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

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

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.

To submit articles, requests, or information for consideration and inclusion in the newsletter, please contact Gayle Fink, Editor, at: (gfink@bowiestate.edu).

Persons seeking jobs in institutional research, planning, or policy analysis should check the AIR web page every few days for new positions.

Subscribe, change your subscription address, or unsubscribe

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

Announcements & Information

AIR 2010 Forum White Papers - Now Available

During the 50th Forum in Chicago, small groups met under the direction of recognized leaders in IR, for discussion focused on the future of higher education and institutional research. In a structured setting, the groups organized ideas and engaged in rich discussion in the development of these multi-perspective white papers.

Session organizers Bill Knight and Julie Carpenter-Hubin thank participants for their high level of engagement in the discussions and are especially grateful to the discussion leaders and facilitators for their time and commitment to creating successful white papers.

Click here to view the final white papers, as well as for a complete listing of facilitators, discussion leaders, and participants.

AAUP Faculty Compensation Survey 2010-11

Data collection for 2010-11 will begin soon. We are working to open our web site for 2010-11 data collection by October 31 or early November, and we are adding status updates there as they are implemented. There will be no changes to data definitions and reporting elements, but we are working on implementing a direct upload for the Excel data file. We will send an e-mail notification to all survey contacts when the data collection process is ready.

We continue to update our survey contact records, and will follow up with institutions for which we do not have current contact information. If you know that the survey contact person(s) for your institution has changed or will be changing, please send us a note.

Our complete 2009-10 "Annual Report on the Economic Status of the Profession" is available in print in *Academe* and online. For information about the various custom reports and data sets we have available, please visit the research web site.

By the time you read this, I hope to have a research assistant on board so we can respond more efficiently to your inquiries. Thank you for your patience and for participating in our survey.

John Curtis
Director of Research and Public Policy
jcurtis@aaup.org

Call for Editor - *Journal of The First-Year Experience & Students in Transition*

The *Journal* is looking for a qualified editor. The *Journal* is published twice annually in the spring and the fall and includes reports of quantitative, qualitative, and mixed-method studies. The editor has primary responsibility for the development of the *Journal* content (i.e., soliciting and reviewing articles and managing the review process). The editor works closely with the Assistant Director for Publications who oversees final production of the *Journal*; marketing the *Journal* to potential subscribers, contributors, and reviewers; and subscription management.

The editor will:

- Solicit manuscripts on a wide range of topics for the *Journal.*
- Promote the *Journal* through attendance at the National Conference on Students in Transition, the Annual Conference on The First-Year Experience, and other relevant scholarly and professional gatherings.
- Complete initial review of manuscripts submitted to the *Journal* to determine the submission is a report of empirical research on a topic appropriate for the *Journal* and, thus, suitable for further review by members of the *Journal* review board.
- Work with the Administrative Assistant for the *Journal* to keep authors informed of the status of their submitted manuscripts during the review process, which includes ensuring the acknowledgement of receipt of manuscripts and communicating timely feedback gathered from reviewers.
- In collaboration with the Assistant Director for Publications, have the opportunity to consider and develop new departments or formats for the *Journal*.
- Communicate with publications staff, as necessary, regarding processing of submissions.
- Participate in semiannual National Resource Center advisory board meetings to report on status of and new directions for the *Journal*.

The appointment is for a three-year term (i.e., six issues of the *Journal*) and will begin July 1, 2011. The editor will receive a $6000 stipend annually for the term of the appointment. The National Resource Center will pay travel to its two national meetings annually. Administrative support is provided by the staff of the National Resource Center.

Qualifications:

- Earned doctorate in higher education administration, student affairs, or related field
- Previous publication in refereed, research journal(s)
- Previous review board experience for referred journal(s)
- Knowledge of quantitative and qualitative research methodologies
- Demonstrated interest and expertise in issues related to or initiatives designed to support student transitions throughout the college years including, but not limited to, the first college year, transfer transition, the sophomore year, the senior year, the transition to graduate work, and the transitions of special student populations
- Faculty status and previous editorial experience, preferred

Applicants are invited to send letter of interest and curriculum vitae to:

Tracy L. Skipper, Ph.D., Assistant Director for Publications
National Resource Center for The First-Year Experience & Students in Transition
1728 College Street ● Columbia, SC 29208 ● Phone: (803) 777-6226 ● Fax: (803) 777-9358
E-mail: tlskippe@mailbox.sc.edu

Mailed applications should be postmarked by February 28, 2011. E-mailed or faxed applications must be received by 11:59 pm EST February 28, 2011.

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 Gayle Fink (gfink@bowiestate.edu).

Horace D. ("H.D.") Stearman has been named Associate Provost for Institutional Effectiveness at the University of North Texas at Dallas. He previously served as Executive Director of Campus Transition and Accreditation at UNT Dallas. Congratulations!

