



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

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

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

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 Marne Einarson, Editor, at: (mke3@cornell.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 Randy Swing, Executive Director, AIR, 1435 E. Piedmont Drive, Suite 211 · Tallahassee, FL 32308; Telephone: (850) 385-4155 or via e-mail: (rswing@airweb2.org).

Russell Receives CIC Award

Terry Russell Honored by Council of Independent Colleges

The Council of Independent Colleges [CIC] announced that Terrence Russell, former executive director of the Association for Institutional Research and Courtesy Professor of Higher Education and Policy Studies at Florida State University, is the recipient of CIC's 2007 Academic Leadership Award. The award was bestowed during the Chief Academic Officers Institute held in Philadelphia in November, 2007.

Dr. Russell was honored for his many contributions to academic programs and leaders at private colleges and universities, among them: the development and leadership of the Data and Decisions Workshops jointly sponsored by CIC and AIR; and his service on numerous national higher education study panels and advisory groups. During the award presentation, CIC President Richard Ekman noted that Russell "is a global leader in advancing data-informed decision-making, who has worked diligently to ensure that small and mid-sized private institutions benefit from the professionalization of institutional research."

AIR congratulates Terry on receiving this award. We are delighted that CIC has acknowledged his many contributions to higher education.

AIR Forum Registration

Register Today for the 48th Annual AIR Forum!

Michelle Hall, AIR 2008 Forum Chair (air@airweb2.org)

The time has finally come! Registration is open for the 2008 Forum. Whatever your needs or interests, the 48th Annual AIR Forum will have something for everyone: Professional Development workshops on Saturday and Sunday, posters, table topics, demonstrations, panels, research presentations, two plenary speakers you will not want to miss, including the new AIR Executive Director Randy L. Swing, and much more. Not to mention an opportunity to watch the Seattle Mariners with a few of your AIR friends!

[Register](#) today for the 48th Annual AIR Forum May 24-28, 2008, in Seattle Washington! The Web-based Forum program and Personal Scheduler will allow you to view Forum activities and sessions by day, time, track, and presenter. The latest Forum news is available at <http://airweb.org>!

Have you made your hotel reservations? [Make your reservations](#) today at the Sheraton Seattle! Stay in the heart of downtown at the Sheraton Seattle, just steps from Pike Place Market, Seattle's top shopping and world-class restaurants. Forum sessions will be held in the adjacent Washington State Convention and

Trade Center.

Interested in a workshop? The 2008 Pre-Forum Professional Development Workshops will be offered May 24 & 25, in conjunction with the Forum. These half-day and full-day workshops provide opportunities to acquire new skills. Prices range from \$65 to \$280 per workshop. Check [here](#) for more information about the workshops being offered!

We look forward to seeing you in Seattle!

From Your 2008 Forum Local Hosts

Going to Seattle ... for the 48th AIR Forum, May 24-28, 2008!

Jerry Finch, Seattle Pacific University, 2008 Forum Local Arrangement Committee Chair (j_finch@spu.edu)

This is the eighth installment of "What is there to do in Seattle?"

In this installment I want to recommend some side trips for those considering coming early or adding some vacation time after the Forum. In this installment, let's look at some short trips.

Snoqualmie Falls/North Bend: Twenty-nine miles east of Seattle on highway 90 you will find Snoqualmie Falls, one of Washington State's most popular scenic attractions. More than 1.5 million visitors come to the Falls every year. At the Falls, you will find a two-acre park, hiking trail, observation deck, gift shop, and the famous 270 foot waterfall. <http://www.snoqualmiefalls.com/> I would recommend going next door to the Salish Lodge and having the Salish Lodge County Breakfast. This is the breakfast for which the lodge was initially known before being sold and remodeled. To be on the safe side you may want to call ahead and make reservations. <http://www.salishlodge.com/diningroom.php> After leaving Snoqualmie Fall, continue your drive east about 4 miles to North Bend, the town made famous by David Lynch's television series Twin Peaks. You can visit Twin Peak's Double R Diner and have a piece of the café's cherry pie and "Damn fine cup of coffee." <http://twedescafe.com/> Before heading back to Seattle you should stop at the Factory Stores at North Bend and do a little shopping. <http://www.premiumoutlets.com/outlets/outlet.asp?id=49>

