



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

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

**Editor:**

Meihua Zhai  
University System of Georgia  
(meihua.zhai@gmu.edu)

**Associate Editor:**

Marne Einarson  
Cornell University  
(mke3@cornell.edu)

**Job Editor:**

Gail Fishman, AIR  
(gfishman@mailers.fsu.edu)

**Subscription Mgt:**

Gail Fishman, AIR  
(gfishman@mailers.fsu.edu)

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

*If you wish to subscribe, change your subscription address, or unsubscribe, go to <http://www.airweb.org/page.asp?page=133>*

*If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Meihua Zhai, Editor, at: (meihua.zhai@usg.edu).*

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

*For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@mailers.fsu.edu).*

## AIR Deadline

### **The Julia M. Duckwall Memorial Scholarship Application Due May 1st**

The Julia M. Duckwall Memorial Scholarship program promotes the professional growth and development of institutional research professionals. **May 1, 2006**, is the application deadline. In June, up to two scholarships will be awarded for each of the Institutes in the AIR Summer Institute Series. The 2006 Series includes: Foundations II, June 12-16 in Atlanta; Foundations I, July 18-22 in Chicago; and the Information Technology Institute in Salt Lake City, July 26-30.

The Julia M. Duckwall Scholarship covers the cost of registration, housing and meals. Travel expenses are not included. Final awards are contingent upon acceptance and attendance at one of the Institutes and applicants must be current AIR members. Submit your application at: <http://airweb.org/duckwallscholarshipsubmission.html>

Please contact AIR at [air@mailers.fsu.edu](mailto:air@mailers.fsu.edu) or call 850-644-4470 if you have any questions.

## 2006 AIR Summer Institutes

This is the fourteenth year of the AIR Institute series, which was developed by the Professional Development Services Committee (PDS) in response to requests for professional development opportunities focusing on key components of institutional research. Instructors are highly experienced in institutional research and considered experts in their fields.

The 2006 Summer Institute series include **Foundations I: The Practice of Institutional Research**, **Foundations II: Advanced Practice of Institutional Research**, and the **Information Technology Institute**.

The Advanced Practice of Institutional Research will be held **June 12-16**, Georgia Institute of Technology, Atlanta, Georgia; the annual Foundations for the Practice of Institutional Research Institute, **July 18-22**, DePaul University in Chicago, Illinois, and the semi-annual Information Technology Institute **July 26-30**, University of Utah in Salt Lake City, Utah will be offered this summer.

For more details about those institutes, please visit:  
<http://www.airweb.org/page.asp?page=236>

## E-AIR Announcement

### **In Memoriam: Larry W. Nelson**

Larry W. Nelson, age 59, of Olympia, WA died Thursday, April 6, 2006, at home. Larry served as The Electronic AIR's 3rd Editor (8/6/91-11/23/98) and prior to that for a little more than a year as the Associate Editor. At the time Larry edited The Electronic AIR he was working at Pacific Lutheran University in Tacoma, WA. Larry had many friends in AIR. Larry's family, Nancy, Stacy, Dan and Jackson, would like to take this opportunity to thank his friends in AIR for their wonderful support through his difficult time.

## NCES Publications

### **The Adult Lives of At-Risk Students: The Roles of Attainment and Engagement in High School**

NCES has just released 'The Adult Lives of At-Risk Students: The Roles of Attainment and Engagement in High School.' Previous analysis of NELS:88 data found that students who are at-risk of school failure, but who are engaged and participate in school, achieve educational success. The 1993 study was a cross-sectional examination of the differences among successful versus unsuccessful students at-risk of school failure, particularly with respect to participation and engagement in school. The current study is a longitudinal investigation of the power of participating in high school and later educational outcomes. High school noncompleters, with the highest level of academic risk, stood out in each case. In postsecondary education programs, noncompleters earned the fewest credits; the mean number of credits earned by noncompleters who entered a postsecondary program was 17.0, compared to 49.4 credits for marginal completers and 87.8 credits for successful completers. High school noncompleters were less likely to be employed in 2000 (77 percent) than were successful completers (88 percent) or marginal completers (86 percent).

To download, view and print the report as a pdf file, please visit:  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006328>

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### **Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments**

This report uses NCES data to describe differences in nonschool factors that are related to student achievement. The data are from the Program for International Student Assessment (PISA) 2003, an international assessment of 15-year olds in reading literacy, mathematics literacy, and science literacy. The report focuses on data from 20 countries that are considered to be the most developed (based on the World Bank High Income Group). The report investigates six nonschool factors that are related to student achievement: highest level of education attained by either of the students' parents; the highest occupational status of

either of the students' parents; the number of books that students have access to in the home; whether students speak the native language of the country at home; students' immigrant status; and students' family structure. The PISA data indicate that the observed variation in the distribution of student characteristics across countries does not place the United States at a disadvantage in international assessments compared with other highly developed countries; students with high levels of socioeconomic status had an educational advantage over their low SES counterparts across all 20 countries, even after considering the differences in the percentage of students who are immigrants, from less-advantaged homes, non-native language speakers, and other factors.

