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ABSTRACT

Proceedings of the 1981 Association for Institutional Research (AIR) Forum and the 1981-82 AIR Directory are presented in a single volume. General session addresses and authors from the forum are as follows: "Some Possible Revolutions by 2001" (Michael Marien); "Information, the Non-Depletive Resource" (John W. Lacey); "What's Higher about Higher Education?" (Harland Cleveland); and "An Assessment of the Past and a Look at the Future" (George Beatty, Jr.). Additionally, abstracts and summaries are presented of contributed papers, seminars, panels, workshops, and special interest/regional group meetings. Forum program participants and Educational Resource Information Center (ERIC) numbers for the papers are also identified. The AIR Directory includes: constitution and by-laws; guidelines for awarding distinguished membership, emeritus, and the outstanding service award; minutes of the 1981 annual business meeting; a list of AIR committees and affiliated regional/special interest groups; an alphabetical list of members and addresses; a list of members by state, province, or country, and institutional affiliation; and data on membership by state, province, and country. This information is presented for 1,826 individual members located at 1,006 institutions in 27 countries. The membership figure represents an increase of 3.6 percent over the final count for 1980; the number of institutions represented has also increased by 3.7 percent. Of the total, 414 members (23 percent) are new to AIR as of 1980-81. Members participating in committee work also are identified. (SW)

AIR 1981–1982

PROCEEDINGS

Forum 1981

Toward 2001: the IR Perspective

Minneapolis
May 17–20

DIRECTORY

1981–82

The Association for Institutional Research

Foreword

This newly revised publication—**AIR 1981-1982**—is a composite of the *AIR Forum Proceedings* and the *AIR Directory* It places within a single cover the major association reference materials for the year—materials which range from the text of the Forum keynote speech, to the ERIC number for a given paper, to the mailing address of the membership chairman, to the number of members in Saskatchewan. One can learn here how to reach his or her counterpart in a neighboring institution, whose paper received the first Suslow Award, where the Forum will be held in 1986, who the president was in 1966-67, and what happened at the 1981 annual business meeting. And more!

Detail from the 1981 Forum is included in Section One. The Forum—with the theme, Toward 2001· The Institutional Research Perspective—attracted to the Leamington Hotel in Minneapolis 772 individuals, 303 of whom participated in the program in one way or another. The Forum began with workshops on Sunday afternoon, May 17; included more than 100 separate sessions over the next three days; and concluded with a wind-up celebration on Wednesday evening, May 20. The committees which contributed to the success of the Forum as well as those persons who reviewed the papers generated by it are acknowleged on pages 91-93.

Section Two includes information about the association itself and about its members. The list of members was compiled from records located in the executive office and includes information received through October 23, 1981. (Errors should be called to the attention of the executive secretary.) Listed here are the names of 1826 individual members (1739 regular, 65 graduate-student, seventeen emeritus, and five distinguished) who are located at 1006 institutions in twenty-seven countries. (This membership figure represents an increase of 3.6% over the final count for 1980; the number of institutions represented has also increased, by 3.7%; and of the total, 414 members (23%) are new to AIR this year) Also included in this section are the names of more than 200 members who are participating in committee work.

We hope that you will take a few minutes to become familiar with the wide range of information contained in this volume and that it will prove interesting and useful to you The publications board, which has overall responsibility, and the executive secretary, who is responsible for the compilation and production, welcome your comments and suggestions.

Tallahassee, Florida
December 1981

Important note: The listing of information about members of AIR is for their personal and professional use only. Appropriation or use of the list for other purposes (such as mailings or solicitations), without the express written consent of the Association, is strictly prohibited.

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SECTION ONE
AIR FORUM PROCEEDINGS, 1981

Toward 2001: The Institutional Research Perspective
Minneapolis May 17–20, 1981

Invited General Session Addresses

SOME POSSIBLE REVOLUTIONS BY 2001 (Keynote Address)

Michael Marien
Editor, Future Survey
World Future Society

(Note: Following is the text of the keynote address delivered at the Monday morning general session.)

I am delighted and greatly honored to have the opportunity to speak about the future in keynoting the twenty-first AIR Forum. The future is always appropriate for keynote addresses because it is a broad concern that we all share. It is especially appropriate for a conference entitled "Toward 2001" and attended by higher education researchers and planners.

"Toward 2001," however, is fuzzy. It could mean a serious inquiry into what the world might be like twenty years from now. It could also mean the actions that are taken tomorrow, with relevance to 1985, 1995, or any year we choose. Or it could merely be a futuristic titling used as window dressing, a bit of verbal pizazz applied to the same old present-oriented topics. The future is often used in this way, appending bold phrases such as "in the 1980s," "in the year 2000," or "in post-industrial society" onto the titles of any inquiry. Such petty fraudulence gives the appearance of forward thinking, for nobody wishes to be seen as backward thinking, except for historians.

I shall take the title "Toward 2001" very seriously and consider what our world *may* be like in 2001. I don't *know* what our world *will* be like. Nobody does. The best anyone can do is make some approximations and informed speculations. If I can leave you with only one idea, it is this: our world has been and will be shaped by ideas—which include both technologies and our notions of man, nature, and society—and by events, both natural and man-made. The portentous ideas and events now on the horizon make it likely—more than 50–50 as I see it—that *some* revolution or revolutions will significantly reshape our world in the next two decades. Moreover, this potential for profound evolutionary change is accelerating.[1] It is also likely that a revolutionary reshaping of the world will have a significant impact on higher education.

If you find this central idea convincing—that profound change of some sort is increasingly likely—it follows that far more attention should be paid by institutional researchers to the macroperspective of the institutional environment, similar to the attention now paid by corporate planners to the "corporate environment."[2] Even if this argument is partly convincing—say, for example, that you assess the possibility of some major change as 1 in 4—it would still be wise to think seriously about alternative futures. If you perceived a 25% chance of finding a pot of gold, you would change your ways and carry a lucky clover—or fill out the applications to the proper foundation or government agency. Or, to take a threatening example, if there were a 25% possibility of an auto accident every time you set out on a trip, you would surely consider taking the bus or a train. We drive our automobiles daily because we correctly anticipate a very low likelihood of an accident.

If, upon some reflection, you think that there is a low likelihood that the world will change dramatically by 2001—say, less that 5%—you need not seriously consider alternative futures, but simply assume that the future will be much like today. This is the implicit assumption that still underlies most contemporary planning for higher education and other institutions. I would like to erase this assumption.

Before proceeding to do so, I wish to digress a few minutes to make some remarks on thinking about the future, with the hope that I may be able to demystify it somewhat. My remarks are in the form of five paired statements that balance opposing assertions or tendencies:

- *The future is very important, but it is not respectable.* Thinking about the future, consciously or unconsciously, is something that we all do. It is necessary in order to supply direction to our individual lives, our families, our communities, our institutions, and our nations. Thinking about the future not only has an essential practicality to it but it also encourages intellectual integration and a broad view of the world, vertically over time and horizontally over space. In addition, the future is a matter of intellectual curiosity as well as entertainment and escape Yet in today's highly technical and professional world, thinking about the future is rather suspect because so many serious people have been so very wrong in their recent forecasts and because the realm of the future is also a matter of popular entertainment associated with astrologers, science fiction fans, utopian dreamers, and *National Enquirer*-type psychics (who, according to one recent tally,[3] are wrong in their predictions 99% of the time!). This leads to my second statement.

• *There are no futurologists, but we are all potential futurists* Like unicorns or the Abominable Snowman, there are many references to "futurologists" but no hard evidence offered that one exists. This is easy to explain because there is no science called futurology—nor, I hope, will there ever be one As stated nearly two decades ago by one of the leading thinkers in future studies, the French political philosopher Bertrand de Jouvenel,

> The forecaster who takes care to give his best opinion does not want to make others believe that there is a "science of the future" able to set forth with assurance what will be He is apprehensive of letting this misunderstanding arise And it is to prevent this illusion that I reject the term "futurology." This word would be very convenient for designating the whole of our forecasting activities, except that it would suggest that the results of these activities are scientific—which they are not.[4]

There are a few future studies programs scattered around the United States[5] but no programs or departments of futurology The frequent reference to some futurologist is simply a sloppy misnomer used by journalists, or by polemicists referring to those with whom they disagree.

While there are no futurologists, there are futurists and future researchers. Remarkably, though, in our over-credentialized world, no credential whatever is required A futurist is merely someone who calls himself or herself a futurist, someone seen as such, and/or someone who pays $20 to join the World Future Society, the nonpartisan organization for studying alternative futures This is probably just as well, for we can all be futurists—or at least be future oriented—to some degree Some futurists may have broader views than others, but a specialized futurist—say, in higher education futures—is just as valid as any other kind. Future studies, or futuristics, is a meeting ground for all the disciplines and professions to learn from each other. But, although anyone can be a futurist, there should be distinctions between good thinking about the future and not-so-good thinking, which leads to my final three statements about future studies

• *Good futures thinking should be broad, bold, and creative–but very cautious* We must do our best in thinking about the future, a task that is necessarily very broad and general Some map of where we are headed is better than no map Yet the world is very complex, and our understanding will be imperfect at best. In forecasting, we are likely to be wrong. But why should perfection be expected? We do not expect more than a 300 batting average—that is, three hits in every ten times at bat—from a good baseball player, a poor batter gets only one or two hits in every ten times at bat Similarly, we might say that a good futurist is right, or roughly right, perhaps twice as often as a poor futurist but that she or he is still wrong most of the time. However, unlike baseball where the rules are clear and we quickly know whether a hit has or has not been made, it is often difficult to tell in retrospect if a futurist has been right, and it may be years before a judgment can even be attempted. Moreover, many futurists are not engaged in forecasting, or forecasting alone, but in prescribing or stimulating thought or action. And this leads to my fourth statement.

• *Good futures thinking should encompass both forecasts of what may happen and prescriptions of what ought to happen* And we should learn to tell the difference. Very often when someone pronounces that "such" or "so" revolution is taking place, it is a prescriptive future—a development that the speaker desires. Consciously or not, we often operate under such hopefully self-fulfilling prophecies—as, for instance, the businessman who says that sales will be great this year or the politician who says, "I will win the election." It is important to have hopes and ideals, and I find it a pity that too many people who think about the future confine themselves to forecasts of what will be rather than visions of what *could* be

• Finally, *good thinking should encompass both hopes and fears* Both are part of being human, and we should be suspicious of too much optimism or too much pessimism Both Pollyanna and Cassandra were extremists

My digression has now ended, and I am ready to examine some possible revolutions, trying to be broad and bold, yet cautious, to consider what is likely to happen and what ought to happen, and to point toward both plausible hopes and plausible fears

Why "revolutions"? It is simply that there are many important developments to consider, far more than our attention span can comfortably accommodate If we have some trouble paying attention to a three-ring circus, consider the problem of a twenty-ring circus, which is one rough way to describe our society—or any campus of a large university. To cope with a complex world of information overload, one should try to keep some sense of priorities and focus on the most important possibilities. This is what I mean by possible revolutions the ideas or events that significantly shape the world, such as (already in this century) the automobile, the spread of the telephone, radio and—still more important—television, Freudianism, Keynesianism, Marxism, the Great Depression, and the two World Wars. What revolutions similar to these might be expected by 2001?

Nuclear War or Nuclear Terrorism

A major war, I fear, should be at the top of any list of the ways in which our world may change The arms race is growing vertically—with ever more sophisticated weapons on land, sea, and soon in space—and horizontally, spreading to a large number of the world's nations, many of which can ill afford to turn plowshares into swords. The famous doomsday clock of *The Bulletin of the Atomic Scientists* was moved from 9 to 7 minutes before midnight in January 1980 and from 7 to 4 minutes before midnight in January 1981. Total world military expenditures for 1980 are estimated at more than $500 billion.[6] *Business Week* estimates that global arms exports were at $25 billion in 1979, nearly twice the level of 1975, and that prospects for the 1980s are for rapid expansion.[7] Six nations now have nuclear weapons, and two others are suspected of having them. A score of other nations have the potential to join the nuclear club by the year 2000.[8] In addition to thousands of smaller, tactical weapons, the U.S. nuclear arsenal today includes about 9,000 strategic weapons: the smallest has more than twice the yield of the Hiroshima/Nagasaki bombs; the largest is 600 times more powerful.[9]

If these trends in hardware continue and if tensions among nations continue to worsen, many innocent people—perhaps in the millions or even the tens of millions—may be killed or seriously injured. There are three basic scenarios. The least likely is a major war between the superpowers, with bombs unleashed on both sides and perhaps the destruction of life on earth. Such an event is unlikely, but we do have the capacity to kill off everything. A more likely scenario is a local war that could involve the superpowers. If Iran or Iraq had nuclear weapons, for example, it is possible that they would be used. The most likely scenario is not a war between nation-states but the use of nuclear weapons by sub-national groups of terrorists. This, too, could grow into a larger war. Nuclear terrorism has not, of course, happened yet, but many well-informed observers warn that it will be only a matter of time before this potential is realized. The likelihood of each of these three scenarios is increasing because of the spread of weapons and tensions.[10] And there is always the possibility of an accident. The nuclear weapons danger will not go away unless countered by imaginative and determined action. Few hints of such action are on the horizon.

A really big war would obviate the need for institutional research—no more students, no more teachers. Even a small war involving the U.S. could destroy certain campuses or make them uninhabitable, especially if a bomb should fall on the inviting target of a nearby nuclear power plant.[11] A nuclear weapon set off anywhere in the world, resulting in perhaps several thousand casualties, might create a clamor for peace studies programs in higher education—with great embarrassment over finding such programs at fewer than 100 U.S. colleges and universities [12] Regrettably, it may require such an inadvertent consciousness-raising device to get the required numbers of people to pay serious attention to reversing the arms race—the same way that official concerns about coal mine safety can only be raised by a dozen or so miners being killed in a mining accident. Let us hope that the catalytic event to awaken us to the arms race will involve only a small number of martyrs. Even a relative awakening to the arms race, though, will not necessarily reverse its direction.

Economic Collapse

The second possible revolution is also grim an economic collapse resulting in a second "great depression." The disturbing symptoms suggesting this revolution involve a widespread lack of liquidity—with people, governments, and businesses all heavily in debt and, thus, in a fragile condition. The stock market is probably secure enough so that it cannot tip over the economic house of cards, but there are other vulnerable points. the heavy speculation in real estate could lead to a bust that would bring down everything else; one or two big banks or a corporation such as Chrysler or Ford could go bankrupt; a third world nation such as Brazil could default on its heavy debt; worldwide inflation could worsen; or the world oil supply could be severely disrupted by blocking the Achilles heel of the West, the Straits of Hormuz leading into the Persian Gulf.

A curious observation about the prospects of a depression is that most economists and economic forecasting units simply avoid the question, perhaps in part to keep spirits uplifted and avoid panic as we pass through times when, to cite one corporate annual report, "more than ordinary uncertainty clouds the economic horizon." Thus, the short-term economic forecasts of *Fortune, Business Week*, the Kiplinger Washington Editors, *U.S. News & World Report*, the National Planning Association, and the Conference Board are all mildly optimistic, raising no possibility whatever of a great collapse [13] And nearly all economists are also silent on the subject.

There are a few exceptions. Among economists, Daniel R. Fusfeld considers a crisis of major proportions as highly probable sometime in the 1980s,[14] and Robert Lekachman foresees an exceptionally deep and prolonged slump.[15] Among non-economists, Jay Forrester, the MIT systems dynamics expert, has been analyzing the 45- to 60-year-long waves, or Kondratieff cycles, which indicate a possible depression in the 1980s.[16] Edward Cornish, president of the World Future Society, has reviewed the economic symptoms and concluded that there is an 85% chance of a second great depression sometime in the 1980s.[17] One might also note the great popularity of right-wingish populist tracts: *How to Prosper During the Coming Bad Years* by Howard Ruff, *Crisis Investing: Opportunity and Profits in the Coming Great Depression* by Douglas R. Casey, and *The Coming Currency Collapse* by Jerome F. Smith—all of which have been nonfiction best-sellers during the past two years.

My personal and very rough guess is that we face a 20% chance of a depression during the next decade and that a depression is more likely in the near future than a nuclear war or nuclear terrorist incident. A poll conducted by *Next* magazine, incidentally, summarized the estimates of 32 authorities as to the chances of nuclear war. 5% in this decade and 10% in the next.[18] Jimmy the Greek gives 2 to 1 odds that people will die in the next ten years as the result of military use of nuclear weapons.[19] A big war could bring on a depression, or a depression could bring on a big war.

If we do experience another great depression, I am quite inclined to agreee with Edward Cornish that the impact will be more severe than the depression of the 1930s because family ties have weakened since then, and fewer of us live on the land or near it. Conversely, more of us now live anonymously but interdependently in urban areas. Education at all levels has contributed to this vulnerability, preparing students for jobs in the market economy but paying little or no attention to equipping the young with the rudiments of self-sufficiency.

The impact of a depression on institutions of higher learning would doubtless make today's austerity seem like the good old days. I might note that one of the AIR sessions later this morning deals with "contingency planning for natural disasters: the Mt. St. Helens experience." Would it not also be reasonable to engage in contingency planning for social disasters such as war or depression? Or will these matters be considered only in retrospect?

I have placed war and depression at the top of my list of some possible revolutions because both are capable of coming upon us rather quickly, and with pervasive effects Lest I seem preoccupied with doom and gloom, I'll now turn to three areas—energy, communications, and biology—which offer generally hopeful overall prospects.

The Energy Transition

The third area of possible revolution, and the first offering good news, has to do with energy, which is the source of much of our current malaise In the short term, the United States and other western nations are vulnerable to disruptions in oil supplies, a fact which, in turn, could provoke a war or an economic collapse. But this gloomy present should not be extrapolated into the long-term future. If we are reasonably intelligent and lucky, we may very well live once again in an era of energy abundance, perhaps as early as the 1990s. It is even possible that energy costs could be lower than today, a possibility that is in contrast to the widespread assumption that the days of cheap energy are gone forever

Putting the energy crisis behind us as quickly as possible would significantly lessen the chances of some social calamity. This can be done, but it is virtually impossible to forecast how it will be done. Most analysts are agreed that we are in a transition away from the petroleum era toward an era stressing greater energy conservation and reliance on renewable sources. The resulting mix of sources will probably be more complex than at present, although a single new or improved technology could wipe out the competition economically and dominate all other energy sources. In any event, it is probable that twenty years from now we will be able to look back and say that a revolution in energy supply and use has taken place. But not necessarily.

The reason for this general optimism accompanied by a lack of specificity is that scores of exciting possibilities are now on the horizon, all being encouraged by the rise in oil prices over the past few years.

The most immediate way to brighten the energy outlook is through conservation Improved transmission and storage of electricity offers much potential, as does cogeneration, or the harnessing of waste heat Favorable mention is increasingly given to less energy-intensive agricultural practices such as no-till and reduced use of oil-derived fertilizer Homes are being insulated, and more energy-efficient furnaces, buildings, and vehicles are under development. Improved electric vehicles and hybrid vehicles (combining electric drive with a small gas engine) are both in the offing Dirigibles and sailing ships have been proposed as economical once again, especially for hauling cargo. And an impending revolution in bicycle technology may result in human-powered vehicles as the major means of inner-city personal transport in the twenty-first century.[20]

Many promising breakthroughs in the utilization of renewable sources of energy are also on the horizon. The collection of solar energy may be markedly enhanced by cheaper and/or more effective photovoltaic cells. Important technological advances are also underway in harnessing wind energy Biogas or methane can be produced from organic wastes (such as those from wood logging operations) or from crops such as sugar cane or guayule grown on energy farms. Ocean currents and waves might supply energy harnessed by turbines. In tropical areas, experiments with temperature differences between surface and deep water—OTEC, or ocean thermal energy conversion—are proving cost-effective Geothermal energy, although available only in small quantities from natural fissures in the earth, may be available in great quantities by drilling several miles into the earth's crust, sending water down into the hole, and extracting magma energy from the recovered. superheated water Perhaps the greatest potential of all lies in the commercial production of hydrogen from water One Arizona company already markets hydrogen gas turned into a stabilized liquid for heating and vehicle fuel, at the delivered price of 50 cents per gallon!