Mt Si/Snoqualmie Falls: For those who might like to experience what it is like to live in the Washington, bring your water bottle and hiking boots. Stop by Snoqualmie Falls to see the falls then head into North Bend to climb Mt Si. Mt Si is that hunk of rock that seems to loom over North Bend. The climb is 4,167 feet and 4 miles from the parking lot to the summit plateau. Vertical elevation is about 3,700 feet and starts at about 700 feet. You should save this for a clear day to be fully rewarded by the views. I like to take a sack lunch along to eat at

the top and enjoy the view. Do not let the elevation gain or the length keep you from going. I have taken a many visitors up to Mt. Si who were not in shape at all and all made it. Just take your time and enjoy the Northwest outdoors.

<http://www.gonorthwest.com/Washington/cascades/mountsita.htm>

Tacoma: A 30- to 40 minute drive south on Interstate 5. Three major museums now form an impressive triangle to create Tacoma's new Museum District: the Museum of Glass (<http://www.museumofglass.org/>), Tacoma Art Museum (<http://www.tacomaartmuseum.org/>) and Washington State History Museum (<http://www.wshs.org/index.htm>). The spectacular Chihuly Bridge of Glass and historic Union Station (<http://www.unionstationrotunda.org/>) both feature native son Dale Chihuly's glass art and are free to the public.

Leavenworth: A charming Bavarian Village town beneath the mountains of the Alpine Lakes region at the juncture of the Wenatchee River and Icicle Creek and surrounded by the Wenatchee National Forest. I like to spend the night but we have often made it a day trip. The drive over and back is as rewarding as the town itself. Drive time is two and a half to three hours. To be fully rewarded by the drive I would suggest driving north on Interstate 5 to Everett and taking US 2 over Steven's Pass Highway and returning via Highway 97 north over Blewett Pass to Interstate 90 and back to Seattle.

[http://www.gonorthwest.com/Washington/cascades/Leavenworth/Leavenworth.h](http://www.gonorthwest.com/Washington/cascades/Leavenworth/Leavenworth.htm)

[tm](http://www.gonorthwest.com/Washington/cascades/Leavenworth/Leavenworth.htm) If you decide to spend the night, I would highly recommend the Enzian Inn. The Enzian is very Bavarian and your stay includes a full hot buffet breakfast with omelets made to order, hot entrees and meat dishes. An on site bakery produces an array of fresh baked treats as well. And a unique treat is the alphorn concert twice daily at breakfast and a treasure chest of amenities such as indoor/outdoor pools & spas, exercise area, racquetball & basketball court.

<http://www.enzianinn.com/>

Mount Rainier: When locals mention "The Mountain" there is no mistaking which peak they're referring to. At 14,411 feet, Mount Rainier is without a peer in this part of the world. It towers 8,000 feet above the surrounding Cascades peaks. For those planning a trip to Mt Rainier, I would suggest you enter the park at the Nisqually Entrance and visit the Paradise visitor center (Henry M. Jackson Memorial Visitor Center) open May to October. From Seattle the Nisqually Entrance is 87 miles. Make sure you stop at the historic Longmire on your way up to Paradise. <http://www.nps.gov/mora/index.htm>

Mount St. Helens: For many people a trip to Washington is not complete without seeing Mount St. Helens. To take it all in is a long day so start early. I would suggest you visit the web site and review the attractions in each of the three areas: East Side, West Side and South Side and then decide what is of interest to you. I recommend you not miss the Johnston Ridge Visitor Center (3:15 hours from Seattle) on the West Side and on the East Side Windy Ridge is

a must. <http://www.fs.fed.us/gpnf/mshnvm/>

Travel alert:

Rich Balsley from Darton College in Georgia sent me an e-mail alerting me that the rules changed about a month ago. Passports will not be required to enter Canada until June 1, 2009 unless you are traveling by air. If you are traveling by land or sea port and are a U.S. or Canadian citizen, you will still be able to cross the border using the two document option -- an identification document and a citizenship document. For most of us that is a driver's license and a birth certificate. Here is a site that provides more details:

http://www.cbp.gov/xp/cgov/travel/vacation/ready_set_go/land_travel/chnge_in_proced.xml

Next month I will recommend some longer overnight side trips for those considering coming early or adding some vacation time after the Forum.