IR In The Know

October 2010
(irintheknow@airweb.org)

A service of the Higher Education Data Policy Committee (HEDPC), IR in the Know keeps you up to date on current and emerging issues related to higher education data collection, analyses, and reporting with a brief summary of topics and links to more detailed information. We welcome your feedback and suggestions. If you discover a resource or article that might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

NRC: A Data-Based Assessment of Research-Doctorate Programs in the United States
The long-awaited, much maligned National Research Council (NRC) doctorate program ratings were officially released on September 28, 2010. The National Academies Press offers a free downloadable report, as well as a spreadsheet containing the underlying data on which these rankings are based. An interactive tool contains macros that enable customized filtering and a means to click through to background data and sample scenarios for finding information on typical questions. A methodological guide to the rankings is also available on the site. Background stories, explanations, and critiques of the rankings can be found at Inside Higher Ed and the The Chronicle.

ACE: *College Graduation Rates: Behind the Numbers* In *College Graduation Rates: Behind the Numbers,* the American Council of Education (ACE) begins with a history of national graduation rates followed by a comprehensive review of databases used to calculate the rates. Advantages and disadvantages of each database are included in the analysis as well as implications for policymakers. The report concludes by offering alternative measures to evaluate student success such as the ratio of degrees and certificates produced per 100 students enrolled.

College Board: *Education Pays 2010: The Benefits of Higher Education for Individuals and Society*
The College Board released its 2010 update of *Education Pays: The Benefits of Higher Education for Individuals and Society.* This year's report updates the 2007 report and shows the financial return to earning a degree as well as the nonfinancial benefits to the individual and to society. Findings from this year's report show over the course of a lifetime, the investment in postsecondary education pays off extremely well. People with college degrees earn more and are less likely than others to be unemployed. The report also establishes a correlation between education and health outcomes, community involvement, and other life patterns with college graduates having healthier lifestyles and higher levels of civic participation including volunteer work and voting.

ACT: *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*
The ACT study, *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success,* analyzed postsecondary outcomes of students who took the ACT college and admission and placement exam in high school including enrollment, need for remediation, first- to second-year retention, course grades, overall grade point averages, and degree completion. This report discusses factors contributing to lower college success rates among underrepresented minority students and students from lower-income families; the report also shows that racial/ethnic and family income gaps in college success rates narrow substantially among students who are ready for college. The report concludes racial and income gaps can be narrowed by ensuring all students take a rigorous core curriculum in high school.

CSG and GRE: *Graduate Enrollment and Degrees: 1999 to 2009*
The Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations Board (GRE).

Conducted annually since 1986, the survey provides information about applications for admission to graduate school, first-time and total graduate enrollment, and degrees and certificates conferred. The most recent report, *Graduate Enrollment and Degrees: 1999 to 2009,* reports information about fall 2009 graduate students and trends from 1999-2009.

WICHE & Hezel Associates: *Higher Education Web Portals: Serving State and Student Transfer Needs*
Higher Education Web Portals: Serving State and Student Transfer Needs is one component of the "Best Practices in Statewide Articulation and Transfer Systems" project funded by Lumina Foundation for Education. This report examines access to web-based transfer and articulation resources that can help students save time and money and increase the likelihood of degree completion, including web portals that can assist students with transfer decisions and build an institutions' capacity for improving transfer processes. The report presents state, institutional, and student perspectives and suggests that a centralized web presence can impact all three groups by providing up-to-date transfer and articulation information. Strategies for the implementation of successful portals are provided.

SHEEO: *Strong Foundations: The State of Postsecondary Data Systems*
State-level data systems serve two primary purposes: to monitor the progress of students as they move from one institution to another and to help assess the effectiveness of policies and practices to promote student success. In the State Higher Education Executive Officers (SHEEO) report, *Strong Foundations: The State of Postsecondary Data Systems,* the characteristics of 59 state-level unit record data systems in 45 states are described including examples of how they are used. Although the main focus of the report is on the postsecondary data systems, the report also addresses student progression from K-12, to college, and finally the workforce.

The authors found great similarities among states in definitions of 15 data elements, most of which are demographic. Of the 23 states that collect K–12 data elements, 20 access the data through the state education agency (K–12) and the other three states collect these data directly from students. Of the 26 states where the postsecondary agency/entity has a relationship with the state labor/workforce agency, 23 have access to workforce data elements and three provide postsecondary data to the workforce agency.

NCES: *First Look*
The National Center for Education Statistics *First Look* publication, *Postsecondary Institutions and Price of Attendance in the United States: Fall 2009, Degrees and Other Awards Conferred: 2008–09, and 12-Month Enrollment: 2008–09* presents findings from three components of the Integrated Postsecondary Education Data System (IPEDS) fall 2009 data collection: Institutional Characteristics including information on tuition and fees and price of attendance; Completions, and 12-Month Enrollment. Tables in this report focus on selected data items with several tables displaying trend data.

Publications

Editor's Publication of the Month

Gayle Fink (gfink@bowiestate.edu

A component of this issue of e-AIR is the White Papers, developed as part of the 50th Annual Forum. Coinciding with the theme of celebrating where we have been as well as looking forward, I chose to reprint an article by Sidney Suslow from 1973. As you may be aware, AIR created the Sidney Suslow Award in 1987 to honor the contribution of Dr. Suslow to AIR publications and scholarship. Did Suslow hit the mark in this 37 year old piece? I vote a resounding yes – the disclosure and additional reporting requirements in HEOA are a present day example of the government's response to holding institutions accountable for the increasing costs of higher education.