All of these new techniques for conservation and utilization of renewable resources offer great promise But nonrenewable sources can by no means be counted out of the energy picture, and the transition to renewable sources or to the solar age may take longer than many expect. For example, no one knows the extent of the earth's oil reserves, for many areas of the third world (and even much federally-owned land in the U S) remain largely unexplored. In addition to conventional oil yet to be discovered, rising oil prices are encouraging enhanced recovery techniques that could coax out a larger fraction of known but heretofore unrecoverable oil. Attention is also being given to heavy crude and to extracting oil from tar sands and shale. In addition to new oil and new forms of oil, vast deposits of natural gas may be available by drilling deeper into the earth than in the past Moreover, our coal supplies will last for hundreds of years and could serve us well if we can find less polluting methods of use, such as gasification. Peat, or young coal, is also abundant and receiving renewed attention from the U.S and other nations

To this point, I have not mentioned nuclear power, which is the focus of much controversy while also increasingly being seen as noneconomic Nuclear fusion power is a bright promise for some, but it is not generally considered to be a significant possibility until well into the twenty-first century The same might be said of satellites collecting solar power in outer space and beaming it down to earth. It is likely that these megatechnological ideas, past and future, will be abandoned as smaller technologies become more economical

In sum, I doubt that we will see a single technological fix, but progress on only a few of the many fronts that I have mentioned—and perhaps on some other fronts—could remove energy from the list of threats to our well-being Such a condition could lead to widespread economic revival and a reversal of the "retrenchment and decline" view of the future that is widespread among institutions (and, indeed, the topic of an AIR seminar this very afternoon). Institutions of higher learning, especially, could help to attain this condition of energy abundance, not by pursuing further research in this or that technology, as at present (although such knowledge is important), but by continually assessing the most likely and economic energy prospects and their social impacts By seriously sifting through this tangle of opportunities, we might avoid dangerous or ill-considered investments such as those in nuclear power, synfuels, and the importation of large quantities of oil from politically unstable areas.

A continuing, comprehensive assessment of energy possibilities is badly needed. I doubt, however, that it will come from universities, which are organized to conduct research in a specific technology but not to assess a broad range of technologies The institutional suffering from the present energy crisis is thus. ironically, in large part due to the inappropriate organization of knowledge inherited from a previous and simpler era

The Information Age

The fourth revolution has to do with communications—what has been called the information society, the computer age, the microchip revolution—involving the conjunction of computers, talking chips, satellites, data banks, 100-channel cable television, fiber optics, videocassettes, and/or videodiscs In contrast to the realm of energy technology, which I consider to be underrated, the realm of information technology is overrated The new, emerging world of communications is one of the few areas of unabated optimism in our society today. My general view of this realm is that some new world of communications is indeed coming, but not to the degree that some people expect, nor as soon as expected Moreover, we will discover problems in this brave new world which have not been adequately considered, problems having to do with surveillance and lack of privacy, further fragmentation of the human community, information overload, and the inability of people to use wisely the information at their command.

Nevertheless, a communications revolution of some sort is in the making, for there is little to stop it Its ultimate shape is impossible to determine because, as with energy supply and conservation, there are too many competing systems and not all will survive. For example, each of the big three videocassette systems is incompatible with the other; the same is true with videodisc systems, and cassette and discs are, of course, incompatible Perhaps one or both of these innovations will prove to be a fad and join the Picturephone, Polavision, and other great ideas without an adequate market.

But some of the new electronic devices will surely survive and change our lives in many ways. For example, we may soon drive in collision-proof vehicles, with batteries of microprocessors capable of detecting danger With direct computer scanning of credit cards and automatic transfers of funds, cash may no longer be necessary. According to the late Christopher Evans, author of *The Micro Millenium*,[21] credit cards safeguarded against crime will be equipped with a built-in computer chip which identifies the owner through fingerprints or some equally unique sign. Telemedicine will put us in close touch with medical expertise, and our personal medical histories might be stored on a computer Wristwatches may incorporate minute computers which monitor body processes, or microprocessors might be implanted in the body to detect the first signs of malignant cells Electronic devices may provide hearing for the deaf and sight for the blind. And, again according to Evans, ultraintelligent computers in the 1990s might act as sounding boards and confidants in psychotherapy, offering full-time analysis for all We may also have teleshopping, microelectronic chips replacing film and film processing, electronic voting and instant plebiscites, and wrist telephones

Our homes are supposedly due for great changes According to Alvin Toffler in *The Third Wave*, the future home will be "a giant electronic appliance " and living in "the electronic cottage" will enable many of us to work at home [22] Homes are likely to be equipped with two-way cable television (similar to the QUBE system now being tested in Columbus, Ohio) and they are likely to be connected to an information service or information utility—perhaps with access to all the world's knowledge—either piped in by cable or phone lines ,as in the Viewdata system, or broadcast as in the Teletext system

In factories, the new robots are slowly taking over, as their costs decline while labor costs rise. They do not have humanoid forms, like R2D2 and, especially, C3P0 in "Star Wars," but are simply versatile computer-controlled mechanical arms Eventually, as these arms become smarter, it is said that we will have customized production of goods. In offices, word processors increasingly are being used, and "the office of the future" is a very popular buzz-phrase of the past year or so. Such an office may include computer conferencing, group decision making aided by a computer device such as the Consensor, electronic mail, computer models for company operations, and information managers which replace secretaries.

With all of the electronic changes expected in our personal lives and in our homes, factories, and offices, it is hard to imagine that education will not be significantly changed in some way over the next two decades Nearly ten years ago, the Carnegie Commission on Higher Education warned of "the fourth revolution" of electronic technology following in the wake of three other educational revolutions the shift from parents to teachers, adoption of the written word, and the invention of printing [23] Also in the early 1970s, the Sloan Commission on Cable Communications reported on "the television of abundance," noting that the full impact on the educational system might be enormous [24] To date, the impact of cable TV, and the "fourth revolution" in general, has been far from enormous, illustrating my general dictum about electronic technology: not as much as expected, nor as soon Still, over the next two decades, it is likely that the electronic home information center will complement the classroom—and compete with it. New technologies may enhance the attractiveness of off-campus learning: for example, according to Chnstopher Evans, we will soon see books compressed into chips and selling for 20¢ each, smart encyclopedias acting as study partners, and computer-tutors that can emulate the wisest and most knowledgeable minds ever—an Einstein from whom all can learn physics and a Freud in our living room to discuss psychoanalysis. Perhaps.

The Biological Revolution

The fifth area of potential revolution—biological research—is similar to the realm of communications in that there is much optimism surrounding its activities. Molecular biology, for example, is described in a special issue of *Science* as a growing discipline "in the middle of a period characterized by an unprecedented level of activity and excitement."[25] Genetic engineering, involving the two [illegible]nologies of gene cloning and DNA sequencing, offers immense promise of many a[illegible] [illegible]griculture, for example, crops such as wheat and corn may be modified to enable the[illegible] [illegible]n and thus avoid the use of fertilizer, and bacteria may be developed as a source of fish and animal food. Applications in energy may involve improving photosynthesis and developing better digesters to release methane from organic wastes. In mining, new organisms may enable extraction of metals from ores considered too lean for commercial exploitation. And in medicine, highly purified antibodies and antigens are promised, joining the many other n[illegible] drugs and medical technologies now coming into use or on the near horizon. The implications of microbiology are far from clear: the widespread scare of a few years ago has abated for now, but it could easily be resurrected if and when new life forms are seen as having negative consequences. Or manipulation of genes and DNA may prove not to be very earth shaking after all.

There is little question, though, about the profound implications in another realm of biology: the various technologies that may lead to an extension of the human life span. In the next decade or so, the "L-Bomb" (referring to longevity technology) may become apparent, when a significant proportion of our population will have its 72-year average life span extended by 10 to 40 years.[26] This will be enabled by some combination of chemical and nutritional additives, bodily [illegible]cted drugs, better body care, instrumentation to measure physical life forces, and various ot[illegible] new technologies. In addition to developments that retard aging and extend the life span, many new technologies promise to keep us from suffering an untimely demise—IF, of course, we are not obliterated by what one group of physicians has termed "the last epidemic"—a nuclear war.[27]

If we can escape a nuclear war—or a biological war, in that a biological arms race is now being considered—the implications of a society of people with 80- to 100-year life spans will be tremendous. Our notions of family, work, education, and leisure will surely change. Far more pressure will be exerted on the Social Security System, which already suffers from an unanticipated low ratio of workers to retirees. The age of retirement will have to be extended, probably with frequent sabbaticals for learning and leisure. Indeed, an argument has already been made for "flexible life scheduling" as an alternative to the linear school/work/retirement course of lives in industrial society.[28]

Institutions of higher learning have been slowly moving from youth-oriented institutions to multi-age institutions. Extension of lifespans and frequent sabbaticals for new careers, retooling, or good old liberal education (which should never be out of fashion) will simply hasten this inevitable transition to multi-age institutions. Even with the stressful economic conditions of the present, the market for adult learning remains largely unexploited. As George Bonham, former editor of *Change*, has recently noted, despite endless talk about the learning society, surprisingly little is known about adults who would take courses for credit, or not for credit, if higher education were more accessible. Nor is much known about the barriers and impediments that in practice keep adults from learning.[29]

Population/Resources/Environment

The extension of human life spans leads into a consideration of the sixth possible revolution, having to do with the population/resources/environment trinity. Even without the extension of life spans—a variable that is never considered by population forecasters or college enrollment forecasters—we face a bulging world population and its unpleasant consequences. World population doubled from 2 billion in 1930 to 4 billion in 1975. It now stands at 4.5 billion and is expected to grow by at least one-third—to 6 billion in 2000. This growth will not be evenly distributed: the population of developed countries is expected to increase naturally by 12%, while the population of developing countries will increase by 50%.[30] The third world countries are already overpopulated and can ill afford a 50% increase in numbers. These surplus people will, increasingly, spill over into the U.S. and the relatively rich nations. Whereas today we have a problem of some 4 to 12 million illegal aliens in the U.S., we may harbor some 40 million by the year 2000, according to one estimate.[31]

How many more people can the earth support beyond the 1980 total of 4.5 billion? The United Nations, OECD Interfutures Group, and researchers at Resources for the Future all forecast a long-term leveling off at 10 to 12 billion—about 2½ times today's level.[32] Herman Kahn of the Hudson Institute asserts that the world can support a population of 30 billion, with all of the energy, raw materials, and food they need, using only current technology.[33] But Lester R. Brown of the Worldwatch Institute argues that we will only be able to support 6 billion people—and this level of population would require an extraordinary effort, considering the deterioration of the earth's basic biological systems (fisheries, forests, grasslands, and croplands).[34]

In the same gloomy spirit, the recently issued *Global 2000 Report to the President*[35] warns that, if present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption Barring revolutionary advances in technology, life for most people on earth will be more precarious in 2000 than it is now. Although food production is expected to accommodate the increased population, the Report warns about regional water shortages and deterioration of water quality, significant losses of world forests, serious deterioration of agricultural soil, a dramatic increase in the extinction of plant and animal species, acid rain, and concentrations of CO_2 and ozone-depleting chemicals that could significantly alter the world's climate and upper atmosphere.

We are just beginning to discover a complex tangle of pollution problems. Although most of them will be local or regional, the "greenhouse effect" from an atmospheric warming would surely be a global revolution. This effect is expected to result in the next 50 years from further burning of fossil fuels, which increase CO_2, and from further deforestation, which reduces nature's capacity to absorb it. A doubling of atmospheric CO_2 could occur by 2030, raising the average annual temperature of earth by 3° C and resulting in severe physical and biological changes such as the melting of the polar ice caps and resultant flooding of low-lying cities and a radical shift of climate patterns and world agricultural areas.

Although the greenhouse effect is not expected before 2001, we can expect much political debate about this and other environmental issues over the next two decades That the Reagan Administration chooses to ignore these issues only means that we will have to face them at a later date when conditions have worsened. By 2001, we might expect an environmental ethic to predominate in our consideration of human activity,[36] recycling of materials as a widespread practice, and anti-natalist population policies in most nations of the world, as in China and Singapore today. No single environmental development or response is likely to be of such a magnitude as to be considered revolutionary, but the collective impact of environmental developments and decisions may very well be seen as such Sooner or later we will have to conserve at least some of our resources and pay nature's price,[37] which is still ignored in our industrial era economics.

Some Other Possible Revolutions

To this point, I have discussed six possible revolutions. three that may be positive (energy, communications, biology) and three that are clearly negative (war, depression, and environmental problems) For better or worse, however, the list of possible revolutions cannot be confined to these six areas The future, above all, is full of surprises, and so I will briefly mention some other possibilities, keeping the door open while muddying the already murky waters of the future.

- *Intelligent Beings from Outer Space.* There is a small possiblity that we might make contact with extraterrestrials, and we have begun efforts to encourage such contact. If some contact is made, it could, as Arthur Koestler has recently noted,[38] trigger the most important developments in the history of mankind. Or it might not The event could attract much initial publicity and then soon be forgotten Such contact could be a positive force, or it could be negative. The uncertainty of the nature of the event makes it difficult to plan for—and there are many other more probable revolutions that should concern us

- *The Second Coming of Christ.* As an agnostic, I'm inclined to give the Second Coming scenario a zero possibility. As a social scientist, I think it fair to note at least that many people—albeit those who are generally out of touch with secular institutions of higher learning—firmly believe that today's troubles were all foretold in the Bible, that Armageddon is coming, and that Jesus Christ will make a second appearance. I might add that the best-selling futures book of the 1970s was not Alvin Toffler's *Future Shock* but Hal Lindsay's *The Late, Great Planet Earth*

• *The Big Quake* For the past few years, we have been warned that California is due for another big earthquake A really big quake could result in the deaths of many thousands and national economic disruption—possibly to the point of profoundly changing our nation It is far more likely, though, that earthquakes and other natural disasters, such as a big hurricane striking Florida, would be disruptive and damaging but would not result in any permanent national or global change that might be seen as revolutionary

• *A 1984-type Police State* In less than three years we will have arrived at 1984, the title year of George Orwell's famous novel We will surely see much analysis in that year as to whether we have arrived at, or are moving toward, an Orwellian police state One such analysis has already been made by David Goodman, who identified 137 specific predictions in Orwell's 1949 book and argued that more than 100 of them had come true by 1978, concluding that we do not yet have a 1984-type of totalitarian society but that it certainly should be seen as possible [39] A far more likely prospect is a softer and more sophisticated form of totalitarianism, such as "Friendly Fascism" described by Bertram Gross [40] Such a condition would not be a clear-cut revolutionary change apparent to all but a subtle evolutionary change denied by many I won t comment further on this controversial area other than to note that "war is peace" does seem to characterize our present U.S foreign policy This leads to the next long shot

• *A Worldwide Communist Triumph* World domination by the Soviet Union—a vision of the future that animates U S foreign policy because it is said to animate Soviet policy—is, as I see it, quite unlikely. The Soviets are having great difficulty in managing their own nation, not to mention their satellites Indeed, an internal crumbling of the Soviet Union—which could have revolutionary consequences for the U S —is far more likely than world domination This is not to say that communism (or anti-capitalism or anti-imperialism) will disappear but that it will take different forms and red power will be dispersed Much will depend on the degree to which western nations promote or inhibit social and economic justice worldwide

• *A Triumph of "Reaganomics "* In addition to "being tough with the Russians" and "drawing even with them militarily," the ideas presently in power regarding domestic policy involve what is known as "supply-side economics" or "Reaganomics " To cure inflation, it is held that government expenditures must be reduced and the budget must be balanced To stimulate the private sector, confining and ill-considered regulations must be loosened or abolished and taxes reduced, which presumably will lead to savings and investment such that the supply-side of the economy is enhanced. Perhaps it will work and, in retrospect, be seen as a revolutionary turning away from big government At the very least, some bureaucratic bathwater might be thrown out with the babies. I doubt, however, that Reaganomics will work because it is based on the shaky premise that tax cuts will lead to adequate levels of investment and private sector jobs; it is hypocritical (cutting social spending while increasing defense spending), and it largely ignores environmental costs which will be postponed to some future generation If you are appalled at the spectacle of America being ruled by such simple-minded ideas, you might consider the role that institutions of higher learning had in breeding such ideas, or not communicating any better ideas to the public. If you are not appalled, I hope for all our sakes that your complacency, or enthusiasm, proves to be well-taken.

• *A Transformation of Our Basic Ideas* Welfare-state liberalism has been generally discredited, and if Reaganomics does not work, as I think likely, what then?

A corpus of ideas is emerging that deals with all of the intertwined issues that I have discussed—what the Club of Rome calls "world problematique " It is difficult to characterize this body of thought through any single writer or idea. I have called it eco-decentralism and globalistic eco-libertarianism (the world's first hybrid ideology), others have employed titles and slogans such as E F Schumacher's small is beautiful, Ivan Illich's convivial society, Alvin Toffler's third-wave civilization, Amory Lovins' soft energy path, the green revolution, voluntary simplicity, human scale, self-reliance, a sane/humane/ecological society, multi-dimensional man, and personal and social transformation [41] The general thrust of these titles and slogans is to broaden all of the basic ideas that have shaped our society economics should consider environmental costs or externalities. work should include and appreciate the non-paid endeavors in the family and community, national security should include all threats to our well-being, agriculture should acknowledge the full costs of large-scale industrialized farming, health concerns should include all efforts that contribute to human health (the holistic health perspective), education should include all activities that promote human learning, the full range of human capabilities should be acknowledged and cultivated, and social progress should be measured not merely in material or economic growth but in the satisfaction of the full range of human needs—material, social, and spiritual These ideas are not a rejection of the industrial mode of life but a modification of a simple-minded over-industrialization—or "overshoot," to cite the title of William Catton's recent book [42] What may be emerging is a society that balances heteronomous and autonomous modes of production, necessary world order with decentralization of political and economic power, interdependence and self-reliance (both personal and national), freedom and responsibility, and community needs and individual needs

I think that these ideas, more holistic than the governing ideas of industrial society, are timely and desirable If they were to become widely accepted, and translated into politics so that they become the new ideas in power,[43] it is quite likely that this development would be seen as a revolution in our thinking To cite the subtitle of Catton's book, overshoot is "the ecological basis for revolutionary change" However, as previously cautioned, we must distinguish between preferable futures and probable futures Eco-decentralism (or whatever) is desirable and may possibly emerge over the next 20 years—but there is little hard evidence, as opposed to hortatory cheerleading and utopian hope,[44] that this development is probable To be realized, ideals must be accompanied by effective action, to claim that an ideal is being realized by falsely equating goals with attainments is the worst sort of delusion

The Discovery of an Ignorant Society

A possible transformation of the intertwined ideas about man, nature, and society leads to the final revolution that I wish to consider It is of direct concern to higher education and could have more impact than any of the other revolutions that I have mentioned It could happen anytime in the next two decades and be independent of any other revolutions, although its likelihood would be substantially enhanced if other revolutions take place This critical revolution is simple yet profound the discovery of an ignorant society

An ignorant society is one in which learning needs are outdistancing attainments It is not one in which we know nothing, for surely we know a great deal But do we know enough? Is our knowledge appropriate for our times? Will our skills and understandings be appropriate for the year 2001 especially in that one or more revolutions may happen along the way? I strongly suspect that we do not know enough

We have basked under the complacent image of being a well-educated society because so many of our young people have graduated from schools and colleges. Indeed, some have argued that we are over-educated, because some graduates cannot find jobs to utilize their skills. Being immersed in information in our electronic age, we assume that everyone is well informed, eagerly drinking up the knowledge of the world But these simple notions pay no attention to what we really know, and what it is that we need to know, in order to survive and prosper

I believe we are overdue for a "great societal discovery" about ignorance, similar to the great societal discoveries of recent years the discovery of poverty in the mid-1960s, the discovery of pollution in the late 1960s, the discovery of energy in general and limited supplies of oil in particular in the early 1970s, and the discovery of chemical and nuclear wastes in the late 1970s. In each instance widespread public recognition was given to a problem that was quite obvious in retrospect but largely ignored until the point of discovery. A similar discovery of ignorance is likely by 2001 This inversion of the prevailing notion of a well-educated society would be a conceptual revolution much as the image of a round earth was to that of a flat earth

The discovery of ignorance can come about in many ways There might be a piecing together of scattered data and commission reports regarding declines in test scores on the SAT and the NAEP, grading standards, textbook standards, capacity in science and technology, and capacity in foreign languages Or one might view ignorance as growing horizontally and vertically Horizontal growth is due to the greater number of people with whom to communicate, and the growing body of knowledge that they generate, forcing people into narrower and narrower specialized niches. One hundred years ago, people were largely concerned only with their local communities; now, with communications forging what seems to be a "global village," we live in a hierarchy of communities neighborhood, city or town, metro area, intrastate region, state or province, intranation region, nation continent, world—and perhaps, sometime, interplanetary community As we have access and involvement in all of these communities, they require our attention. Thus, by growing geographic complexity and by the growing body of functional knowledge, there is much more that is known, much more that we must know, and much more of which we are ignorant

As with the arms race, ignorance grows not only horizontally over space but vertically through time As knowledge accumulates, there is not only a larger world with more to know but more knowledge that becomes obsolete in our rapidly changing society. In a technical field such as engineering, for example, it is said that the half-life of an engineering education is eight years!