AIR Institutes

As part of the Professional Development Institute Series, AIR proudly presents:

Foundations I Institute: The Practice of Institutional Research

July 15 – 19, 2008 in Chicago, Illinois

AND

Applied Statistics Institute for Institutional Research, Planning and Management

July 29 – August 2, 2008 in Cincinnati, Ohio

Register today for either Institute at <http://airweb.org>!

The Foundations I Institute provides a focused, intensive and structured learning environment that supports new institutional research (IR) practitioners seeking to develop skills in core areas of institutional research.

The Applied Statistics Institute is designed for institutional research professionals, faculty, and graduate students who wish to broaden and sharpen their statistical knowledge base and enhance overall effectiveness.

The Foundations I Institute modules include:

- Overview Module – Strategies for the Practice of Institutional research
- Reporting Results - Issues of Content, Format and Visual Design
- Design, Administration and Analysis of Surveys

- Data Management and Administration – An Institutional Research Perspective
- Statistics for Institutional Research
- Using National Data Sets in Institutional Research

The following rates apply until June 16, 2008:

- AIR Member Institute Price for on campus residents: \$1,325.00
- Non-member Institute Price for on campus residents: \$1,450.00

**Non-member rate includes a 2008-2009 AIR membership*

The Applied Statistics Institute modules include:

- Introduction to Statistics: An Overview and Review
- Non-Parametric Statistics: Analysis of Nominal, Ordinal, Small Data Sets and Other Non-Normal Data
- Correlation, Simple Regression, Multiple Regressions
- Independent and Repeated Measures Analysis of Variance: Applications to Institutional Research and Assessment
- Applied Multivariate Statistics
- Regression Models for Categorical Data

The following rates apply until June 30, 2008:

- AIR Member Institute Price: \$1,165.00
- Non-member Institute Price: \$1,290.00

**Non-member rate includes a 2008-2009 AIR membership*

Need financial assistance? Apply for the Julia M. Duckwall scholarship at <http://airweb.org/duckwall.html>. This scholarship provides funding for registration, housing and meals for up to two Institute attendees.

Module descriptions and other Institute details are available on the AIR website.

*Registration is limited so register today at <http://airweb.org>!

Kim Steele Halfhill
AIR Office
khalfhill@airweb.org

AIR Statistics Webinar

Take advantage of this offering exclusively for AIR members until March 5th!
The AIR Professional Development Services Committee is offering an online

professional development Webinar series:

Intermediate Statistical Applications for Institutional Researchers

This Statistics Webinar series will consist of three "live" sessions, held on three consecutive Fridays –March 14, 21 and 28, 2008, from 1:00 p.m. -2:30 p.m. EDST.

As an AIR member, you may register for a single session for only \$90 or for all three sessions at a discounted rate of \$255. Registration opens exclusively to AIR members on Wednesday, February 27th at 12:00 p.m. EDST!

Registration for non AIR members will open March 5th and sessions are \$100 each. Non-members may register for all three sessions for \$285.

The 2008 Statistics Webinar Series includes:

March 14 – Analysis of Variance – Robert J. Ploutz-Snyder, Ph.D.

ANOVA is a powerful statistical tool that can be used in a wide variety of IR applications. ANOVA can test for differences among three or more groups and more importantly, can test for effects of multiple independent variables and interactions between two or more independent variables. Participants obtain the basics they need to start using (and learning more about) ANOVA.

March 21 – Correlation and Regression – Robert K. Toutkoushian, Ph.D.

The module explores the foundations and uses of regression techniques to examine the relationships between two or more variables. The Webinar examines how the parameters in a simple regression model can be estimated, briefly reviews the assumptions underlying the model and offers a discussion for some of the ways these models can be used. An overview of more complex models in which more than one independent variable is said to influence the dependent variable (i.e. multiple regression) will be explored, as well as, how the regression model framework can be expanded to examine non-linear functional relationships.

March 28 – Identifying and Analyzing Group Differences with Logistic Regression, Cluster Analysis, and Decision Trees – Victor M.H. Borden, Ph.D.

Institutional researchers consider many issues involving the classification of students, faculty, and other constituents into groups based on identifiable characteristics. Examples include identification of peer institutions, student markets, and persisting and non-persisting students. Logistic regression and

cluster analysis are among the most suitable for addressing these classification issues. This module provides participants with a working knowledge of these methods to common IR topics.

