



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: www.airweb.org (look under "Jobs").

For further information regarding the Association for Institutional Research, contact Randy Swing, Executive Director, AIR, Suite 211, 1435 Piedmont Drive, Tallahassee, FL 32308; Telephone: 850-385-4155, Fax: 850-385-5180 or via e-mail: (rswing@airweb.org).

Announcements & Information

Join AIR or Renew Your Membership Today

AIR Office (air@airweb.org)

Not an AIR member yet? Has your membership lapsed?

There has never been a better time to join AIR or renew your AIR membership. For the 2009-2010 membership year, all members receive one free AIR publication of their choice. Plus, new members receive the *Primer for Institutional Research* as our thank you for joining the Association.

Other member benefits include discounts on [publications and journals](#), priority registration for [AIR Webinars](#), access to the AIR member directory, and participation in the annual [AIR Forum](#); the premier meeting for IR and assessment professionals.

To renew or join, visit www.airweb.org/membershiprenewal and select the membership type that best meets your needs. You may renew online or download the 2009-2010 [Membership Application form](#) and fax it to AIR at 850-385-5180. Begin enjoying the rights and benefits of AIR membership today.

Revised AIR Planning Documents

AIR Office (air@airweb.org)

Just like at our institutions and organizations, AIR needs to periodically review and update its planning documents. One of the Board of Directors' priorities has been to do this, and I'm pleased to let you know that it has been accomplished.

See <http://www.airweb.org/mission> for a revised statement of AIR's History, Mission and Vision statements, Values, Core Objectives, and Strategic Initiatives.

Bill Knight
Immediate Past President

New Mission Statement

The mission of the Association for Institutional Research is to support quality data and decisions for higher education.

AIR/US News Advisory Committee Seeks New Members; Establishes Web Resource

Bruce Szelest (bszelest@uamail.albany.edu)

The AIR/US News Advisory Committee was established in 2001 as a sub-committee of AIR's Higher Education Data Policy Committee (HEDPC). The Advisory Committee, comprised of representatives from public and private and large and small colleges and universities, provides a venue for effective dialogue with US News representatives. The group meets in person once a year on Sunday afternoon at the AIR Forum and has e-mail discussions throughout the year as issues/problems/questions arise.

Membership on the Advisory Committee is for a 3-year term, renewable one successive time. If you would like to be considered for membership, please send an e-mail to Bruce Szelest (bszelest@uamail.albany.edu) stating reasons why you should be selected. Consideration will be given to all applications received by close-of-business on December 1, 2009.

In addition, the Advisory Committee has also developed a wiki to better inform the AIR membership about the work of the Advisory Committee, and to provide a more systematic means for getting issues of interest to the AIR membership on its annual agenda. Please visit www.airweb.org/KeyLinks and follow the AIR/US News Advisory Committee link. The wiki resource contains minutes from the Advisory Committee's meetings, as well as other resources pertaining to the US News rankings.

Institutions Reach for the STARS

STARS is a voluntary, self-reporting framework for gauging relative progress toward sustainability for colleges and universities. It awards points for engaging in sustainability practices in three major categories: education and research; operations; and planning, and administration and engagement. STARS provides a standard, comprehensive way to compare the sustainability performance of higher education institutions, and to measure a single institution's progress over time.

Institutions are now able to review the [STARS 1.0 Early Release Technical Manual](#). This document outlines in detail the three STARS categories and the associated sub-categories. Credits under each sub-category are described in detail, including required documentation, examples, and calculations for determining points achieved. A key feature of STARS is that all indicators are transparent, so it is clear how an institution earns a rating. In addition, STARS encompasses the triple bottom line of sustainability including not only environmental indicators, but social and economic as well. In addition, a STARS rating is good for three years before it expires, which encourages institutions to pursue a path of continuous improvement toward sustainability.

Institutional Research (IR) will be an essential component of the STARS data collection process because of its role as custodian of, or clearinghouse for, much of the data required by STARS (some of which IR already reports to other external agencies such as IPEDS, US News, Petersons - and internally for management purposes). IR will be able to incorporate credible data in fact books and other reports on institutional performance in areas that are increasingly valued by stakeholders and society. STARS provides an opportunity not only to monitor and showcase institutional sustainability efforts, but also to foster rewarding collaborations between institutional researchers and other campus entities.

Beginning January 2010, all institutions that are registered for STARS will have the opportunity to submit their data using the online STARS Reporting Tool. Once data for each STARS credit are submitted, institutions will earn a STARS rating, and the data will be made publically available via the Web. This will allow for comparison of information across campuses and efficiently illustrate your institution's sustainability performance to various stakeholders.