Still another way to describe growing ignorance has to do with relative standards of minimum societal competence. In a small and static stone age community there is total literacy—and full employment, too. As societies become more complex, so too does the learning required to function in them. A simple measure of this adequacy has been literacy: the ability to read and write. In 1900, 10% of the U.S. population was illiterate. In 1970, only 1% was illiterate, seemingly a case for educational progress, enabling us to look down upon illiteracy rates in the third world and marvel at how highly advanced we are. The Eskimos have a word for ignorance, "silaituq," or "a person who is not at one with his environment." But Eskimo standards are not applied to us, although our standards are applied to them. Even our simple literacy standard, appropriate for a simpler industrial society, should not be used. Rather, if we use some updated standard such as functional literacy (roughly equivalent to the basic skills that a high school graduate ought to have), about half of the U.S. adult population might be found to be illiterate, compared to the small percentage when judged by the standard of 1900. If we are entering some new era requiring a return to an ecological awareness, we are then profoundly "silaituq."

If ignorance is so obvious, why hasn't it been discovered by now? As mentioned, it has been hidden by the multiple diplomas that we so proudly carry around and the sense that we are well educated and well informed by the mass media. Further, our ignorance is hidden by technological advances in general—and the sense of omniscience we collectively feel when a handful of our fellow nationals sends a man to the moon or transmits pictures of Saturn back to earth. We also are made to feel powerful by the tools we use in our everyday lives, although we often don't understand how they work. Our ignorance is further masked by our pseudo-egalitarianism, reinforced by devices such as opinion polls. While in school, we are forever asked about our knowledge but not our opinion; upon leaving school, we are asked solely about our opinion but not about the knowledge, if any, on which the opinion is based. To support our opinions with knowledge would be painful and embarrassing, something that we would all prefer to avoid. Rather, we want to *seem* knowledgeable, in the know, urbane, informed, with it, abreast of the latest. And why bring up something discomforting such as our ignorance, when there are so many other problems to worry about? Finally, we have not discovered ignorance because no one is responsible for alerting us to it. We have experts to warn us about earthquakes, tornados, communicable diseases, and agricultural crop failures worldwide. But no one watches for the pervasive affliction of ignorance.

For these reasons, ignorance is ripe for discovery. Sooner or later, the obvious must be brought to the surface of public consciousness, enabling us to move from a condition of "ignorant ignorance" to "Socratic ignorance."[45] A war, economic depression, or some other man-made calamity—perhaps the Reagan Administration—may be the catalyst to initiate this necessary empirical breakthrough. The initial response to the discovery of ignorance is predictable: university presidents will argue defensively that we are well educated and that institutions of higher learning have been instrumental in bringing about the social and material progress that we have enjoyed (which is of course correct, while missing the point). After this initial wave of hostile reaction, a few far-sighted leaders may realize that the concept of an ignorant society provides an opportunity for higher education. Societal ignorance is an important conceptual tool to use in creating an effective political argument for institutions of higher learning, promoting their services as a matter of utmost national security. Ignorance could also be a tool for promoting institutional reform, leading to a greater emphasis on self-directed learning (which is necessary for lifelong learning), new information systems to handle information overload (by compacting, highlighting, selecting, and rearranging), policies to reduce information overload by stressing quality over quantity (e.g., removing pressures for faculty to "publish or perish," and establishing new criteria for the doctorate so that young scholars are no longer trained in the production of trivia), and holistic problem-centered institutes.[46] Finally, the discovery of ignorance is necessary to help us become truly a learning society. The learning society phrase, first used by Robert Hutchins in 1968,[47] has been used frequently to justify various reforms. It is a pleasant and inoffensive ideal but is lacking in specificity. We cannot become truly a learning society until we somehow decide what it is we ought to learn and then measure our progress toward learning it. To do so, we must first discover the ignorance among all age groups—especially among adults who make decisions that affect our lives—and then set out to close the gap between learning needs and attainments. If we do not attend seriously to the learning needs of adults, our chances of safely arriving at the year 2001 will be considerably reduced. This is what we *ought* to do but not what probably will be done.

* * *

In sum, I have considered what may happen and what ought to happen by 2001 It is not a neat package that can be wrapped up with one or two phrases or key words Our world is very complex, dangerous, *and* promising—and our future is, therefore, very uncertain As I mentioned at the outset, I am not forecasting that the world will change in this way or that but that one or more major changes is probable by 2001 which will be likely to profoundly change your institutions I hope that you will follow these suggested avenues of research and consider them in greater depth

Institutional research should balance the relative microperspective of the institution itself with the macroperspective of ongoing futures research on the possible institutional environments. Because these futures are collectively shared, the research might be conducted collectively, perhaps through AIR The possible revolutions that I have briefly considered here should be explored in far greater detail, not only for their likelihood and characteristics but for their consequences to your institutions Positive developments on the horizon, such as widespread learning sabbaticals granted to workers, could then be encouraged, while actions could also be taken to inhibit negative developments

The overall payoff from seriously considering alternative futures may be the survival of a few more institutions or their transformation into more pleasant and productive places to work and learn In turn, institutions of higher learning, seriously oriented to the possible revolutions of the future, could be responsible for a greater chance that the human species will survive and that a greater number of people will lead pleasant and fulfilling lives

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INFORMATION, THE NON-DEPLETIVE RESOURCE (Forum Address)

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(Note Following is the text of the Forum address delivered at the Tuesday morning general session.)

Gr^d morning Needless to say, I'm delighted to be here to discuss a subject that is of legitir concern to every person in this country and in the rest of the developed world—the implications of the trend towards the information society. That's a pretty broad subject, and even though your program committee has been very generous with the time allotted to this section of your agenda, it is clear that only a few highlights can be covered in the hour or so at our disposal. So, I'd better get started.

In my view, there are several trends which are already powerfully influencing all of our lives in the United States and, indeed, in most of the other developed nations around the globe—and each of them is being spawned, to a greater or lesser extent, by information technology.

First, despite great difficulty and slow progress in harnessing its power, technology—particularly the technology of the digital computer—is fostering a profound transition from a mass industrial society to an information society.

Second, the confluence of sagging productivity and instant access to information for all is causing the first signs of a job revolution in America—a basic reevaluation of the relationship between workers and the institutions which employ them.

Third, we are moving rapidly to a worldwide economy and, inexorably, to a leveling of our global quality of life, sparked by instantaneously available information, worldwide.

Fourth, our institutions are trending, on balance, toward the decentralized mode, even though many examples of increasing centralization still abound. Power is beginning to shift from the big to the small as we move more heavily into the information society.

My purpose today is to try to justify the existence of those trends, to talk about some of their implications for business, industry, and academia, and to describe some activities that are underway in my company to help cope with them, activities which promise to help society benefit from them.

Before I start, a word of explanation is in order. I've been employed at Control Data for more than twenty years, and so many of my examples today will be drawn from that source. My purpose is not to aggrandize my company (although I must tell you that I'm very proud of it) but, rather, to communicate with you in the context of my firsthand experience and knowledge.

The Information Society Is Here

What is the evidence that the information society is upon us? Well, in the last thirty years or so, the number of workers in the creation, processing, and distribution of information has tripled—to 55% of all workers. That's a profound shift.

While many information companies—banks, brokerage houses, insurance companies, universities, and government—are described by some as service institutions, the crucial added value in their service is information—either to meet their own needs or those of their customers, or both That fact distinguishes them from the pure service sector institutions such as fast-food chains and department stores.

While its character has been changing, the evidence is that the pure service segment of the economy is growing at the same rate as the economy as a whole and that it has held its worker content steady at about 11% of its total. So, it's fair to conclude that the much discussed trend to a service society is really a strong movement towards an information society.

A key distinguishing characteristic of the information society is that its critical resources are knowledge and data rather than money, which is the "fountain of youth" for the industrial society.

That fact raises interesting questions concerning the adequacy and timing of the political movement to encourage capital investment in this country—but time does not permit such digressions.

More significant to my purpose is the influence that this substitution of strategic resources is having on business, large and small. It accounts, in part, for the increasing attention that is now being focused in Congress and elsewhere on entrepreneurial small business and for the growing tendency for large companies to foster entrepreneurs within their ivyed walls. The reason, simply, is that market entry and market success is conditioned by what one knows rather than what one owes, and so it's possible for the technologically savvy entrepreneur to consider starting his own business, without the need for vast capital resources.

Just as the industrial revolution was the catalyst for profound social change as our society moved away from its focus on the farm, so will the information society force change in the social institutions which have been established during the first three quarters of this century. Some change is already apparent. Today, labor union membership, traditionally the choice of the industrial worker, is chosen by less than 20% of our work force, compared to 30% a generation ago. 1979 was the first year in U S. history that clerical workers outnumbered factory workers And these same influences will eventually force change in American education A couple of examples will demonstrate that fact.

We are already seeing a marked change in the kinds of jobs which our society has to offer and, sadly, we are seeing great inertia in the ability of our educational institutions to respond to that changed need—but change they must, or perish.

In an information society, computer literacy is crucial for all adults if they are to function effectively, and yet all our talk about correction of that deficiency has resulted in very little action. Other countries have made a much faster start than we, and unless we take action soon the crisis which will supplant the "back to basics" movement in American education will be the "computer literacy" crisis.

Barriers to Progress

Earlier, I contended that despite great difficulty and slow progress in harnessing its power, technology, particularly the technology of the digital computer, is a key ingredient in the transition to the information society.

Well, I think I've said enough to show that we are well on the way towards the information society, but I haven't said anything about the role of the computer and related technology in causing it to happen. I'm going to assume, with some trepidation I admit, that a heavy majority of you will accept the contention that the computer is a key ingredient in the transition So in the interest of time, I'll go on to more controversial topics.

I judge, though, that fewer of you will agree that our progress in using the computer as a catalyst in the transition has been painful and slow. So let me talk about that a bit more My point really is that during the thirty-odd years of the computer's existence, our ability to improve it, in terms of both its architecture and its material composition, has constantly outstripped our ability to apply it.

In hardware, we've come a long way in a short time. I'm sure that many of you have read recently the analogy with the airplane industry: if *its* timetable for technology advance had been as rapid as the computer's, we would have produced the supersonic transport in 1917!

The first real digital computer was the ENIAC, built in the late 1940s and designed for ballistic missile development. From then on, hardware and architecture design moved very rapidly. We had BINAC and UNIVAC from the builders of ENIAC; we had SEAC and SWAC from NBS; we had MANIAC, ILLIAC, JOHNNIAC and others, built from the Von Neumann IAS prototypes, which remain the blueprint for the more advanced architectures of today.

These computers were all built from vacuum tubes, delay lines, Williams tubes, and later on, core memories. Back-up storage came on punched cards, punched paper tape, magnetic drums, and some years later, magnetic tape. Reliability of these components was low and their cost was high. So, instruction sets were limited and memory was small. One job at a time was run from the local control console, and all programs were written in machine language or, at best, in rudimentary assembly code.

And now, look at the 10,000-times more powerful multiprocessed, multiprogrammed, highly parallel, concurrent, overlapped, look-ahead, limitless memory, large-scale integrated, remotely accessed, network driven, vectorized whizbangs of today, and you have to admit that we've come a long way in a very short time.

Contrast all that with the haltingly painful progress that we've made in using this eighth wonder of the world to help us solve the problems we face, both large and small Bob Price, my boss and president of Control Data, tells a story about a visit to his father-in-law, who was the administrator of a 1,200-bed hospital, back in the 'fifties' It seems that a year or so earlier the hospital had installed its first computer Bob naturally asked how things were going, and his father-in-law told him that the accountants loved it and couldn't live without it He was sure it helped keep the books, but each time he wanted a report that could help him solve an operating problem, he was told it would take six weeks to program it Given that it was 1955, Bob complimented his father-in-law on being in the forefront of the technology In most places, then, it was six months or never! Fifteen years later, when his father-in-law was about to retire, Bob visited his hospital to celebrate the event Meanwhile, two generations of hardware had come and gone, but the answer to the question about the computer was, "about the same as the first time you asked me"

Ten years later still, just a few weeks ago, I had need to get some perspective on proposed changes to the build schedules and possible pricing changes for one of our product lines so I asked my vice president of finance for it Do you know what he said? You're right! "We've got a month so we should be able to get the needed data in time for you."

Now we have our customer base, cost data, and schedules all computerized We've got models, parameters, and trended historical data spewing out of our computers like ash out of Mt. St Helen s But when all is said and done we've gained only about two weeks in 25 years in providing managers with the knowledge that they need to improve their operations Our management information systems are admittedly more elaborate, they are certainly much more expensive and I'm sure that they are implemented using higher performance, more cost-effective computers But there clearly has been no quantum jump when it comes to their responsiveness to non-routine requests for knowledge

Before I go further, let me distinguish between the terms "information" and "knowledge," as I use them Information is a collection of data It may be, and probably is, organized in some way, but it is no more than an assembly of facts Knowledge, on the other hand, is information which is organized to a purpose In other words, it enables one, reasonably quickly, to accomplish an objective—to solve problems

Well the information age is here, and we do, indeed, have an enormous amount of information—about ourselves, about our society, about other societies, the world economy, our businesses, our institutions of higher learning, whatever Yet, in spite of this vast array of information, things seem to be coming unhinged, frayed at the edges, if you will

Sometimes I feel that we might be better off as a society if information *were* a depletive resource The trouble with information is that, while it doesn't deplete, its value changes by orders of magnitude as a function of its timeliness and of its contextual relationship with other information However, even if its value approaches zero, it is still all-pervasively present and clogging our communication channels Today, there are over one million computers employed in American business, and that $70 billion investment is able to produce more than 200 billion pages of information each day—about 1,000 pages for each man, woman, and child in our nation!

On the one hand, then, we are inundated with information about ourselves, our economic environment and our products—in my case, it's computers, in yours, it's educated and trained people—but, on the other hand, we are experiencing a stagnation of productivity that threatens our very ability to compete as a nation Part of our problem, I suspect, is our inability to sort out efficiently the wheat of knowledge from the non-depletive chaff of information. A fundamental challenge for the rest of this century—our challenge—is to bring coherence to address this enormous productivity dilemma head on, because the rest of our mission will be meaningless if we fail I hope we can be ready I am sure that we can be ready as far as the hardware technology is concerned, but the question that will challenge us all will have to do with our ability to apply the hardware to ease the crucial needs of our society as we penetrate more deeply into the information age Improving productivity—improving the human condition—is the only worthwhile purpose of all our technology

The Changing Work Environment

My next contention is that the confluence of sagging productivity and instant access to knowledge for all is causing the first signs of a job revolution in America—a basic reevaluation of the relationship between workers and the institutions which employ them

We've just mentioned the dismal state of productivity growth in our society. At the same time, during the decades of the sixties and seventies, personal values have changed profoundly. Increasingly workers are demanding more satisfaction from their work and from the rest of their lives—a greater sense of self-fulfillment They're not just seeking the traditional rewards for their labor—more pay, better working conditions, fewer hours, and improved fringe benefits. In many cases, subconsciously, they're really thirsting for self-fulfillment through their work Worker alienation, of which we hear so much, is not found primarily in the manual laborer, it is far more deeply rooted in the educated knowledge worker.

Until recently, with rare exceptions, their pleas have fallen on deaf ears in this country, but managements concerned with the slowdown in productivity are beginning to turn to solutions that include recognition of this basic human need Certainly, the tremendous interest of the last year or so in the productivity and quality successes in Japanese industry is no coincidence

There has been a sudden acceptance of the fact that the Japanese worker—encouraged creatively to solve his own problems and those of his work group in the belief that, in most cases, he knows his job better than any other person (including his manager)—becomes strongly self-motivated in the process and obtains a deep satisfaction from his work, while his productivity soars. A few years ago, Western managements sniffed hard at what was then considered to be an unnecessarily paternalistic attitude by the Japanese towards their employees We heard a lot of criticism of Japanese management's "family" approach to its work force Increasingly, we in the United States are coming to realize that Japanese employees are positively motivated by this management attitude and that it may be good for us—if it is intelligently adapted to our culture. The idea is that the loyal and productive employee is owed consideration and concern for his private well-being as well as for his well-being on the job

There aren't too many examples of Americanization of the Japanese technique, but the early results are promising. We have all read about the dramatic productivity improvements which the Matsushita Company obtained some years ago when it took over a Motorola TV manufacturing plant near Chicago, so I won't repeat that story I will observe, however, that the results have softened the voices of dissent which argued that what is good for the Japanese worker can never be effective for the American worker. I think that the evidence today is that adaptation of the technique to the American culture is both possible and effective

Our workers are neither stupid nor lazy. They, like most people, want a chance for more personal satisfaction. Fortunately, while most American managers may not be motivated to provide the opportunity for altruistic reasons, they certainly are becoming increasingly motivated to improve productivity and are of a mind to try *any* technique to achieve it

The Global Economy

The third contention is that the invention of the jet plane and the communications satellite is causing a true world economy to exist because information is instantaneously shared between peoples. The result is a rising set of expectations among the "have nots" and the threat of a reduction in the standard of living of the "haves," because of the increased competition There are two possible coping strategies for the developed nations The first is to improve productivity dramatically, to stay competitive even though labor costs are higher The second is to yield jobs in traditional industries to the lower labor-cost, less developed nations, while concentrating on the new knowledge industries It is clear that both of these trends are taking place All of the developing countries are deindustrializing and substituting knowledge industries to fill the gap Even the Japanese are getting out of steel and ship building while the South Koreans fill the void, the rest of us are losing our steel, automobile, railroad equipment, shoe, machinery, textile, and appliance industry jobs to the underdeveloped nations.

