



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

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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: (zhaim@nasfaa.org).

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@mailers.fsu.edu).

From Your Local Host of the 2007 Forum

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)

Earlier this month, the editors of <http://www.sixnewthings.com> unveiled their list of the "12 most intriguing new things" for 2007. Among the 12 was the rapid development of Kansas City. According to the editors "We can't think of any other city with as much going on this year," including an addition to the Nelson-Atkins Museum of Art; a second Kansas City Repertory Theatre; and the new Power & Light entertainment, residential and shopping district. An interactive attraction, the College Basketball Experience, is scheduled to open as part of the National Collegiate Basketball Hall of Fame in the new Sprint Center arena. For the complete article, see: http://www.sixnewthings.com/top12/content/kansas_city.htm.

Of course, one of the "things happening" in Kansas City during 2007 is the AIR Forum. Below are some potential weekend activities to get everyone revved up and ready to go!

Update on Hospital Hill Run/Walk, June 2 at 7am

AIR Forum participants will receive a discount on the Hospital Hill race entry fee for each distance – the half marathon, the 10K (6.2 miles), and the 5K (3.1 miles) – by entering in the code AIR07 during online registration. We are considering a "TEAM AIR" shirt and putting together pace groups for AIR members interested in walking or running together. The start/finish is across the street from the Crown Center and Forum hotels. Please contact Christine Keller at christine-keller@ku.edu if you are interesting in joining a team. See the run website <http://www.hospitalhillrun.com/> or the AIR Forum website for additional details.

Other Special Weekend Events

If an early morning road race is not your entertainment of choice, consider the following alternatives:

Westport Antique Fair, June 2 from 10 am to 6 pm. Stroll along Pennsylvania Avenue in historic Westport and explore the wares of antique dealers from all over the Midwest. The Westport area is approximately 2 miles south of the Forum hotels and a quick ride on the MAX – KC's rapid transit bus service. <http://www.westportkcmo.com>

Kansas City Symphony: Emmanuel Pahud, Flute Virtuoso, June 2 at 8 pm. Enjoy the performance of Mozart, Ibert, and Debussy masterworks at the Lyric Theatre. The Lyric Theatre is approximately 2 miles north of the Forum hotel

and is also on the MAX route. <http://www.kcsymphony.org/index.jsp>

City Market Farmer's Market, June 2 from 6 am to 4 pm and June 3 from 8 am to 3 pm. Celebrating its 150th season, the City Market hosts over 140 vendor stalls with fresh produce, baked goods, cut flowers, and local crafts. On the south bank of the Missouri river, the City Market is a short ride on the MAX. www.kc-citymarket.com

American Heartland Theatre, "Bunk Bed Brothers" June 2 at 4 pm and 8 pm, June 3 at 2 pm. A critically acclaimed comedy by two former Seinfeld writers plays all weekend at the theatre located in the Crown Center complex, which is connected to both Forum hotels. <http://ahtkc.com/index.shtml>

AIR Publication

IR Applications: IR Activities

Gerald McLaughlin, Editor, IR Applications

This issue of IR Applications: IR Activities by **Stephen Chambers**, Coconino Community College and **Mary Louis Gerek**, Nazareth College, is designed to evaluate the tools and resources of an institutional research office.

IR Activities is a two-part perspective to describe strategies and activities appropriate for institutional research at any institution. The first perspective, developed by Stephen Chambers and based on the comments of University presidents, looks at our strategies with the question "Are we doing things the right way?" The second perspective, a check list developed by Mary Louise Gerek, looks at specific activities with the question "Are we doing the right things?" Together these two complementary views are intended to help us better understand ourselves and help us explain to others what we do.

The full article is available at: <http://www.airweb.org/page.asp?page=1154>

NCES Publications

Two Reports on the Performance of the Nation's Twelfth-Graders Released by NAEP

Results of the National Assessment of Educational Progress (NAEP) 2005 twelfth-grade reading and mathematics assessments and the 2005 NAEP High School Transcript Study (HSTS) were just released.

The twelfth-grade reading and mathematics report provides national results on the performance of America's high school seniors on NAEP.

The Nation's Report Card: America's High School Graduates presents information about the types of courses 2005 high school graduates completed, how many

credits they earned, and the grades they received. Information on the relationships between high school academic records and performance on the NAEP mathematics and science assessments is also included.