Feel free to provide your comments on the piece below by emailing me at gfink@bowiestate.edu.

Currents and Crosscurrents of Growth and Change in I.R.
By Sidney Suslow

Anyone who has observed the activity called institutional research in the last fifteen years is keenly aware of crosscurrents of growth and change. One cannot talk about the future of institutional research without estimating the strength of one current against the other. Growth of activities subsumed under the name institutional research is as manifest as it is continuous. Changes less apparent but no less persuasive are responsible not only for acceleration of the growth of institutional research, but for its probable transformation. Within the next ten years the direction f the stronger current will be evident; and while there will be neither a winner nor a loser, there will be a difference.

While the concept of institutional research emerged from an attitude, it has developed, nonetheless, specific roles. Recent growth of institutional research has been more dependent upon variations in its role than on sustenance of any particular attitudes. Creation of new agencies and appointment of new officers of institutional research has been continuous in the last few years, but the stimulus for these actions is generated not so much from concern with purposes and values as from attention to efficiencies and productivities. Coincident with the formation of new agencies of institutional research has been the formation of analogous agencies stimulated by parallel concerns for problems of efficiency and productivity.

These analogous agencies take a variety of forms, but their functions are not only comparable in most instances but identical in many to institutional research. These agencies have grown in number and changed in form not ads a challenge to the identity of institutional research but in response to similar needs and counterpart problems which has given impetus to the rapid growth of institutional research in the last decade. The current which carries them forward adds strength to the current which moves institutional research; for decisions made by individual institutions to implement new agencies are based on individual perceptions and motives as to how to best meet needs and problems associated with productivity and efficiency.

As these trends have grown, they have diminished concern for purposes and values; and if the trends continue, this mission for institutional research for institutional research will have changed while ranks of institutional researchers and allied agents within institutions will have multiplied. By the end of this decade a clear pattern will have emerged as to the dominant mission for all of these agencies. A discussion of the future of institutional research by the end of the century must incorporate these present-day changes and trends; and such a discussion must focus not on institutional research as an activity, agency, or attitude, but on the problems with which education may be faced and how they be solved rather than who will solve them.

Clearly, the most important problem for society to resolve in the future is: Who is to pay for postsecondary education? A resolution of this basic question would succeed in eliminating many of the ancillary questions of program and certification.

If society pays, institutional researchers and allied scholars will concern themselves primarily with questions of program priorities, manpower planning, equity of opportunity or all segments of society, and the nature and length of curricula for certification. If the individual pays, researchers will have to develop better forecasts of trends in the demand for various certifications and they will be hard pressed to help develop mechanisms for easy reorganization of staff and program. More specialized and less flexible institutions can be sustained though bureaucratic sanction when society pays, but their existence is tenuous when the individual pays.

In either case, or more probably in some continuation of current duality of resources, institutional researchers may find their major chore will be answering questions of program quality. Both society and the individual deserve to know if they are receiving fair value for their money. And our current, overly mechanized and computerized methods and models for measurements of efficiency and productivity will give way to more intensified examination of individual attainment and personal success through postsecondary education.

NCES Publications

Web Tables

Profile of Graduate and First-Professional Students: Trends from Selected Years, 1995–96 to 2007–08
These Web Tables draw on data from the 1995–96, 1999–2000, 2003–04, and 2007–08 National Postsecondary Student Aid Study (NPSAS) to examine trends in the profiles of graduate and first-professional students from 1995–96 to 2007–08. The tables group students by their graduate degree level (master's, doctoral, and first-professional), and look at how their demographic and enrollment characteristics have changed over time.

View full report

Trends in Graduate Borrowing: Selected Years, 1995-96 to 2007-08
Drawing on the 1995-96, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Study (NPSAS), these Web Tables present trends in borrowing such as borrowing rates, average loan amounts, cumulative loan amounts for undergraduate and graduate levels, average ratio of loans to total financial aid, and rates of borrowing the full maximum Stafford loan amount for graduate and first-professional students. These data are grouped by degree program, attendance intensity, and institution type.

View full report

Other Publications

September/October 2010 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 2010 issue of Data Notes can be viewed on the Achieving the Dream web site.

Outcomes of First-Year Persisting Students

This issue of Data Notes looks at three-year enrollment and attainment outcomes of students who persist through their first year. Additionally, first-year persisters (FYPs) were grouped based on the interaction of several student characteristics; analysis was conducted to determine if differences in outcomes existed between students when they were grouped based on this interaction of characteristics. The data show that FYPs who started college full-time had higher second-year persistence rates than those who started part-time, as did students who were referred to developmental education or were enrolled in terminal majors. To determine the cumulative effect of various student characteristics on student outcomes, data reflecting FYPs were first disaggregated by enrollment status, followed by developmental education referral, major field, and then Pell grant receipt. These data tell a complicated story. Each group of students, as defined by the receipt of Pell grants, starting college either full- or part-time, whether they were referred to developmental education, and their initial major fields, shows a different progression in their college work.