John Naisbitt recently predicted that by the end of this century the presently underdeveloped nations will make 25% of the world's manufactured goods. He went on to observe that the developed nations are killing themselves trying to compete in steel and cars and textiles, and so on, when they should be moving to new areas as the third world takes over the old tasks. Naisbett cited the automobile as an example—eighty-six countries have automobile assembly plants today, and the market is becoming saturated—and recommended that we should abandon this market to others over the next twenty years and move to new high-growth, knowledge-intensive markets in electronics, bio-industry, alternative sources of energy, mining the seabeds, and so on He may be right, but even if such a strategy is followed, the pressing need for productivity and quality improvement is still present because without it, a twenty-year adjustment strategy would become a five-year disaster. Peter Drucker has observed that to restore our country's capacity to manufacture capital goods productively will require a massive shift to the integration of information processing and production in machines and tools—a very tall order that will require the very best that we have in us.

The implications of this single global economy trend on U.S. institutions, including institutions of higher learning, are many and obvious. They include the need to educate and train much larger numbers of people more thoroughly than ever before in order that they may cope with the multitude of more complex jobs that our twenty-first century will require them to perform Further, with more of our work force having jobs in high and rapidly changing technology industries, the burden of lifetime learning and the need for continuing education and training of our work force will be enormously increased

If the nation, in general, and institutions of higher learning, in particular, are to capitalize on this trend, and to serve society in the process, then new means must be found to bring the needed continuing education and training to the user in a manner which accommodates the user's needs more fully than today's classroom methodology

This retraining and continuing training need emanates from a student body which must fit its training into already full lives (probably including a current job), which is impatient with any time spent on what might be viewed as irrelevant subject matter, which has widely varying starting knowledge and learning needs, and which is part of the decentralizing society which we'll be discussing in a little while

Further, these worldly wise adults, who will comprise the student body of the future, are not going to be interested in grades nearly as much as they are in gaining the confidence that they have mastered their newly required skills In other words, they will be less interested in a piece of paper that proclaims an "A" grade and more interested in functioning well in their new skill environment

It is our highly schooled people that are, potentially, the one resource that gives us an advantage over the less developed nations which, for a long time, will continue to have large populations willing to do manual work for less pay

The Move to Decentralize

At the beginning of my talk, I mentioned a trend towards decentralization in our society In my view, this has been going on for a number of years, and it is one of the *causes* of the Reagan election victory, rather than a result

For example, when I first chose the United States as my home back in the mid-fifties, Americans took great pride in the belief that they had cast off the shackles of their ethnic origins and were truly Americans—a different breed from their forefathers in West Europe and the other countries from which their parents and grandparents came During the last decade or so, Americans have started to take pride in their ethnic origins once again

Increasingly, our citizens have become concerned with their neighborhoods, their cities, and their states, while patriotism is diffused by special interests We are reverting to the local—one could say parochial—attitudes and allegiances which were dominant at the time we forged our nation 200 years ago For this reason, it is unrealistic to expect our central government in Washington to develop a national urban policy for the simple reason that our citizens won't let it. That work is going to be done by the people in each city and neighborhood The best that "outsiders" can expect is to be asked to cooperate by contributing their special skills and their money

In recent years we have seen moves to deregulate the airlines, the trucking industry, the railroads, radio, and our communications industry in an attempt to decrease central decision making and to return those industries to the rigors of competition and its attendant motivation for productivity improvement Certainly, the strong political move to de-emphasize big government, in deference to state and local decisions, is no voluntary act of our bureaucrats in Washington but, rather, an enlightened response to overwhelming public pressure for more local autonomy—a pressure never before possible to exert because the information and communication tools were inadequate

The referendum trend is another example There is no end to it Last November, 400 referendum questions were voted on around the country It seems to me that the desire of the citizen to vote personally on issues that affect his perception of his quality of life is no new phenomenon The citizen has always wanted that right, but it is only recently that we have had the information technologies to permit it to really occur

We have also all been reading about how our political decisions are being bedeviled by single-interest lobbies to an extent beyond our belief just ten years ago Again, the instantaneous access to information—which includes propaganda information—is a cogent force in achieving a sufficient critical mass of opinion on single issues to permit the continued existence of these lobbies

Control Data Background

Well, that's probably enough about the trends and the justification for their existence If you can accept most of what I have said, it's time to discuss the implications for business and industry, of which I am a part, and education, of which most of you are a part You will have to forgive me if I have more to say about the implications for business and industry than about institutions of higher learning That is simply the result of greater familiarity with the former Nevertheless, I hope that what I have to say will have relevance to your business also First, a little background about my company so that I can discuss what we are doing to meet these trends in a context which allows us to communicate

Institutes. Control Data was founded in 1957 with very few resources and a single strategy—very large computers for scientific and operational applications It soon became apparent, for reasons extraneous to our topic today, that a single strategy of this kind was too vulnerable, so back in the very early sixties we began to diversify A major area of diversification begun at that time was education We were motivated to solve the shortage of trained programmers, operators, and computer maintenance personnel, which both we and our customers were experiencing.

We fulfilled that need by establishing private vocational schools (institutes) in which we trained our fee-paying students, using traditional classroom methods Considering the range of skills involved, our chairman was convinced that the universal notion of spending two years in a vocational school in order to be a successful technician was wrong and that nine months was adequate to qualify a student for an entry-level technician's position in computer development, maintenance, or programming—provided the courses were well designed, well focused, and well taught

Our long-term objective in creating the institutes (CDI) was to gain experience in the education and training business, to prepare ourselves for the era in which the computer and other advanced technologies could provide significant assistance in the learning process.

PLATO computer-based education. At about the same time, we began to support the computer-based education research underway at the University of Illinois, under the direction of Dr Bitzer whose work was also being supported by the National Science Foundation Feasibility was verified after about twenty million dollars of government money had been spent Since then, most of the effort, about 750 million dollars worth, has been provided by Control Data

Fifteen years and many millions of dollars later, in mid-1976, we introduced the fourth generation of the University of Illinois computer-based education technology, called PLATO, to the marketplace as a commercial venture The Illinois project has continued, and it is now one of 40 projects, of many different kinds, which the company has with universities Great strides were made in those fifteen years and in the five years since commercial announcement We now have the means to bring high quality, affordable, and more convenient education to those who need it most As our strategy has evolved over the years, computer-based education has become a central part of the company's total strategy—inextricably woven into the fabric of all our products and services

The partnership with the University of Illinois not only produced a superb educational product, it taught us the value of the long-haul approach to cooperation It takes time to forge meaningful results from cooperative ventures, for many reasons Among them are the need to understand and gain confidence in your partner s culture and objectives for the partnership Also, it is unlikely that either partner would bother at the outset if the objectives were easy and short lived I'll touch on a few other joint ventures a little later, in the main context of coping with the implications of the information society

We view computer-based education as a major means of bringing much needed quality, accessibility, and productivity improvement to education and training, we never thought for a moment that being successful with it in schools and colleges would be easy I am told that educators waited 200 years after the invention of the printing press before the book was accepted as a learning instrument in the classroom and, having seen the lack of acceptance of more recent technology in some parts of academia, I can believe it However, there are also some movers and shakers out there searching for solutions, and I'm highly encouraged by the progress being made

Social problem strategy. As our company has moved through the last 25 years, we have evolved from a large scientific computer maker to a unique service company which is increasingly applying its broad spectrum of products and services, including computer-based education, to meeting the major needs of our society, partly in response to some of the implications of the information society which were discussed earlier In fact, our fundamental strategy today is to approach societal problems with the philosophy that solutions can be turned into profitable business ventures.

The list of society's needs is long. It includes national defense; more and cheaper energy; environmental protection, more available and less costly health care, lower cost, more convenient, and higher quality education; the rebuilding of cities; lower food costs, and most important of all, more jobs, especially more skilled jobs to meet the changing needs of the information society and to soften the social impact of withdrawal from our industrial society.

Time and our topic will permit me to touch on only a couple of examples of how we are going about that strategy.

Serving small business. About half of all private sector jobs are in the small business sector and, reflecting the trends we've been discussing, more than 90% of the new jobs in the last ten years have been provided by companies with fewer than 500 employees Yet the environment for small business has been deteriorating under the dual burdens of regulations and expensive money Only 20% of small businesses survive; most fail in the first year. More than 400,000 failed last year in our country, helping to fuel the devastating inflation which is undermining our quality of life

There are many ways in which large business can profitably serve the small business sector. Our offerings include financial, professional, and technology transfer services; data processing services, and training. Our business and technology centers also provide various combinations of consulting services, shared laboratory, manufacturing, and office facilities as well as legal and accounting training and a variety of office administrative services

We introduced our most recent service for small business last year, Control Data Business Advisors (CDBAI), which is marshalling a wide range of consulting expertise wherever it is located and making it available wherever it is needed To supplement a small cadre of functional experts, we've listed in a consulting resource data bank more than 400 part-time employees, each of whom has expertise which may be marketable to small business These individuals are made available part time to assist CDBAI and are separately paid by CDBAI for their services The point here is that many people have talents beyond those called for in their present jobs—and they also get stale doing the same tasks day after day. Part-time occasional consulting assignments not only make productive use of individuals but stimulate and benefit them through the challenge of new experience—and provide them with a heightened sense of satisfaction.

Fair Break. And then there is Fair Break, which prepares disadvantaged persons to find and keep jobs by providing counseling and training in basic skills and other job-related areas. Fair Break makes significant use of computer-based education, and there are more than 50 centers in existence around the nation today Not only is Fair Break meeting a present need, it is developing experience in the solution of tomorrow's problem of upgrading the skill levels and coping capabilities of all workers to meet the changing needs of the information society.

Technology services. Earlier, I told you that I'd mention a few specific areas in which we are working in cooperative ways to help solve societal problems A consortium, called City Venture, has been formed to bring together the needed, extensive, and diverse resources to address the problem of urban decay Participants include nine large companies, several smaller ones, and two church organizations. The approach mandates that any plan for restoring a community must be based on its residents' needs for quality education and training which will, in turn, lead to more and better jobs in the community In their turn, more jobs will generate more financial resources, with the result that the downward economic spiral within the community will be reversed. City Venture is just over two years old and in that short time contracts with neighborhood groups—to plan and manage projects in six cities—have been obtained.

Rural Venture, another consortium, is the counterpart of City Venture. Its main objective is to foster the development of small farms and small-scale food-processing businesses.

Productivity programs. As we discussed earlier, in order to remain competitive as the world trends to a global economy, we must continually improve, especially in our rate of productivity growth Again, the only company that I know well enough to use as an example is Control Data, so I'll describe what we are doing within our walls, in the hope that it will be sufficiently illustrative to be a spur to creative approaches in other organizations.

Much of the blame for lagging productivity has been placed on the American worker, but that is grossly unfair The American worker is still the most productive in the world, although others are gaining ground Twenty years ago, the French or German manufacturing worker produced half as much as the American worker, and the Japanese worker one-fourth as much By 1979, Japanese productivity had risen to two-thirds and the German and French to four-fifths of ours. So the U.S. hasn't yet lost the battle—and the challenge for this decade, and beyond, is to keep the rest of the world from passing us.

Our company has been working hard at this for a long time and during the past few years has taken many actions which we believe are already helping our people to be more productive than most. We're trying to build a culture which makes Control Data a good place to work, one in which our employees *believe* that they are treated fairly and that the company really does try to help each and every employee achieve his or her full potential.

Of course, like many organizations, we've been trying to provide our people with better tools, and we've adopted productivity improvement techniques such as involvement teams, performance appraisals, and the electronic office developed by others. But we also believe that a major, underlying cause of poor productivity is an underutilization of our human resources and that the problem and the solution lie more in the hands of management than in the hands of employees.

Our approach is to develop, within our organization, a culture which is conducive to improving productivity. That's what the Japanese have been at for two decades—building a culture which fits their mission and their style—and while their techniques may not be directly applicable to the United States in all cases, the underlying motive—of releasing the individual worker from the barriers that have traditionally prevented his full participation in improving the performance of his organization—is.

Most large organizations, public or private, routinely proclaim that people are their most valuable asset. What many fail to realize is that people do not always fit exactly or automatically into the roles they are supposed to play. Their development is a continuous and lifelong process.

We accept this reality, but we do so without ever reducing our standards for performance and accountability. Training, personal counseling, and career counseling are some of the tools we use. We also try very hard to match skills to available jobs, to recognize and use our employees' strengths, and to recognize and correct weaknesses—and we have programs in place to help in that process.

Employee Advisory Resource (EAR) The first is EAR, an acronym for Employee Advisory Resource, which was established in 1974. EAR is designed to help employees, spouses, and dependents deal with family, financial, chemical abuse, legal, personal, and work-related problems. A trained staff of 26 full- and part-time counselors is available on a 24-hour call-in basis from any place in the country—and the service is completely confidential.

Attitude surveys. Another key program is our regular effort to survey our employees' attitudes about their work environment Every year since 1973, 10% of our employees in the United States have been randomly selected to take part in the survey The purpose is to provide employees with a regular way to communicate with management They have a chance to tell us how they feel on a wide variety of issues—how they feel about their work, their management, and the direction of the company.

The survey is a key factor in our employee relations process. It is a tangible demonstration of our concern for their well-being, but more than that, it reflects our strong belief that our employees can be very helpful in our decision making. We give their views careful consideration as we develop new programs and modify existing ones. We also make the survey results, both good and bad, available to all our people.

Education and training Another aspect of the culture at Control Data is a recognition of the need for more education and training—in job skills, in human relations skills, and in management skills, and we are gearing up on an unprecedented scale to train our people better in these vital disciplines—as much as a tenfold increase over our traditional levels. Obviously, a massive task like that is only feasible for us, using the technology of the PLATO computer-based education system

Last year, for example, more than 5,000 of our managers averaged nearly 46 hours of formal training, with most of it delivered on PLATO. Each newly appointed manager completes a 50-hour training program within 90 days of appointment. All in all, about a million hours of formal training, involving more than 550 separate courses, were delivered internally in 1980. That's just the beginning, as we gear up for the massive push into skills training for virtually all our people.

One of the required sequences for all of our managers is a series of three courses in the principles of affirmative action and minority group awareness It's no coincidence that our record in employment of minorities is an enviable one; fifteen percent of our people in the United States are members of minority groups

Fair Break I mentioned Fair Break earlier. This is a program which we use internally as well as market externally It was introduced at one of our plants three years ago to help reduce a 30% turnover rate among entry-level employees By last year, our turnover rate for that same group had dropped to 3%.

Flexible hours. We also have a flexible hours program which we started in 1972 Individual employees or groups of employees can determine their own working times—so long as the number of hours worked each day is not altered and the work flow is not disrupted Sixty-five percent of our U S employees are making use of flexible hours Employee reaction has been very favorable A study that we made in 1979 showed that the employees involved decreased their driving time by 57%, while 73% of them felt that the pressures and frustrations of getting to work had been reduced, 60% said their need for occasional absences, before or after work, had diminished, tardiness has decreased by 46%, use of sick leave has decreased by 16%, and managers tell us that productivity has increased significantly

Inflation We are also trying to help our employees fight inflation by helping them make more productive use of their incomes One of our attitude surveys showed that our employees ranked taxes as the number one inflation problem, followed closely by the costs of transportation, food, housing, health care, and education In response, we are providing extensive PLATO computer-based training courses which cover such subjects as creating a tax-oriented budget, money management, the proper use of credit, investing and insurance planning, and comparison shopping

Additional tools that we are offering employees in the fight against inflation are home energy audits, car pooling, van pooling, business services, information about educational loans for family members, garden plots on company land, and we're working on volume-discounted food purchasing

Peer review We ve had a grievance procedure for more than twenty years Seven years ago, when EAR was established, we greatly enhanced it by adding a work-related ombudsman who makes sure that the grievance system works for both the company and the employee But our grievance system has lacked a court-of-last-resort, so we will soon be putting one in place, with a peer review procedure which will have the power to countermand management's decision

Job maintenance Another program, which will take longer to bring to pass, will deal with the problem of maintaining employment, especially in a period of a business downturn.

The bottom line I started on this description of Control Data's employee programs as an illustration of the significant productivity gains that are inherent in a caring attitude towards one's employees So it s fair to ask whether the extensive efforts we have made over the years make sense at the bottom line

Well the bottom line benefits of the EAR program alone are significant, our conservative estimate being that savings to Control Data are more than ten million dollars a year We have reduced turnover in the past five years to a level that is comfortably below that of other companies. Reducing turnover saves money, cuts training costs, and increases productivity—and, not only do we avoid costs by reducing turnover, we are also able to increase the productivity of the people we keep by allowing them to worry less about their personal problems and, therefore, to concentrate on their work Another interesting statistic is the number of people who have left the company after we have trained them, only to return later because they miss our caring environment. We have almost 5,000 returnees on our payrolls—nearly 9% of our total work force—needless to say, our retraining costs for [illegible] employees are minimal. In many cases also, particularly with middle managers, their experience in other organizations has helped them become even more valued than before

There is another statistic—and you can decide its significance and its relevance—but the fact is that over the past five years, annual revenues per employee in our computer business have increased from $35,000 to $57,000

The Challenge for Universities

Well, I've talked a lot about what my company is doing to help itself and society to ease the transition into the information age, but I haven't said very much about the implications for institutions of higher learning—and I certainly don't pretend to be any kind of an expert on that subject However, it does strike me that there are some obvious implications on which we can all agree

It is clear that as we move into a more literacy-intensive society, our schools are giving us an increasingly inferior product SAT scores have been declining for more than a decade. For the first time in our history, the generation that is graduating from high school is less well prepared in the fundamentals than its parents, while the need for improved—not reduced—preparation grows daily.

This fact is throwing a huge additional burden on universities and colleges because that gap in preparation must be closed before the traditional job of higher education starts. In fact, in several crucial areas—computer science and engineering among them—too many gifted young people are being discouraged from pursuing careers, either by lack of any instruction or by lack of quality instruction in the basic math and sciences in our high schools.

Secondly, the job skills needed in our society are inevitably trending toward the more sophisticated. The difficulty of preparing people for these increased skill requirements will be much greater than in the past—and probably of a different texture. By that I mean that the burden will not fall most heavily at the unskilled and post-graduate levels but in that vast middle ground of sub-professional and entry-level professional skills, in the training of the technicians of the information age, if you will.

Third, with the technology changing more rapidly than ever, the lip service that we have paid for more than a decade to lifelong learning and continuing education will no longer serve us. We simply must meet these requirements head on, and that implies a far greater responsiveness of the delivery system than is being provided today. Our service must cater to student convenience as to time and place for delivery and as to subject matter which must, increasingly, be focused at the job to be done. There will be—indeed, there must be—room for the quality-of-life-preparing liberal arts courses, but more and more, they will become leisure-time pursuits and not a prime *raison d'être* for institutions of higher learning.

Fourth, we must meet learning needs in a far more productive manner than ever before. The classroom learning technology of the last several hundred years—already squeaking under the multiple burdens of high cost, low productivity, inadequate results, irrelevant courses, and a less gifted student body—must change.

Fifth, skilled faculty, particularly in the disciplines that are on the leading edge of the information transition, will choose increasingly to participate more directly in that transition, leaving the teaching ranks sorely depleted both in quantity and quality. This is particularly true in such disciplines as computer science and engineering. To help solve this problem, it is clear that we must apply our information technology to accommodate an increased student-teacher ratio.