Both reports examine results for student groups including race/ethnicity and gender.

Reading findings include:

- * Decline in scores and the percentages of students at or above Proficient and at or above Basic compared with 1992. There have been no significant changes at these levels since 2002
- * No significant change in the White-Black or White-Hispanic gap compared with previous years

Mathematics findings include:

- * Sixty-one percent performed at or above Basic, and 23 percent were at or above Proficient
- * NOTE: Due to changes to the framework for 2005, results can't be compared to previous years

High School Transcript Study findings include:

- * Graduates in 2005 completed more rigorous curricula than previous graduates
- * The overall grade point average (GPA) has been climbing since 1990 and was 2.98 in 2005
- * Graduates with stronger academic records obtain higher NAEP scores

Full results are available at: <http://nationsreportcard.gov>

Including 2005 twelfth-grade science results released earlier, at: http://nationsreportcard.gov/science_2005/

To download, view and print the publications as PDF files, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007467>

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007468>

Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow-up Survey

This First Look report provides some selected findings from the 2004-05 Teacher Follow-up Survey (TFS) along with data tables and methodological information. The TFS is a follow-up of a sample of the elementary and secondary school teachers who participated in the previous year's Schools and Staffing Survey (SASS). The TFS sample includes teachers who leave teaching in the year after

the SASS data collection and those who continue to teach either in the same school as last year or in a different school. The purpose of the Teacher Follow-up Survey is to determine how many teachers remained at the same school, moved to another school or left the profession in the year following the SASS administration.

To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007307>

Lumina Foundation Publications

Student Access & Success News, December 2006

In this issue, read about First in the Family: Your College Years, a new book told in the voices of students who are living the hard path toward the diploma.

To read the newsletter, please visit:

<http://www.luminafoundation.org/newsroom/newsletter/archives/dec2006.html>

Critical Connections: Linking States' Unit Record Systems to Track Student Progress

In this report, Peter Ewell and Marianne Boeke, National Center for Higher Education Management Systems — discuss why better student-tracking data would enhance efforts to help college students succeed and fill a critical economic need to increase the number of students who earn college degrees.

The report is organized into six sections:

- The first section describes the methodology used by NCHEMS to conduct the 50-state survey and analyze its results.
- The second presents results on the overall status of state- and system-level SUR systems on a number of dimensions, including the proportion of states that have such databases and their overall capabilities.
- The third takes these findings to a finer level of detail by examining the specific data elements contained in these systems and the extent of cross-system commonality. It also examines the capacity of states to generate a “common core” of data elements suitable for consistent tracking.
- The fourth section examines the most common applications of state SUR data through regular reporting.
- The fifth section presents cross-cutting challenges and issues.

- The report's final section provides some recommendations for moving forward.

To download, view and print the publications as PDF files, please visit:

http://www.luminafoundation.org/publications/Critical_Connections_Web.pdf

News from AAUP

AAUP Faculty Compensation Survey

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

We have now received data from over 1,300 colleges and universities for our 2006-07 AAUP Faculty Compensation Survey. Thanks to the respondents who have already submitted data. However, this is a lower response rate than in previous years, so we encourage the remaining institutions to submit their data right away. Non-respondents should be receiving an e-mail to that effect in the next few days. The deadline for inclusion in our published report (and in our initial media release) will be about March 1, and that applies to both new submissions and any changes. Our Web-based data collection system is available at <https://research.aaup.org/fcs>.

We are entering the final phase of aggregate data analysis, which will allow you to compare your institution by category both nationally and regionally. The more institutions we have included in that aggregate analysis, the better the comparison will be. And the sooner you submit your data, the more time you'll have to make any necessary corrections. We will continue to accept data submissions throughout the spring for our supplemental publication and data analysis, but please don't delay.

Peer reports are now ready! All of our survey contacts will receive an e-mail in the next few days with instructions for requesting reports. You will place your orders through the Web site listed above. We've automated part of the request process, which we hope will improve our response to your requests for custom reports.

Thanks very much for participating in our survey.

