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@mailer.fsu.edu)

Subscription Mgt:

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

Current Subscribers: 6416

Next Issue Copy Deadline:
12/20/2006

Next Issue Target Publication Date:
12/22/2006

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, Suite 211, 1435 E. Piedmont Drive, Tallahassee, FL 32308 Phone: 850/385-4155, Fax: 850/385-5180 or via e-mail: (air@mailer.fsu.edu).

AIR 2007 Grants Programs

AIR 2007 Grant Programs

The Association for Institutional Research (AIR), with support from the National Center for Education Statistics (NCES), the National Science Foundation (NSF) and the National Postsecondary Education Cooperative (NPEC) sponsors a grant program titled: Improving Institutional Research in Postsecondary Educational Institutions. **January 16, 2007** is the deadline to submit a proposal for the 2007 AIR Grants Program (http://www.airweb.org/grants.html).

Research grants up to $30,000 are available to institutional researchers, faculty, and administrators affiliated with U.S. postsecondary institutions or governance agencies. **Dissertation fellowships** of $15,000 are available to doctoral students in all disciplines. **Fellowships** to the annual National Summer Data Policy Institute are also available. The AIR Grant Programs offer opportunities for advancing research on postsecondary education.

For details, please visit: AIR/NCES/NSF/NPEC Grant Program (http://www. airweb.org/researchgrants.html)

AIR/NCES/NSF National Summer Data Policy Institute (http://www.airweb.org/ datapolicy.html)

If you have any questions, please contact Sharon Lynn, Manager of Professional Development and Grants Administration at (850) 385-4155 ext. 105 or by email at slynn@airweb2.org.

From Your 2007 Forum Local Hosts

Goin' to Kansas City ... for the 47th AIR Forum June 2-6, 2007!
Christine Keller, University of Kansas, 2007 Forum Local Arrangement Committee (ckeller@ku.edu)

This month's Kansas City Fun Facts features guest columnist **Jeff Seybert**, Director of Institutional Research at Johnson County Community College and recognized Kansas City food connoisseur. The topic is synonymous with Kansas City - BARBECUE! But how does one pick from the over 100 barbecue establishments? Read on to find out!

A Barbecue Primer
by Jeff Seybert

Barbecue is pretty much a sacred topic in Kansas City. The city is host to two of the major barbecue competitions in the country and locals insist KC barbecue is, without a doubt, the best in the U.S. I'll suggest several local barbecue "joints" but first I should provide a brief explanation of different styles of barbecue in the

U.S.

First, though, it is important to make a distinction between real barbecue and what many of us do to steaks, burgers, hotdogs, etc. on our outdoor grills on pleasant weekend afternoons. That's grilling, not barbecue! Barbecue involves long, slow, low temperature, indirect (i.e., away from a direct heat source) cooking, aided by smoke.

Opinions will vary, but in my mind there are three pretty distinct styles of barbecue in the U. S., differentiated mainly by the types of meat and sauce involved. Carolina/Memphis/Southern barbecue is predominately pork ("pulled" roasts and ribs) and the sauce is thin and vinegar-based and served on the side. Kansas City style involves a wider range of meats (beef brisket, "burnt ends," pork ribs, ham, chicken, turkey breast, and sausage), and the sauce is thicker, a little sweet, tomato-based, mild to hot, and is usually served on the meat. Texas barbecue focuses on beef brisket and ribs, sausage, and, to a lesser degree, pork ribs. Texas style sauce is tomato-based similar to Kansas City style, although usually smokier, not as sweet, and may be hotter, and is usually served on the side.

Now, here's a list of representative barbecue places in Kansas City. Most are not fancy—more "hole-in-the-wall" type places, often referred to as "joints."

BBQ Choices Near the Crown Center Complex:

- o **Jack Stack Barbecue**, 101 W. 22nd St., KCMO, in the "Freight House District" just behind (north of) Union Station (5-10 minute walk from the forum hotels). The only real "restaurant?on this list (i.e., where you're formally seated and a wait person takes your order and brings it to your table. Also a good idea to have reservations —Jack Stack is usually jammed at both lunch and dinner— excellent barbecue (maybe the best brisket in the area) and sides (the onion rings and barbecue beans are amazing, excellent coleslaw).

- o **Gates Bar-B-Q**, 3205 Main St, KCMO (about a mile south of the Crown Center complex on Main St.). A Kansas City tradition and more typical barbecue "environment" (i.e., cafeteria style ordering and service)—good brisket, ribs, ham, and turkey.