AASHE is excited to launch STARS to benefit the higher education community. We welcome feedback on the program or suggestions for improvement. STARS will be a system that evolves over time to continually raise the bar toward sustainability, and meet the needs of colleges and universities. We anticipate STARS yielding valuable information that can be used to establish benchmarks and best practices among institutions of higher education.

To learn more about STARS visit www.aashe.org/stars or email stars@aaashe.org.

The 16 professional associations that are members of the Higher Education Associations Sustainability Consortium (HEASC), first called for a campus sustainability rating system in 2006. Since then, the Association for the Advancement of Sustainability in Higher Education (AASHE) has been creating STARS - the Sustainability Tracking, Assessment, & Rating System - for colleges and universities. After three years of research and development, a pilot program with nearly 70 institutions, and collaboration with numerous higher education professionals, sustainability experts and professional organizations, AASHE has launched STARS 1.0.

AAUP Faculty Compensation Survey 2009-10

AAUP is currently working with a software designer to renew the Web interface for our 2009-10 survey, and expect to open the site for data collection by mid-November. We will shift the initial deadline back accordingly, and will be sending a notice to our survey contacts with more information shortly. We do not anticipate any significant change in reporting categories or definitions, but the process for submitting and verifying data will change. You will be able to make use of the same Excel file format for assembling data and performing an initial validation, and we will soon make available an updated version of the Excel file with proper labeling. We are making changes to the Web interface for submitting and reviewing data, which we expect will result in a cleaner and more polished look, as well as a more user-friendly experience. Later we will make corresponding changes to the interface for ordering custom reports.

If you know the survey contact person or other information about your institution will be changing, please send an e-mail to aaupfcs@aaup.org. For notes on other plans for this survey season, please see the [September 2009 issue of Electronic AIR](#).

As always, we appreciate your participation and welcome your comments, suggestions, and questions. We will do our best to respond in a timely manner.

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

Changing Scene

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

Meg Wright Sidle, Ph.D., director of institutional research and effectiveness at Pikeville College, has been recognized nationally for her literary and research contributions to the NASPA Journal. NASPA is the leading voice for student affairs administration, policy and practice. Sidle's article, "The Freshman Year Experience: Student Retention and Student Success," originally appeared in a 1998 volume of the publication but has been selected for reprint in one of two compilation issues featuring the top 10 most downloaded and top 10 most cited journal articles since 1980. Sidle shares the honor with co-author, the late Janet McReynolds.

IR In The Know

HEDPC Introduces New e-AIR Feature: *IR in the Know*

(irintheknow@airweb.org)

Searching for ways to stay informed about national data and policy issues? Wondering how emerging issues will impact your institution? The Higher Education Data Policy Committee (HEDPC) is pleased to introduce *IR in the Know*.

Starting in November, *IR in the Know* will be a monthly feature in the Electronic AIR (e-AIR) newsletter. *IR in the Know* will keep you up-to-date on current and emerging issues related to higher education data collection, analyses, and reporting.

Each month, *IR in the Know* will focus on data and policy issues of particular relevance to institutional researchers, such as accountability, assessment, accreditation, NCES, federal legislation, and national databases. Each issue will include a brief issue summary and links to more detailed information.

IR in the Know will supplement current HEDPC publications – the *AIR Alerts* and *AIR FYI*. These publications will continue to provide AIR members with a comprehensive summary and analyses of important issues.

We welcome your feedback as well as your suggestions for topics or material to provide in the newsletter. If you find a resource or article you think might be useful to other IR professionals, please send an e-mail to irintheknow@airweb.org. With your help, we can provide a valuable communication tool to all AIR members.

Publications

Editors' Publication of the Month: Higher Learning, Public Good

This month's publication review was contributed by Stephen Minicucci, Director of Research Projects and Methodology, Consortium on Financing Higher Education (minisd@mit.edu). Steve reviews *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education*, written by Walter McMahon and published by the Johns Hopkins University Press in 2009 (ISBN: 9780801884474).

Walter McMahon's new book comes at a good time. His study is motivated by what he describes as a growing privatization of higher education, or what amounts to the same thing - declining levels of public investment. This use of the term privatization is refreshing, but it is somewhat different than we are used to from other public policy debates, so a few words on it below are appropriate. McMahon's claim comes at the very moment when the United States is beginning to see the long-time advantage it has enjoyed in higher education erode and many of America's competitors graduate more students from college than we do. In his first speech to Congress last February, President Obama alluded to the country's stalled progress in higher education as "a prescription for economic decline" and called for "every American to commit to at least one year or more of higher education" (speech of 2/21/09).