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

Community College Benchmarking Projects

2007 Enrollment Open for Two National Community College Benchmarking Projects

Jeff Seybert, Johnson County Community College (jseybert@jccc.edu)

Enrollment is now officially open for two national community college

benchmarking projects: The Kansas Study of Community College Instructional Costs and Productivity (<http://www.kansasstudy.org>) and the National Community College Benchmark Project (NCCBP: <http://www.nccbp.org>).

The Kansas Study collects and reports data on instructional workload (percent credit hours taught by full- and part-time faculty) and the direct costs of instruction, by discipline.

The NCCBP collects and reports data on a variety of student outcomes, retention, developmental education, minority participation, market penetration, contract training, student/faculty ratio, faculty load, human resources, and professional development variables, at the institutional level.

Participants in both projects receive reports of both their individual institutional and national aggregate data, as well as the opportunity to select peer colleges and create benchmark comparisons on the project websites.

For additional information, including enrollment forms and procedures, go to the respective project websites identified above. Questions may be directed to Jeff Seybert, Director, Institutional Research, Johnson County Community College (jseybert@jccc.edu).

Invitation to the 2007 Assessment Institute

Trudy W. Banta, Indiana University-Purdue University Indianapolis (tbanta@iupui.edu)

Dear Colleague:

I would like to extend to you and your colleagues an invitation to join us for the 2007 Assessment Institute in Indianapolis November 4-6, 2007. Please consider submitting a proposal by March 15 using [this form](#). We would be particularly pleased to receive proposals addressing any of the ten tracks listed in the bullet points below.

For more information, please consult our website: <http://www.planning.iupui.edu> (click on 'Assessment Institute - November 4-6, 2007') or contact me at:

Phone: (317) 274-4111; Fax: (317) 274-4651

Email: tbanta@iupui.edu

Website: www.planning.iupui.edu

We will feature SPECIAL TRACK PLENARY SESSIONS AND WORKSHOPS emphasizing assessment in:

- CIVIC ENGAGEMENT
- ePORTFOLIOS

- FACULTY DEVELOPMENT
- FIRST-YEAR EXPERIENCE
- STUDENT DEVELOPMENT AND DIVERSITY

In addition, we will present SESSIONS WITH NATIONAL ASSESSMENT LEADERS, the BEST PRACTICES FAIR, and additional learning opportunities emphasizing:

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

KEYNOTE PANEL:

- Thomas A. Angelo, Victoria University, Wellington, New Zealand
- Trudy W. Banta, Indiana University-Purdue University Indianapolis
- Peter T. Ewell, National Center for Higher Education Management Systems
- George D. Kuh, Indiana University
- Jeffrey A. Seybert, Johnson County (KS) Community College

HEDW Forum Convene in Texas

The 4th Higher Education Data Warehousing Forum will Convene in Austin Texas

Emily Thomas, SUNY Stony Brook (ethomas@notes.cc.sunysb.edu)

The 4th Higher Education Data Warehousing Forum will convene in Austin Texas on **May 6-8, 2007**. Registration will open in **mid March**. The Forum brings together people from information technology, institutional research, decision support, and administrative/business units to share knowledge and best practices regarding knowledge management in colleges and universities, including building data warehouses, developing institutional reporting strategies, and providing decision support. Prior to this year's Forum Dave Wells from The Data Warehousing Institute (TDWI) will offer a training session on data modeling in higher education. For more information go to stonybrook.edu/HEDW.

Emily Thomas
Director of Planning and Institutional Research
Stony Brook University

E-AIR 2007 Limerick Contest

Last Call for e-AIR 2007 Limericks Contest Submission

Marne Einarson, Cornell University

It's not too late to demonstrate what a witty and talented bunch we institutional

researchers are! We are still accepting entries for the 2nd annual e-AIR Limerick Contest. Entries should follow the basic limerick format and have something to do with institutional research.

All entries will be judged by our esteemed panel of Dawn Geronimo Terkla, Fred Volkwein, and Viktor Brenner. The winning limericks will be published in the March e-AIR newsletter.

For inspiration, here are some more samples from last year's entries:

There once was a faculty survey
Our fears, it did not allay
We looked at the trends
And so far it portends
That Professors do not like their pay!