Registration is limited so make sure you take advantage of being an AIR member and register beginning February 27th at <http://airweb.org>!

Kim Steele Halfhill
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News from AAUP

AAUP Faculty Compensation Survey 2007-08

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

We are currently making final corrections to data entries to be published in our 2008 report. The tentative publication date is April 12, although that date may shift by a couple of days. Data must be finalized well in advance of that date, however. Contacts for institutions that had not yet submitted data for this year were notified by e-mail on January 24. If you have submitted data, please double-check our survey Web site to make sure that you have responded to any warning messages. If you need to make corrections, the best method is usually to upload a corrected data file. We will be reviewing verification issues as quickly as possible. Please log in to check your status and generate a survey summary report, which will give you a good idea of how your data will look when published.

We will continue to accept data submissions, but those entries with unresolved errors may not be included in the initial published listings in *Academe* and other national publications. (We will, however, publish an "Additions and Corrections" listing in July.)

For instructions on completing the data file or uploading and verifying data, go to our survey Web site at <https://research.aaup.org/fcs/default.aspx>. If you have previously registered as a survey data contact, you can retrieve your user ID or password through the "Upload and complete the survey" link. If you don't yet have a user name and password, use the Registration Center. If you need assistance, contact us by e-mail at aaupfcs@aaup.org.

We are working diligently to prepare our data and system for processing peer comparison reports, and we will be e-mailing all of our survey contacts with further information as soon as we are ready to process those requests.

Thanks again for participating in our annual survey.

AAUP Research Office

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

NCES Publications

2006 Academic Libraries Survey data now on Peer Tool

The suppressed, unimputed data from the 2006 Academic Libraries Survey are now available on the Compare Academic Libraries peer tool at:

<http://nces.ed.gov/surveys/libraries/compare/index.asp?LibraryType=Academic>

If you have questions about using the peer tool, please contact Barbara Holton at (202) 219-7095 or barbara.holton@ed.gov

Recent Participation in Formal Learning Among Working-Age Adults with Different Levels of Education

This issue brief uses data from the 2001 and 2005 adult education surveys of the National Household Education Surveys Program (NHES) to examine the participation of adults in formal learning activities during the 12 months preceding the survey, focusing on the participation of adults who at the end of the survey had the lowest levels of education (no high school diploma, or a GED). These adults with low levels of education were found to have participated at relatively high rates in adult basic education, ESL, and GED classes. However, for the most common types of formal learning activities—work-related courses and personal interest courses—adults with low levels of education participated at lower rates and for shorter periods of time than did adults with higher levels of education. Among the adults who did participate in these activities, those with lower levels of education at the end of the survey were less likely than those with higher levels of education to pay at least some course expenses themselves.

To browse the report or to download, view and print the report as a PDF file, please visit: <http://nces.ed.gov/pubs2008/2008041.pdf>

ETS Publications

ETS Releases Third White Paper on Creating a Culture of Evidence

In 2006, the nation turned its attention to accountability in higher education. As

a leader in educational research and measurement, ETS added to the dialogue by examining the general topic of student learning outcomes. This examination resulted in a series of 3 Culture of Evidence reports in which ETS researchers identified the key issues of accountability and surveyed current practices in assessing student learning. The reports are available on line at www.ets.org/cultureofevidence.

[A Culture of Evidence: An Evidence-Centered Approach to Accountability for Student Learning Outcomes.](#)

ETS researchers developed a framework to improve, revise and introduce comprehensive systems for the collection and dissemination of information on student learning outcomes. This report presents a practical approach to help the educational community meet the call for accountability while respecting the diverse attributes of students, faculty and the institutions themselves. (Catherine M. Millett, David G. Payne, Carol A. Dwyer, Leslie M. Stickler and Jon J. Alexiou, 2008.)

[A Culture of Evidence: Critical Features of Assessments for Postsecondary Student Learning.](#)

To provide higher education stakeholders with a greater understanding of current assessment tools, ETS researchers take a detailed look at available measurements in this "30,000 foot" overview. (Carol A. Dwyer, Catherine M. Millett and David G. Payne, 2007.)