What McMahon provides in this excellent study is a comprehensive set of economic tools with which to think about higher education public policy, and therefore, to evaluate the President's goal. He works through a typology of the benefits of higher education—private and social, market and non-market, direct and indirect. We have a tendency to focus, to our detriment, on only one of these aspects: the monetary benefits that individual students gain through college. McMahon reviews the state of the literature as it pertains to this, but the great strength of the book is to outline how the benefits of post-secondary education extend far beyond these private economic gains and, especially, in giving the reader a toolkit for thinking about these other aspects. Besides raising their expected lifetime earnings, educating more citizens beyond high school can be expected to improve long-term health outcomes and overall levels of well-being for students, strengthen civic institutions, reduce crime, enhance democracy and political stability, and increase overall economic growth.

Back to privatization. This term is generally used to refer to the private provision of public goods, usually through an explicit public choice to outsource, as when your city hires contractors to pick up the trash. McMahon argues that the costs of higher education have shifted over time to fall more heavily on students and parents and that this, too, is a privatization. He is exactly right. As a society, we have undervalued the public goods nature of higher education and, as a result, have underinvested in it. McMahon estimates that slightly more than half of the benefits of higher education are public goods, but that three-quarters of the costs are borne by individual students and their families. (This figure is higher than many readers would have guessed because we routinely undervalue the time and lost earnings that students invest in their own educations.) This privatization is the central problem in higher education policy: not only does it lead to underproduction of the public good in question (an educated society); it also twists the mission of the academy toward market-oriented curricula and away from basic research.

This book should be of interest to institutional researchers, especially those working for public institutions. It provides a broad review of the literature in the economics of education and of "human capital" reasoning. The presentation within the chapters is broadly accessible to a numerate audience, and most of the technical material is placed in appendices. The book is fundamentally about public policy, and returns in the last two chapters to an extremely helpful review of current policy options, including a strong critique of the 2007 Spellings Commission report. The recurring theme of the book is information. Misinformation about the public benefits of higher education is the root source of the privatization problem. Getting better information out about the benefits of higher education is the best way to address this. This book certainly does this work for policy audiences (among whom I would count institutional researchers), but we still need books that can carry this argument to general audiences.

Many thanks to Steve for writing this book review.

AIR Publications

Now Available – *Effective Reporting, Second Edition* By Liz Sanders and Joseph Filkins

AIR Office (air@airweb.org)

Effective Reporting, Second Edition provides a short, user-friendly, comprehensive guide for institutional researchers. This monograph presents short and concise advice, checklist guides and examples of representations of quantitative data.

(2009, 65 pp.)

Member: \$25.00 | Non-member: \$30.00

Visit www.airweb.org/airbookstore to order online, or download a printable PDF.



Sidney Suslow Nominations

AIR Office (air@airweb.org)

The AIR Sidney Suslow Award honors individuals who have contributed distinguished scholarship to institutional research over a period of time. This award is a recognition of the lifetime contribution of Sidney Suslow to AIR publications and scholarship. Please give thoughtful consideration to colleagues who you would like to nominate for this award. The Call for Nominations for The Sidney Suslow Award will open soon. Stay tuned for details.

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NCES Publications

Using Student Achievement Data to Support Instructional Decision Making

(**Note:** While this is a K-12 document, it serves as a reminder of good practices)

This guide offers five recommendations to help educators effectively use data to monitor students' academic progress and evaluate instructional practices. The guide recommends that schools set a clear vision for schoolwide data use, develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement. The guide also recommends teaching students how to use their own data to set learning goals.

To view the site, please visit: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.

Postsecondary Institutions and Price of Attendance in the United States: Fall 2008, Degrees and Other Awards Conferred: 2007-08, and 12-Month Enrollment: 2007-08

During 2008-09, full-time, in-state undergraduates at public 4-year institutions paid an average of \$6,070 for tuition and fees, and out-of-state undergraduates averaged more than twice that amount (\$14,378). The National Center for Education Statistics has released "Postsecondary Institutions and Price of Attendance in the United States: Fall 2008, Degrees and Other Awards Conferred: 2007-08, and 12-Month Enrollment: 2007-08." The report uses the Integrated Postsecondary Education Data System (IPEDS) fall 2008 data to examine institutions by such characteristics as tuition, fees, enrollment, and number of degrees conferred during the period of July 1, 2007 through June 30, 2008, by Title IV postsecondary institutions. Other findings include:

- During the 2007-08 academic year, Title IV institutions in the United States reported enrolling 25.9 million individual graduate and undergraduate students.
- About 3.9 million postsecondary awards (degrees or certificates) were conferred by Title IV institutions during the 2007-08 academic year.