(courtesy of Rana Glasgal, Stanford University)

There once was a Master of Data
Controlling it made him feel greater
If you begged and you kneeled
He would send you a field
And the rest he would promise you later

(courtesy of Matt Kulmacz, Florida Gulf Coast University)

So put on those creative caps, get rhyming, and e-mail your limerick(s) to Marne Einarson (mke3@cornell.edu) by March 5th.

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 zhaim@nasfaa.org. Keep it brief, but include the information you think others would like to know.

Dr. **Mark Johnson**, husband of Dr. Sandra Johnson, Immediate Past President of AIR 2006-2007, passed away suddenly on Saturday, February 24, 2007. Memorial contributions may be made to Ozanam Men's Shelter, 22 Abeel St., New Brunswick, NJ 08902 or to St. Barnabas Episcopal church, 142 Sand Hills Rd, Monmouth Junction, NJ 08852

Help

Research Article Wanted

Beth Frederick, Gloucester County College (bfrederick@gccnj.edu)

Does anyone have a copy of this research study?

W. H. Cowley, "Two and a Half Centuries of Institutional Research," in *College Self Study: Lectures on Institutional Research*, Richard G. Axt and Hall T. Sprague (Ed.). Boulder, Colo.: The Western Interstate Commission for Higher Education, 1960, pp. 1-16.

Workshop Presenters Needed

Adrienne Akinsete, Gavilan College

Gavilan College is currently looking for presenters to conduct faculty workshops on writing student learning outcomes. The dates for the workshops are **March 12** from 2:30-4:30 and **March 26** from 2:30-4:30

In the near future, we also plan on presenting workshops on program learning outcomes and learning outcome assessment. If you are interested, please reply with your availability and compensation rates per workshop. Please contact Adrienne Akinsete at Gavilan College, Gilroy, CA (408) 848-4760.

Your Insights on Minors Participating in College Surveys

Jenni Minner, The Evergreen State College (minnerj@evergreen.edu)

We are interested in understanding issues regarding the participation of minors in college surveys. Does your institution differentiate between minors and students who are 18 and older when asking them to participate in a college surveys? Does your institution involve parents in the decision to participate in surveys, such as asking for parental consent for minors to participate in surveys? If your institution includes parents in asking minors to participate, how does it address FERPA requirements to maintain the confidentiality of students? Please respond to Jenni Minner, Research Associate at The Evergreen State College (minnerj@evergreen.edu). Thank you in advance for sharing your insights.

Jenni Minner
Research Associate
Institutional Research and Assessment
The Evergreen State College
(360) 867-6186

Technical Tips from the Field

Getting a List of Filenames in a Folder

Meihua Zhai, NASFAA zhaim@nasfaa.org

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.

You have backed up part of your directory (or a folder) on a CD. Wouldn't it be nice to put the contents of the CD (a list of filenames) on the label? To generate an importable list of files, you need to go back in time and use an old-fashioned command line interface.

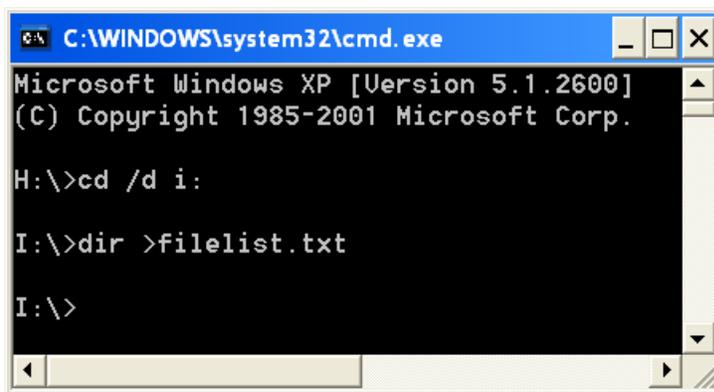
The following instructions assume that you want to generate a list of files contained in I, your CD drive.

1. Choose **Start** -> **Run**, type **cmd**, and click **OK**. This displays the windows command shell.
2. Navigate to the directory that you're interested in by typing `cd /d` ("cd" stands for changing directory in old DOS days and "/d" changes the current drive or the current directory for a drive). In this example, enter:

```
cd /d I:
```

3. Type the following command and press Enter:

```
dir >filelist.txt
```



```
C:\WINDOWS\system32\cmd.exe
Microsoft Windows XP [Version 5.1.2600]
(C) Copyright 1985-2001 Microsoft Corp.

H:\>cd /d i:

I:\>dir >filelist.txt

I:\>
```

Figure 1: Using the Windows command prompt to generate a list of files.