Lower division engineering curriculum. In this respect, one concrete activity that I'm aware of is underway in a collaborative effort between my company and five universities—Minnesota, Nebraska, Delaware, Arizona, and California State at Sacramento. We are working together to build a complete lower division engineering curriculum which, as you know, principally comprises mathematics, general science, engineering science, computer science and humanities subjects, engineering graphics, and expository writing skills. The delivery will be in a highly instructor-independent mode, using PLATO computer-based education.

A curriculum steering committee comprising a representative from each participating university and the company is overseeing this effort. Editorial review boards of prestigious educators from participating institutions have been gathered together to design each course in the curriculum in cooperation with the company.

The first five core courses, in physics, chemistry, and computer science, will be completed for testing with students in January 1982, with the intent that they be fully operational in each school by the beginning of the 1982 school year. Forty credit hours will be in place by the beginning of the 1983 school year, and the full curriculum will be in operation in 1984.

The curriculum design is flexible, allowing each institution to adapt the material and delivery within each course to its particular environment and to supplement the courses in an individual and flexible manner. The design guides call for classroom lectures to be replaced by individual instruction at the computer terminal and by text readings, in about equal proportions. It is expected that the average student will complete each mastery-based course in about two-thirds the hours that are needed in the classroom learning mode. The computer will also figure prominently in homework assignments.

It is fair to say that the involved institutions are enthusiastic and confident of success. The confidence is built on the positive experience which we have gained within the Control Data Institutes where we have been operating in a similar mode for several years. The instructors who have been actively involved in this program were skeptical when we started, but now are protagonists for the technology. They are convinced that they are able to serve their students' needs better than before and that the training they can provide under the objective-driven, mastery-based learning discipline of PLATO is resulting in better qualified students. It is also apparent that students previously thought to be insufficiently gifted to complete the course are able to learn and apply their new-found skills in the new environment

Of course, only time will prove the validity of the prediction, but I can't help but believe that this alternative is overwhelmingly superior to the one—becoming all too common in our universities today—of having graduate students, largely untrained as educators, shoulder the burden of lower division instruction

I'm sure that many of you are saying, That's all very well, but what about the cost? Well, our analysis, based again on our institutes experience, convinces us that the cost to deliver the curriculum will, initially, be about two-thirds the cost of conventional instruction—and as the technology gets less expensive, while labor-intensive classroom instruction becomes more costly, even greater cost benefits will accrue

The cost barrier for the use of high technology in providing more productive, more available education and training for our people has been caused by the fact that the cost of the technology has, indeed, been high and by the assumption that it is only effective as a supplement to the teacher It has not been viewed (and still is not viewed by most) as an opportunity for the teacher to serve significantly more students than in the past—and more effectively at that

Again, our CDI experience shows opportunity to increase the student-teacher ratio while the quality of education is improved Five years ago our student-teacher ratio in CDI was twelve to one; today it is forty to one, as the instructor's role has changed to one of counselor to individual students who may be having some difficulties

WHAT'S HIGHER ABOUT HIGHER EDUCATION? (Forum Address)

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(Note: Following is a slightly edited transcript of the Forum address delivered at the Wednesday morning general session)

Good morning. It's a little early in the morning for philosophy, but that's what I have been asked to purvey here this morning, so here goes.

Isaac Stern, who is both a philosopher of music education as well as a violinist, was asked once how it happened that all the professional musicians seemed to be able to play the right notes in the right order and, yet, some made beautiful music and quite a number did not. He thought for a moment and said, "The important thing, of course, is not the notes; it is the intervals between the notes." Now, that is not only a wise comment about music, it is a piece of fundamental wisdom, I think, about higher education. The important thing about any process is not its isolated components. What makes them dynamic is the interconnections between and among them—connections made by people who understand the whole system of which their marginal actions can be only a small part.

In this spirit, I want to argue today what I suppose is still a minority opinion, but an idea whose time, I believe, has come. I'll argue, in sum, that what ought to be "higher" about higher education is no longer the most disciplined specializations but, rather, their interdependence. Whether you and I can do our jobs well can best be measured, I think, by how much attention we are giving to making our colleges and universities centers for the broadest and most integrative kinds of thinking.

I hasten to assure you that I think experts are indispensable (some of my best friends are experts) as are the teachers who make them possible. Expertise is not an endangered species, so criticizing it is not very dangerous. The remuneration, reknown, and rewards of expertise easily survive integration with other specialized knowledge in government agencies, in corporations, and in other inclusive systems. However, the limiting factor in the kind of civilization we call modern industrial democracy is no longer our capacity to delve ever deeper into the remotest corners of reality for original contributions to human knowledge. We've gotten very good indeed at doing that. The factor that now limits our civilizing energies is our capacity to "get it all together," to relate the parts to the whole, to see the interconnections among the disparate facts, to play the intervals as well as the notes. If our cities are congested and unsafe, if our economy works badly, if our science and technology produce unacceptable social fallout, if our national security is threatened by remote cartels and anonymous terrorists, that's not because we're short on analytical brain power—the kind of brain power that chops knowledge apart—but because we're short on the kind of educated intuition that is integrative thinking.

This state of affairs is, above all, *our* business—the business of the higher education people. Let's face it, we have lost control of three of the four main factors that rule our professional lives. Lay outsiders, not the full-time professionals like ourselves, now make the main decisions about how much money we get to work with, who gets access to the academy, and what vocations they should be prepared to serve when they graduate. However, we still are, or can be, in charge of what the students study, of what is supposed to happen in the minds of those who *do* get in (to the academy) before they get out. We're still responsible, in other words, for defining what's higher about higher education.

And again, what's higher about higher education is that in order to make sense of any kind of job, anywhere in the world, a person—a citizen of this uncompromisingly interdependent world—has to think about *all* of it in order to act relevantly on *any part* of it. That message comes through loud and clear from the most prophetic of our contemporary public philosophers In his 1980 book *Managing in Turbulent Times*, Peter Drucker poses the puzzle of pluralism "Each institution," he says, "pursues its own specific goal but who then takes care of the common weal?" His answer, and mine, is the specialized professional who graduates into general leadership "He does not cease to be a professional—" Drucker writes, "he *must* not cease to be one—but he acquires an additional dimension of understanding, additional vision, and the sense of responsibility for the survival and performance of the whole that distinguishes the manager from the subordinate and the citizen from the subject "[1]

It's not going to be easy Sir Isaiah Berlin s vivid phrasing helps us understand just how hard it is going to be "The experts " he says, cannot know enough The coordinators always did move in the dark, but now they are aware of it, and the more honest and intelligent ones are rightly frightened by the fact that their responsibility increases in direct ratio to their ignorance of an ever-expanding field Once again—with music Your responsibility increases in direct ratio to your ignorance of an ever-expanding field Scary as it is to be a citizen leader, so defined, we have to agree with John Gardner's exhortation—in a pithy little piece this last year called "The War between the Parts and the Whole" (which we are publishing, along with three other recent things he has written on leadership) "This is a moment," he writes, "when the innumerable interests, organizations, and groups that make up our national life must keep their part of the bargain with society that gives them freedom by working for the common good, right now, in this time of trouble " 'What we need now," says Gardner, "is a little less *pluribus* and a lot more *unum* "[2]

So the practice of public affairs in its broadest sense requires, in Alfred North Whitehead's words, "that appreciation of the structure of ideas which can only grow under the influence of a special study—a special study that involves an eye for the whole chess board, the bearing of one set of ideas upon another That requires us to think more broadly and more futuristically. It requires us all, in some sense, to be what only a few of us could (without smiling) have described ourselves as being ten years ago—practical futurists The past and the future, of course, exist only in our minds and our memories and our imaginations Our imaginations are much influenced by our memories, which are always and necessarily selective So the past is inherently corruptible because it is constructed with the cultural raw materials of the present. I recently heard a remarkable analysis of the eight phases through which General Custer's personality has gone in eight different movies on the subject He was a hero in the first couple, by the middle range, he was looked at as a sort of imperialist who was leaning too hard on underdeveloped people, and in the last movie, he is depicted as a buffoon Now, presumably, General Custer was doing the same thing in all the movies—at least he was doing the same thing back when he was doing it—but the cultural shifts of our own society and our thinking about our relations with the Native Americans turned out to be the most important part of the story, not what General Custer actually did, which by now is completely shrouded in mystery [3]

The most corrupt abuse of the past, I think, is the original sin with which all of you deal from day to day—the statistical alchemy that converts past trends into future destiny The best of the futurists, I believe, are those who eschew prediction Instead, they imagine alternative futures in order to work back to what we might start to do tomorrow morning. They're the best of the futurists, but they're not the best selling among them Prediction of things to come is what sells, and prediction of the apocalypse sells best of all So we have to tackle with consummate care the task of researching about what might happen Our problem is to avoid predictions even as we reach for prescriptions That means not letting the parts of what the Club of Rome called the 'problematique,' the human condition as a whole, obscure our vision of the condition itself

At the level of analysis of world population resources and environment, a new awareness of the *problematique* has emerged Mostly, this is due to the swift dissemination of information about the discernible trends in population growth and the depletion of some familiar kinds of resources, especially nonrenewable resources—fossil fuels and hard minerals—and the basis for the renewable resources—crop lands and pasture lands and forests and fisheries (Of course, they missed the most important kind of resource—information—which is non-depletive and, in all sorts of ways, doesn t act the way we were taught in school resources are supposed to act But that's another subject with which I won t detain you just now)

The studies that produced this awareness have depended heavily on computerized extrapolation of present trends as a basis for judgments about future destiny In summarizing the results of quantitative analysis, they have had to resort (as you have to resort every day) to qualitative phrases, to metaphors and slogans and catch words and images such as *limits to growth* or *future shock* or *crowded life boats* or *battlefield triage* or *the twenty-ninth day* or *the green revolution* or *small is beautiful*

Old words in new settings created new sets of images that shaped or influenced the thinking of millions of people But any summary phrase is bound to be less complicated than the underlying reality These phrases had enormous educational value as sensitivity training or apathetic multitudes, but in creating new awareness they were often mistaken for general principles, for a kind of historic inevitability. For example, we heard people say, "We are going to run out of oil," as if that were some sort of fact As the phrases became media events in themselves, they obscured the pluralism and complexity of the real issues of population control and resource management As an example, they obscured the fact that, with rising incomes and more development plus women's instincts plus chemicals plus hope, the population curve would turn out to be not the exponential line that everybody (or almost everybody) thought it was ten years ago but another version of the familiar fruit fly S curve A comparative and integrative analysis of the connotations of such imagery might have served to illuminate how the underlying "data" on which they were based related to each other and which set of images was compatible with which other set. (Thus, *limits* and *shock* go quite well together and point toward policies of conservation and cutback, but *limits* and *development* are seen as on a collision course—and what about *limits* and *freedom?*)

So our problem is to learn not only how to extrapolate the numbers but how to extrapolate the metaphors Today much more information and many more projections are available and, once more, are being summarized in new sets of metaphors, slogans, catch words, and images. These will no doubt form, inform, and influence the thinking of peoples, experts, and leaders in many countries in the next decade or two

The first wave of computerized Cassandras caught us unaware. We briefly mistook their fears for our futures, but now we are beginning to understand. We the people are beginning, by the millions, to understand that you can get out of a complex statistical exercise whatever you decide to put into it If you put your fears in, they will come back to you on a printout. You put in your hopes, and you can get them back, too, on the same big, prestigious sheets of paper. So the hard part of futuristics is to learn to extrapolate the metaphors behind the numbers, to reconcile the slogans and catch words and images with each other and with policy and to ask not, How is it going to come out? but How do we want it to come out? and How are we going to make it come out that way?

Last summer I attended a meeting of futurists—5500 of them in Toronto, Canada; maybe some of you were there Seven or eight years ago, such a conclave would have been packed with bad news We would have been told that we were running out of food, water, and energy; that the spread and use of nuclear weapons was inevitable, that environmental degradation was irreversible, that growth could not be sustained, that the curb of world population was exponential; that despite all the development aid, more of the world's people each year were illiterate, malnourished, and poor; that women were still a neglected resource and that the "me generation" didn't care A few dozen futurists who might have bothered to come to such a meeting would not have felt that they could do anything much but cry havoc and predict disaster—and of course, sell books But in 1980, the people willing (without that deprecating smile) to call themselves futurists are numbered in the thousands, and the mood, curiously enough, at Toronto was upbeat, affirmative, "can do"—some of the people sounded like Ronald Reagan.

It turns out, of course, that we are *not* running out of resources; we were just deficient in imagination *about* resources It turns out that security is not mostly a military problem; nuclear weapons are just too big and clumsy to use in real-world politics. (As the Chinese might say, the great strategic arsenals are turning out to be "big noise on stairs nobody coming down.") Indeed, the greatest danger to world peace now may not be from a global cardiac arrest but from slow paralysis of the capacity of governments to govern, the spread of the sort of disintegration that we already see before us in the Lebanons and Cambodias and El Salvadors.

It turns out that the human environment has a powerful constituency The people make smog and water pollution and deserts and chlorofluerocarbons and carbon dioxide; and people can, if they will, control themselves One panelist at Toronto even presented as good news that the biggest controversy between Canadians and Americans these days is not trade policy or television or new magazines or even oil supplies but is, rather, an environmental issue—acid rain It turns out that sustainable growth *can* be managed, but we have to reject both indiscriminate growth and no growth and develop a new economics of human needs and human purposes

What the population experts thought was an unlimited ceiling for population growth now turns out, as I said, to have been the middle life of an S curve The fertility rates are depressed all over the world by that unplanned symbiosis of what women really seem to want and what we *all* want in the way of development It turns out that we *can* abolish poverty and hunger—as the world has always known poverty and hunger—and that the job can be done by early in the next century—but only if we get to work on it now It turns out that women *do* make an enormous difference when they organize to insist on a difference, when they plug the work force with their energies and when they muscle into the back rooms where the boys have been making the policy decisions (It's evidently both an exhilarating and a sobering experience, this new opportunity for female leadership One friend of mine, a woman, chaired a panel with what I thought was a charmingly decisive technique. I congratulated her afterwards, and she responded with an intriguing comment "Thanks," she said, "but I don't think I've quite got it yet I can't seem to achieve that female softness that the best male chairmen seem to have ")

Finally, it turns out that the "me generation" *does* care Gallup, we were told at Toronto, finds that 87% of American teenagers pray or meditate, and two-thirds of them believe that their prayers have worked.

By the end of the week in Toronto, with all those futurists, I thought that if I heard the phrase "paradigm shift" once more I would scream But quite obviously, something very big *has* been happening during the 1970s, and it's happening where it had to happen first—in the minds of the masses, of the people at large

The ladder to leadership in modern society is usually, not always but usually, *expert excellence* We used to say that people "rise in their own bottle" and then come off onto another kind of image, but nobody remembers anymore what it was like to have a bottle with cream rising to the top (It's homogenized, for one thing, and for another, it's in a carton and you can't see through it, so I'm in the market for another image) But the practice of leadership is a line of work that is fundamentally different from the practice of expertise It requires different insights, different values, different mental tools, a different mix of interpersonal skills, and above all, different attitudes about the individual's role in life and work A recurring theme in our consultation has been uncertainty—the management of uncertainty The complexity of relevant factors in any matter touching the public interest, the inherent unknowability of future social and, even, physical environments, make uncertainty the biggest factor in planning, in decision making, even in evaluating the effects of actions after the fact So a program of education for leadership can't be focused mostly on how-to-do-it skills, nor can it offer what-to-do prescriptions Rather, it has to concentrate on helping each leader get used to the assessment of uncertainty, clarify his or her ethical values, and develop for his or her own personal use a strategic view that is valid for an ambiguous future

In the arts and crafts of creating problems that can be solved, there has always, as Aaron Wildavsky says, been tension between resources and objectives, between dogma and skepticism, between intellectual cogitation and social interaction But just now, in the 1980s, the inherent uncertainties of public policy are compounded, I think, and our inherited strategies for reconciling those contradictions are rusting away The reason seems to lie, or so it seems to me, in the corrosion of two traditional distinctions that have served us very well in the development of modern industrial civilization but are now increasingly indistinct in the world outside our minds. The boundary line between "private" and "public" has been irretrievably blurred by the tracks of private users of the public interest and public users of the private interest We are, if you will, in the era when Lee Iacocca is a civil servant (I saw a folk singer on Public Television recently who had produced what amounted to a commentary on reindustrialization or industrial revitalization. The lyric went something like this. "I'm changing my name to Chrysler, I'm going down to Washington, D.C , I'm going to tell some power broker what they did for Iacocca is perfectly acceptable to me ")

So the line between public and private is blurred, and our problem is not to try to reestablish the line—to keep drawing that line in the water, hoping it will stay—but to develop management systems that apply to the no-man's land that is *both* public and private, because that is largely what both large business and government are doing.

The other distinction that seems to be eroding is the line between domestic and international policies and actions, which is being erased by an interdependence which is technologically imperative, culturally compelling, economically embarrassing, and politically inescapable A civilization, says Raymond Aron, is usually composed of combative states or of a universal empire But we moderns have achieved something much more complicated: quarreling states more subjected to asymmetric interdependence than they would like—too different to agree, too interconnected to separate.

New facts, technologies, migrations, cartels, stagflation, and terrorism keep forcing leaders in both the public and private sectors to broaden the categories in which policy is formulated and leadership exercised. The collision of economic development with drives for fairer distribution of its benefits and with resistance of cultural and religious institutions (that is the collision that we saw on our television sets on the streets of Tehran, with the modernization process barrelling along and colliding at the intersection both with the Mullahs, shouting for tradition, and the left-wing students, shouting for fairness), that triple collision is creating a worldwide turbulence that simply cannot be seen clearly if it is looked at just through the prism of U S -Soviet relations So, we have to develop a whole new way of thinking about strategy We have run out of theory on military strategy We have, equally, run out of theory in economic policy Keynesian demand management and monetarist doctrines have fallen way short of explaining, much less controlling, the global epidemic of inflation I learned my Keynesian economics at the feet, you might say, of a young don at Oxford University just before the Second World War (The young don's name was Harold Wilson, and he later went on to higher, though not necessarily better, things) I remember very clearly what he taught me that this economics business is understandable only if you can think in cycles, and that you could depend on one thing about the business cycle—that inflation would be at one end of it and recession would be at the other! (Now that didn t turn out to be a very useful piece of information, so we're looking for the new Keynes We hope that he is in graduate school somewhere and not still in kindergarten)

In social policy, we have run out of theory, too New Deal philosophy and practice, by which the federal government served as the drive wheel of social justice, requires rethinking now that "we the people" seem to want less government even as we insist on more governance Defining the "city" as a single municipality is clearly too small a view as we deal with the great urban regions where three-quarters of Americans live At the same time, the twentieth century assumption that growing complexity requires more centralized systems is in question well before the century expires

So the core of education for leadership has to be an inquiry into the deeper forces at work, an attempt by the participants themselves to define the broader integrative concepts that can help them personally as future-oriented leaders connect their small parts of the big complexity with the whole and thus learn to identify success, not only with individual or sectoral accomplishments but with general outcomes

I won't detain you now with an attempt to give you my sense of the transition that we are in—I've suggested a little bit of it in referring to strategic doctrine, the crisis in economic theory, the crisis in social theory—but if you make your own list of the trends, if you chart the direction of all the conceptual changes (and most shifts come first as paradigm shifts, as conceptual shifts), you'll find, I think, a common characteristic—you'll find that our concepts are all having to lengthen out into the future and widen out to include what used to be regarded as externalities (That is, as you know, a fancy academic word for factors that don't fit into a traditional discipline or profession or analytical system and yet seem to be disturbingly relevant all the same. So, you put them on the shelf because they don't fit into the computer and you don't know what to do with them.)