Meetings and Events

2011 AIR Annual Forum

Toronto, Ontario, May 21 – 25

Sheraton Centre Toronto Hotel

Call for Proposals - Only 2 Days Left!

There are only 2 days left to submit a proposal to present at AIR's 2011 Annual Forum.

Proposals will be accepted through 11:59 p.m. on October 30th. Information about the submission process, session types, content tracks, and the 2011 Forum can be found on the Call for Proposals page on the Forum Web site.

Visit the Forum Web Site Today

Information regarding educational opportunities, travel, the exhibit hall, and more is now available on the 2011 Forum Web site.

Check back often for the latest news and information - it's your *Passport to New Ideas and Better Decisions*.

Affiliate Group Conferences

The Ohio Association for Institutional Research & Planning (OAIRP) will be holding its fall meeting on November 4-5, 2010 at The Ohio State University. The keynote speaker will be Dr. Lindsey Godwin from Morehead State University. Dr. Godwin's plenary address will be on the topic of "Appreciative Inquiry". Registration and additional information can be found at the OAIRP web site . For questions, please contact Anne Fulkerson (OAIRP Treasurer).

Registration for the **MENA Region Association for Institutional Research (MENA-AIR)** Annual Meeting to be held November 3-5, 2010 is open. Visit MENA-AIR web site to register. Information on the hotel and the preliminary program are also posted under Annual Meeting. Make your reservations early as there are a limited number of rooms at conference rates. Looking forward to seeing you in Beirut!

The Mid-America Association for Institutional Research (MIDAIR) Annual Conference "Embracing the Promises and Challenges of the New Decade" will be held November 10 - 12, 2010 at the Marriott Country Club Plaza in Kansas City, Missouri. See the conference web site for additional information.

 The Australasian Association for Institutional Research (AAIR) Annual Forum will be held on November 10-12 at the Four Points by Sheraton, Geelong, Victoria. As it is the Association's 21st year, this year's theme is "Has institutional research come of age in Australasia?" Visit the conference web site for more information.

The Northeast Association for Institutional Research (NEAIR) Annual Conference "Fountain of Knowledge: IR Collaboration for Effective Change" will be held November 13-16 at the Saratoga Hilton, Saratoga Springs NY. See the conference web site for additional information.

The California Association for Institutional Research (CAIR) Annual Conference "What Counts: Return to Our Census" November 17-19, 2010 at Doubletree Hotel San Diego/Mission Valley. Please contact Willard Hom, Director (Dean), Research & Planning, Chancellor's Office, California Community Colleges, President, CAIR for additional information.

Other Meetings

American Association of University Professors (AAUP) – Annual Conference and Call for Proposals
The proposal deadline is November 14, 2010. The Annual Conference on the State of Higher Education will be held June 8 – 12, 2011, in Washington D.C. For more information, visit the conference web site. Questions? E-mail proposalcall@aaup.org .

The Organisation, Economics, And Policy Of Scientific Research, Annual Workshop Call For Proposals
The proposal deadline is November 30, 2010. The Workshop date is February 18-19, 2011, in Turin, Italy. More information can be found at the conference web site, or contact Cornelia Meissner with questions.

Professional Development

AIR Webinars –Survey Design - Air Office (air@airweb.org)

Survey Design Webinars

Planning, development and administration of surveys and construction of survey items

Register now for AIR's November webinars focusing on survey design. Each webinar will offer practical examples that may be applied at your institution. Webinar participants receive a PDF of the presentation materials and have access to a recording of the webinar for 30 days following the live presentation.

AIR members save $50 on each of the survey design webinars ($125 per webinar).

Linda Mallory, Ed. D.
Research Analyst
US Military Academy
at West Point

Dr. Linda Mallory has over 25 years of experience in higher education administration, teaching, and policy. She has been active in several associations, including Maryland AIR (past-president), Northeast AIR, and AIR. She serves on the professional development services committees of both NEAIR and AIR and is actively engaged in promoting professional development for institutional researchers. Dr. Mallory has presented nearly 20 pre-conference workshops on research methods and statistics at state, regional and national conferences.

Writing Clear Survey Items
November 4 (2:30 pm – 4:00 pm EST)

Concepts and Application
- Gain basic skills needed to write effective survey questions for research at your institution
- Explore reasons to conduct a survey
- Learn general considerations for designing survey questions and how to write appropriate response options

Practical Examples
Writing survey questions and strong versus weak survey items

Planning and Creating a Survey
November 18 (2:30 pm – 4:00 pm EST)

Concepts and Application
- Acquire skills necessary to plan an effective survey study for your institution
- Examine sampling strategies, including non-probability sampling and determining a sample size
- Review survey administration practices using different instruments and formats
- Identify strategies to improve response rates

Practical Examples
Modeling of sampling strategies, survey administration steps and methods to enhance response rates

For more information about AIR Webinars and to register, visit www.airweb.org/2010webinars.