To download, view and print the publication as a PDF file, please visit:  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006014>

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### **Comparing Science Content in the National Assessment of Educational Progress (NAEP) 2000 and Trends in International Mathematics and Science Study (TIMSS) 2003 Assessments**

This report describes a study that was undertaken to compare the content of two fourth- and eighth-grade assessments in science: the National Assessment of Educational Progress (NAEP) and the Trends in International Mathematics and Science Study (TIMSS). The report provides information that will be useful for interpreting and comparing the results from the two assessments, based on an in-depth look at the content of the respective frameworks and assessment items. The report draws upon information provided by the developers of the assessments, as well as data obtained from an expert panel convened to compare the frameworks and items from the two assessments on various dimensions.

To download, view and print the publication as a PDF file, please visit:  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006026>

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### **NCES Releases New Locale Code Methodology**

NCES has revised its traditional 8-category locale code classification system to incorporate changes in the Office of Management and Budget's definition of "rural" that were adopted for the 2000 Decennial Census. The new 12-category system continues to use the same standard geographic concepts found in the original locale codes, but now prioritizes an urban approach that combines both population size and distance from an urbanized area.

The new system has four basic groups (city, suburb, town or rural), each of which is divided into three subcategories. Cities and suburbs are classified as large, midsize, or small on the basis of their population size. Towns and rural areas are described as being in the fringe, distant, or remote in relation to the closest urbanized area. NCES' Common Core of Data survey system will publish both the traditional and new locale codes for public schools and local education

agencies beginning with the 2003-04 school year and continuing through the 2006-07 school year.

To download, view and print the new local code and documentation files, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006332>

## AAUP News

### **AAUP Faculty Compensation Survey 2005-06**

John Curtis, American Association of University Professors ([jcurtis@aaup.org](mailto:jcurtis@aaup.org))

Our "Annual Report on the Economic Status of the Profession" was released on April 24, as featured in the *Chronicle of Higher Education* and *Inside Higher Ed*. To read the summary report and tables, go to our Web site at <http://www.aaup.org/research/index.htm>. If you find errors in your institutional listing or your institution has not yet submitted data for 2005-06, we will publish a "Corrections and Additions" listing in July. For complete instructions on participating in the survey, go to our survey home page at <https://research.aaup.org/fcs>. You can also find information there on ordering peer comparison reports from survey data.

In early May, we will also be sending survey contacts information on two new reports that the AAUP will be releasing this fall. One report will provide data on faculty gender equity and one will provide data on the use of contingent (non-tenure-track) faculty. Both reports will utilize data from the AAUP Faculty Compensation Survey to produce institutional listings on these topics.

For those of you attending the AIR Forum in Chicago, I will be holding a roundtable session on Wednesday, May 17 at 3:30 to talk about the AAUP Survey and these new reports. Please add this session to your Forum schedule and join us with your questions and suggestions!

John Curtis

John W. Curtis, Ph.D.  
Director of Research  
American Association of University Professors  
1012-14th Street NW, Suite 500  
Washington, DC 20005-3465

## Penn State Summer IR Courses

Trudi Haupt, Penn State University ([tth1@psu.edu](mailto:tth1@psu.edu))

Two Graduate courses in Institutional Research will be offered on-line through Penn State's World Campus in Summer 2006: Assessing Student Outcomes and Evaluating Academic Programs (HiEd 598A), and Studying Students and Student Affairs Programs (HiEd 598C). These two 3-credit courses may be taken as graduate degree electives and/or counted toward the Graduate Certificate in Institutional Research. The courses begin May 24, 2006 and end August 26.

For more information, visit the World Campus web site at <http://www.worldcampus.psu.edu/wc/InstitutionalResearch.shtml> (click on Curriculum), the IR Certificate web page at <http://www.ed.psu.edu/cshe/ir.html>, or contact Trudi Haupt <tth1@psu.edu>. To avoid a late fee (\$250), registration must be completed and tuition paid by June 1,2006.