- o **Arthur Bryant's Barbecue**, 1727 Brooklyn Ave., KCMO. The dean of KC barbecue joints, made famous by the writer Calvin Trillin (one of his two best "restaurants" in the world), and frequented by presidents and all sorts of other famous folks. A classic joint with long lines out the door at lunch and dinner. Enormous portions—sauce is a little thinner and

```
hotter than is typical for Kansas City style.  The favorite of
many folks in KC—a pilgrimage to Arthur Bryant's is usually de
rigueur for serious barbecue fans. Daytime is fine but be
careful in this neighborhood at night.
```

BBQ Choices Farther Away

For those committed barbecue aficionados who want to delve more deeply into the KC barbecue scene:

- o **Oklahoma Joe's BBQ**`, 3002 W. 47th Ave, KC KS (corner of 47th and Mission Rd.). A classic barbecue joint, in a converted gas station. Great sandwiches and ribs—incredible fries. Probably my favorite barbecue sandwich anywhere—the Z-man.  Awesome!`

- o **Wyandot Barbeque**`, 7215 W. 75th St., Overland Park, KS (one block east of 75th & Metcalf). Another classic joint, in a converted Taco Bell. Absolutely the best pork ribs in the world! Fall-off-the-bone tender, great flavor. Great fries here as well.`

Personal favorites: Jack Stack for great barbecue and a "normal" restaurant dining experience, Oklahoma Joe's for the Z-man & fries, Wyandot for ribs & fries.

AIR Publication

New IR Applications: Are There Differences between Transfers from Community College Career-Oriented Programs and Liberal Arts Programs?

Gerry McLaughlin, Editor

It has become popular to talk about the "swirl" of students. Part of this swirl comes from changing goals and objectives. This article is an important contribution to the discussion of change as **Heping Deng**, Lehman College, examines the transfer trends and differences of the students transferring to a four-year institution based on whether they graduated from a Career-Oriented program or a Liberal Arts Program. This issue of IR Applications: Are There Differences between Transfers from Community College Career-Oriented Programs and Liberal Arts Programs? shows that differences exist but it is more complex than Liberal Arts graduates pursuing a four-year degree and Career-Oriented graduates pursuing a career.

The results indicated students who made better grades in the Community College made better grades in the Senior College. Also, for transfers who graduated from career-oriented programs, older students and students who had been placed in remedial courses earned higher senior college GPA than their younger counterparts and students who did not attend remedial courses.

The full article is available at:http://www.airweb.org/page.asp?page=1002

NCES Publications

Placing College Graduation Rates in Context

NCES has just released "Placing College Graduation Rates in Context: How 4-Year College Graduation Rates Vary With Selectivity and the Size of Low-Income Enrollment." This report uses data primarily from the 2004 Graduation Rate Survey (GRS), a component of the Integrated Postsecondary Education Data System (IPEDS), to provide a systemwide overview of how graduation rates of comparable 4-year institutions vary with institution selectivity and the size of the low-income population enrolled. The report clearly shows that graduation rates dropped systematically as the proportion of low-income students increased, even within the same Carnegie classification and selectivity levels. Variations by gender and race/ethnicity also were evident. Women graduated at higher rates than men, and in general, as the proportion of low-income students increased, so did the gap between female and male graduation rates. The gap in graduation rates between White and Black students and between White and Hispanic students, on the other hand, typically narrowed as the proportion of low-income students increased.

To download, view and print the report as a pdf file, please visit:http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007161

Where Are They Now? A Description of 1992-93 Bachelor's Degree Recipients 10 Years Later

Using data from the 2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), this report provides an overview of the status of 1992–93 college graduates 10 years after graduation. The report presents highlights of these college graduates' lives in 2003 in five areas—education after the bachelor's degree, labor force participation, opinions about their undergraduate education, family status, and civic participation. In addition to presenting a basic profile of graduates' lives in 2003, the report is also intended as a broad introduction to the kinds of data available in B&B:93/03. A table compendium with five sections corresponding to the five areas above provides additional detail about how graduate characteristics are associated with the highlighted outcomes as well as related experiences in each area. The estimates in this report represent about 1.2 million bachelor's degree completers from 1992–93.