ACPA/AIR Webinar: Bridging the Gap between Institutional Research and Student Affairs for Assessment Success

On November 1, the American College Personnel Association (ACPA) and AIR present the webinar: *Bridging the Gap between Institutional Research and Student Affairs for Assessment Success*. IR and Student Affairs experts from AIR and ACPA provide webinar participants a collaborative approach to assessment, data collection and analysis, and reporting of results directly related to student success outcomes.

ACPA/AIR Joint Webinar:
Bridging the Gap between Institutional Research and Student Affairs for Assessment Success
Monday, November 1, 2010
2:30pm - 4:00pm EST

As both external and internal pressures related to accountability and demonstrating student success increase, and as models of teaching and learning evolve, the questions we need to ask and answer on our campuses are becoming increasingly complex. The process of addressing these questions and conducting appropriate assessments often requires the expertise of both Student Affairs and IR professionals.

Bridging the Gap between Institutional Research and Student Affairs for Assessment Success provides an overview of the assessment cycle, including design, data collection, and analysis and use of data within IR and Student Affairs contexts. This webinar is designed to address aspects of data collection, data management, data analysis, and the implications of student development theory in research and assessment. The webinar will pay specific attention to identifying key commonalities that can serve as core building blocks for successful partnerships and provide participants with:

- Building blocks for the development of a partnership between Student Affairs and Institutional Research
- An understanding of the role collaboration between Student Affairs and Institutional Research can serve in a culture of assessment and accountability
- An advanced discussion of the issues impacting the assessment of student success outcomes in higher education

Facilitators:
Lance Kennedy-Phillips, Ph.D.
Director of Student Life Research and Assessment
The Ohio State University

Kristen McKinney, Ph.D.
Associate Director for UCLA Student Development
University of California Los Angeles
Pricing
AIR members may register at the ACPA member rate of $199 for the webinar *(a savings of $200 off the non-member rate of $399)*.

For more information about the webinar and to register, visit the web site.

FSU Spring 2011 IR Certificate Course Offerings

The Certificate in Institutional Research at Florida State University is an **online** certificate program consisting of 18 credits of graduate-level course work. The Certificate curriculum is designed to provide academic and professional development opportunities for institutional researchers, administrators, graduate students, and faculty from all areas of higher education. Students will enhance their knowledge and understanding of Institutional Research, have the opportunity to explore national databases, and apply their knowledge to practical applications. The courses offered this spring, Introduction to Institutional Research and Outcomes of Undergraduate Education can be taken independently or toward completion of the Certificate in Institutional Research. These courses offer a great opportunity for new and existing students to add to their professional knowledge and progress toward earning the Certificate.

Introduction to Institutional Research (3 credits)
This course provides an introduction to the theoretical and practical application of institutional research as a discipline in higher education. Institutional research has direct applications to many, if not all, administrative and strategic activities within the institution. Course content addresses local, state, and national issues in institutional research, examines organizational, administrative, political, and ethical issues in institutional research, and exposes students to national databases.

Outcomes of Undergraduate Education (3 credits)
This course explores the basics of assessing and evaluating the outcomes of undergraduate education. It is designed to help understand how to use outcomes assessment both in and out of the classroom to create stronger programs, policies, and to evaluate existing activities. The course helps students to design an outcomes based activity from identification of the primary outcome to data analysis to final reporting and presentation of the results to decision-makers.

More information (including course syllabi) is available on the web site or by emailing IRCertificate@coe.fsu.edu.

Career Opportunities

AIR Job Listing Summary

Lisa Gwaltney, AIR Office (lgwaltney@airweb.org)

Persons seeking jobs in institutional research, planning, or policy analysis should check the AIR Job Listings web page 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. For any questions about job ads, please contact Lisa Gwaltney by email or phone (850-385-4155 ext. 120).

SENIOR RESEARCH ASSOCIATE - Fort Valley State University Fort Valley, **GA**
Deadline Date: Until filled

SENIOR PROGRAM EVALUATOR - University of Florida Gainesville, **FL**
Deadline Date: Open Until Filled

ASSOCIATE DIRECTOR DATA ANALYSIS & REPORTING - Northern Virginia Community College Annandale, **VA**
Deadline Date: Open until filled

ASSISTANT PROFESSOR ANTHROPOLOGY - Cal Poly Pomona - Pomona, **CA**
Deadline Date: Dec. 1, 2010

ASSOCIATE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Tidewater Community College Norfolk, **VA**
Deadline Date: October 29, 2010 or until filled

RESEARCH ASSOCIATE - MPR Associates Inc. Berkeley, **CA**
Deadline Date: Open until filled

EXECUTIVE DIRECTOR OF INSTITUTIONAL RESEARCH & EFFECTIVENESS Odessa College, Odessa, **TX**
Deadline Date: Open until filled

ASSOCIATE DIRECTOR OF RESEARCH - University of Kansas Lawrence, **KS**
Deadline Date: 11/8/2010

ASSISTANT PROVOST FOR INSTITUTIONAL & MARKET RESEARCH - The New School New York, **NY**
Deadline Date: Open Until Filled

INSTITUTIONAL RESEARCH SPECIALIST - Madonna University Livonia, **MI**
Deadline Date: Open until filled