Thanks,

Trudi

Trudi Haupt  
Higher Education Program  
IR Certificate Program  
Penn State

### **Course Descriptions**

#### HiEd 598A

This course, taught by Dr. Fred Volkwein, examines Institutional Effectiveness, Accountability and Accreditation, Academic Program Evaluation, and Student Outcomes Assessment. Curricular goals for students in 598A:

- \* To Understand concepts, methodologies, research practices, instruments, and information systems that support campus evaluation and assessment activities
- \* To Design and conduct studies of student and alumni outcomes such as basic skills, general education, knowledge in the major, intellectual and personal growth
- \* To Utilize SPSS software, make Powerpoint presentations, and produce effective reports on selected assessment topics

#### HiEd 598C

This course, taught by Dr. Robert Reason, examines the characteristics of postsecondary education students, both traditional and non-traditional, drawing upon the voluminous research documenting the changes that take place in various populations of students during college. Drawing upon the latest understanding of student affairs assessment, the course equips institutional researchers and student affairs administrators to engage in research on student growth, campus climate, and evaluation of student services. Curricular goals for students in 598C:

- \* To examine changing student demographics and how these influence student outcomes and institutional operation

- \* To understand how different populations of student change while in college and what factors contribute to the change
- \* To become familiar with theories and research on student development
- \* To gain a general knowledge of the functional areas of student affairs and their intended purposes for the students they serve
- \* To learn about the tools available to assess student/student affairs program outcomes
- \* To learn how to plan assessment in the area of student affairs

## Changing Scene

**Richard Miller**, from Centennial, CO is moving from Research Consultant at Noel-Levitz to Senior Manager of Institutional Research with the United Arab Emirates Ministry of Higher Education, in Abu Dhabi, UAE. Any colleagues requiring "warm thoughts" are welcome to contact him at:randdmiller@yahoo.com. Stay cool, Richard!

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**Denise Sokol**, Assistant Vice Chancellor for Institutional Research, Planning and Analysis at the University of Colorado at Denver and Health Sciences Center, has announced her retirement as of the end of May. She is leaving the University after 28 years of service and plans to travel, do some consulting, pursue bead-working and other artistic interests, and spend a lot of time playing with her great niece. Denise says that AIR has been a big part of her professional life and wants to express her thanks to her AIR friends and colleagues for all their support over the years in her various AIR roles. Best wishes, Denise, for the beginning of a new phase!

## Help

### Collecting Students' Sexual Orientation Data - What's Your Experience?

Dawn Geronimo Terkla, Tufts University

Dear colleague,

Recently, the Tufts University Lesbian Gay Bisexual Transgender (LGBT) Center asked the Office of Institutional Research to begin collecting data regarding students' sexual orientation and to expand the gender categories to include transgender. We will begin doing so later this spring. We were wondering how many other institutions are collecting similar kinds of data, and how the students

and/or the institution at large has responded to requests for this personal and sensitive information. We would also be interested in hearing any other related thoughts and concerns you would like to share regarding these issues.

If you would please take a few minutes to go to the URL below and respond to a quick survey, we would really appreciate learning about what is happening at your institution. We hope to share the results from this survey and a synopsis of our experiences with our implementation at future Institutional Research conferences, but we have also provided an opportunity at the end of the survey for you to request a copy of the results delivered directly to you via email.

To access the survey, please click on the URL below or copy and paste it into your preferred browser:

<https://websurveyor.net/wsb.dll/5588/IRSexualOrientationDataCollection.htm>

If you experience any technical problems with the survey, please contact Heather S. Roscoe at [heather.roscoe@tufts.edu](mailto:heather.roscoe@tufts.edu) or (617) 627-5259.

Thank you,

Dawn Geronimo Terkla, Executive Director  
The Tufts University Office of Institutional Research

P.S. This survey has been reviewed and approved by the Tufts University Institutional Review Board/Committee on Human Subjects (IRB)

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### **Effective Institutional Researcher - How Do We Really Know?**

What makes for an effective institutional researcher? How do we really know? I've been wondering about this and am about to start a study to try to find out. I'm hoping to interview a cross-section of institutional researchers (at different stages in their careers, with varying responsibilities, and across institutional and organizational types) this summer to try to learn more. I could use your help. If you know someone in IR who you feel is particularly effective (defined as having the ability to influence policy changes at their institutions/organizations) and would be a good candidate for the study, I'd like to ask you to contact me by June 2, 2006 at [wknight@bgsu.edu](mailto:wknight@bgsu.edu) with the name of one or more such persons and why you feel they are particularly effective. Thank you. Please let me know if you have any questions.

See you in Chicago!

Bill Knight  
Bowling Green State University

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### **Grading Scales in the U.S. - What's Your Regulations?**

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Mantz Yorke, Lancaster University, UK ([mantzyorke@mantzyorke.plus.com](mailto:mantzyorke@mantzyorke.plus.com))

In the UK, the Burgess Committee looking at possible replacements for the system of classifying honours degrees that has run for many years. There is interest in the use of grade-points and GPAs, but the knowledge-base in the UK about grading scales in the US is limited to a rather general picture: A to F, often with  $\pm$  in addition, and the conversion into 'quality points' and hence GPAs. Along with colleagues, I have been commissioned to produce a paper on grading for the July meeting of the Committee, which means completing the work by early June.