To download, view and print the publication as a PDF file, please visit:http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007159

Trends in the Use of School Choice: 1993 to 2003 (NCES 2007-

045)

Opportunities for school choice in the United States have expanded since the 1990s. This report uses data from the National Household Surveys Program (NHES) to present trends that focus on the use of and users of public schools (assigned and chosen), private schools (church- and non church-related), and homeschoolers between 1993 and 2003. The percentage of students enrolled in their assigned public school decreased from 80 percent to 74 percent between 1993 and 2003, while this decrease was nearly offset by an increase in chosen public school enrollment from 11 to 15 percent between 1993 and 2003. During this same time period, enrollment in church-related private schools remained stable at 8 percent and enrollment in non church-related private schools increased from 1.6 to 2.4 percent. This report also presents data on parental perceptions of public school choice availability and associations between the public and private school types children were enrolled in and parental satisfaction with and involvement in the schools. About one-half of all students have parents who reported that public school choice was available in their community, with one-quarter of students attending assigned public schools having parents who considered enrolling them in a school other than the one they were currently attending, while 17 percent of all students and 27 percent of Black students attended a school other than their parent's first-choice school. Generally, there were no parental involvement differences detected between students enrolled in assigned and chosen public schools. Parents of students in private schools reported more direct involvement in their children's schools than parents of students enrolled in other types of schools.

To download, view and print the publication as a PDF file, please visit: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007045

Academic Pathways, Preparation, and Performance: A Descriptive Overview of the Transcripts from the High School Graduating Class of 2003-04

This report uses transcript data from the Education Longitudinal Study of 2002 (ELS:2002) to provide nationally representative information about the level of academic preparation the high school graduating class of 2003-04 had when leaving high school. The report supplies a brief examination of the coursetaking patterns of 2003-04 graduates, with a focus on their participation in mathematics, science, and Advanced Placement/International Baccalaureate courses. Additionally, the report links these coursetaking patterns with test achievement in mathematics, grade point average, and expectations for future educational attainment. Major findings in the report are that: the high school graduating class of 2003-04 earned an average of 25.8 course credits (measured in Carnegie units), 19.0 in academic subjects. Overall, about 30 percent of the class earned at least a credit in Advanced Placement or International Baccalaureate courses. Among the graduates, 5 percent got no further than basic math or pre-algebra courses, 45 percent completed at least algebra I or II,

36 percent completed at least one trigonometry, statistics, or precalculus course, and 14 percent calculus, as their highest level mathematics in high school. Ninety one percent of graduates who completed an academic curriculum and 46 percent of students who completed an occupational curriculum demonstrated mastery at proficiency level 3 on the ELS:2002 12th grade mathematics assessment, which is simple problem-solving, requiring low-level mathematical concepts.

To download, view and print the publication as a PDF file, please visit:http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007316

Overview of Public Elementary and Secondary Students, Staff, Schools, School Districts, Revenues, and Expenditures: School Year 2004-05 and Fiscal Year 2004

This report contains information from the 5 Common Core of Data (CCD) surveys: the 2004-05 state, local education agency, and school nonfiscal surveys for 2004-05 and the state and local education agency school finance surveys for fiscal year 2004. The report presents data about the students enrolled in public education, including the number of students by grade and the number receiving special education, migrant, or English language learner services. Some tables disaggregate the student data by racial/ethnic group or community characteristics such as rural - urban. The numbers and types of teachers, other education staff, schools, and local education agencies are also reported. Finance data include revenues by source (local, state, and federal) and total and per-pupil expenditures by function.

To download, view and print the publication as a PDF file, please visit:http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007309

NSF Publications

Science & Engineering (S&E) Doctorate Awards

The Survey of Earned Doctorates (SED) (http://www.norc.org/issues/docdata.htm) gathers information annually from 42,000 new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Each year the SED data are added to a larger historical record of doctorate-degree graduates, the Doctorate Records File (DRF). Begun in 1920, the DRF contains annual information used to track the number of graduates in various fields; the educational paths of scientists, engineers, and humanists; movement of graduates into the labor market; and similar information.

The numbers/characteristics of AY 2005 research doctorates in U. S. universities has been released (http://www.nsf.gov/statistics/doctorates) for data on S&E fields and on women PhDs. This series presents data and trends on doctorates awarded in science and engineering. Information is also available on characteristics of doctorate recipients, institutions awarding doctorates, and

postgraduation plans of doctorate recipients.

AAUP Publication

AAUP Contingent Faculty Index 2006

John W. Curtis, AAUP (jcurtis@aaup.org)

This new report will be released in early December. AAUP Contingent Faculty Index 2006 will provide counts of faculty - full-time and part-time, tenure-line and non-tenure-track - at over 2,500 colleges and universities across the country. Data listings, drawn from the IPEDS Employees by Assigned Position file, will include employment status (full-time and part-time); tenure status for full-time faculty; and counts of graduate student employees. The individual campus listings included in the report will serve to promote discussion of the increasing use of contingent faculty at the local level, based on concrete data. The AAUP has publicized its concerns about the impact of an increasingly contingent faculty on student learning and academic freedom for many years. This report should encourage faculty, both tenured and contingent, along with administrators and governing boards to examine the situation on their own campuses.