To view the site, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009165>.

What to Do When Data Are Missing in Group Randomized Controlled Trials

(**Note:** While this is a K-12 document, it serves as a reminder of good practices)

This NCEE Technical Methods report examines how to address the problem of missing data in the analysis of data in Randomized Controlled Trials (RCTs) of educational interventions, with a particular focus on the common educational situation in which groups of students such as entire classrooms or schools are randomized.

Reports in this series are designed for use by researchers, methodologists, and evaluation specialists, to provide guidance in resolving or advancing challenges to evaluation methods.

To view, download and print the full report in PDF format, please visit:

<http://ies.ed.gov/ncee/pdf/20090049.pdf>.

Other Publications

September/October 2009 Issue of Data Notes Available

Data Notes is a bimonthly newsletter that presents data from the national Achieving the Dream database. Achieving the Dream: Community Colleges Count, is a multiyear national initiative to help more community college students succeed. The initiative focuses particularly on student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

The September/October 2009 issue of *Data Notes* has just been released, and can be viewed on the Achieving the Dream Web site at:

<http://www.achievingthedream.org/DATARESEARCH/DATANOTESNEWSLETTER/default.tp>

This issue of *Data Notes* is the first of a two-part series investigating the characteristics of late stop-outs – students who accumulate at least 30 credits within the first two years, only to stop out without completing credentials or transferring. Seventy-five percent of students at Achieving the Dream colleges who accumulated 30 or more credits in their first two years were either still enrolled (59 percent), transferred (2 percent), or completed their credential (14 percent) by the end of their third year. Native American students had the highest stop-out rate (59 percent) by the end of year 5, while Asian/Pacific Islanders had the lowest stop out rate (44 percent). Interestingly, Pell grant recipients were slightly more likely to stop-out than non-recipients (49 percent).

Achieving the Dream Colleges, Data Facilitators and Coaches – you can also view your individual college's companion figures to this issue of *Data Notes* on www.dreamwebsubmission.org (the Achieving the Dream Web submission site). To view your college's data, sign in using your username and password and select the Sept/Oct 2009 issue under the "Reports" tab.

Data Resources

NCES Career/Technical Education Statistics Web Site Updated

The National Center for Education Statistics (NCES) within the Institute of Education Sciences has just updated the Career/Technical Education (CTE) Statistics Web site. In this update, a set of 15 tables was added to the secondary/high school CTE tables to describe the characteristics of students who participate in CTE. The tables are based on the most recently released High School Transcript Study data and represent public high school students who graduated in 2005.

The CTE Statistics Web site includes tables describing CTE at three levels: 1) secondary/high school CTE, 2) postsecondary/college career education, and 3) adult education for work. These tables are updated periodically to incorporate new CTE-related topics and data from new surveys.

To view the site, please visit: <http://nces.ed.gov/surveys/ctes/>.

NAEP State Comparisons Online Data Tool Now Available

The National Assessment of Educational Progress (NAEP) State Comparisons online data tool helps compare a variety of data: NAEP scores, achievement gaps, school lunch (NSLP) eligibility, and percentiles for your state, the nation, and other states. Now, interactive U.S. maps have been added to represent complex data in a clear, graphical form.

These new maps let you see how your selected state compares with other states or the nation in NAEP performance at grades 4 and 8 in public schools. To use the tool, simply follow the steps on each page, and use the Help button if needed. Once you are finished with your comparison, you can save the map to share it with others, or bookmark it and come back to it later.

Explore this new interactive feature at <http://nces.ed.gov/nationsreportcard/statecomparisons/>.

NAEP is administered by the National Center for Education Statistics within the Institute of Education Sciences.

Research Request

Please Participate in Study of Generational Differences in IR Work Values

Bill Knight (wknight@bgsu.edu)

I invite all institutional researchers who are AIR members to participate in a study that explores generational differences in workplace values among institutional researchers.

The survey is available at: <http://survey.bgsu.edu/surveys/ir/irgen/web%20html/irgen.htm> and should take about 10 minutes to complete. I would appreciate your response **no later than October 30, 2009**. The benefits of participation in this study include improvement in the employment experiences of institutional researchers, and, indirectly, the improvement of institutional research and planning, and decision making in higher education.

Of course, your participation in this research study is completely voluntary, and you are free to discontinue your participation at any time. Risks associated with participation in this research study are no greater than those encountered in normal daily life.