We're coming to realize that whenever we make avoidable trouble for ourselves (Abe Lincoln and Walt Kelly are both right, in their differing formulations, to finger the enemy as "us"), we—you and I, not merely the other guys—have found it seductively comforting to tunnel our vision, to focus too sharply on one issue at a time, to neglect to ask the questions that illuminate the ways in which, as a study of ecology has now taught us, everything really is related to everything else (You'll remember E B White's wonderful wake-up-in-the-middle-of-the-night-and-think-about-it question, "Have you ever considered how complicated things can get, what with one thing always leading to another?")

We plunged into the use of nuclear power for electricity without asking the hard questions about the back end of the nuclear fuel cycle, about safety, about waste, about proliferation. We pursued growth without asking, Growth for what? Growth for whom? We were persuaded by narrow-gauge, straight-line extrapolations that we were running out of resources when, in actuality, we were running out of *ideas* about resources We applauded a goal of national energy independence when the problem was the management of an international interdependence. We produced new gadgets and only then inquired about their consequences We built highways and discovered only later their effect on urban living We built on the land without asking how the nearby weather would thereby be modified Some corporations neglected their social responsibilities, induced consumer outrage (expressed in government regulation), and then went to business conventions wondering how that army of regulators happened to have become so intrusive and so burdensome

So, if there is one prediction that we can make about the eighties and nineties, it is that all of us—along with the scholars in every discipline and the practitioners of every profession—are going to find it necessary to be more and more interdisciplinary, interprofessional, and international because, otherwise, we will be out of touch with the reality that we are presuming to manage

For three centuries, we have bet on a kind of system of higher education that defines the highest form of higher education as the deepest, the narrowest, and the most specialized education Yet it is becoming increasingly obvious that what ought to now be "higher" about higher education is education for breadth Breadth is a quality of mind It is the capacity to relate the facts to a coherent theory, to fashion tactics that are part of a strategy, to act today in ways that are consistent with a studied view of the future Breadth is not a contradiction of depth but its complement No person can know enough to put a man on the moon, in the sense that grandpa could know just about everything that he needed to know about the corner grocery store So different kinds of people, with differing knowledge and skills and networks of friends and acquaintances, have to come together in organizations designed to transmute their separate experiences and their separate expertnesses and their collective insights into wise decisions about real-world problems—and all real-world problems are interdisciplinary, interdepartmental, interprofessional, and increasingly international The priceless ingredient, I think, is this that each of the participants in this complex choreography has to have some understanding of the whole scene in order to play that relevant bit part. Yet we start, in all of our institutions, with a heavy bias against breadth It's an open secret that the modern university is not well suited for the task of educating people to "get it all together" The university's self-image, its organization, and its reward systems all tilt against breadth. The university as we know it developed as an expression of a scientific method which progressed so well by dividing into separate compartments the different kinds of knowledge and into separate disciplines the proven methods of inquiry

We still need the experts that this kind of higher education is so good at producing, and we'll need lots more of them We now (and I come back at the end to my theme at the beginning) have an even greater need for what the modern university, by and large, is *not* producing, the analysts who can relate hard technologies to their soft impacts and implications, the reflective practitioners who are concerned with human values, the educators who can teach in global perspective, the managers who can bring their more specialized brothers and sisters into organizations to make something *different* happen, the legislators who can relate all the policies they make to each other, in a word, the citizens and leaders who can think about the whole canvas while painting on their own corner of it

Evidence that university education for integrative thinking is lagging behind the demand curve is plain enough "Think tanks" for policy analysis, systems analysis, futures research, integrative studies, humanistic studies, public affairs (and other names for the get-it-all-together function) are mushrooming as a new growth industry in themselves In the second half of the seventies, the same started to be true in Europe and in Japan These think tanks have lured out of the research universities and graduate schools an impressive number of first-rate academics who feel stifled by the obstacles and the absence of rewards for ranging beyond their own disciplines, for teaming up with colleagues in other departments (Particularly, before you have tenure you really shouldn't be seen having lunch with somebody in another department)

Large corporations and government agencies—unable to find in universities the advanced integrative, interdisciplinary, interprofessional, and international reeducation their specialty-trained, mid-career executives both need and want—are commissioning independent institutes to fill the gap or are creating very large educational and policy analysis structures of their own, matching in size (and overmatching in resources) all but the very largest university graduate programs One trouble with this trend is that many of the free-standing think tanks exist to push particular points of view, and the industrial research establishments, with a few notable exceptions (Bell Labs, for example), naturally tend to concentrate on issues most likely to be helpful to the corporation's own prosperity, the situation as a whole being thereby neglected

Another trouble is that neither the think tanks nor the industrial research labs do very much teaching—some of them don't do any—and the executive training schools typically focus sharply on the policies and problems of their parent corporations They're thus not in close contact, as universities are, with the development of younger potential leaders They may contribute useful ideas to the adults who are currently—in Paul Appleby's memorable phrase—making a "mesh" of things, but they are not helping to hone the fresh new integrative minds that we're going to need to get through the 1980s and 1990s and into the twenty-first century.

Well, that's our job, isn't it? I don't underestimate the obstacles to integrative education in institutions built solidly on the values of disintegrative thinking It is as true today as it was in the time of Machiavelli that there is

> . . nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle than to initiate a new order of things For the reformer has enemies in all those who profit by the old order and only lukewarm support from all those who would profit by the new order—this lukewarmness arising partly from the fear of their adversaries who

have the laws in their favor and partly from the incredulity of mankind who do not truly believe in anything new until they have had actual experience of it.

If we do not figure out, inside the academy, how to serve a society desperate for integrative thinking and dangerously short of get-it-all-together people, the community we are supposed to be serving will, sooner or later, tell us to "get on with it." Wouldn't it be better if it were our own idea—and if we started now? Thank you

Notes

1 Peter F Drucker, *Managing in Turbulent Times* (New York Harper & Row, 1980)
2 John Gardner, *Leadership—A Sample of the Wisdom of John Gardner* (Minneapolis Hubert H Humphrey Institute of Public Affairs, 1980)
3 Guy Metraux Comment made at a conference entitled, The Future of the Past, Durango, Colorado, 1979

AN ASSESSMENT OF THE PAST AND A LOOK TO THE FUTURE (Presidential Address)

George Beatty, Jr.
President, The Association for Institutional Research

(Note. Following is the text of the presidential address delivered at the Sunday evening general session.)

It is with great pleasure that I take this opportunity to welcome you to the twenty-first annual Forum of the Association for Institutional Research (AIR). I am proud of the agenda that our program chairman, John Chase, has arranged for us. It is my assessment that we have an outstanding program here for you, and I hope that you will concur with that assessment by the time we conclude here.

This year's Forum will be futuristic in content and theme. While the last two Forums focused on the eighties, we have taken this opportunity to look beyond the eighties and nineties and into the year 2001—the twenty-first century. Our keynote address and other general Forum sessions will expound on this theme.

I would, however, like to note that in looking to the future we must be careful to ignore neither the lessons from the past nor the imperatives of the present. Both provide a significant framework for our exploration of the future.

In discussing the past, I am reminded of Soren Kierkegaard's perceptive observation that "Life can only be understood backwards; but it must be lived forwards." I submit that this statement applies not only to human life but equally to institutional life. The university of the future cannot be understood unless we understand the university of the past.

Because a few dedicated institutional researchers in the midwestern United States understood this truism, the Association for Institutional Research has become a major resource for providing not only an understanding of the past but also a vision of the future. The archives of the Association are filled with research that will be of immense value to scholars of the future who are studying higher education of this period. Publications of the Association, such as *Research in Higher Education* and the *Forum Proceedings*, also provide tribute to those in institutional research who have studied the university with dedication and perseverance.

The founders of the Association for Institutional Research must have had a difficult time wrestling with the question, What is institutional research? In my travels in Europe and South America, this question has inevitably arisen, in conjunction with a second question: Where should an institutional research office be located in the institution? The universality of these questions behooves us to review constantly the conceptual framework for institutional research.

In the book entitled *Institutional Research in the University*, Paul Dressel, a distinguished member of AIR, addressed these two questions in great depth. It might be interesting to note that this book was published in 1971, at which time the Association for Institutional Research had been a cohesive body for approximately ten years. Two statements from that book may be helpful in viewing the question. In a summarizing chapter, Dressel comments that

> although various attempts to define institutional research are both explicit and implicit in the preceding chapters, the careful reader will have noted that there is not complete unanimity among the contributors to this handbook . . .
>
> Different views of institutional research result from some of the major differences in definition. If one emphasizes research and views institutional research as a form of applied research, he may search for truth, understanding, predictability, and control, but avoid involvement in current operation. If one views institutional research as almost entirely a means of expediting the day-to-day operations, another kind of emphasis arises.[1]

As these passages indicate, institutional research can be defined in more than one way. In many instances, this ambiguity can pose conceptual difficulties for institutional research directors

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and administrators This is especially true in international settings where "research" is almost always interpreted as scientific research AIR must make every effort to clarify the meaning of institutional research

The fact that institutional research has developed this focus can be attributed to the changing nature of the higher education system Not only in the United States but also in western Europe and Canada, higher education systems have been in a consolidating or declining mode rather than an expanding mode, therefore, the need for new tools of planning and analysis have been evident Consequently, institutional researchers have turned for assistance to systems that were developed in nonacademic settings Tools garnered from these external settings include program, planning, and budgeting systems (PPBS) which were developed by the Department of Defense. Such models have greatly increased accountability in terms of utilizing resources, but the question nevertheless remains as to whether the qualitative dimension of higher education has been adequately emphasized

With this sketchy outline of our past, we find ourselves facing the difficult issues of the present as we make our transition into the future

The major issues facing higher education today are remarkably similar to issues facing higher education in the last century In his book, *The History and Philosophy of Education*; Nakosteen lists six issues that faced United States higher education in the 19th century [2]

1 Private vs state control of education
2 Establishment of college-entrance courses in high schools
3 The fixed vs the elective concept in the college curriculum
4 Liberal arts programs vs cultural programs (liberal arts vs professional education)
5 Financing and control of state universities
6 The relationship between higher education and society

And, I might add a seventh the education of slaves

In various forms, many of these issues are still with us as we prepare to enter the twenty-first century and will no doubt dominate discussions during the less than two decades remaining in this century

I cannot know with certainty what the next century will bring, but I would like to share with you my thoughts on the subject For higher education, I foresee the following:

1 A period of enrollment decline will make the community of higher education smaller We will have fewer colleges and a further retrenchment from the expansion mode of the sixties
2 Continued worldwide inflation will make education more expensive for all and unattainable for many
3 A continuing conflict will exist between liberal arts education and professional education
4 Continued technological advances will make the world community even smaller (Higher education must be able to adapt itself to this changing environment and should facilitate the process)
5 Third world countries will continue to rise in importance
6 More "higher education" will be conducted by industrial firms
7 The average age of the student population in higher education will increase

I shall not elaborate on each of these points but will make some brief comments on those I consider most important and which institutional researchers will most likely be called upon to investigate

If one were to study enrollment projection data and other information, such as birth statistics and income, one would conclude that higher education in the United States will be in a period of decline through the year 1991 After that time, it is anticipated that student enrollment will again increase This period of decline, however foreboding, offers major opportunities, as well, for the institutional researcher In making decisions relative to the decline in higher education, the chief administrative officers of colleges and universities must have accurate and timely data upon which to rely More important, since programs will in all likelihood be cut, the institutional researcher must be regarded as an unbiased source of accurate information

Related to the issue of enrollment decline is that of keener competition for students In response to this competition, higher education institutions have adopted the traditional business marketing technique of searching for new markets, specifically the older student and the "housewife " This competition will become keener and new markets will still be sought If the projected decline in enrollments materializes, many of the lesser known colleges may be forced to close The role of the institutional researcher under such circumstances will become critical because data which is needed to assess current situations and predict future trends will become absolutely essential Thus, the institutional researcher in the next few years may have a difficult but challenging task in helping institutions to survive an increasingly competitive market

The recurring question of whether to stress so-called liberal education or to stress the training in technical skills is not a new issue for civilization In the Bhagavad-Gita, Arjuna asks Lord Krishna "Tell me one thing, and tell me certainly, by what road shall I find the better end?" In modern time, the institutional researcher must don the robe of a Krishna and try to answer that question. The answer will differ by institution The problem is how to cultivate the inner disciplines of the mind and the deeper refinements of the spirit and yet prepare the individual for the responsibilities of earning a living.

As costs have risen in higher education, due to a large extent to inflation, questions of accountability, control, and even the *necessity* of higher education have been raised The voices raising these questions belong to those who pay the bills, that is, the public.

In response to these questions, educators are required to defend the system. In order to do this they must turn increasingly to the institutional researcher for data. The institutional researcher, then, by carrying out the wishes of the chief administrator, may be caught between sentiment for current practices and the realities of a changing environment. In each case, he or she must help the institution adjust to the changing environment [3]

In responding to these important issues facing higher education, the institutional researcher will have a large responsibility, and it will be up to the Association to help the individual researcher meet these new challenges If AIR is to remain a vital force in higher education, it must adjust to the changing role of higher education; it must stress the role of the institutional researcher at every level, it must also identify ways of providing even more service to its members.

In this regard, I have a proposal which will be submitted to the executive committee: that AIR seriously consider the formation of identifiable regional associations and maintain executive committee membership from these regions. Over the past few years, we have viewed the rapid growth and development of regional institutional research groups which are growing because their proximity to members is of vital importance in these days of tight budgets and restricted travel. Also, if my information is correct, these regional associations provide a forum for a large number of people sharing similar problems within a geographical district.

Would such regionalization destroy AIR? I think not. It is my firm belief that such a regional set of federations would greatly enhance and strengthen the Association Such a change would require a constitutional amendment, but we must always look to the future to see how AIR can maximize service to its members while promoting its primary objective—to advance the cause of institutional research. In advancing the cause of institutional research, we can say that we are advancing the cause of higher education, our ultimate objective

Again, I welcome you to this twenty-first Forum and look forward to talking to many of you in a reunion of friendship

Notes

1 Paul Dressel and Associates, *Institutional Research in the University A Handbook* (San Francisco Jossey-Bass, 1971) pp 309–310

2 M Nakosteen, *The History and Philosophy of Education* (New York Ronald, 1965)

3 Also see Erick Ashby, *Adapting Universities to a Technological Society* (San Francisco Jossey-Bass, 1974) and John S Brubacher, *On the Philosophy of Higher Education* (San Francisco Jossey-Bass, 1977)

The Sidney Suslow Outstanding Forum Paper Award

In early May of 1977, Sidney Suslow, one of the founders of the Association for Institutional Research passed away. This gentle, inspiring human being had not only served as president of the Association, he had also continuously dedicated himself to the improvement of institutional research as a profession.

Nowhere in the tireless efforts of Sidney Suslow was his dedication, encouragement, and high standard of excellence for the profession better exemplified than in his contributions to the establishment of extensive and quality publications sponsored by the Association. He served as chairperson of the Publications Board and, until his death, served as editor of the quarterly monograph, *New Directions for Institutional Research.*

It was in recognition of this special member of the Association, and to perpetuate his concern for excellence in the profession and its publications, that the Publications Board recommended, and the Executive Committee approved, the establishment of the Sidney Suslow Outstanding Forum Paper Award. This award may be presented annually to the individual presenting the Forum paper (from the previous year's Forum) judged to be of the highest quality, with regard to the application of research methodology and analysis as well as the contribution of the topic to the development of the field of institutional research.

The first Sidney Suslow Outstanding Forum Paper Award (for the outstanding paper presented at the previous Forum) was presented at the 1978 Forum in Houston. The paper was printed in its entirety in the proceedings of that Forum, *Research and Planning for Higher Education.* The award for the 1978 outstanding paper was presented at the 1979 Forum in San Diego and was published in the first special AIR Forum issue of the AIR journal, *Research in Higher Education.* Subsequent award papers have been and will continue to be published in their entirety in the special issue of *Research in Higher Education.*

SIDNEY SUSLOW OUTSTANDING FORUM PAPER AWARD RECIPIENTS

1977 Forum: *Calculating the Economic Multipliers for Local University Spending*
Charles Dudley Salley, Georgia State University

1978 Forum. *A Longitudinal Study of Grades in 144 Undergraduate Courses*
James E. Prather, Glynton Smith, and Janet E. Kodras, Georgia State University

1979 Forum: *The Study of Academic Department Performance*
Alan C. Bare, Rutgers, The State University of New Jersey

1980 Forum: *Factors in Teaching Assignments: Measuring Workload by Effort*
Gerald W. McLaughlin, James R. Montgomery, Archer R. Gravely, and Beatrice T. Mahan

Abstracts and Summaries of Contributed Papers, Seminars, Panels, Workshops, and Special Interest/Regional Group Meetings

1A STATISTICAL TECHNIQUES: REGRESSION ANALYSIS (workshop)

JAMES J McGOVERN (presenter), Director, Office of Health Finance, State of Illinois

An introduction to multiple regression analysis was provided, including presentation of the appropriate uses and limitations of interpretations. Two problems were presented for "hands-on" analysis by small groups of four to six persons. The first dealt with the question of tuition and fees. The question of interactions was addressed as well as that of how this type of analysis can be communicated to the university community. A second, shorter problem—dealing with salary inequities—was presented to reinforce the basic concepts

1B USING SUMMARY DATA IN SETTING ADMISSIONS/RECRUITMENT POLICIES (workshop)

BARRY DRUESNE (presenter), Program Director, Educational Testing Service

The workshop used a practical approach designed to illustrate how summary admissions data can be used by institutions to set effective admissions/recruitment policies. Through the use of a case study—requiring analysis of admissions data and problem-solving by the workshop participants—a model for isolating positive and negative developments in the admissions/recruitment situation at an institution and for developing strategies for dealing with the positive and negative developments was presented

1C PROFESSIONAL WRITING (two-part workshop)

ROBERT H. FENSKE (chair and co-presenter), Professor of Higher Education, Arizona State University

DANIEL R COLEMAN (co-presenter), Director of Institutional Research and Planning, University of Central Florida

CHARLES H BELANGER (co-presenter), Director of Institutional Research, Université de Montréal

PAUL JEDAMUS (co-presenter), Professor of Management Science, University of Colorado at Boulder

The workshop provided intensive participation in conceptualizing, organizing, drafting, and polishing material for submission to AIR Forum review committees and publishers. Components included a brief seminar on orientation to professional publishing and three sequential exercises in preparing (1) a successful contributed paper proposal, (2) a contributed paper, and (3) a journal article The five workshop leaders, who have considerable expertise and experience within AIR in these writing activities, critiqued and discussed written work prepared during the workshop by attendees

1D DEVELOPING AN INSTITUTIONAL FACT BOOK (workshop)

GLYNTON SMITH (chair and co-presenter), Coordinator of Institutional Research, Georgia State University

LARRY G JONES (co-presenter), Associate Director of Institutional Research and Planning, University of Georgia

CHARLES BRYSON (co-presenter), Research Associate, Office of Institutional Planning, Georgia State University

This basic workshop emphasized the practical approach to developing and issuing an annual institutional fact book and was based upon successful experiences at Georgia State University and the University of Georgia Three distinct processes were covered: timing, development, and integration of information Emphasis was placed on focusing and condensing routine data into information appropriate to the individual's institutional environment, obviating the need for elaborate computerized approaches.