Windows will create a file name `filelist.txt` in the current directory (the one you specified in Step 2). You can then import this file into Excel for easy cleaning (by column, leaving only the info you need) for your labeling needs or keep it the way it is as part of your own documentation.

Practitioner Profile

Kyle Sweitzer, doctoral student in Higher Education at Pennsylvania State University

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

In this feature, we summarize the results of an "electronic interview" with an individual institutional research practitioner. The goal is to foster broader knowledge and appreciation of the diverse membership of AIR, and of the different institutional contexts and activities in which we are engaged.

In this issue, we interview **Kyle Sweitzer**, a doctoral student in the Higher Education program at Pennsylvania State University (kvs114@psu.edu).

e-AIR: I understand that you are a doctoral student -- tell us about your program of study.

Kyle: I enrolled in the Ph.D. program in Higher Education at Pennsylvania State University in the fall of 2003. I chose Penn State's program for two reasons – my familiarity with the university and the program's reputation. I was born and raised in Lancaster, Pennsylvania, and have always been a Nittany Lion fan. I did my undergraduate studies at Juniata College, which is just 45 minutes south of Penn State. So I was very familiar with Penn State's campus when I was applying to doctoral programs. In addition, I knew that Penn State's higher education program was highly ranked. Thus, the choice to attend here was an easy one once I was accepted.

This is my fourth year in the program. I am currently A.B.D. and anticipate defending my dissertation this summer. My cognate, or concentration, is statistics, which I chose due to my interest in working in institutional research. Penn State's program has been challenging but also fun. The first year of the program covers core courses in higher education, including the history of higher education, administration, curriculum, organizational theory, and college students. Since then, I have taken courses in higher education law, finance, budgeting, research design, and qualitative methods, and a number of courses through the statistics department.

I have also finished the requirements for the on-line certificate program in institutional research offered through Penn State. One of the best courses in that program is "Foundations of Institutional Research." That course teaches a useful set of tools for the practice of institutional research. For example, we conducted data analysis and interpretation to inform decisions on a real-life institutional problem.

e-AIR: What was your professional and academic background prior to enrolling in a doctoral program?

Kyle: I graduated with a bachelor's degree in management from Juniata College. While there, I was a member of both the football and track teams. I spent the next two years in an MBA program at Robert Morris University in Pittsburgh, where I was a graduate assistant in the athletic office. My goal at the time was to be a college athletic director. When I completed my MBA, I took a position as a football/track coach at Norwich University in Vermont. But after two years of working seven days a week, 12 to 16 hours a day, and making \$5000 plus room and board, I realized that I had better make a change. A job in the financial aid office opened and I was fortunate that the Dean of Enrollment Management was familiar with me through recruiting athletes. I worked for the next three years as the Assistant Director of Student Financial Planning at Norwich. I also began teaching courses in business and statistics at Norwich and the Community College of Vermont. After a total of five years at Norwich, I decided to take the next step in advancing my career in higher education, and enrolled in the higher education program at Penn State.

e-AIR: What made you choose a doctoral program in higher education? And how is it that you arrived at institutional research as a particular focus?

Kyle: I chose to pursue a degree in higher education because it is a field that has appealed to me for quite some time. My attraction to colleges and universities began long ago, with my interest in college athletics. Over time, I became interested in other aspects of academia beyond athletics, and my interest in pursuing a career in higher education grew.

I did not come into my doctoral program with the goal of pursuing a position in institutional research. In fact, I was not very familiar with IR when I arrived at Penn State. I was fortunate to be assigned to Fred Volkwein as my program advisor and, as they say, the rest is history! IR seems like the perfect opportunity to combine my interest in statistics and data analysis with my interest in higher education. It also allows me to work as an administrator while still doing research and having the opportunity to publish, which is important if I decide to pursue a faculty position down the road. I give Fred much credit for steering me in the direction of IR. I was also fortunate to work with Louise Sandmeyer and Mike Dooris in Penn State's Office of Planning and Institutional Assessment for a year, which provided me with experience in several planning and IR-related functions. I provided statistical support for a couple of small projects, constructed some web-based surveys, was deeply involved in the review of college-level strategic plans, and co-facilitated a strategic planning session. These experiences reinforced my conviction that IR was the career path I wanted to pursue.

e-AIR: What type of position will you be looking for when you complete your degree?