Completion and return of the survey indicates your consent to participate. Your identity will not be known by the researcher, your supervisor or colleagues. Your completion or lack of completion of the survey also does not affect your relationship to AIR or your employer in any way. Please clear your Web browser cache and page history after completing the survey. Some employers use software that tracks keystrokes made and Web sites visited, so you may wish to complete the survey on a home or public computer.

My anticipated work products from this project will be a presentation at the 2010 AIR Forum and a published article. I hope to share the results widely as I did those of a recent study of voluntary job turnover among institutional researchers. Please visit <http://www.bgsu.edu/downloads/finance/file68680.pdf> to review the study.

You are welcome to contact me at wknight@bgsu.edu or 419-372-7816 with any questions or concerns you have about this study. You may also contact the Chair of BGSU's Human Subjects Review Board at hsrb@bgsu.edu or 419-372-7716 with questions or concerns about participants' rights.

Thank you for your anticipated assistance.

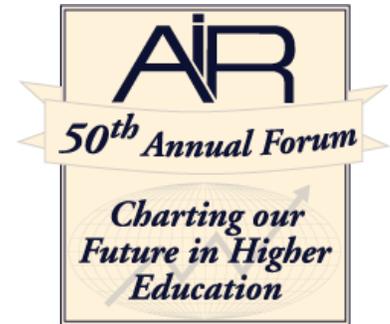
Bill Knight
Bowling Green State University

Meetings and Events

AIR's Annual Conference Call for Proposals Only 9 days left to submit!

Deadline: October 30, 2009

The proposal submission site for the 50th Annual Forum, being held in Chicago, May 29 – June 2, 2010, is open. Submit your proposal and share your scholarship and knowledge as we *Chart our Future in Higher Education*.



Submit a Proposal

Proposals highlighting IR Practices that Work, Scholarly Research and/or Institutional Effectiveness Strategies are encouraged.

We are currently seeking proposals for:

- Panel Session
- Poster Demonstration
- Research-in-Action
- Scholarly Paper
- Table Topic Discussion
- Pre-Forum Workshop

Additional information regarding the submission process, session types, and highlights of the 2010 AIR Annual Forum are available at <http://forum.airweb.org>.

AIR 2010 Forum Call for Photos

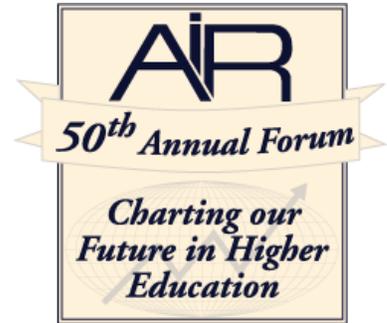
Join us in helping to make the 50th Annual Forum a time to remember. AIR is collecting photos to incorporate into the Hall of History. Please send in your top three AIR photos of people or past events. Send your photos to AIR50@airweb.org.

Look for your photos - and many others - throughout the 2010 Forum in Chicago.

Thank you,

Fred Lillibridge
AIR50 Committee Chair

Julie Carpenter-Hubin
Forum Chair



From Your Local Arrangements Committee - Survey of Recreational Activities to Offer at 2010 Forum

On behalf of the Chicago Local Arrangements Committee, I invite you to take a brief survey about recreational activities (baseball, tours, etc.) to be offered during the 2010 Forum, AIR's annual conference. Our goal is to design offerings based on your interests as a Forum attendee.

Please click the link below to be redirected to the survey page. It should take only a few minutes to complete the survey.

http://www.surveymonkey.com/s.aspx?sm=CWVQ_2f7FjIOdHHQJQEZXycQ_3d_3d

Thank you for your participation; we value your time and input.

Sincerely,

Linda S. Buyer
Local Arrangements Committee Member
l-buyer@govst.edu

Chicago Museums and Cultural Institutions

Linda S. Buyer, Local Arrangements Committee Member (l-buyer@govst.edu)

Culture culture? Have I got a city for you ... Chicago has more than 50 museums. Among the “must-see” Chicago museums are the world-famous [Art Institute of Chicago](#). It was established in 1879, and hosts approximately 1.5 million people each year. Today, the museum houses more 33,000 works of fine art.

The [Museum Campus](#) houses the [Adler Planetarium](#), the [Field Museum of Natural History](#), and the [John G. Shedd Aquarium](#) - all within a 57-acre lakefront park created when Lake Shore Drive was rerouted to run west of Soldier Field in 1998. The Adler is the only museum in the world with two full-size planetarium theatres. It was the first planetarium built in the western hemisphere and is today, the oldest. The Shedd opened in 1930 and houses more than 25,000 fish and other sea creatures, representing more than 2,100 species. In 2007, it was the most popular cultural attraction in Chicago. The Field museum houses many notable exhibits, including [Sue](#), the largest and most complete Tyrannosaurus Rex currently known.