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1E DEVELOPING A COMPUTERIZED TRACKING SYSTEM FOR THE NONTRADITIONAL STUDENT (workshop)

ALLAN C. HARTLEY (chair and co-presenter), Educational Development Specialist, University of Wisconsin-Green Bay

DENNIS W. FREDRICK (co-presenter), Research Specialist, University of Wisconsin-Green Bay

As the number of nontraditional students entering colleges and universities increases, information systems are needed which allow administrators to keep track of student progress. Such a system has recently been developed for the Extended Degree Programs of the University of Wisconsin System. This computerized-tracking system is used to monitor student progress from initial inquiry through graduation. This workshop (1) provided an overview of a nontraditional program, (2) explored features of computerized tracking systems, (3) demonstrated present uses of the tracking system, (4) provided experience in conceptualizing a tracking system for a self-selected program.

1F THE INVENTION OF ALTERNATIVE FUTURES FOR INSTITUTIONAL RESEARCH (two-part workshop)

GARY GAPPERT (co-presenter), Director, Institute for Future Studies and Research, University of Akron

VELMA POMRENKE (co-presenter), Coordinator, Office of Team Leadership Development, University of Akron

This workshop was a participating activity (hands-on exercises) which invented alternative futures for institutional research in higher education and developed the implications of each. The workshop began by organizing the participants in four working groups using the selection method of the Myers-Briggs instrument. Each group designed or invented a profile of higher education in the year 2000. These designs were discussed in some detail. The designs reflected humanistic, political, conceptual, and technical concerns. In the second session, the implications of each alternative future for institutional research was explored and a number of problems and opportunities identified. The workshop concluded with a discussion of possible solutions or responses to these problems and opportunities.

1L ENROLLMENT FORECASTING: QUANTITATIVE APPLICATIONS USING THE MICRO-COMPUTER (workshop)

ELIOT S. ELFNER, (presenter), Associate Professor of Business Administration, St. Norbert College

The workshop first presented a summary of the quantitative pattern analyses and correlational techniques available for use in institutional enrollment forecasting. When these approaches were understood, the use and application of micro-computers in accomplishing such analyses were demonstrated. Finally, participants had an opportunity to use a micro-computer to accomplish both a pattern analysis and a correlational analysis using data from two case institutions.

1M HOW TO FACILITATE A GROUP'S STRATEGIC DECISION MAKING (workshop)

ROBERT G. COPE (presenter), Associate Professor of Higher Education, University of Washington

A long process is apparently unnecessary for strategic planning. The intent of this workshop was to have participants experience and learn a process that assumes that a small group of knowledgeable, experienced staff—who have sound judgment, a sense of imagination, and some nerve and courage—can work with an institutional researcher to determine, in a matter of hours, where a college's significant strategic priorities lie. This is an organizational development (OD) approach to institutional research. The participants were led through a seven-step process that relies on a number of the recently developed imagination-enhancing techniques by Adams, de Bono, Prince, Ackoff, and so on, and that is augmented by thought starters (key words) and ...theeizers (blank-completing exercises). Each participant was given a short how-to-do-it guide ...e conclusion of the workshop.

3A(+) PRESIDENTIAL ADDRESS: AN ASSESSMENT OF THE PAST AND A LOOK INTO THE FUTURE (general session)

JOHN S. CHASE (chair), 1981 AIR Forum Chair
JOHN DAVIS (welcoming remarks), President, Macalester College
GEORGE BEATTY, Jr., President of AIR and Vice Chancellor for Administration and Finance, University of Massachusetts

(Note: The text of this address begins on page 34.)

4A(+) FORUM RECEPTION (social event)

GEORGE BEATTY, Jr. (host), President of AIR

The president and members of the executive committee of AIR welcomed participants on the first evening of the Forum.

5A URBAN INSTITUTIONS (special interest group)

HARMON C. McALLISTER (co-convener), Director, Office for Institutional Research, Wayne State University
ALAN J. STURTZ (co-convener), Institut. Research Officer, University of Louisville

The session was an open forum with information exchange by and with those concerned with the place of urban institutions in the postsecondary education community. Of the several issues discussed in depth, four were singled out as commanding sufficient interest to deserve consideration as topics for future Forum sessions, perhaps in panel format: (1) dealing with the political and fiscal realities of remediation and consideration of some of the ethical considerations, (2) cooperative and competitive aspects of the articulation between two- and four-year institutions in the urban setting, (3) the potential impact of cable TV on urban extension programs, and (4) analysis of academic and institutional support cost differentials that derive solely from a school's urban location.

5B GRADUATE STUDENTS IN INSTITUTIONAL RESEARCH (special interest group)

JULIA DUCKWALL (coordinator), Graduate Student, Florida State University

A social hour provided graduate students the opportunity to meet informally with former graduate students and with directors of programs of institutional research.

5C CANADIAN INTEREST GROUP (regional special interest group)

WALTER N. VAUGHAN (convener), Secretary of Senate, University of Guelph

The session took the form of a "cross-country check-up." Five panel members—one each from British Columbia, the prairie provinces, Ontario, Quebec, and the Atlantic provinces—provided a capsule view of the current situation on enrollment, finances, and government-university relations in their respective regions. Opportunity was provided for questions and discussion.

5D SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH (SAIR) (regional special interest group)

LARRY G. JONES (convener), President of SAIR and Associate Director of Institutional Research, University of Georgia

This session featured (1) a short business meeting and (2) a program on the topic of institutional research in support of financial decision making presented by James E. Elsass of the University of Illinois.

5E NORTH EAST ASSOCIATION FOR INSTITUTIONAL RESEARCH (NEAIR) (regional special interest group)

WENDELL G. LORANG, (convener), Associate for Institutional Research, State University of New York at Albany

The meeting focused on between-conference activities (e.g , workshops) and the development of plans for the 1981 NEAIR conference

5F OHIO ASSOCIATION FOR INSTITUTIONAL RESEARCH (OAIR) (regional special interest group)

JOHN A. MUFFO (coordinator), Director of Institutional Research, Cleveland State University

The session provided an opportunity for follow-up discussion on several of the issues treated at the October meeting of the group. student attrition, academic and fiscal planning, enrollment planning, and program evaluation.

5R AIR PAST PRESIDENTS (Old Boys and Girl Club) (special interest group)

F CRAIG JOHNSON (coordinator), Immediate Past President of AIR

A breakfast conference designed exclusively for gentle humor, including jocular kinship, and letting many nice old presidents quietly relive sublime triumphs, uninterrupted, virtually without xhausting yesterday's zest

6H(+) KEYNOTE ADDRESS: SOME POSSIBLE REVOLUTIONS BY 2001, including the discovery of an ignorant society (general session)

GEORGE BEATTY, Jr. (chair), President of AIR
MICHAEL MARIEN, Editor, *Future Survey*, World Future Society

(Note: The text of this address begins on page 3)

6R WELCOME FOR SPOUSES AND OTHER NON-REGISTRANTS (social event)

JANIS H. WEISS (host), Chair, 1981 Forum Local Arrangements Committee

This coffee hour offered an opportunity for those persons who were at the AIR Forum as guests of a Forum registrant to become acquainted and make some plans for the week. Members of the Local Arrangements Committee were there to answer questions about the Twin Cities area.

7 AUTHORS' ROUNDTABLES (contributed papers)

7B(1) *ALUMNI PERCEPTIONS: A TEST OF NCHEMS' STUDENT OUTCOMES STRUCTURE*

GERALD W. McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University
BEATRICE T. MAHAN, Assistant Director of Institutional Research, Virginia Polytechnic Institute and State University
JAMES R. MONTGOMERY, Director of Institutional Research, Virginia Polytechnic Institute and State University

A theoretical taxonomy of student outcomes from NCHEMS is investigated using responses from 1,833 alumni of a comprehensive state university. The alumni spanned 45 class years and four major curricula types. Six factors were retained which supported the work by NCHEMS while demonstrating a needed refinement in the social/cultural/personal area. MANOVA showed great stability of outcomes with no significant time X curriculum interaction. There were smooth trends on two significant discriminant functions for the effect of time. Two significant discriminant functions for curricula showed that those in various fields felt they received relatively more benefits in expected areas.

014 095 (18 pp.)

7B(2) *THEY DO NOT COME BACK: LIGHTFIELD REVISITED*

STEVEN A. GRESTY, Statistician, Tidewater Community College
W KEVIN HUNT, Director of Research, Planning, and Data Processing, Tidewater Community College

This paper presents the findings of a longitudinal attrition study conducted at a multi-campus, urban institution With fall 1978 as a basis, approximately 6,000 students were identified as non-returnees for the winter session Selected enrollment data were collected from historical student files and analyzed In addition, a random sample of 15% participated in a survey questionnaire to ascertain the reasons for failing to reenroll. The detailed methodology allowed for longitudinal analysis and the interpretation of a multitude of information concerning non-returnees. In addition to identifying descriptive characteristics, the analyses identified significant problems between student groups

HE 014 096 (33 pp)

7C(1) *PLANNING FACULTY STAFFING FOR THE 1980s.A CASE STUDY*

JOSEPH J. GEIGER, Assistant to the Vice President for Administration, University of Colorado-Central Administration
CHARLES W MANNING, Associate Executive Director for Academic Affairs, Colorado Commission on Higher Education

The five-year development, implementation, and upgrading of a statewide faculty staffing needs assessment and funding mechanism is described. The mechanism employs faculty needs assessment criteria at the two-digit HEGIS level and for four levels of instruction (lower division, upper division graduate 1, and graduate 2 levels). The process has proven to be rational, has been used for funding faculty at all state public institutions, and has been responsive to new budget flexibility initiatives The update included continued use of the faculty formula, the introduction of unit cost and external peer comparison criteria and a follow-on refinement and maintenance process The entire process has involved academic administrators, budgeteers, institutional researchers, and legislators

HE 014 097 (37 pp)

7C(2) *THE APPLICATION OF A MODEL OF TURNOVER IN WORK ORGANIZATIONS TO THE STUDENT ATTRITION PROCESS*

JOHN P BEAN, Program Review and Development Specialist, University of Nebraska-Lincoln

A theoretical model of turnover in work organizations was applied to the dropout process. Data was obtained by questionnaire from 854 freshmen women at a major midwestern land-grant university The questionnaire included measures for the fourteen independent variables in the model Twelve determinants were expected to influence satisfaction, intent to leave, and dropout in a causal sequence The model was estimated using path analysis and multiple regression. Nine variables were ranked by total causal effects From high to low, these were: intent to leave, grades, practical value, opportunity, marriage, satisfaction, campus organizations, courses, and participation (R^2 = .48)

7D(1) *THE GROWTH OF PART-TIME FACULTY ECONOMIC AND QUALITY CONSIDERATIONS*

J U. OVERALL Manager of Information Analysis, Office of Institutional Studies, University of Southern California
TERRI L COOPER, Coordinator of Evaluation Services, Office of Institutional Studies, University of Southern California

Declining enrollments and steady-state budgets have encouraged filling full-time faculty openings with part-time faculty Despite the availability of empirical support for the economic benefits, little empirical data exist on the consequences for instructional quality. This study investigated the instructional effectiveness of selected graduate faculty at both a comprehensive state university and a research-oriented private university. Results for quantitative courses suggest that part-time and full-time faculty effectiveness are comparable. However, in non-quantitative classes, part-time faculty tended to be more effective at the public institution but less effective at the more selective, research-oriented institution. Explanations and implications of these findings for different university settings are discussed.

7D(2) *SWITCHING FROM QUANTITY TO QUALITY OF SPACE ALLOCATION*

LISE TREMBLAY, Research Officer, Office of Institutional Research, Université de Montréal
CHARLES H. BELANGER, Director of Institutional Research, Université de Montréal
YVON PINEL, Analyst-Programmer, Office of Institutional Research, Université de Montréal

This paper considers institutional space with new eyes in attempting to determine the spatial qualities of program structures, student credit hour flows, and departmental services performed to the community. It describes the university academic units as a spatial network which can be analyzed for its centrality, connectivity, and functional and locational complementarities. It seeks to develop a new methodology for analyzing spatial relationships on campuses and draws from these results to suggest alternative space allocation procedures and new patterns of location for units and activities. This analysis is intended to demonstrate the qualitative impact of space allocation decisions and should be useful to program planning.

HE 014 068 (27 pp.)

7E(1) *PREDICTORS OF OUTSIDE FUNDING FOR RESEARCH AMONG AASCU INSTITUTIONS*

JOHN A. MUFFO, Director of Institutional Research, Cleveland State University
RONALD L. COCCARI, Associate Professor of Quantitative Business Analysis, Cleveland State University

A survey—related to external funding—of the 338 member institutions of the American Association of State Colleges and Universities (AASCU) was conducted. A summary of responses indicates that AASCU institutions which have been successful in obtaining outside funds for research purposes do tend to place more emphasis, in both a policy sense and a resource allocation sense, on graduate teaching and on internal and external research. Such information should be useful to AASCU or similar institutions examining policies aimed at increasing the amount of external funding for research.

HE 014 069 (19 pp.)

7E(2) *SEGMENTING STUDENT MARKETS USING THE AUTOMATIC INTERACTION DETECTOR*

ROBERT LAY, Program Director, Enrollment Management Research, Boston College
JOHN MAGUIRE, Dean of Admissions, Records, and Financial Aid, Boston College
LARRY H. LITTEN, Associate Director, Consortium on Financing Higher Education

In a time when most postsecondary educational institutions must learn to distribute limited resources more efficiently, segmentation analysis affords a way to direct planning to yield strategic benefits. The Automatic Interaction Detector (AID) (Sonquist et al., 1974) is introduced to the institutional research community as an analytic tool for efficiently and effectively identifying distinctive groups in an educational market. In the application, AID is used to segment those in the Boston College applicant market based on their probability of enrolling. The findings illustrate that AID can make a useful contribution to market research and that the technique also has applicability to other student groups and other educational policy questions.

7F(1) *IMPLICATIONS OF DIFFERENTIAL FACULTY GRADING STANDARDS AND PRACTICES BY ACADEMIC FIELD*

JAMES E. PRATHER, Research Associate, Office of Institutional Planning, Georgia State University
GLYNTON SMITH, Coordinator of Institutional Research, Georgia State University
JANET E. KODRAS, Doctoral Student, Ohio State University

This survey sought faculty grading perceptions at a state university. Supporting several differential grading theories, perceptions were strongly influenced by academic field Implications are that different grading value systems are at work within any given faculty, and a mix of these systems has an impact upon grade trends, honor awards, graduate admissions, and program evaluations.

HE 014 100 (21 pp)

7F(2) *A DATA-BASE APPROACH FOR LONGITUDINAL ATTRITION/RETENTION STUDIES*

BERNARD D. YANCEY, Research Associate, University of Texas at Austin

A data-base approach for doing longitudinal attrition/retention studies was developed and implemented using available software packages. The system was designed to allow for easy analysis of groups and/or subgroups within the data-base and to be easily updated and expanded The application described included five entering classes at a large southwestern university (44,070 students). The paper describes the basic approach and includes examples of the types of statistical analyses, reports, charts and tables that can be generated.

8 AUTHORS' ROUNDTABLES (contributed papers)

8B(1) *STUDENT OUTCOMES ASSESSMENT. A BIRACIAL ANALYSIS*

DAVID SALLACH, Assistant Professor of Sociology, Lincoln University
JEANNE E BUDIG, Director of Planning and Analysis, Lincoln University

During the 1980s many difficult questions are being asked: What do students expect from college? How well are colleges meeting students' expectations? The hardest question of all demands an answer—that is, does college really matter? This study reports on an application of the NCHEMS/College Board Student Outcomes Questionnaires series. Two populations were surveyed: the entering freshman (to determine goals and expectations) and alumni (to determine the degree of fulfillment of their expectations). During the summer and fall of 1980, over 1,000 questionnaires were administered at a historically black, land-grant university This paper reports the findings of the alumni survey. Since this institution is approximately 50% black and 50% non-black, the results are analyzed biracially

HE 014 101 (29 pp.)

8B(2) *ACADEMIC AND NONACADEMIC CHARACTERISTICS AS PREDICTORS OF PERSISTENCE IN AN ASSOCIATE-DEGREE NURSING PROGRAM*

AARON P DONSKY, Director of Institutional Research and Development, Lakeland Community College
ALBERT J JUDGE, Jr, Associate Professor of Chemistry, Lakeland Community College

In 1967, J R Thurston noted that about one-third of the students who enter nursing schools do not graduate This statement is still valid today. This study was designed to investigate characteristics which differentiate persisters from nonpersisters in the Lakeland Community College Nursing Program Both academic and nonacademic variables were found to have potential for assisting in identifying those applicants who will persist.

HE 014 102 (25 pp)

8C(1) *ASSESSING FACULTY PRODUCTIVITY· AN ISSUE FOR DECENTRALIZATION*

THOMAS R MASON, President, MIRA Incorporated (Management Information Research)

This paper reviews in retrospect a 1979 study done by the author for a state coordinating agency in response to a legislative edict to "develop a plan for assessing and increasing faculty productivity" The central issue is the demand for individual faculty, departmental, and institutional autonomy versus demand by the political system for evidence that the faculty it funds produce adequate valued outcomes. The author concludes that the workable approach to "assessing and increasing faculty productivity" is an organized, explicit, and publicly visible process of institutional program review and evaluation, monitored by the state coordinating agency to gain public credibility. However. meaningful assessment and valid judgment of faculty productivity can only be approached at the decentralized level of the faculty peer group. The problem of making this peer evaluation credible to the public remains unresolved.

HE 014 103 (16 pp)

8C(2) *CONTINGENCY PLANNING FOR NATURAL DISASTERS THE MT ST HELENS EXPERIENCE*

JAMES A. BURNS, Planning Analyst, Western Washington University

The eruption of Mt. St Helens (in Washington State) on May 18, 1980, and subsequent eruptions, provided an opportunity to determine the value of existing disaster plans at five community colleges, three colleges, and five universities. This paper summarizes the strengths and weaknesses of the various institutions' preparations and responses to a unique natural disaster Based on this experience, recommendations are made concerning both generalized contingency planning for natural disasters and specific preparations for ashfall. Included is a detailed analysis of costs of the ashfall, using Disaster Survey Reports compiled by the Corps of Engineers in cooperation with the affected colleges and universities.

HE 014 104 (22 pp)

8D(1) *PART-TIME TEACHING FROM THE ADMINISTRATOR'S PERSPECTIVE*

SHU-O W. YANG, Assistant Director, Office of Human Resource Utilization/Adjunct Assistant Professor of Sociology, Kent State University

MICHELE W. ZAK, Director, Office of Human Resource Utilization, Kent State University

This study addressed the question of part-time teaching from the perspective of 335 administrators The data were drawn from a 1980 statewide survey of part-time faculty employment in the state of Ohio The study found that part-time faculty were hired to adjust enrollment shifts, to provide special knowledge, and to save cost The administrators indicated that part-time faculty were less accessible to students than full-timers, that personnel contacts and recommendations were the most-often-used method of recruiting part-time faculty, that most part-time teachers were evaluated, that part-timers were not requested to do outside classroom duties, and that tenure for part-time faculty was not desirable Implications of the findings are discussed

8D(2) *MARKETING HIGHER EDUCATION MEANS ORGANIZATIONAL CHANGES*

BEVERLY MIKLICH, Division Manager, Operations, University of Phoenix, Southern California

This study identifies the issues, organizational changes, and institutional reactions which colleges and universities perceive as associated with implementation of new marketing practices A review of the literature and interviews with 25 officials from institutions in the Los Angeles area reveal several trends in institutional change and policies related to the marketing concept. The office of institutional research could play a key role in the adaptation of the organization to a marketing approach.