[A Culture of Evidence: Postsecondary Assessment and Learning Outcomes](#)

To address the dearth of empirical data on student learning in higher education, ETS researchers provide an overview of the assessment landscape to outline accountability models and metrics used in higher education. (Carol A. Dwyer, Catherine M. Millett and David G. Payne, 2006.)

2008 Assessment Institute

Call for Proposals for 2008 Assessment Institute

I would like to extend to you and your colleagues an invitation to join us for the 2008 Assessment Institute in Indianapolis October 26-28, 2008. Please consider submitting a proposal by March 21 using the link below. We would be particularly pleased to receive proposals addressing any of the ten tracks listed in the bullet points below.

To submit a proposal go to: <http://planning.iupui.edu/institute/callforproposals>. For more information, please consult our website: www.planning.iupui.edu (click

on "Assessment Institute - October 26-28, 2008") or contact me at:

Phone: (317) 274-4111

Fax: (317) 274-4651

Email: tbanta@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

Trudy Banta

Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation

Indiana University-Purdue University Indianapolis

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CC Benchmarking Projects

2008 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 (www.kansasstudy.org) and the National Community College Benchmark Project [NCCBP] (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).

CC Benchmarking Conference

Benchmarking in Community Colleges--the 2008 Annual Conference: Call for Papers

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

"Benchmarking in Community Colleges--the 2008 Annual Conference" will be held at Montgomery County Community College, Blue Bell, PA (suburban Philadelphia), July 16-18. Conference organizers invite proposals for 45 minute presentations on any topic related to benchmarking in community colleges including peer selection; data collection instruments, methodologies and processes; data sharing/benchmarking consortia; use of comparative data; national data collection/sharing initiatives, and similar issues.

Proposals should include the paper title, author and affiliation, and a 50-75 word abstract. Please send proposals and direct questions to Jeff Seybert, Director, Institutional Research, Johnson County Community College, jseybert@jccc.edu or (913)469-8500, ext. 3442.

APRA Symposium

APRA Summit on Prospect Data Mining and Modeling

Registration is open for The Association of Professional Researchers for Advancement (APRA) Summit on Prospect Data Mining and Modeling to be held in Nashville, TN on April 3 and 4, sponsored by SPSS. The beginners/management track will provide a solid grounding in the goals of, methods for and approaches to data mining for fundraising applications. The intermediate/advanced track will showcase new technologies and present case studies of effective applications of statistical methods to prospecting and prospect management.

Beginner sessions will include: Linear Regression, Regression Model and Score Transformation Methods, Logistic Regression.

Intermediate/Advanced Tracks will include: Time Series Analysis, Implementing Dynamic Models & Evaluating Models Over Time, Software Tools for Analysis and Presentation.

Go to www.aprahome.org/DMMSummit for complete information and to register.

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Economic Diversity Website

New Data Now Available from EconomicDiversity.org

EconomicDiversity.org (<http://www.economicdiversity.org>), the only publicly available web site with campus-level, multi-year data on student income, financial aid, race and ethnicity, loan debt, and other variables has been updated to include data from the 2005-06 academic year. Users can easily view data on specific colleges and universities, or compare multiple institutions. The site can be used to identify trends in student enrollment, diversity and financial aid usage, and compare colleges by state, sector, and other criteria.

This web site is operated by the Institute for College Access & Success, in partnership with MPR Associates, a research firm. The information in the database is derived primarily from U.S. Department of Education sources with additional data licensed from Peterson's.

e-AIR Limerick Contest

Last Call for e-AIR Limerick Contest Submissions

Marne Einarson (mke3@cornell.edu)

Time is running out to submit your entries for the 2008 e-AIR Limerick Contest! E-mail your limerick(s) to Marne Einarson (mke3@cornell.edu) by March 1st.

Entries should follow the basic limerick format and have something to do with institutional research. This year, we are including a special category of limericks about the Annual Forum. Entries will be judged by our esteemed panel of Alan Sturtz, Susan Mullen, and Kathy Livingston. The winning limericks will be published in the March e-AIR newsletter.

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

From Paula Pelletier at Stony Brook University:

She discovered six duplicated heads
Ensnared in twelve dormitory beds.
With IPEDS inflated
The analyst debated ---
Could she claim her bifocals misread?