The [Museum of Science and Industry](#) is situated in what once was The Palace of the Fine Arts (constructed for the 1893 World's Columbian Exposition) in Jackson Park (south of downtown). “Among its diverse and expansive exhibits, the Museum features a working [coal mine](#), a [German submarine \(U-505\)](#) captured during World War II, a 3,500-square-foot (330 m2) [model railroad](#), the first diesel-powered streamlined stainless-steel passenger train ([Pioneer Zephyr](#)), and a NASA space capsule used on the Apollo 8 mission.” ([Wikipedia](#)).

For a sublime outdoor experience in the north suburbs, escape to the [Chicago Botanical Garden](#). “It is a 385-acre living museum situated on nine islands featuring 23 display gardens...” ([Wikipedia](#)) which is the very definition of eye candy. For beautiful flowers closer to downtown, you could try one of Chicago's fascinating conservatories, either the [Garfield Park Conservatory](#) or the [Lincoln Park Conservatory](#). Garfield Park opened just over a hundred years ago, in 1908. It consists of six greenhouses and two exhibition halls, as well as outdoor garden space, and is one of the largest conservatories in the world.

Lincoln Park Conservatory is the older of the two conservatories (built between 1890 and 1895) and is immediately adjacent to the Lincoln Park Zoo (see below). It has four display greenhouses: Palm House, Fern Room, Orchid House and the Show House (home to the annual flower shows) as well as “Granny's garden” (properly called “Grandmother's Garden”) and the “Front Lawn” located outside of the greenhouses.

Chicago is also home to two zoos: the [Lincoln Park Zoo](#) and the [Brookfield Zoo](#). The Lincoln Park Zoo is about 3 miles north of downtown. It is located in a 49 acre park on the lakefront, houses more than 1,100 mammals, birds, reptiles and amphibians, and attracts approximately 3 million visitors each year. Brookfield Zoo is 14 miles west of the city (located in Brookfield, IL). It is located on 216 acres, and houses approximately 450 species of animals..

Register for the MidAIR 2009 Conference

Registration is open for the 29th Annual Conference of the Mid-America Association for Institutional Research (MidAIR). The conference will be held November 11 to 13, 2009, at the Holiday Inn at the Plaza in Kansas City, Missouri. The conference theme "Dynamic Institutional Research in a Time of Uncertainty" should stimulate research, scholarship, and best practices on many topics relating to institutional research, planning, institutional effectiveness and student learning outcomes assessment.

To register for the conference go visit: <https://secure.airweb3.org/midair/?page=2314>.

Hope to see you in November!

Carol Sholy
2009 MidAIR Conference Program Chair
sholyc@umsl.edu

8th Annual Conference of the National Institute for the Study of Transfer Students

Registration is now open for the 8th Annual Conference of the National Institute for the Study of Transfer Students

Keynote speakers include Dr. Jill Biden, a respected community college educator and outspoken advocate, and Dr. Freeman Hrabowski III, president of the University of Maryland, Baltimore County and recognized leader in improving access for transfer students. The conference will be held on January 27-29, 2010 in Addison, Texas.

For more information visit the conference Web site at:

<http://transferinstitute.unt.edu/conferences/2010.html> or contact George Niebling at George.Niebling@unt.edu or Christine Keller at ckeller@aplu.org.

New England Educational Network Fall Forum 2009

Join us at the New England Educational Assessment Network's (NEEAN) Fall Forum on *Integrating Classroom, Program and Institutional Assessment*. The Forum will be held Friday, November 6, 2009, from 8:30 a.m. to 3:00 p.m. at the College of the Holy Cross in Worcester, Massachusetts.

Our Keynote Speaker is Dr. Linda Suskie. The Forum sessions represent an array of institutions from across New England, and will focus on key issues in higher education assessment, including topics on:

- General Education and General Outcomes Assessment
- Discipline and Program-Based Assessment
- E-portfolios and other tools
- "Best Practices" in Assessment Implementation

Registration forms are available on the NEEAN website: www.neean.org. Please tell your colleagues about this exciting opportunity.

Carol Bailey Leigh
NEEAN Executive Director
(execdirector@neean.org)

7th Annual Enhancement Themes for Conference: Call for Workshop and Poster Proposals

The 7th Annual Enhancement Themes Conference is taking place March 2 – 3, 2010, in Edinburgh, Scotland. We are seeking workshop and poster proposals for this conference.