I would be most grateful to colleagues if they could send me electronically the relevant excerpt(s) from their institutional regulations, in order that I can get a better idea of the extent to which the variants on the A - F scale are used, since I have found difficulties in locating the information on some institutional websites.

Mantz Yorke  
Visiting Professor  
Lancaster University, UK

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### **Race and Ethnicity Data Collection - When & How?**

Melodie E. Christal, Washburn University ([melodie.christal@washburn.edu](mailto:melodie.christal@washburn.edu))

At Washburn University we stopped collecting race/ethnicity data on students through our admissions process a number of years ago. Right now we do not have a systematic way to collect the information from all students. We would like to find out how/when other institutions collect this information in the admissions and enrollment process. Thanks in advance for your help.

Melodie E. Christal  
Director, Institutional Research  
Washburn University  
785-670-1876

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### **Calculating Music Faculty's Salary - What's Your Formula?**

Mary M. Gunn, Coastal Carolina University ([mgunn@coastal.edu](mailto:mgunn@coastal.edu))

We offer a bachelor of arts degree in music. When you have a low number of students but a high number of contact hours, how do you calculate salary for the music faculty? Do you use a formula to calculate salary for the music faculty? If yes, what is that formula?

Thank you,

Mary

Mary M. Gunn, Ph.D.  
Assessment Coordinator  
Office of Institutional Research & Assessment

Coastal Carolina University  
Voice: 843-349-2733

## Editors' Book of the Month

Marne Einarson, Cornell University (mke3@cornell.edu)

**Through the BOOK OF THE MONTH feature, we hope to acquaint you with publications that provide practical guidance on the technical or administrative aspects of our profession, offer current research and/or provoke thought and discussion on current issues in higher education.**

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This month's book is *The tao of statistics: A path to understanding (with no math)* written by Dana K. Keller. It was published in 2006 by Sage Publications. (ISBN 1-4129-1314-4)

The title of this book caught my eye partly because I am intrigued by Eastern philosophies but mostly because I have long forgotten all the formulae I was required to memorize in long-ago undergraduate statistics classes. I must confess that I mostly skip over them in statistics books. So the idea of math-less statistics was irresistible to me!

Keller contends that the typical equation-oriented approach to teaching statistics does not fit well with the more qualitative learning style of most people. Furthermore, one does not have to be able to calculate statistics in order to understand and appropriately use them. In that spirit, this book consists of a series of concise chapters about statistics. Each addresses a specific concept (ranging from the nature of data to structural equation models), begins with an illustration and a brief verse, and provides a non-mathematical explanation of the particular concept. Each chapter is anchored with practical examples of the concept from the perspective of two different professionals – a high school principal and a public health director.

The introductory verses offer elegant meditations on each concept. Among my favorites are the verse introducing descriptive and inferential statistics, "Knowing this/Projecting that/Reach can exceed grasp"; and the verse accompanying the chapter on p values, "End of analysis/Start of results/Thin ice."

Keller discusses each concept in a manner that is refreshingly clear, sometimes wryly funny but always respectful. For example, in his discussion of confounding variables, he observes,

Confounds are the missing ingredients that are waiting to catch up with each and every researcher. Confounds lead to "why didn't I think of that?" moments. Moments when confounds eventually are discovered are when researchers find out that embarrassment can be an unfortunate part of a productive professional life. No matter how hard researchers try, they cannot

think of everything, every time. (p. 75).

This book is certainly not a comprehensive statistical reference text! But it is an engaging primer that encourages greater understanding of the ambiguities of statistics. It emphasizes the need to frame results in non-absolutist terms and to openly acknowledge the strengths and weaknesses of a research approach and its resultant findings. As the author states, "The way of statistics is a life of 'probably' or 'probably not,' rather than of 'yes' or 'no'." And perhaps particularly pertinent to our field, Keller repeatedly stresses the need to be aware of the political context of research – and of how statistics, whether appropriately applied or not, may be used to support certain perspectives or programs, or might harm particular groups. He encourages the reader to be a reflective practitioner and critical consumer of statistics.

So for the statistical novices among us, or those who haven't cracked open a statistics book since their undergraduate years, or even those who are well-versed in statistics but sometimes struggle with explaining them to non-statisticians, this little book offers an appealing tone, clear and concise explanations, and many practical examples that might help to either grasp or convey a variety of statistical concepts.

Marne

## Technical Tips from the Field

### Transpose Rows to Columns in SAS

Gary Levy, University of Utah ([Gary.Levy@admin.utah.edu](mailto:Gary.Levy@admin.utah.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. Please share your technical prowess with us and send your tips to Meihua Zhai (<mailto:mzhai@gmu.edu>). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

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### Turn Rows to Columns with PROC TRANSPOSE in SAS

How many times have you faced the problem when you receive or download a database table/file and it gives you multiple rows for multiple records of a single ID? This type of data structure usually presents extra work for us institutional researchers who need to count non-duplicated IDs while keeping other information in the data.