And from Dick Collier at the University of Albany:

Some professors quite sadly delude
Themselves when tenure's pursued.
They're sure data formal
Will show they are normal
Till the numbers tell them "You're skewed."

So get rhyming and send in your limerick(s) by March 1st!!

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 mke3@cornell.edu. Keep it brief, but include the information you think others would like to know.

Kim Sinha will be leaving her position at Central Virginia Community College in June to join The Austen Group as their lead consultant for financial aid leveraging models. Her new email address is kim.sinha@gmail.com. Congratulations, Kim!

Help

Information on Dashboard Systems

I am looking for institutions that are using dashboard systems. Are they useful and to whom? How much did they cost?

Thank you!

Judith Weckman

Judith Weckman, Director
Institutional Research and Assessment
Berea College
Judith.Weckman@berea.edu

Editors' Book of the Month

Marne Einarson, Cornell University mke3@cornell.edu

This month's review was contributed by Robert Miller, Associate Dean of Academic Affairs and Director of Institutional Research at Centenary College (millerr@centenarycollege.edu). Robert reviews *The Uses of the University (Fifth Edition)* written by Clark Kerr and published by Harvard University Press in 2001 (ISBN: 0-674-00532-5).

The *Uses of the University* by Clark Kerr is viewed by many as the premier text for higher education research. This review highlights Kerr's views on the role of the president in the modern university and those constituencies who impact presidential decision-making; students, faculty, administration, and external agencies. While these writings began in the 1960's many of the concepts and theories of his work are still applicable in today's higher education environment.

The Uses of the University is a valuable resource for those in higher education administration. I believe it provides a great context for the issues we are currently facing as well as the questions we are asked to answer.

The Uses of the University, by Clark Kerr, is a compilation of writings cited by many as a premier text for higher education and has been credited with the development of higher education research (Keller 2003). It has produced a formal structure through which the environment of higher education can be dissected, analyzed and improved upon.

The Uses of the University is a text that has been scrutinized many times over. The hypotheses proposed by Kerr and subsequent findings are so numerous that it would be impossible to include all of them in one essay. The purpose of this essay is to demonstrate Kerr's continued relevance in the current higher education environment by using his work on the role of the president and the competitors for power within the university; faculty, students, administration, and external agencies.

In order to examine the role of the president in the modern university we must acknowledge that the university of today is a different entity according to Kerr. At the core of Kerr's writing is the concept of the "Multiversity". This phrase was used to acknowledge the fact that the traditional model of master and pupil had evolved into a form where the university was more like a community or city.

Kerr described the multiversity as "a complex entity with fractionalized power" and "series of communities". Kerr argues that in the knowledge society the university will need to be integrated within the community and not an isolated entity. This complexity is a result of a number of factors, the transition to a knowledge society, technology, demand for higher education, as well as a shift in student demographics. The term multiversity describes the change that the university has undergone due to the aforementioned factors, which are external in nature. What was once an institution for teaching has evolved into a complex balance of teaching and research (Hechinger 2003).

In Kerr's view the president is a "many faced character" dealing with a number of constituencies, or competitors for power; students, faculty, public authority, administration, and multiple external and internal influences (Kerr p. 15-18). These interactions call on a president to assume a number of roles. Kerr described multiple roles of the president but focuses on one.

Kerr stresses the role of mediator, even though in later writings Kerr was concerned that the term mediator was misinterpreted implying passivity he never intended (Kerr p. 109). Kerr believed that the first task of the mediator is peace and that this peace must be attained despite the fact that the multiversity is based more on conflict and interaction (Kerr p. 106). It is the president's

responsibility to maintain harmony between the aforementioned groups to ensure progress and maintain institutional character.

The mediation of the various constituencies and responsibilities, whether from an organizational or academic perspective, requires a certain level of authority at the presidential level. Kerr argues that while this is indeed the case there are competitors for this power in today's university. These competitors or special interest groups within the multiversity can take away presidential power (Wiseman 1991).

Kerr stated that organized faculty influence over the general direction or growth of the American multiversity has been small (Kerr p. 18). Individual faculty have had more of an influence in the expanding areas of institutes and research grants (Kerr p. 18). In addition, the rise of the affluent professor which Kerr describes as those faculty in disciplines that are more conducive to consulting and additional resources further individualizes the impact of faculty members (Kerr p. 46).