RESEARCH ANALYST ENROLLMENT MANAGEMENT- Ithaca College Ithaca, **NY**
Deadline Date: Open until filled

DIRECTOR INSTITUTIONAL EFFECTIVENESS AND PLANNING - Salem State University Salem, **MA**
Deadline Date: Open until filled

SENIOR RESEARCH ASSOCIATE - City Colleges of Chicago - Chicago, **IL**
Deadline Date: 12-31-10

ASSISTANT DIRECTOR OF RESEARCH & PLANNING - City Colleges of Chicago - Chicago, **IL**
Deadline Date: 12-31-2010

DIRECTOR OF INSTITUTIONAL RESEARCH Becker College Worcester, **MA**
Deadline Date: Open until filled

PART-TIME RESEARCH ASSOCIATE - City Colleges of Chicago - Chicago, **IL**
Deadline Date: 12-31-10

ASSISTANT DIRECTOR FOR INSTITUTIONAL ASSESSMENT - Holy Family University Philadelphia, **PA**
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH PLANNING, AND ASSESSMENT - Lincoln College Normal, **IL**
Deadline Date: Open Until Filled

ASSOCIATE DIRECTOR OF INSTITUTIONAL ASSESSMENT - George Mason University Fairfax, **VA**
Deadline Date: Open until filled; review begins mid-Nov

ASSESSMENT ANALYST - George Mason University Fairfax, **VA**
Deadline Date: Open until filled; review begins mid-Nov

DIRECTOR OF INSTITUTIONAL RESEARCH - Ivy Tech Community College Fort Wayne, **IN**
Deadline Date: October 29. 2010

VICE PRESIDENT-DATA RESEARCH, AND ANALYTICS - EDUCAUSE Boulder, **CO**
Deadline Date: November 15, 2010 or until a suitable candidate is identified

DIRECTOR OF ASSESSMENT - John D. and Catherine T. MacArthur Foundation Chicago, **IL**
Deadline Date:

EXECUTIVE DIRECTOR - Southern Illinois University Edwardsville, **IL**
Deadline Date: December 1, 2010

DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - Marist College Poughkeepsie **NY**
Deadline Date: Open until filled

RESEARCH ANALYST II - University of Memphis - Memphis, **TN**
Deadline Date: Open until filled

OUTCOMES ASSESSMENT & EVALUATION ADMINISTRATOR - University of South Florida Polytechnic Lakeland, **FL**
Deadline Date: December 31, 2010

INSTITUTIONAL OUTCOMES ASSESSMENT ANALYST - Philadelphia College of Osteopathic Medicine Philadelphia, **PA**
Deadline Date: Open until Filled

ASSISTANT DIRECTOR RESEARCH & ANALYTICS - Broward College Fort Lauderdale, **FL**
Deadline Date: Open Until filled

ASSOCIATE DIRECTOR - University of Florida Gainesville, **FL**
Deadline Date: Open Until Filled

ASSESSMENT SPECIALIST - Long Island University Long Island, **NY**
Deadline Date: Open until filled

DIRECTOR OF RESEARCH - Georgia Foundation of Independent Colleges Atlanta, **GA**
Deadline Date: Open until filled

DIRECTOR STUDENT AFFAIRS LEARNING & ASSESSMENT - University of Memphis Memphis, **TN**
Deadline Date: 11/01/10

DIRECTOR INSTITUTIONAL EFFECTIVENESS & RESEARCH - Cheyney University Cheyney, **PA**
Deadline Date: November 15, 2010

RESEARCH ANALYST - Piedmont Virginia Community College Charlottesville, **VA**
Deadline Date: Open until Filled

DIRECTOR OF READING RESEARCH - International Reading Association Newark, **DE**
Deadline Date: November 12, 2010

PROGRAMMER SPECIALIST - University of Maryland - Eastern Shore Princess Anne, **MD**
Deadline Date: Open until filled

RESEARCH ANALYST (IV) - SARE - University of California Riverside, **CA**
Deadline Date: Open until Filled

EXECUTIVE DIRECTOR - PLANNING AND INSTITUTIONAL EFFECTIVENESS - Lake Sumter Community College Lake Sumter, **FL**
Deadline Date: November 16, 2010 at 5pm

INSTITUTIONAL RESEARCH ANALYST - Case Western Reserve University Cleveland **OH**
Deadline Date: Open until filled

DIRECTOR OF STRATEGIC PLANNING AND ASSESSMENT (Student Affairs) - University of Texas San Antonio, **TX**
Deadline Date: October 20, 2010

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Massachusetts College of Pharmacy and Health Sciences Boston, **MA**
Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT - Colorado School of Mines Golden, **CO**
Deadline Date: 12/01/2010

INSTITUTIONAL RESEARCH ANALYST/SR. RESEARCH ANALYST - Brown University Providence, **RI**
Deadline Date: open until filled

DATA RESEARCH ANALYST - U.S. News & World Report Washington, **D.C.**
Deadline Date: Open Until Filled

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - The Academy of Art University San Francisco, **CA**
Deadline Date: Open until filled

DIRECTOR OF RESEARCH - Triton College River Grove, **IL**
Deadline Date: Open Until Filled.