For example, you might be tracking enrollment of individual students (each represented by a unique student identification number) over time. The data

table that you receive or pull from your enterprise database system might look something like this:

ID_NUMBER	TERM_ENROLLED
003244	F2004
003244	S2004
003244	F2005
001112	S2004
001112	F2005
001112	S2005

You need to re-organize the data and "normalize" your dataset as shown below:

ID_NUMBER	TERM_1	TERM_2	TERM_3
003244	S2004	F2005	S2005
001112	F2004	S2004	F2005

The PROC TRANSPOSE procedure in SAS offers an easy way to transform the format of the first data table into one that looks like the second table. Assuming the table with duplicate ID is called 'first' and we will name the reorganized table with non-duplicate ID 'second.' The SAS codes would be:

```
PROC SORT DATA=FIRST;
  BY ID_NUMBER;
RUN;

PROC TRANSPOSE DATA=FIRST OUT=SECOND PREFIX=TERM;
  BY ID_NUMBER;
  VAR TERM_ENROLLED;
RUN;

QUIT;
```

In our office we use the PROC TRANSPOSE procedure very often to help us track varied aspects of student patterns, like enrollment patterns, student credit hours taken each term, etc.

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Thanks a lot, Gary, for the sharing! If anyone has an equivalent or similar procedure for SPSS or SQL, please feel free to share your codes with e-AIR.

## Presentation Tips from the Field

### Tips and Techniques for an Outstanding Presentation

Robert Daly, University of California, Riverside ([bob.daly@ucr.edu](mailto:bob.daly@ucr.edu))

(This is the last article in the series on tips and techniques to help you make an excellent presentation at the AIR Forum. Many of the tips and techniques that have been developed by presentation experts have already been presented. In this article, I will be providing a few links so you can watch the pros in action. Notice the similarity of their presentation styles. There are also some tips on practicing before the Forum, and how to be prepared for your Forum presentation. At any time, please feel free to write to me if you have questions or suggestions. )

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#### Tip 4: Practicing and Presenting

Last month's article focused on design tips for the creation of your presentation. Those design tips can be used when creating your PowerPoint slides and will enhance the quality and professionalism of the slides in your presentation. When you begin creating your slides, remember that you are making the presentation, not PowerPoint. Use PowerPoint to enhance your presentation, not to be the presentation itself.

Once your presentation is created, it is time to practice presenting. For so many of us, standing in front of an audience is difficult, frightening, and stressful. Those reactions can be minimized by practice and preparation. This month's article provides you with tips for practicing before your Forum presentation and on being prepared when you make your presentation.

#### Watch the Pros

Watch the pros. Without exception they are passionate about their message, want you to fully understand what they are presenting, and constantly try to engage the audience. If you have any experience teaching, you will recognize their presentation style as a teaching style. In fact, Edward Tufte in "The Cognitive Style of PowerPoint," states that the best metaphor for presenting is good teaching. Avoid the belief that "If I present it, they will get it." Concisely, precisely, and passionately explain to your students (that is, your audience) the importance of your research - just like the pros.

Who to watch? Start with Steve Jobs, CEO of Apple Computer. Go to <http://www.apple.com/quicktime/qtv/mwsf06/> to watch the 2006 San Francisco Macworld keynote presentation. What makes Jobs presentation special? It's his passion, energy, and enthusiasm. He always adds a touch of drama as he gets towards the end of his presentations by stating "Oh, and one more thing..." If

you want to watch Steve in a smaller setting, one that could be similar to the setting at the Forum, watch the 2001 introduction of the iPod <<http://www.youtube.com/watch?v=kN0SVBCJqLs&search=steve%20jobs%20ipod>>. You can read more about Steve Jobs style at BusinessWeek Online <[http://businessweek.com/smallbiz/content/apr2006/sb20060406\\_865110.htm](http://businessweek.com/smallbiz/content/apr2006/sb20060406_865110.htm)>.

Next watch Guy Kawasaki at <<http://www.guykawasaki.com/guy.mov>>. This link points to a sample video, but it will give you an idea of how Guy engages his audience with his confidence, enthusiasm, and humor.

For more of a classroom type setting, watch Microsoft's Robert Scoble's presentation <[http://www.freestudios.tv/?cdroite=tablo\\_lift06](http://www.freestudios.tv/?cdroite=tablo_lift06)> at the LIFT conference. In particular, notice how he walks around the front of the room and chats with the audience. He starts his presentation by telling a story. Story telling is a very useful and powerful presentation technique, one that is discussed fully in Cliff Atkinson's *Beyond Bullet Points*, and one that you should use.