The complete report, including institution-specific appendices, will be available for download at no cost from the AAUP Web site. We will be publicizing it widely through the media and throughout the higher education community.

John W. Curtis, Director of Research and Public Policy
Doug Kinsella, Research Associate
Souhila Kada, Research Assistant
AAUP
aaupfcs@aaup.org

Using NCES Web Tools

New Customized NAEP State and National Comparisons Feature on the Web

Now you can create tables that compare states based on their average NAEP scale scores for selected groups of public school students (gender,race/ethnicity for three groups, eligibility for free or reduced-price school lunches, or high and low percentiles). You set the scope for the state comparisons of interest. You must first select grade, subject, and student group of interest, then choose either single-year or cross-year mode, and then select the state of interest.

You can compare the scores in one year, or examine the change in performance between two assessment years. For example:

* See how the average reading score for male students in a particular state compares to the average reading score for male students in other states in 2005, or

* See how the change (from 2002 to the focal year) in reading scores for male students in a particular state compares to the change in reading scores for male students in other states.

This new feature also shows whether the selected comparisons are statistically different from one another. However, note that the sort order is based on numeric precision to several decimal places--so a state appearing higher in the sort order may not be significantly different from a state appearing lower in the order.

Try this new feature now, at http://nces.ed.gov/nationsreportcard/nde/statecomp/

AAUP Faculty Compensation Survey

John W. Curtis, AAUP (jcurtis@aaup.org)

Data processing is underway for the annual Faculty Compensation Survey of the American Association of University Professors (AAUP). Survey contacts should have received a notification e-mail directing them to our data collection Web site (https://research.aaup.org/fcs). We are asking survey respondents to submit their data files by December 20; later submissions will be processed, but the accuracy of our aggregate tables for comparison is much improved by early data submissions. Early submission will also provide you with an opportunity to follow through with any corrections.

The sooner respondents submit data for 2006-07, the earlier we will be able to provide peer comparison reports. We are currently revising our system for processing custom peer reports. If you would like to request a 2005-06 peer compensation report, please e-mail or call the Research office. We are not yet accepting orders for 2006-07 peer compensation reports.

If you have not yet received an e-mail about the survey and think that you should have, or if you know that your contact information has changed, please let us know by e-mail at aaupfcs@aaup.org—we would prefer not to take contact changes by telephone at this time.

Thanks again for your participation in our annual survey.

John W. Curtis

John W. Curtis, Director of Research and Public Policy
Doug Kinsella, Research Associate
Souhila Kada, Research Assistant
AAUP

aaupfcs@aaup.org

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to meihua.zhai@usg.edu. Keep it brief, but include the information you think others would like to know.

Dr. **Karen Gentemann** went from "Director of Institutional Assessment" to "Associate Provost for Institutional Effectiveness" at George Mason University. Congratulations, Karen!

Mr. **Charles Clark** has been appointed associate director of Strategy & Institutional Research at the University of Toledo. Mr. Clark has been with the Office since 2001, most recently serving as senior research associate. Congratulations, Charles!

From e-AIR Readers

On Access and Excel

Meihua,

In your column today, you created a false dichotomy by asking the question "Access or Excel?". There is no need for anyone to make this choice. Users can take advantage of the strengths of *both* programs by keeping data in Access and using Excel for reporting by using an automatic link to the data. Not only does this take advantage of the strengths of both, but it's actually quite easy. There is absolutely no need to choose one program or the other.

:) Rebecca

Rebecca Carr
National Coordinator
AAU Data Exchange
332 Administration
Lincoln, NE 68588-0435
402-472-3894

Meihua,

I just finished reading your Technical Tip and wanted to send you a couple of comments. Basically, I think the question is much broader (and bigger) than selecting Access or Excel for data storage. It is very important to remember that these two applications are not substitutes for each other, even though both can store data. They can complement each other, but, for most IR office tasks, should not be considered as alternate data storage systems. What the actual questions are: 1) which data base application should an IR office select, and 2) which analytical tool should the IR office choose. Access is a data base application; Excel is an analytical and reporting tool.

Data is our life. Not just the storage of data, which you can get plenty of help with from IT professionals, but the extraction and analysis of the data. Access is a fine application to store data, it is a weak application for the analysis of data. So, use Access (or other data base products like MySQL, Oracle, FileMaker, etc.) to store IR data. But don't use it to analyze the data.