Guidance notes and proposal forms can be found by visiting
<http://www.enhancementthemes.ac.uk/conference/default.asp>.

The closing date for submission of proposals is **December 8, 2009**. Please e-mail your completed form to enhancement@qaa.ac.uk.

Thank you.

Sarah Logie, Administrator (Enhancement Themes)
QAA Scotland
183 St Vincent Street
Glasgow
G2 5QD
www.enhancementthemes.ac.uk

Career Opportunities

AIR Job Listing Summary

Missy Wiggins, AIR Office (mwiggins@airweb.org)

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR Job Listings web page (<http://www.airweb.org/?page=574>) every few days for new positions. Employers can submit job ads free of charge by using the online submission form found on the AIR Job Openings page (<http://www.airweb.org/?page=2>). For any questions about job ads, please contact Missy Wiggins by email (mwiggins@airweb.org) or phone (850-385-4155 ext. 103).

[DIRECTOR POLICY ANALYSIS - California State University](#) - Long Beach, **CA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - Germanna Community College](#) Locust Grove, **VA**

Deadline Date: Upon Until Filled - Review of applications begins November 13, 2009

[PSYCHOMETRICIAN CONSULTANT - Logan College of Chiropractic](#) Chesterfield, **MO**

Deadline Date: Open Until Filled

[DIRECTOR PLANNING & INSTITUTIONAL RESEARCH - Bryant University](#), Smithfield, **RI**

Deadline Date: Open Until Filled

[ASSISTANT/ASSOCIATE DIRECTOR OF RESEARCH - Illinois Education Research Council](#)

Edwardsville, **IL**

Deadline Date: November 16, 2009 or until position filled

[DIRECTOR PLANNING & RESEARCH - Macomb Community College](#), Warren, **MI**

Deadline Date: November 18, 2009

[ASSISTANT DIRECTOR OF RESEARCH GRANTS & ASSESSMENT - National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina](#), Columbia, **SC**

Deadline Date: Open Until Filled

[ASSISTANT OR ASSOCIATE PROFESSOR IN HIGHER EDUCATION - Florida State University](#)

Tallahassee, **FL**

Deadline Date: Evaluation of applications will begin November 1, 2009 and continue until the position is filled.

[ASSOCIATE INSTITUTIONAL PLANNER \(INSTITUTIONAL RESEARCH ANALYST\) - University of Wisconsin - La Crosse](#) La Crosse, **WI**

Deadline Date: Open Until Filled - First review date November 15, 2009

[ASSESSMENT COORDINATOR SENIOR - Arizona State University](#), Tempe, **AZ**

Deadline Date: November 13, 2009

[LEAD RESEARCHER - Sinclair Community College](#) Dayton, **OH**

Deadline Date: November 7, 2009

[ASSESSMENT SPECIALIST - University of Alabama Tuscaloosa, AL](#)

Deadline Date: October 19, 2009

[VICE CHANCELLOR FOR STRATEGIC INITIATIVES - The University of Texas System Austin, TX](#)

Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR DATA ANALYSIS & RESEARCH - Drexel University, Philadelphia, PA](#)

Deadline Date: Open Until Filled

[RESEARCH TECHNICIAN - National Accrediting Commission of Cosmetology Arts & Sciences Alexandria, VA](#)

Deadline Date: November 16, 2009

[ASSESSMENT & RESEARCH SPECIALIST - Indiana University Southeast New Albany, IN](#)

Deadline Date: October 22, 2009

[RESEARCH ANALYST - The College of Lake County Grayslake, IL](#)

Deadline Date: October 26, 2009

[DIRECTOR OF DATA RESOURCES AND INSTITUTIONAL RESEARCH - National Association of Schools of Public Affairs and Administration & The Association of Public Policy Analysis and Management Washington, DC](#)

Deadline Date: Open Until Filled

[INSTITUTIONAL DATA ANALYST - Pinnacle Career Institute Kansas City, MO](#)

Deadline Date: Open Until Filled

[RESEARCH ANALYST - University of Maryland College Park, MD](#)

Deadline Date: October 28, 2009

[ASSISTANT DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Delaware County Community College Marple Campus Philadelphia, PA](#)

Deadline Date: October 29, 2009

[SENIOR RESEARCH ASSISTANT - Paul Quinn College Dallas, TX](#)

Deadline Date: October 16, 2009

[POSTDOCTORAL/FELLOW-ASSISTANT RESEARCH PROFESSOR - Southern Illinois University Edwardsville, IL](#)