DATA RESOURCE ANALYST - Harvard University Cambridge, **MA**
Deadline Date:

DIRECTOR OF INSTITUTIONAL RESEARCH - Northwestern University Evanston, **IL**
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING Marist College, Poughkeepsie, **NY**
Deadline Date: Open Until Filled

PROJECT PROGRAM SPECIALIST - University of Arkansas Fayetteville, **AR**
Deadline Date: November 1, 2010

DIRECTOR OF INSTITUTIONAL RESEARCH AND ANALYSIS - Morehead State University Morehead, **KY**
Deadline Date: Nov. 8, 2010

INTERN (RESEARCH AND EVALUATION) - Texas Higher Education Coordinating Board Austin, **TX**
Deadline Date:

INSTITUTIONAL RESEARCH ANALYST I - Valdosta State University Valdosta, **GA**
Deadline Date: Open until filled

ASSISTANT DIRECTOR - Rochester Institute of Technology Rochester, **NY**
Deadline Date: Open Until Filled

DIRECTOR OF INSTITUTIONAL RESEARCH - Albright College Reading, **PA**
Deadline Date: Open Until Filled

INSTITUTIONAL RESEARCHER (PT 30 hours/week) - Triton College River Grove, **IL**
Deadline Date: open until filled

DEAN (RESEARCH PLANNING & INSTITUTIONAL EFFECTIVENESS - Contra Costa Community College District
Martinez, **CA**
Deadline Date: 10-29-2010

DIRECTOR OF ASSESSMENT AND ACCREDITATION - Lesley University Cambridge, **MA**
Deadline Date:

DIRECTOR OF LEARNING OUTCOMES ASSESSMENT - Walsh University North Canton, **OH**
Deadline Date: 11/30/2010

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Grinnell College Grinell, **IA**
Deadline Date: open until filled

INSTITUTIONAL RESEARCH SPECIALIST - Atlanta Technical College Atlanta, **GA**
Deadline Date: Open until filled

RESEARCH ANALYST - Strayer University Washington, **DC**
Deadline Date: Open until filled

LEARNING OUTCOMES ASSESSMENT ANALYST - Strayer University Washington, **DC**
Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT - National Hispanic University San Jose, **CA**
Deadline Date: Open Until Filled

SHORT-TERM CONTRACT: IR PROJECTS - Higher Education Policy Consulting Tallahassee, **FL**
Deadline Date: ongoing

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - The University of Tulsa Tulsa, **OK**
Deadline Date: Open Until Filled

COORDINATOR ACCREDITATION and NEW PROGRAM DEVELOPMENT New York, **NY**
Deadline Date: Open Until Filled

ASSOCIATE DIRECTOR OF STRATEGIC ENROLLMENT RESEARCH Northeastern University, College of Professional
Studies, Boston, **MA**
Deadline Date: NA

REPORTING ANALYST - DeVry University Oakbrook Terrace, **IL**
Deadline Date: Open Until Filled

DIRECTOR OF ACADEMIC QUALITY OFFICE OF INSTITUTIONAL RESEARCH - Walden University Minneapolis, **MN**
Deadline Date: Open until filled

RESEARCH ANALYST - Lancaster General College of Nursing & Health Sciences Lancaster, **PA**
Deadline Date: Open Until Filled

Technical Tips from the Field

Adding "Percent of Row" in Excel Pivot Tables

Gayle Fink (gfink@bowiestate.edu)

Many tables that we build in IR have numbers and percents in them. I stopped entering data and calculating percentages manually once I realized that pivot tables could also do percent of row (among other things). Take this tip for a test drive – it will save you time!

The data I am using in this example is the grade distribution for a discipline's comprehensive exam. It contains ID, Term, Subject, Course, Section, Student Academic Plan, and Grade.

1. Select the main menu *Insert, Pivot Table*. Select the table/range and new worksheet.
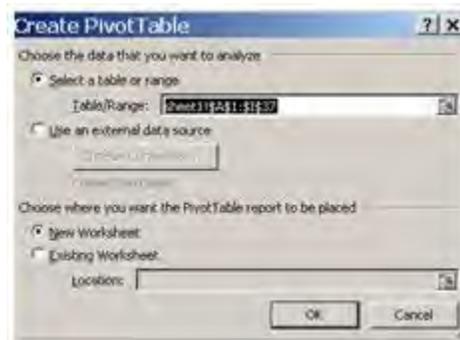