Excel is one of my favorite applications and has a lot of power to produce excellent data tables and graphs. It is an excellent analytical tool. But, as you pointed out, it is a poor data base application. It should not be considered for this task. Excel should be compared to other analytical applications such as SAS and SPSS, and not to data base products. (I am aware of the data storage capabilities of SAS and it too could be considered in choosing a data storage application.) Then choose one of these analytical and reporting tools to perform the analytical functions of your IR office.

The bottom line is to choose the right tool for the job. The wrong choice will result in a loss of productivity for the IR office. Productive IR offices are successful IR offices.

Bob

Robert Daly
Assistant Vice Chancellor, Institutional Planning
Academic Planning and Budget
University of California, Riverside
951-827-3296
bob.daly@ucr.edu

Technical Tips from the Field

Calculating Unduplicated Headcount for an Academic Year (SPSS)
Mike Tamada, Occidental College (tamada@oxy.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 (meihua.zhai@usg.edu). Since this is a small corner, KISS (Keep It Short

and Smart) will work the best.

This is Part I of a series of tips on how to calculate unduplicated headcount for an academic year. Similar method in SAS, Oracle SQL and MS Access SQL will be covered in the next two issues of e-AIR.

We assume that you have a variable called "StudentID" to identify your students, and a variable called "Level" which has values of "U", "G", and "P" to indicate whether they are undergraduates, graduate students, or first professional students. You will also need to have variables which describe the students' ethnicity and gender; here we will call them "Ethnic" and "Gender".

We cover two possible scenarios: you have separate data files for each term, or you have one big file.

Scenario A: One File for Each Term

Here, we assume that the institution has three terms during the year (12 month academic year). The files are assumed to already be in SPSS format, with filenames st2006_1.sav, st2006_2.sav, and st2006_3.sav and saved under 'c:\temp\'. They have to be sorted by StudentID.

```
Match files
 /file = 'c:\temp\st2006_3.sav'
 /file = 'c:\temp\st2006_2.sav'
 /file = 'c:\temp\st2006_1.sav'
 /by StudentID.
Crosstabs ethnic by gender by level.
```

Note that we use the latest term's data first – so that students who change their level from undergraduate to graduate during the year will have their latest value saved. Note that this assumes that you never have "retrograde motion" by students, e.g. grad students who re-enroll as undergrads later in the year, or first professional students who re-enroll as graduate students. If you do have such students, you will need to use a procedure more similar to the one in Scenario B.

Scenario B: One Single File Containing All the Terms' Data

(A student might appear two or three times in this file, if enrolled for two or three terms.)

Here we need to use SPSS's Aggregate command. But first we have to make sure that we can find a student's maximum level value, by creating a numeric version of the level variable.

```
GET FILE = 'c:\temp\st2006.SAV'.
Numeric nlevel (f1.0).
```

```
Value label nlevel  1 'Undergrad'  2 'Graduate' 3 'First Professional'.
If level eq 'U'  nlevel = 1.
If level eq 'G'  nlevel = 2.
If level eq 'P'  nlevel = 3.
Aggregate outfile = *
   /break = StudentID
   /nlevel ethnic gender = max(nlevel ethnic gender).
Crosstabs ethnic by gender by nlevel.
```

For both scenarios, there are potential complications if your school's terms do not correspond to the IPEDS academic year definitions, e.g. if you have a summer term which occurs in both academic year 2005 and 2006. Please feel free to contact me if you have any questions regarding the codes used here.

Thank you very much, Michael, for sharing your expertise with us!

Please click the links below for the sample data and syntax files in SPSS to practice:

st2006_3, st2006_2, st2006_1, st2006, ScenarioA Syntax, ScenarioB Syntax

Editors' Book of the Month

You Don't Deed a Title to be a Leader: How Anyone, Anywhere, Can Make a Positive Difference

Meihua Zhai, University System of Georgia (meihua.zhai@usg.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.

This month's book, *You don't need a title to be a leader: How anyone, anywhere, can make a positive difference*, was written by Mark Sanborn and published by Doubleday, a division of Random House, Inc. in 2006. (ISBN: 0-385-51747-5)

Knowing how much of a fan I am of *The Fred Factor*, written by Mark Sanborn, my former supervisor included me on the recipient list when everyone on her staff received a copy of his newest book, *You Don't Need a Title to Be a Leader*. I brought this book with me as my airport and air-time reading, thinking that at least I might be able to get some quotes for the Parting Thoughts feature for e-AIR. I got more than I expected.