### **Create Presentation Cue Cards**

As recommended by Seth Goodin in *Really Bad PowerPoint and How to Avoid It*, make yourself cue cards. Cue cards will free you from reading text on your computer and allow you to be a more engaging presenter.

Cue cards are not a feature in PowerPoint, but you can use PowerPoint's Notes Page to help you create your cards. First, create a Word document that contains three 3-by-5 notes cards on each page. Then, for each slide, type in the text in the Page Notes you want to have for that slide and to be in the note card. Then, copy the key phrases from this text to the Word document. Add a small image of your slide to the cue card. Do this for all of your slides. When you are presenting, use your cue cards to help you remember the points you want to make, stay on pace, and to escape from behind the lectern.

### **Hardware Considerations**

When creating and designing your presentation, use a display size of 1024 by 768 pixels. By doing so, you can be sure that your presentation is compatible with most LCD projectors available. Also, purchase a remote control for presentations to advance your slides. Two possible choices are the Kensington 33132 Pocket Wireless Remote and the Keyspan PR-US2 Presentation Remote. These are USB based and inexpensive, and are an essential tool for all presenters. Just as with your cue cards, a remote will free you from your computer.

Just to be on the safe side and before you leave for the Forum, copy your entire presentation to a USB thumb-drive, a CD, or any portable disk. If your computer fails, you can borrow a friend's computer and run your presentation from your backup drive. If you really want to be high-tech, think about using your video

iPod as not only a backup disk drive, but as a backup computer. Watch a short video at [http://presentationzen.blogs.com/presentationzen/2006/03/thoughts\\_on\\_bac.html](http://presentationzen.blogs.com/presentationzen/2006/03/thoughts_on_bac.html) to see how this is done.

### **Practice, Practice, and Practice Some More**

It is easy to tell who is prepared and who is not. But just organizing and preparing your presentation is not enough. You have to practice presenting it. Start by presenting it without an audience. You might want to record your practice sessions. This will help you hear how the audience is hearing you. Pretend these practice sessions are the "real thing." Use a projector and try to emulate the actual setting for your presentation. Record how long your practice sessions last. Your goal should be to allow 10 minutes for questions. Adjust your presentation as necessary. During your practice sessions, use your remote control device to advance your slides. This will avoid the very awkward process of having to walk over to your laptop to do this task.

Once you feel comfortable practicing by yourself, find three or four volunteers to listen to your presentation. Ask your volunteers to evaluate your presentation style and to make suggestions about your slides. Be sure that these volunteers understand what you are trying to present. If they don't, there is a good chance your Forum audience won't either.

### **At the Forum**

Once you arrive at the Forum and unpack your bags, go to the Technology Support Center in the Sheraton Hotel, Parlor A, Level 3. Here you can be sure that your laptop connects to the provided projectors and see how your presentation will look on the screen. While at the Technology Support Center, be sure to test your backup device. Finally, ask how you get emergency help if the projector fails.

A day or two before your presentation, go to a session that is in the same room as your presentation is scheduled. Here, check the lighting and how to adjust it. The dominant lighting should be on you, the presenter, but the room should not be darkened. You need to interact with your audience and that is hard to do when the room is dark. See Garr Reynold's blog article entitled "Presenters should be afraid of the dark" <[http://presentationzen.blogs.com/presentationzen/2005/06/presenters\\_shou.html](http://presentationzen.blogs.com/presentationzen/2005/06/presenters_shou.html)> for more information on this topic. Check to see how you will hook up your computer to the projector. Be familiar with how to do this. Check the room's layout, especially the location of the dais or lectern. Make sure that the setup does not prevent you from interacting and engaging with your audience. You don't hide behind a big lectern, and if you have the presentation remote control there is little reason to do so. If you don't like the layout of the room or the lighting, ask for improvements.

You should be ready. Arrive early to allow yourself time to connect your laptop to the projector, check the lighting, and any other last minute details. During your presentation, remember not to hide behind a big lectern. If you are using your presentation remote control there is little reason to do so. Be sure to start and end on time. Ask your facilitator to help you with this important task. Best wishes for a great presentation.

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Thank you so much, Bob, for the time, efforts and expertise you put into this series of articles.

## Position Listing Summary

### Job Listing Summary

Gail Fishman, AIR ([gfishman@mailier.fsu.edu](mailto:gfishman@mailier.fsu.edu))

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. There is no charge for posting a job. Follow the format posted at the AIR Jobs website and include as much information as possible. Use the online form to submit an ad. Jobs will be displayed for one month from the posting date or one week after the application deadline. Please notify Gail Fishman if you wish to repost, revise, or leave a job posted beyond the deadline.