Deadline Date: February 1, 2010

[POSTDOCTORAL RESEARCH ASSOCIATE - Kansas State University Manhattan, KS](#)

Deadline Date: November 1, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - University of Southern Maine Portland, ME](#)

Deadline Date: October 26, 2009

[DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH & PLANNING - Humboldt State University Arcata CA](#)

Deadline Date: October 28, 2009

[SPECIALIST/SURVEY ANALYST INSTITUTIONAL RESEARCH - Northeastern Illinois University, Chicago, IL](#)

Deadline Date: Open Until Filled

[POLICY & PLANNING ANALYST - University of Wisconsin-Madison Madison, WI](#)

Deadline Date: November 1, 2009

[SENIOR RESEARCH ANALYST - Quinsigamond Community College Worcester, MA](#)

Deadline Date: OCTOBER 18, 2009

[SENIOR SURVEY COORDINATOR - Savannah College of Art & Design Savannah, GA](#)

Deadline Date: Open Until Filled

[DIRECTOR OFFICE OF FACULTY & INSTITUTIONAL SUPPORT - City of Hope National Medical Center, Duarte, CA](#)

Deadline Date: Open Until Filled

[POSTDOCTORAL FELLOW/SCHOLAR - Illinois Education Research Council Edwardsville, IL](#)

Deadline Date: October 26, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH - Western State College of Colorado Gunnison, CO](#)

Deadline Date: October 30, 2009 or Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH – Richard Stockton College of New Jersey Pomona, NJ](#)

Deadline Date: The screening will continue until the position is filled. For full consideration all application materials should be received by October 9, 2009.

[RESEARCH ASSISTANT/TECHNICAL SPECIALIST - Community College of Philadelphia Philadelphia, PA](#)

Deadline Date: Open Until Filled

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

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Western Washington University Bellingham, Wa](#)

Deadline Date: October 26, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH \(Part-time\) - Gratz College Melrose Park, PA](#)

Deadline Date: Open Until Filled

Technical Tips

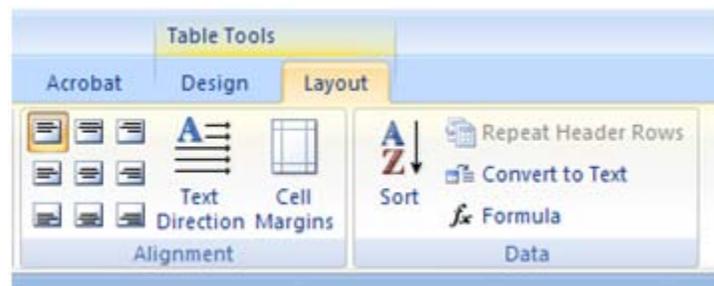
Doing Math in MS Word Tables

Gayle Fink ([Gayle Fink](#))

This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Send your tips to Gayle Fink (gfink@bowiestate.edu).

There are times when you are preparing a report where the data are still a “work in progress.” You think you checked all the numbers, but somehow things don’t add up correctly. Possibly, a better way to fix the problem than using your calculator is to insert a Word formula into the table.

First, create the table with your data (see example below). Click on the cell that contains the numeric total and then go Table Tools/Layout/Data/Formula



The formula dialogue box opens. Word assumes that the calculation is at the bottom of a column so the default is =SUM(ABOVE). You can also use =SUM(LEFT or RIGHT) too!

Headcount	
Male	450
Female	600
Unknown	5
Total	1055

 A screenshot of the Word 'Formula' dialog box. The 'Formula' field contains the text '=SUM(ABOVE)'. The 'Number format' dropdown is set to the default. The 'Paste function' and 'Paste bookmark' dropdowns are also visible. An arrow points from the 'Total' cell in the table above to the 'Formula' dialog box.

Here is the catch. If you are using Word formulas, you need to *manually* update the SUM fields. Click on the formula cell in the table and press F9 to do this.

So, is this more help? You be the judge.

Parting Thoughts

Autumn is a second spring when every leaf is a flower.

~ Albert Camus (1913-1960), French novelist, essayist and playwright

Autumn, the year's last, loveliest smile.

~ William Cullen Bryant (1794-1878), American writer

No spring nor summer beauty hath such grace

As I have seen in one autumnal face.

~ John Donne (1572-1631), English poet and minister

Delicious autumn! My very soul is wedded to it, and if I were a bird I would fly about the earth seeking the successive autumns.

~ George Eliot [Mary Anne Evans] (1819-1880), English novelist

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