2. I pulled Subject into the row labels, Grades into column labels, and ID into ∑ values area.
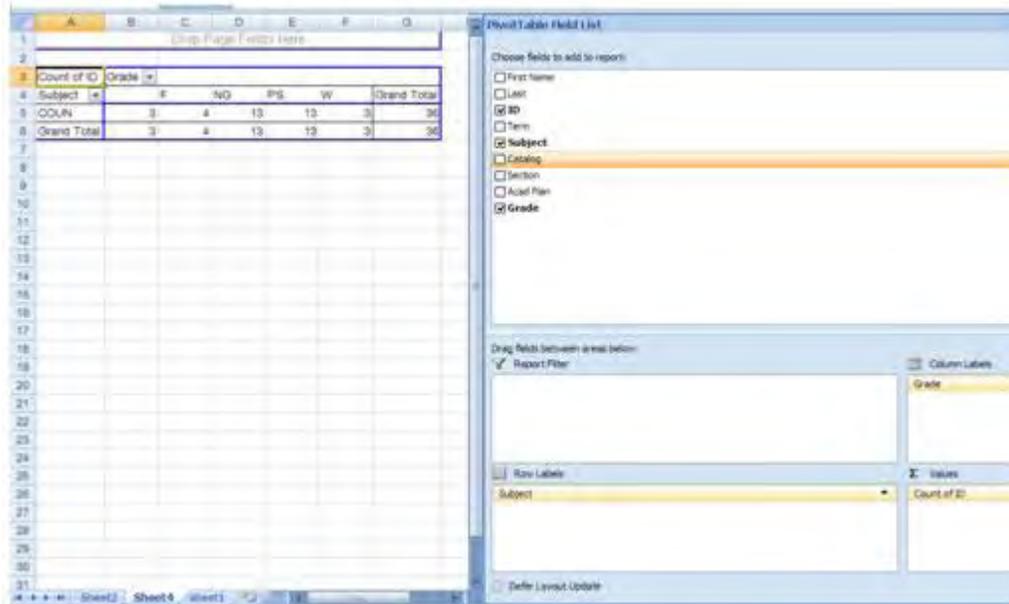
3. Now I want to add % of row. To do this, add ID a second time into the ∑ values box (It will appear as Count of ID2).

Click on the down arrow to the right of Count ID2 to get the menu below. Select *Value Field Settings* and you will get the *Value Field Setting* menu. Add a *Custom Name* (% of Row for example) and click the *Show values as* tab.
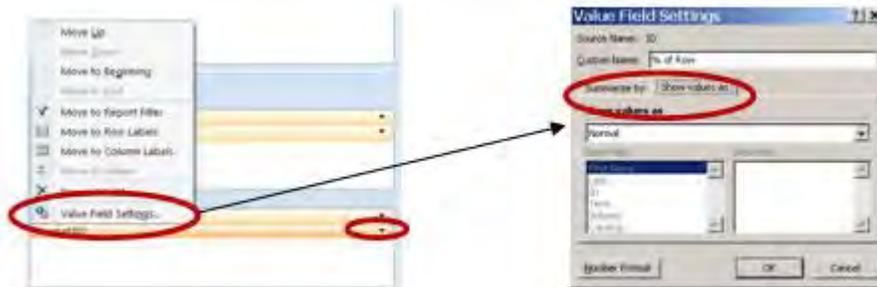
4. On the *Value Field Settings* menu, click the down arrow next to normal and select "% of row" and click OK.
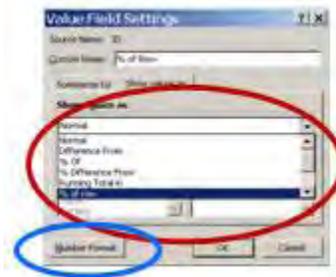
5. The pivot table updates with the Ns and row percentages side-by-side (see below). You can adjust the number format by repeating step 3 and then clicking on **Number Format at the bottom of the Value Field Settings** menu (See **Blue** above).

	Grade	Data										Total N	Total % of Row
			F		NG		PS		W				
Subject	N	% of Row	N	% of Row	N	% of Row	N	% of Row	N	% of Row			
COUN	3	8.33%	4	11.11%	13	36.11%	13	36.11%	3	8.33%		36	100.00%
Grand Total	3	8.33%	4	11.11%	13	36.11%	13	36.11%	3	8.33%		36	100.00%

6. Hope this tech tip will save you some time in the future!

Parting Thoughts

This month's theme is on integrity. I hope these are useful when thinking about not only the work we do but how it fits into the larger institutional context.

Every job is a self-portrait of the person who does it. Autograph your work with excellence.
~Author Unknown

When I do good, I feel good. When I do bad, I feel bad. That's my religion.
~Abraham Lincoln

Character is doing the right thing when nobody's looking. There are too many people who think that the only thing that's right is to get by, and the only thing that's wrong is to get caught.
~J.C. Watts

Character is much easier kept than recovered.
~Thomas Paine

Do not believe in anything simply because you have heard it. Do not believe in anything simply because it is spoken and rumored by many. Do not believe in anything simply because it is found written in your religious books. Do not believe in anything merely on the authority of your teachers and elders. Do not believe in traditions because they have been handed down for many generations. But after observation and analysis, when you find that anything agrees with reason and is conducive to the good and benefit of one and all, then accept it and live up to it.
~Buddha

Dignity consists not in possessing honors, but in the consciousness that we deserve them.
~Aristotle

My grandfather once told me that there are two kinds of people: those who work and those who take the credit. He told me to try to be in the first group; there was less competition there.
~Indira Gandhi

Contributions to Parting Thoughts are always welcomed! Please email your favorite quote(s) to gfink@bowiestate.edu.