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DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, St. Joseph' s College, Brooklyn, **NY**, <http://www.sjcny.edu>  
Deadline Date: Applications accepted until position filled

RESEARCH ANALYST, Virginia Commonwealth University, Richmond, **VA**, <http://www.vcu.edu>  
Deadline Date: Open

INSTITUTIONAL RESEARCH ANALYST, Le Moyne College, Syracuse, **NY**, <http://www.lemoyne.edu>  
Deadline Date: May 5, 2006

RESEARCH ANALYST, SENIOR, New Mexico State University, Las Cruces, **NM**, <http://www.nmsu.edu>  
Deadline Date: Application Reviews begin May 2, 2006

RESEARCH ANALYST, New Mexico State University, Las Cruces, **NM**, <http://www.nmsu.edu>  
Deadline Date: Review begins May 2, 2006

DIRECTOR OF RESEARCH AND POLICY ANALYSIS, The Council of Graduate

Schools, **Washington, DC**, <http://www.cgsnet.org>  
Deadline Date: May 31, 2006

RESEARCH ASSOCIATE, The Council of Graduate Schools, **Washington, DC**,  
<http://www.cgs.nche.edu>  
Deadline Date: June 15, 2006

MANAGER OF INSTITUTIONAL RESEARCH, Adler School of Professional  
Psychology, Chicago, **IL**, <http://www.adler.edu>  
Deadline Date: Not provided

DIRECTOR OF INSTITUTIONAL RESEARCH, Worcester State College, Worcester,  
**MA**, <http://www.worcester.edu/>  
Deadline Date: Reviews began April 14 and continue until filled

RESEARCH ASSOCIATE, DePaul University, Chicago, **IL**, <http://www.depaul.edu>  
Deadline Date: May 31, 2006

ASSISTANT DIRECTOR, Duke University, Durham, **NC**, <http://www.hr.duke.edu>  
Deadline Date: June 25, 2006

COORDINATOR OF RESEARCH INFORMATION, University of Maryland, College  
Park, **MD**, <http://www.umd.edu>  
Deadline Date: May 10, 2006 (best consideration)

RESEARCH ANALYST, California State University - Fresno, Fresno, **CA**, [http://  
csufresno.edu](http://csufresno.edu)  
Deadline Date: May 22, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Immaculata  
University, Immaculata, **PA**.Deadline Date: Not provided

DIRECTOR OF ASSESSMENT, Cayuga Community College, Auburn, **NY**, [http://  
www.cayuga-cc.edu](http://www.cayuga-cc.edu)  
Deadline Date: Review of applications begins immediately

ASSESSMENT AND RESEARCH ANALYST, San Diego State University, San Diego,  
**CA**, <http://www.sdsu.edu>  
Deadline Date: Open until filled

ASSISTANT DIRECTOR OF SYSTEMS AND REPORTING, OFFICE OF  
INSTITUTIONAL RESEARCH, Dartmouth College, Hanover, **NH**, [http://www.  
dartmouth.edu](http://www.dartmouth.edu)  
Deadline Date: May 31, 2006

VICE PRESIDENT OF RESEARCH & EVALUATION, Mid-continent Research for Education and Learning (McREL), Denver, **CO**.

Deadline Date: Not provided

DIRECTOR OF STUDENT AFFAIRS, ASSESSMENT, AND PLANNING, University of Alabama, Tuscaloosa, **AL**.

Deadline Date: Not provided

DIRECTOR OF THE CENTER FOR THE STUDY OF ACCELERATED LEARNING, Regis University, Denver, **CO**.

Deadline Date: As soon as possible

RESEARCH PROFESSIONAL, University of Alaska Southeast, Juneau, **AK**,

Deadline Date: May 1, 2006, open until filled

DIRECTOR, INSTITUTIONAL RESEARCH, Kern Community College District, Bakersfield, **CA**.

Deadline Date: May 26, 2006, open until filled

ASSISTANT DIRECTOR, INSTITUTIONAL RESEARCH, Boston University, Boston, **MA**, <http://www.bu.edu/>

Deadline Date: Negotiable, as soon as possible

ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT, University of North Texas, Denton, **TX**.

Deadline Date: Until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND POLICY STUDIES, Rochester Institute of Technology, Rochester, **NY**, <http://www.rit.edu>

Deadline Date: June 15, 2006

DIRECTOR, STUDENT AFFAIRS PLANNING, EVALUATION AND RESEARCH, Dartmouth College, Hanover, **NH**, <http://www.dartmouth.edu>

Deadline Date: Review of resumes will begin May 15, 2006

PUBLIC ADMINISTRATION ANALYST, The Center for Research on Evaluation, Standards, and Student Testing (CRESST), Los Angeles, **CA**, <http://www.cresst.org>

Deadline Date: Several positions-open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Volunteer State Community College, Gallatin, **TN**,