Like *The Fred Factor*, *You Don't Need a Title to Be a Leader* is a short book filled

with simple stories about the differences made by people who do not hold managerial titles that imply staff supervision responsibilities. I didn't use the word "title" because I believe that we all have titles. What Mr. Sanborn means by "without a title" really refers to managerial titles. The book starts with the definition of leadership - what makes a leader, or the qualities that a leader possesses, followed by a discussion of the principles of leadership - how a leader acts. It ends with the notion that mastering the art of leadership is WIP - works in progress.

First, Sanborn defines leadership as "the desire to influence the world around us." He claims that "Leadership isn't a mysterious art practiced by only a select few. It is the daily response of every man and woman who wishes to make a positive difference in the world and makes it a little bit better place as a result of their efforts." If this is the definition of leadership, then we don't need a managerial title to lead. Sanborn believes that "when you do your job - any job - with initiative and determination to make a positive difference, you become a leader."

The biggest section is Part II where Sanborn discusses the six principles of leadership: self-mastery, focus, power with people, persuasive communication, execution, and giving. Sanborn claims that all leadership begins with self-mastery. "How can you lead others when you cannot lead yourself?" he asks. How can we lead ourselves then? Sanborn offers some tips such as making time to reflect, remembering to dream, retreating to advance, mentoring someone else, enjoying the journey, taking the road less traveled, stimulating your brain, recording your insights, picking a problem to make contribution to the solutions, etc. Indeed, who needs a managerial title to practice those life strategies?! I couldn't help grinning when I read about how easily people get distracted from their focus by drifting - I do that all the time! However, with all the visions we have, all the self-mastery power we can exercise over ourselves, if we cannot work with others, if we cannot communicate precisely and effectively, if we don't execute the great ideas we have, we cannot lead, even if the person that we need to lead is ourselves! This sounds simple, but until I read this book, I didn't realize that leading myself could be such a challenging job, even to me! Sanborn believes that giving, service, and humility are the marks of genuine leadership. For some reason, I feel that those are exactly the qualities of this nation that impressed me so much when I first set my foot on this continent nearly a quarter century ago. The majority of those who demonstrated those qualities had no managerial titles!

Sanborn wraps up this short book by stating that mastering leadership is a life-long process. He states: "Each of our lives is a leadership lab. We don't need a title, or an organization, to lead. What we need is nothing more nor less than a burning desire to make a positive difference and an awareness of the opportunities to lead that present themselves each day - at work, at home, with our friends and relatives, within our communities."

After finishing the entire book, I paid some attention to other people's comments on it. One comment, by Jeffery Fox, says: "Read this book if you want to lead a better life." I totally agree with Mr. Fox.

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailer.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.

RESEARCH ANALYST, Loyola University Chicago, **IL**, http://www.luc.edu
Deadline Date: Open until position is filled

RESEARCH ASSOCIATE, Clemson University, Clemson, **SC**, http://www.clemson.edu
Deadline Date: All applications received by 12/13/06 are ensured consideration.

WEBSITE AND SURVEY COORDINATOR, Brailsford and Dunlavey, Washington, **DC**.
Deadline Date: December 22, 2006

RESEARCH ANALYST, Skyline College, San Bruno, **CA**.
Deadline Date: Open until filled (interviews begin January 2007)

DATA COLLECTOR, The College Board, **VA**, http://www.collegeboard.com
Deadline Date: Not provided

RESEARCH AND PLANNING ANALYST, San Diego Community College District, San Diego, **CA**.
Deadline Date: February 9, 2007

RESEARCH ANALYST, Human Capital, **IL**.
Deadline Date: Not provided

MANAGER OF RESEARCH AND ASSESSMENT, Oakton Community College, Des Plaines, **IL**.
Deadline Date: TBD--sooner rather than later-search will continue until successful applicant accepts position.

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Argosy University, Chicago, **IL**,
http://www.edmc.com
Deadline Date: Not provided

COORDINATOR OF ASSESSMENT, The Savannah College of Art and Design,
Savannah, **GA**,
http://www.scad.edu
Deadline Date: January 30, 2007

DIRECTOR OF ASSESSMENT, The Savannah College of Art and Design,
Savannah, **GA**,
http://www.scad.edu
Deadline Date: January 30, 2007

REGISTRAR, Oklahoma State University, Stillwater, **OK**, http://www.okstate.edu
Deadline Date: Applications received by January 26, 2007, will be given priority
consideration.