Kyle: I have recently accepted a position as a data resource analyst at Michigan

State University, which I will begin this summer. A public research university is the type of school that is most attractive to me, and this position seems ideal for me to begin a career in IR.

e-AIR: Tell us something about your experiences conducting and presenting research.

Kyle: Most of my research has focused on reputational ratings and rankings of colleges and universities. Fred and I have done several studies that have examined which variables relate to the U.S. News peer assessment ratings. One of those studies resulted in a publication in *Research in Higher Education* last year. Fred and I have presented our research at several conferences over the last three years, including AIR, NEAIR, and ASHE. Presenting our research has been very rewarding. The audience is always quite interested in the rankings, which leads to some lively discussions. One thing I learned rather quickly is that if your research on the U.S. News rankings is anything other than critical of the magazine, you had better be prepared for a lot of challenging questions!

e-AIR: When your family or friends ask what you are studying in school, or what you are going to be when you graduate, what do you tell them?

Kyle: When friends and family ask me what I'm studying, my reply will sometimes precipitate a version of the classic "Who's on first?" routine. Someone will ask me, "What is your degree in?" I'll reply, "Higher Education." They'll reply, "Of course, higher education...but in WHAT?" And I'll say again, "Higher Education." They'll ask again, "Yes...but in what AREA of higher education...in what FIELD?" The dialogue can be quite hilarious, actually. I'm still not sure if my parents know what I'm studying. However, it's probably my fault, for not being able to articulate it very well. Indeed, my parents have always been incredibly supportive of my education and my career, regardless of what path I pursue (even if I tell them that I'm taking my MBA degree to Vermont to coach football for \$5000 and room and board). I'm fortunate that my wife, Vicki, is in the same program as me. Otherwise, even she might not know what it is I'm studying.

As far as explaining the field of institutional research to those not familiar with it, I explain that it involves collecting and analyzing data on the institution, its competitors, and on the higher education market as a whole. We then provide information and support to the administration and to academic units, to allow for better-informed decisions. I think of institutional research as a decision support system.

e-AIR: How do you like to spend your time when you are not doing academic work?

Kyle: I was married this past December, and I enjoy spending time with my wife, Vicki. However, as I mentioned above, she is also in the higher education

program at Penn State, so neither of us has much free time. We got a Staffordshire bull terrier in July of 2005, and "Coach" keeps us quite busy. I do enjoy following college athletics, particularly football and basketball. Between attending games in person and watching on television, my Saturdays in the fall are reserved for college football. I am sure to read USA Today's coverage of college athletics every day, and I try to attend at least one game or match of every Penn State varsity sport each year. Vicki still maintains that I should pursue a career in athletic administration.

e-AIR: Where do you hope to see yourself professionally ten years from now?

Kyle: In ten years, I hope that I will have advanced in the field of IR, perhaps to a director position. I may also find myself in a faculty position, teaching and doing research in higher education history, research universities, college athletics, and institutional prestige/reputation. A faculty position that would allow me to focus on these areas would be difficult to pass up. Like several others who pursue a higher education degree, I would not rule out a college presidency either, but that would likely be beyond a decade from now.

e-AIR: Thank you, Kyle!

We welcome your feedback on this feature, including suggestions for individuals to be interviewed and questions you would like to have posed in future interviews. Please e-mail your comments and suggestions to Marne Einarson at mke3@cornell.edu

Parting Thoughts

Meihua Zhai, NASFAA (zhaim@nasfaa.org)

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

The following quotes were by Dr. Martin Luther King Jr.

"Whatever your life's work is, do it well. A man should do his job so well that the living, the dead, and the unborn could do it no better. "

"In the end, we will remember not the words of our enemies, but the silence of our friends."

"All progress is precarious, and the solution of one problem brings us face to face with another problem."

"Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity."

"Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love. "

"Our lives begin to end the day we become silent about things that matter. "

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

"I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word."

"Everybody can be great because anybody can serve. "

"The quality, not the longevity, of one's life is what is important. "