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Big Sandy Community &

Technical College, Prestonsburg, **KY**, <http://www.bigsandy.kctcs.edu>  
Deadline Date: Review of applications will begin April 28, 2006

RESEARCH ASSOCIATE, Union County College, Cranford, **NJ**.  
Deadline Date: Not provided

PRINCIPAL RESEARCH ANALYST, The University of California Office of the President, Oakland, **CA**, <http://www.ucop.edu/sas/sfs/>  
Deadline Date: May 4, 2006

INSTITUTIONAL RESEARCH SUMMER INTERNSHIP, The College of Lake County, Grayslake, **IL**, <http://www.clcillinois.edu>  
Deadline Date: May 5, 2006

ASSISTANT DIRECTOR, Northeastern Illinois University, Chicago, **IL**, <http://www.neiu.edu>  
Deadline Date: May 15, 2006

INSTITUTIONAL RESEARCH ANALYST, Rider University, Lawrenceville, **NJ**, <http://www.rider.edu>  
Deadline Date: May 10, 2006

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH, Wesleyan University, Middletown, **CT**, <http://www.wesleyan.edu>  
Deadline Date: April 30, 2006

ASSISTANT DIRECTOR FOR CHANGE MANAGEMENT, University of Illinois at Chicago, Chicago, **IL**, <http://www.uic.edu/index.html/>  
Deadline Date: May 5, 2006

SENIOR RESEARCH ASSOCIATE, University of North Carolina Greensboro, Greensboro, **NC**, <http://www.uncg.edu>  
Deadline Date: Reviews begin May 1, 2006

SENIOR RESEARCH AND PLANNING ANALYST, Pasadena City College, Pasadena, **CA**, <http://www.pasadena.edu>  
Deadline Date: May 5, 2006 by 12:30 p.m.

ASSISTANT DIRECTOR FOR INSTITUTIONAL RESEARCH, College of the Marshall Islands, Majuro, Republic of the Marshall Islands **MH**, <http://www.cmiedu.net/>  
Deadline Date: On or about May 1, 2006

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Volunteer State Community College, Gallatin, **TN**.  
Deadline Date: Open until filled

DATA MANAGEMENT SPECIALIST, Tennessee Higher Education Commission,  
Nashville, **TN**, <http://www.state.tn.us/thec/>  
Deadline Date: May 1, 2006

DATA MART MANAGER AND REPORTING SPECIALIST, Santa Clara University,  
Santa Clara, **CA**, <http://www.scu.edu>  
Deadline Date: Reviews begin immediately

REPORTING SPECIALIST, Bentley College, Waltham, **MA**, <http://www.bentley.edu>  
Deadline Date: Not provided

RESEARCH ANALYST I, The University of Texas at Brownsville and Texas  
Southmost College, Brownsville, **TX**.  
Deadline Date: Until position is filled

COORDINATOR, STATISTICAL RESEARCH, Florida Atlantic University, Boca  
Raton, **FL**, <http://www.fau.edu>  
Deadline Date: April 30, 2006

COORDINATOR OF INSTITUTIONAL EFFECTIVENESS, Southwest Texas Junior  
College, Uvalde, **TX**, <http://www.swtjc.net/>  
Deadline Date: April 30, 2006

RESEARCH ASSOCIATE, Joint Forces Staff College, Norfolk, **VA**, <http://www.jfsc.ndu.edu>.  
Deadline Date: As soon as possible

DIRECTOR OF PLANNING AND SPECIAL PROJECTS, Northwestern University,  
Evanston, **IL**, <http://www.northwestern.edu>  
Deadline Date: April 30, 2006

FINANCIAL AID RESEARCH SPECIALIST, Stetson University College of Law,  
Gulfport, **FL**, <http://www.law.stetson.edu>  
Deadline Date: Open until filled

## Parting Thoughts

### Parting Thoughts

Meihua Zhai, University System of Georgia ([meihua.zhai@usg.edu](mailto:meihua.zhai@usg.edu))

**Reader contributions of possible future 'Parting Thoughts' are welcome.  
Send them to Meihua Zhai.**

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"If you're not confused, you're not paying attention."

~ Tom Peters

"The manager asks how and when; the leader asks what and why."

~ Warren Bennis

"The price of greatness is responsibility."

~ Winston Churchill

"Age doesn't always bring wisdom. Sometimes age comes alone."

~ Anonymous

"Always remember that you're unique, just like everybody else."

~ Anonymous

"Success is less rare than the courage to attempt it."

~ Terry Rossio

"Mistakes are the byproduct of action -- and thus an accurate gauge of effort."

~ Terry Rossio

"The superior mind does not set his mind either for anything, or against anything; what is right he will follow."

~ Confucious

"Those who make the worst use of their time are the first to complain of its shortness. "

~ Jean De La Bruyere

"If you can dream it, you can do it."

~ Walt Disney