ASSOCIATE DEAN, Millersville University, Millersville, **PA**, http://www.millersville.
edu
Deadline Date: January 16, 2007

INSTITUTIONAL RESEARCH CONSULTANT, American University of Sharjah,
United Arab Emirates, http://www.aus.edu
Deadline Date: Not provided

SENIOR RESEARCH/SYSTEMS ANALYST, Utah Valley State College, Orem, **UT**,
http://www.uvsc.edu/
Deadline Date: November 29, 2006

SENIOR RESEARCHER, Paramount Unified School District, Paramount, **CA**,
http://www.paramount.k12.ca.us
Deadline Date: Tuesday, December 12, 2006; 4:30 p.m.

ANALYST/SENIOR ANALYST, University of Minnesota, **MN**, http://www.umn.edu
Deadline Date: Open until position is filled

SENIOR RESEARCH AND PLANNING ANALYST, Allan Hancock College, Santa
Maria, **CA**,
http://www.hancockcollege.edu
Deadline Date: December 21, 2006

MANAGER OF ONLINE AND REPORTING SERVICES – REGISTRAR'S OFFICE -
Simmons College, Boston, **MA**.
Deadline Date: Not provided

EQUAL OPPORTUNITY COMPLIANCE SPECIALIST, University of California, San Diego, **CA**.
Deadline Date: December 8, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Wittenberg University, Springfield, **OH**,
http://www.wittenberg.edu
Deadline Date: Application reviews begin immediately

ASSOCIATE DIRECTOR, University of Minnesota, **MN**, http://www.umn.edu
Deadline Date: Until position is filled

SENIOR ANALYST, University of Minnesota, **MN**, http://www.umn.edu
Deadline Date: Open until position is filled

DESCRIPTIVE STATISTICIAN, East Stroudsburg University, East Stroudsburg, **PA**,
http://www.esu.edu
Deadline Date: December 4, 2006

FACULTY, RESEARCH METHODOLOGY PROGRAM - Tenure-track, Loyola University Chicago, **IL**, http://www.luc.edu/education
Deadline Date: Application reviews began November 15 and continue

DIRECTOR OF ASSESSMENT & EDUCATIONAL EFFECTIVENESS, California State University, Fullerton, **CA**.
Deadline Date: January 2, 2007

SENIOR RESEARCH ASSOCIATE, Danya International, Inc., Atlanta, **GA**, http://www.danya.com
Deadline Date: Immediate

RESEARCH ANALYST (Social/Clinical Research Specialist-Journey Level)* #27130, University of North Carolina, Wilmington, **NC**, http://www.uncw.edu/hr/employment.html
Deadline Date: December 5, 2006

COORDINATOR, ASSESSMENT PROGRAMS, StudentVoice, New York, **NY**.
Deadline Date: January 25, 2007

DIRECTOR OF INSTITUTIONAL RESEARCH, Adler School of Professional Psychology, Chicago, **IL**, http://www.adler.edu
Deadline Date: Review begins immediately

ANALYSIS AND PLANNING ASSOCIATE, The Pennsylvania State University, University Park, **PA**, http://www.psu.edu
Deadline Date: Resumes accepted until position is filled.

DIRECTOR, COMPUTING & INFORMATION RESOURCES, Victor Valley College, Victorville, **CA**,
http://www.vvc.edu
Deadline Date: December 4, 2006

ASSISTANT VICE PRESIDENT - INSTITUTIONAL ASSESSMENT AND PLANNING, Millersville University of Pennsylvania, Millersville, **PA**, http://www.millersville.edu
Deadline Date: January 26, 2007

DIRECTOR, INSTITUTIONAL RESEARCH, College of the Redwoods, Eureka, **CA**.
Deadline Date: January 10, 2007

SURVEY RESEARCH ANALYST, Stanford University, Stanford, **CA**, http://www.stanford.edu
Deadline Date: December 8, 2006

ASSESSMENT COORDINATOR, Baruch College, New York, **NY**, http://www.baruch.cuny.edu
Deadline Date: November 28, 2006

DIRECTOR, STUDENT AFFAIRS RESEARCH AND INFORMATION, University of California, Davis, **CA**.
Deadline Date: December 1, 2006

RESEARCH ANALYST, University of California, Merced, **CA**.
Deadline Date: Applications received by Dec 8, 2006 will receive preference

RESEARCH ANALYST, University of North Texas Health Science Center at Fort Worth, **TX**,
http://www.hsc.unt.edu
Deadline Date: December 10, 2006

DIRECTOR, INSTITUTIONAL RESEARCH AND LEARNING ASSESSMENT (#0260) - West Campus, Valencia Community College, Orlando, **FL**, http://valenciacc.edu
Deadline Date: December 7, 2006

