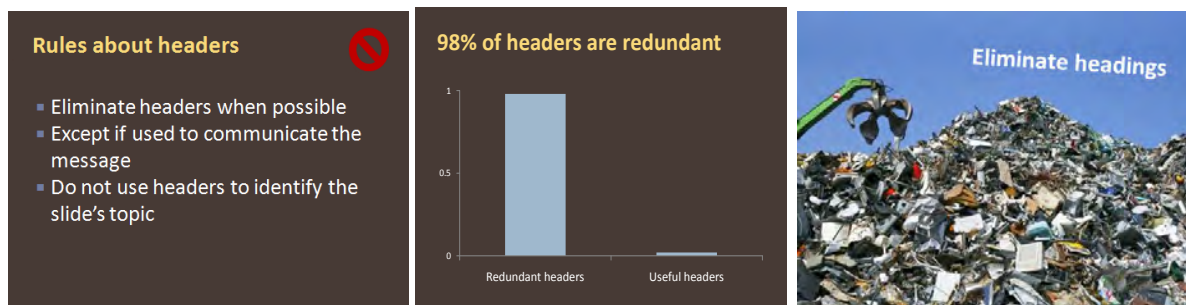
7. Use bullet points sparingly. If using bullet points, be sure they are less than six words long.

The most effective slides are often those with the least text. “Your presentation is for the benefit of the audience. But boring an audience with bullet point after bullet point is of little benefit to them” (Reynolds, n.d.). If you want to use an outline to organize your talk, keep it on paper rather than putting it on screen as bullets.



8. Eliminate the use of headings or titles unless they communicate the main message.

Headings should not be used to introduce or identify the topic of the slide, though they may be useful to call attention to the main finding in a chart or graph. Otherwise, headings tend to be redundant and should be eliminated.



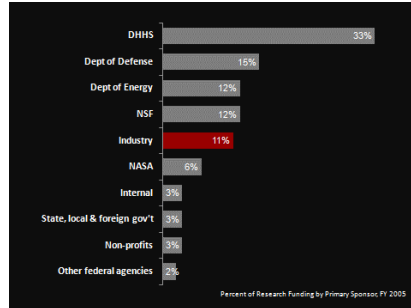
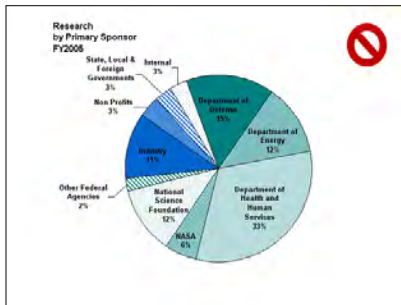
9. Use animation, slide transitions, audio, and video sparingly.

If used, do so only to reinforce a key concept. No examples are provided because they would be difficult to illustrate in this written format. Research has shown that when there is movement on the screen, the audience’s attention is immediately drawn to the movement, thus breaking their concentration on the presentation content. Audiences judge presentations on their interest in the content, not on how many fancy features are used in the slides.

10. Highlight the most important information in tables and graphs. If needed, use builds to present data in a series of bite-sizes pieces.

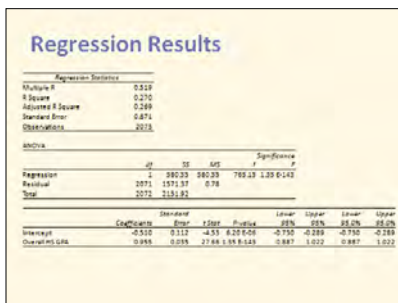
There are many resources about how to create effective tables and graphs (e.g., Few, 2004; Sanders & Filkins, 2009). The rules of good design will be the same as for printed documents, but you need to consider the pace when presenting tables/graphs on screen. By highlighting the most important information and presenting only as much data as can be readily understood (such as by presenting it incrementally), the audience will easily be able to discern the main message.

If you have complicated data to present, this is an application which can be used to “build” your table/graph and focus your audience’s attention. The following slides show an example of both a better graph choice and how to highlight data for your audience. See Paradi (2009) for an example of using builds to present a chart in PowerPoint.



11. Create a handout to accompany your presentation.

Many presenters try to make their slides function as a handout and a presentation and end up failing at both. Slides should be designed to visually enhance (not summarize) your presentation. Handouts should be well-written comprehensive reports, containing detailed information such as (depending on your content) complex charts, data, analyses, and references. Your audience will be grateful to take a well-written document with them, rather than just scribbled notes on your printed slides. This approach takes a significant time investment, but will serve you and your audience well.



12. Be passionate about your topic.

Regardless of how well designed your slides are, the success or failure of your presentation will hinge on how effectively you engage your audience. If the audience can't tell that the topic you're presenting is interesting to you, it won't be interesting to them. The slides should serve to enhance your oral presentation; let them help you. Bullet points are not passionate, even when they're highly decorated.

Be passionate

- You control the message.
- The audience should focus on your words.
- The slides should enhance, not be the presentation.
- Bullet points are not passionate.



References and Recommended Reading

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Paivio, A. (2007). *Mind and its Evolution: A Dual Coding Theoretical Approach*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Paradi, D. (n.d.). Think Outside the Slide. Retrieved from <http://www.thinkoutsidetheslide.com>.

Paradi, D. (2009). Slide Makeover Video Podcast, 3/29/2009. Retrieved from <http://www.thinkoutsidetheslide.com/podcasts/Issue003609-29-2009.mov> on 3/3/2010.

Reynolds, G. (2008). *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley, CA: New Riders.

Reynolds, G. (2010). *Presentation Zen Design: Simple Design Principles and Techniques to Enhance your Presentations*. Berkeley, CA: New Riders.

Reynolds, G. (n.d.). Top Ten Slide Tips. Retrieved from <http://www.garreynolds.com/Presentation/slides.html> on 2/26/2010.

Sanders, L. and Filkins, J (2009). *Effective Reporting, Second Edition*. Tallahassee, FL: Association for Institutional Research.

Note: All photos purchased from iStockphoto.com

Parting Thoughts

Instead of thoughtful quotations about the meaning of life, for this month's Parting Thoughts I offer some creative applications of statistical and mathematical skills.

From Andrew Gelman's excellent [blog about all manner of things statistical](#) comes his paper (coauthored with George Romero, no less¹) proposing the [application of social network survey methods to study zombie infestations](#).

And from the archives of YouTube, Amelia Downs has posted a video submitted as part of her application to Tufts University in which she demonstrates [creative math dances](#).

Who says numbers have to be boring?

Thanks to my Institutional Research and Planning colleague at Cornell University, Dan Robertson, for introducing me to the zombie research paper and the Gelman blog; and to Hadley Garbart, Director of Student Records & Research at Maryland Institute College of Art, for sending in the link to the math dances video.

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

¹*Not really!*