Both of these ideas support Kerr's assertion that the loyalty of the faculty towards the university has steadily declined. Research has shown that faculty with more marketable credentials or more formal qualifications tend to show less loyalty towards their institution (Blau 1994). This lack of identifying with the institution they work for comes about due to the other external opportunities that are afforded to these faculty members.

Students, in Kerr's view, is another group competing for power in this complex system of the multiversity. Their choices, as consumers, guide university expansion and contraction (Kerr p. 16). The current prospective college student has many diverse demands for higher education (Rhoades 1987). The competition for these students has led to an age of consumerism where the student is treated as a client. Many of the efforts to attract these students, hotel-like residence halls, fitness club quality recreation facilities, are not directly related to the educational experience (Geiger 2005). Kerr believed that inter-university rivalry has played a significant role in accelerating change in higher education in an effort to attract students (Kerr p. 81).

Kerr states that "as an institution becomes larger, administration becomes more formalized and separated as a distinct function; as the institution becomes more complex, the role of administration becomes more central to integrating it" (Kerr p. 21). The role of the modern day president could be viewed more as an administrator rather than an educator. The primary responsibilities have shifted attention away from scholarly endeavors to more issues relating to organizational effectiveness and accountability (Keller 1983).

The Commission on the Future of Higher Education has prompted many

discussions regarding access to higher education, rising tuition costs, as well as institutional accountability. The commission was critical of higher education with respect to its level of innovation, service to students, and lack of formalized outcomes (Asburn 2006). College presidents are forced to address these issues in a variety of forums on the state and national level and find themselves not only defending their own institutions but higher education as a whole.

While the issues and challenges evolve over time, the interaction between the president and these groups has only intensified. Kerr's views and opinions are as relevant today as much as ever before. Presidents will continue to have diverse roles and responsibilities related to the constituencies that Kerr described and the framework that Kerr presented in the *Uses of the University* can be used as a lens through which to view them.

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Thanks for contributing this review, Rob!

Technical Tips from the Field

Access: Working with NULL Values

Gayle Fink, University System of Maryland (gfink@usmd.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 Gayle Fink (mailto:gfink@usmd.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

Below is a tip that I received from Ms. Terry Hirsch, Director of Institutional Research, The Community College of Baltimore County who has run into "NULL" or null values when extracting data from or moving data between one application to another. By using the Nz function in Access, you can help avoid those pesky "divide by zero" errors.

Source: MS Office Online – Access

<http://office.microsoft.com/en-us/access/HA012288901033.aspx>

You can use the Nz function to return zero, a zero-length string (" ") or another specified value when a variant is null. For example, you can use this function to convert a Null value to another value and prevent it from propagating through an expression.

Syntax:

Nz (variant, [value_if_null])

"*variant*" is a variable that is a variant datatype. "*value_if_null*" is optional. It is the value to use when the variant is a null value. If this parameter is omitted and the variant is a null value, the Nz function will return a zero or a zero-length string.

For example:

Nz (varName, "n/a")

The example above would return the value 'n/a' if the variable varName contained a null value.

Nz (varName)

The example above would return a zero-length string if the variable varName contained a null value

Terry used the following expression to sum two fields that contained null values. (Community colleges offer courses for zero credit hours -- appear as null in an extract file -- but have billable hours instead). In the expression below, Terry was trying to sum credit hours for an academic year from a grade file.

sumfield: Nz([Grades_200491_final]![CREDIT_HOURS]) + Nz([Grades_200421_final]![CREDIT_HOURS])

Thanks for the tip, Terry!

Position Listing Summary

Copy and paste this url into your browser to access the current job listings on the AIR website: <http://www.airweb.org/?page=574>.

Parting Thoughts

Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to [Marne Einarson](#)

The time is always right to do what is right.

--Martin Luther King, Jr. (1929-1968), American minister and civil rights leader

I never had a policy; I have just tried to do my very best each and every day.

Abraham Lincoln (1809-1865), President of the United States

Character is higher than intellect.

Ralph Waldo Emerson (1803-1882), American essayist and poet

The impossible often has a kind of integrity which the merely improbable lacks.

Douglas Adams (1952-2001), British comic writer