INSTITUTIONAL RESEARCH ANALYST, University of Delaware, Newark, **DE**,
http://www.udel.edu/
Deadline Date: December 1, 2006

RESEARCHER, CSE/CRESST, University of Southern California, Los Angeles, **CA**,
http://www.cresst.org
Deadline Date: December 22, 2006

ASSESSMENT AND RESEARCH ASSOCIATE, California State Polytechnic

University, Pomona, **CA**, http://www.csupomona.edu
Deadline Date: November 27, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Vaughn College of Aeronautics and
Technology, Flushing, **NY**.
Deadline Date: Open until filled

COORDINATOR, STATISTICAL RESEARCH, Position #14844, University of South
Florida, Sarasota-Manatee, Sarasota, **FL**.
Deadline Date: Applicant review begins November 20, 2006

COORDINATOR OF INSTITUTIONAL STATISTICS (Statistical & Research Analyst
III), University of South Carolina, Aiken, **SC**.
Deadline Date: November 28, 2006

DIRECTOR OF LEARNING OUTCOMES ASSESSMENT (9369602), Miami Dade
College, **FL**,
http://www.mdc.edu
Deadline Date: Not provided

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH, Long Island University,
Brookville, **NY**.
Deadline Date: Until position is filled

INSTITUTIONAL RESEARCH ANALYST, University of Texas System, Office of
Institutional Studies and Policy Analysis,Austin, **TX**, http://www.utsystem.edu/
isp
Deadline Date: Until filled

DIRECTOR OF RESEARCH AND EVALUATION, North Carolina Central University,
Durham, **NC**,
http://www.nccu.edu
Deadline Date: Re-opened (Open until filled)

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, North Carolina Central
University, Durham, **NC**, http://www.nccu.edu
Deadline Date: Re-opened (Open until filled)

DIRECTOR, ANALYTICAL STUDIES, Simon Fraser University, Greater Vancouver,
British Columbia, http://www.sfu.ca/
Deadline Date: December 13, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, University of the Ozarks, Clarksville,
AR,
http://www.ozarks.edu
Deadline Date: January 8, 2007

DEAN – ACADEMIC ADVANCEMENT AND ACCREDITATION, Higher Colleges of Technology, Abu Dhabi, **United Arab Emirates**.
Deadline Date: December 13, 2006

ASSISTANT DIRECTOR, INSTITUTIONAL RESEARCH, Nassau Community College, Garden City, **NY**, http://www.ncc.edu
Deadline Date: Mid December

DIRECTOR OF INSTITUTIONAL RESEARCH, Bunker Hill Community College, Boston, **MA**,
http://www.bhcc.mass.edu
Deadline Date: Open until filled

RESEARCH ANALYST, College of Southern Maryland, **MD**, http://www.csmd.edu/
Deadline Date: Open until filled

COORDINATOR OF ASSESSMENT MANAGEMENT, Nassau Community College, Garden City, **NY**, http://www.ncc.edu
Deadline Date: Mid-December

MANAGER – PLANNING AND DEVELOPMENT, Higher Colleges of Technology, **United Arab Emirates**.
Deadline Date: December 13, 2006

MANAGER – INSTITUTIONAL RESEARCH AND PLANNING, Higher Colleges of Technology, Abu Dhabi, **United Arab Emirates**.
Deadline Date: December 13, 2006

Parting Thoughts

Parting Thoughts

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

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

The following quotes are from *You Don't Need a Title to Be a Leader* by Mark Sanborn.

"If you're big enough for your dream, your dream isn't big enough for you."
~ Erwin Raphael McManus

"We cannot give what we don't have."

"Being happy is enviable, but being good is truly admirable. It requires character, integrity, and perseverance."

"Genuine leaders make things better not just for themselves, but for others, whether or not their contribution results in financial reward or popular recognition."

"The hardest victory is over self."
~ Aristotle

"We must constantly refresh ourselves by gathering new information and thinking critically about the information we receive."

"It's easy to be incredibly busy and still accomplish little."

"You cannot control how much talent you have in a given area. But you can control how much effort you expend to develop the talent that you are born with."

"You can't control your IQ. But you can control how well and how hard you think."

"We can learn from difficult situations or languish in them. The decision is ours."

"Just following the same familiar terrain will take you to the same familiar places and lead you to the same familiar conclusions."

"Schedule fifteen or thirty minutes to think (it is harder than it seems)."

"Focus and determination beat brains and intellect every time."

"When you drift, it doesn't even take particularly large waves to capsize the boat."

"Today's best practice is next year's discarded fad."

"Measure what you treasure."

"Don't just act once; keep on taking action until you succeed."