HE 014 105 (25 pp)

8E(1) *A LOOK AT THE COST-SHARING ISSUE ON FEDERALLY FUNDED RESEARCH PROJECTS*

MARY P MARTIN, Institutional Research Associate, University of Missouri

"Cost sharing" in federally funded research projects is the amount of the total project cost which is paid from university funds to meet the award agreements as outlined by the federal agency. This study examines the issue of cost sharing as it applies to the responsibilities of the university and the federal agency Three distinct definitions of cost sharing were used: *agreed cost sharing*—indicated on the award document, *reported cost sharing*—indicated on the Faculty Activity Analysis Report, and *perceived cost sharing*—provided by the principal investigator in an interview A comparison identified the undocumented costs and demonstrated that the perceived cost sharing of a university exceeded the documented cost

8F(1) *A COMPUTERIZED FACULTY ACTIVITY SYSTEM*

ELBERT J EASTMOND, Jr, Manager of Institutional Research Systems, Brigham Young University

During the past decade, college and university administrators have become increasingly concerned about the effective use of institutional resources This paper illustrates how a computerized faculty activity system collects the data on personnel and account levels and uses the data in producing cost studies, supporting institutional research, and making planning and management decisions The system not only aids the management by producing reports and charts for current data but also draws from a historical data bank to produce comparative summaries

9C MISSISSIPPI ASSOCIATION FOR INSTITUTIONAL RESEARCH (MAIR) (regional special interest group)

JAMES O. NICHOLS (convener), President MAIR and Director of Institutional Research and Planning, University of Mississippi

The short business meeting focused on (1) the program for the fall 1981 meeting of MAIR and (2) membership

9D COMMUNITY COLLEGES—UPDATE AND SYNTHESIS: NEEDS ASSESSMENT STRATEGIES (special interest group)

RUSSELL C COLLMER (convener), Director, Institutional Research Office, Pima Community College

This session comprised a series of reports on different methods and outcomes of needs assessment activities in various community colleges. Overview-type reports were presented, and attendees had the opportunity to gain specifics from the presenters after the presentation. Presenters included the following KARYN A. KULAGE, Research Analyst, State Community College (Illinois), JUDITH MOSS, Research Director, San Francisco Community College District; DAVID B PRENDERGAST, Director, Research and Analysis, Triton College (Illinois), ROBERT W TOBIN, Director of Planning and Research, North Shore Community College (Massachusetts); and BARBARA J WEBSTER, Director of Institutional Research, Gainesville Junior College (Georgia)

HE 014 106 (Kulage) (9 pp)

9G AIR PROFESSIONAL DEVELOPMENT SERVICES: FUTURE DIRECTIONS (open hearing/discussion)

DONALD J REICHARD (chair), AIR Workshops Committee Chairperson and Director, Office of Institutional Research, University of North Carolina at Greensboro

An open-hearing format for this session provided an opportunity for the sharing of views and suggestions concerning directions AIR should take with regard to workshops as well as to other activities and services aimed at enhancing the professional development of its members.

9M NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH (NCAIR)/VIRGINIA ASSOCIATION FOR INSTITUTIONAL RESEARCH (VAIR) (regional special interest group)

ROBERT M. USSERY, (convener), Director of Institutional Research East Carolina University

The first portion of the session was devoted to presentations by NCAIR or VAIR members followed by thirty minutes of informal discussion between the speakers and the audience. Topics related to institutional research procedures or projects likely to be of general interest to higher education researchers and of specific interest to institutional research practitioners.

10A RESEARCH ON ATTRITION AND RETENTION: THE STATE OF THE ART (panel)

ROBERT G. COPE, Associate Professor of Higher Education, University of Washington
OSCAR T. LENNING, Visiting Professor, University of Colorado at Boulder
ERNEST T. PASCARELLA, Associate Professor of Education, University of Illinois at Chicago Circle

This panel provided a comprehensive review of the substantive and methodological state of the art in research on college student attrition and retention. Panelists summarized what is known and unknown; critiqued current theories, research designs, and analytical procedures; discussed the implications of the current state of the art for institutional researchers and the administrators they serve; and suggested future directions in retention research.

10B THE USE OF INTER-LINKED MASTER PLANS, PROGRAM REVIEWS, AND METHODS/FORMULAS FOR FACULTY ALLOCATIONS TO PROGRAMS (panel)

RALPH E. HENARD (moderator and panelist), Director of Academic Planning, University of Colorado at Denver
JOSEPH J. GEIGER, Assistant to the Vice President for Administration, University of Colorado-Central Administration
GERALD W. McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University

The panelists presented three perspectives on the use of faculty resources: (1) how a multi-campus university can plan for the use of its faculty resources, confronting such problems as growth versus "capped" enrollment, tenure policies and practices, and uncertain state funding; (2) how a single campus determines the best use of faculty appropriated to programs and schools/colleges on its campus by the development of program reviews and faculty formulas that uphold quality, institutional roles, missions, and objectives; and (3) how faculty activity analyses that are used in relationship to a management-by-objectives model may be applied to a single campus, to a university system, or to the Office of Management and Budget (OMB) A-21. The validity of faculty self-reports were also discussed.

HE 014 107 (21 pp.)

10C PROGRAM EVALUATION: ASSESSING QUALITY (contributed papers)

R. SUE MIMS (chair), Director, Office of Academic Planning and Analysis, University of Michigan
THOMAS M. FREEMAN (reactor), Associate Vice Chancellor for Policy Analysis, State University of New York System

10C(1) *QUALITATIVE EVALUATION AND THE ASSESSMENT OF PROGRAM QUALITY*

ERIC R. STRAUMANIS, Director of Interim Term, Denison University

An analysis is made of the concept of quality, with special attention to its different senses in two contexts: qualitative evaluation and assessment of educational program quality. Arguments are presented against the views that evaluations of program quality cannot be validly expressed in quantitative terms and that qualitative evaluation methodologies have special relevance for the assessment of quality. It is argued that both quantitative and valid qualitative indicators of quality can be developed if one has a theoretical model linking indicator with indicated variables. The purpose of the paper is to establish distinctions which can serve as key components in a conceptual framework that would underlie research designs for assessments of program quality.

HE 014 108 (33 pp.)

10C(2) *EVALUATING THE QUALITY OF BASIC SKILLS PROGRAMS*

RICHARD G. DUMONT, Coordinator, State Board of Regents Basic Skills Pilot Project, Tennessee Technological University
ALBERT BEKUS, Director of Developmental Studies, Austin Peay State University
WILLIAM TALLON, Basic Skills Pilot Project Director, Columbia State Community College

The rationale, methodology, activities, and preliminary results of a project designed to evaluate the quality of basic skills programs in writing, reading, and mathematics are described. The project involves a regional university and a community college, both part of a statewide system of higher education in the southeastern United States. A multiple-indicator strategy is utilized, involving both short-range and long-range postprogram measures. Additionally, multiple designs are employed to compensate for the several biases, feasibility problems, and other inadequacies of single-design approaches to evaluation. Data available to date are indicative of program effectiveness at both institutions.

HE 014 109 (28 pp.)

10C(3) *ASSESSING QUALITY IN GRADUATE PROGRAMS: AN INTERNAL QUALITY INDICATOR*

DANIEL A. DiBIASIO, Graduate Research Associate, Ohio State University
JEAN E. GIRVES, Assistant Dean of the Graduate School, Ohio State University
WILLIAM POLAND, Associate Dean of the Graduate School, Ohio State University

Many approaches are used to measure quality in graduate education. In this study, the literature related to four approaches is reviewed: measuring quality by reputation, by scholarly productivity, by correlating reputation and scholarly productivity, and by multiple measures. This study represents a multiple-measure approach to assessing quality and describes and analyzes internal quality indicators for doctoral examinations in the Graduate School at Ohio State University. Graduate school representatives judge doctoral examinations and report their judgments to the dean of the Graduate School. The judgments are tabulated and presented as quantitative and qualitative indicators of quality How these judgments are converted to useful data and how these data are presented and used are emphasized.

10D THE ECONOMICS OF HIGHER EDUCATION (contributed papers)

DOUGLAS A. STUART (chair), Director of Institutional Analysis, Michigan Technological University
DAVID J BERG (reactor), Director of Management Planning, University of Minnesota

10D(1) *MARGINAL COSTING IN HIGHER EDUCATION*

RICHARD ALLEN, Senior Staff Associate, National Center for Higher Education Management Systems (NCHEMS)
PAUL BRINKMAN, Senior Staff Associate, National Center for Higher Education Management Systems (NCHEMS)

Although costing has been a major thrust of much research in higher education and although the limitations of traditional historical unit costing are well known, alternative methods of costing are just beginning to be developed. Many observers have commented on the need for *marginal cost* information, but methods for actually calculating marginal costs have not been available. This paper discusses, in detail, three alternative methodologies for calculating marginal costs—their data and additional requirements, their uses and limitations—and makes an overall assessment of e techniques

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10D(2) *COST-EFFECTIVENESS: A PRACTICAL EXAMPLE SUPPORTING THE PLANNING/BUDGETING PROCESS AND FUTURE PLANNING*

CHARLES A. PARKER, Director of Institutional Planning and Research, Rochester Institute of Technology

MIKE SERVE, Assistant Director of Finance, National Technical Institute for the Deaf

This paper presents a recently completed cost-effectiveness study as a "how to do" example. The detailed methodology is presented in a clear "cookbook" format which allows the process to be adapted and replicated in other institutions. A selective review of the latest related literature, suggesting avenues for those interested in expanding or modifying the methodology, is also presented. Finally, the paper suggests practical steps for using the results of the study to support current planning/budgeting efforts as well as to support the planning of future directions for programs and the institution.

10D(3) *MODEL FOR ASSESSING ECONOMIC IMPACTS OF INFLATION ON FACULTY RETIREMENT FUNDS*

MICHAEL M. MYERS, Research Assistant, Office of Institutional Analysis, University of Virginia

ALTON L. TAYLOR, Professor and Director, Summer Session, University of Virginia

Retirement funds of universities are expected to provide a planned standard of living for retired faculty. However, inflation is eroding the purchasing power of retirement benefits and threatening the ability of retirement funds to provide and sustain the planned standard of living. This paper presents a model for assessing future economic impacts of inflation on faculty retirement funds.

10E THE IMPACT OF TWO-YEAR PROGRAMS ON FOUR-YEAR INSTITUTIONS (contributed papers)

EDWIN R. SMITH (chair), Assistant Vice President for Administration, West Virginia University

EDITH H. CARTER (reactor), Statistician, Office of Institutional Research, New River Community College

10E(2) *AN ENROLLMENT IMPACT STUDY TO DETERMINE WHETHER TO IMPLEMENT LOWER DIVISIONS AT FOUR UPPER DIVISION STATE UNIVERSITIES*

MELODIE E. CHRISTAL, Coordinator, Planning and Analysis, State University System of Florida

HENRY J. HECTOR, Coordinator, Planning and Analysis, State University System of Florida

Four upper division universities in Florida have submitted proposals for adding lower levels of instruction. A regional market share analysis was done to determine the potential enrollment loss to the Florida State University System, the Community College System, and the private sector by adding four new lower divisions. This paper discusses the effect the addition of lower divisions will have on current policies in Florida. This type of analysis could be beneficial to universities interested in developing new programs, opening new campuses, or adding branches to already existing campuses.

HE 014 111 (17 pp.)

10E(3) *FROM JUNIOR COLLEGES TO COMMUNITY COLLEGES: THE EFFECT ON FOUR-YEAR INSTITUTIONS*

GERALD R. KISSLER, Associate Director of Planning, University of California, Los Angeles

Along with the shift to a broader mission for modern community colleges has been growth in vocational programs, an expanded community service function, and growth in the enrollment of older students. Correspondingly, enrollments in transfer courses have declined, particularly in the humanities, and fewer students are transferring to four-year institutions. This paper explores the evolution of these changes in the community colleges and discusses the policy implications for four-year colleges and universities.

10/11F STATISTICAL TECHNIQUES: DISCRIMINANT ANALYSIS (workshop)

JAMES J McGOVERN (presenter), Director, Office of Health Finance, State of Illinois

A discussion of potential uses, abuses, and limitations of discriminant analysis preceded a "hands-on" analysis of two cases by small groups of four to six persons. The first dealt with the identification of potential college dropouts. A second, shorter problem—dealing with institutional peer groups—was presented to reinforce the basic concepts.

10G INSTITUTIONAL RESEARCH TECHNIQUES AND STRATEGIES (panel)

ROBERT I LEWIS II (moderator), Director of Management Systems and Planning, University of Arkansas at Little Rock
JIM FLAITZ, Director of Institutional Research, Livingston University
EUGENE S. JOHNSON, Director of Institutional Research, Lemoyne-Owens College
WILLIAM F. LASHER, Director, Office of Institutional Studies, University of Texas at Austin

The aggravations, frustrations, and obstacles that all institutional researchers experience sometimes seem more acute to the newcomer to institutional research. However, newcomer or not, we all at times encounter difficulties which may involve such areas as techniques, priorities, cooperation, resources, or staff. Frequently, however, we find that what initially was perceived as a problem turns out to be a matter of perspective. This panel discussion was intended to provide insight—through sharing of experiences—which might help reduce the frustration that institutional researchers sometimes feel The panelists articulated and shared some of their institutional research experiences, successful and unsuccessful approaches to problems, and sources and techniques which had been useful in developing better perspectives on the issues and problems sometimes encountered

10J DECLINE, RETRENCHMENT, AND EFFECTIVENESS (seminar)

ROBERT F GROSE (convener), Director of Institutional Research, Amherst College
KIM S. CAMERON (presenter), Assistant Professor of Business, Graduate School of Business, University of Wisconsin, and Director-designate, Organizational Studies Program, National Center for Higher Education Management Systems (NCHEMS)

Individuals who study organizations, as well as those who manage them, traditionally have been preoccupied with growth—that is, *bigger* generally has been associated with *better*. With retrenchment and decline now becoming a way of life for those in colleges and universities, we are finding that theories and prescriptions for managing these organizations do not fit the new realities—that is, there are no theories of organizational decline. When faced with the need to retrench, managers have been encouraged to formulate innovative responses and derive creative solutions Reports of actual approaches to retrenchment in higher education, however, indicate that the responses are mainly conservative and that institutions are simply doing less of the same. The crises produced by decline in the private sector have produced innovation—for example, Chrysler and the K-car. In higher education, these crises have most often produced cutbacks in innovation, such as the elimination of nontraditional programs. This seminar presentation focused on some reasons for this incongruence between the need for innovation and actual practice. Sources, responses, and effects of organizational decline were discussed, and the predominant concern for efficiency instead of effectiveness identified as a major problem

10/11L SUPPORT FOR INSTITUTIONAL RESEARCH THROUGH ADMINISTRATIVE SYSTEMS (special interest group)

LARRY C. CRAFT (co-presenter), Director of Administrative Services, Systems and Computer Technology, Inc. (SCT)
DALE P. MARCHAND (co-presenter), Senior Consultant, Systems and Computer Technology, Inc. (SCT)

Using actual case studies, the presenters discussed and demonstrated, via an on-line terminal, the uses of administrative systems in meeting the needs of institutional research offices. Major emphasis was directed toward student information systems, with specific reference to projecting teaching staff requirements and course scheduling as well as to teaching-load considerations.

11A STUDENT EDUCATIONAL OUTCOMES (contributed papers)

E. JAMES MAXEY (chair), Assistant Vice President and Director of Institutional Services, American College Testing Program (ACT)

JEREMY R. WILSON (reactor), Planning Coordinator, Northwestern University

11A(1) *THE IMPACT OF DIFFERENT FINANCIAL AID AWARDS ON STUDENT EDUCATIONAL OUTCOMES*

GARY R. HANSON, Assistant Dean of Students, University of Texas at Austin

The impact of seven financial aid award packages on the educational outcomes of grade point average, retention, graduation, and educational major change was assessed over a five-year period for the 1974 entering class at a large southwestern university. Strategies for the data collection and analysis are discussed and a synthesis of the results presented in this paper. The implications for packaging financial aid effectively are also discussed.

11A(2) *THE EFFECT OF STUDENT-FACULTY INTERACTION ON STUDENTS' EDUCATIONAL OUTCOMES*

JEAN J. ENDO, Assistant Director, Academic Planning and Analysis, University of Colorado at Boulder

RICHARD L. HARPEL, Assistant Vice Chancellor for Academic Affairs, University of Colorado at Boulder

This study examines the impact of the student-faculty interaction on a variety of student outcomes variables. Outcomes data were gathered from the 1975 entering freshman cohort at a major state university through a 1975 Freshman Questionnaire and a 1979 Graduating Students Survey. The impact of student-faculty interaction was measured using a model developed by Astin. Student-faculty interaction was found to affect the personal, social, and educational development of students. An exploration is presented which relates student-faculty interaction to outcomes through the students' academic integration into the university.

HE 014 112 (31 pp.)

11A(3) *AN ASSESSMENT OF THE ACADEMIC AND SOCIAL INFLUENCES ON FRESHMAN-YEAR EDUCATIONAL OUTCOMES*

PATRICK T. TERENZINI, Director of Institutional Research, State University of New York at Albany

WENDELL G. LORANG, Associate for Institutional Research, State University of New York at Albany

ERNEST T. PASCARELLA, Associate Professor of Education, University of Illinois at Chicago Circle

This study sought to identify the institutionally controllable sources of influence on five freshman-year educational outcomes: grade performance, academic growth, process, personal growth, and preparation for the future. In a series of multiple regressions on each of these outcomes, and after controlling for a variety of students' prematriculation differences, the frequency and quality of contact with faculty members, level of involvement in classroom activities, and students' institutional and goal commitments were found to have a unique and reliable infl[illegible] on outcomes. Results suggest that academic or intellectual growth may be influenced m[illegible] what occurs in the classroom, and less by out-of-class activities, than earlier research has s[illegible].

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11B INSTITUTIONAL PLANNING IN THE 1980s: GENERAL APPROACHES (contributed papers)

JACK E. ROSSMANN (chair), Vice President for Academic Affairs, Macalester College
EUGENE C. CRAVEN, Assistant Vice President, University of Wisconsin System

11B(1) *AN APPROACH TO LONG-RANGE PLANNING IN THE 1980s*

LOWELL A. LUECK, Assistant Director of Institutional Research and Planning, Western Illinois University

This paper presents some of the common ingredients of long-range planning described in the literature during the last ten years or so The role of an office of institutional research is discussed, and references to various planning documents are included for institutions interested in developing a comprehensive planning process. A brief description of a coordinated long-range planning process as it might occur in a public four-year institution is presented, and the importance of integrating academic, financial, and physical planning is stressed

HE 014 113 (16 pp)

11B(2) *PLANNING FOR 2001: SMALLER AND BETTER*

GERLINDA S. MELCHIORI, Coordinator of Academic Affairs, University of Michigan

The paper first discusses several hierarchical and sequential reduction options including Balderston's budgetary strategies and this author's curricular change options The latter is based on data gathered in a 1979–80 survey of 46 states on patterns of program reduction. Having introduced various reduction categories, the paper then focuses on the institutional shrinkage process currently being implemented at the University of Michigan Four specific strategies are discussed: (1) across-the-board cuts, (2) reduction of nonacademic programs, (3) long-range faculty reduction procedures, and (4) program discontinuance. A host of potential problems regarding the elimination of academic programs is described The paper concludes by providing several general recommendations for institutional shrinkage procedures.

HE 014 114 (22 pp.)

11B(3) *STRATEGIES FOR CREATIVE ADAPTATION DURING THE DECADE AHEAD BY INSTITUTIONS WITHIN THE PRIVATE/INDEPENDENT SECTOR OF EDUCATION*

ANN CLINTON SEWELL, Director of Institutional Research, Texas Christian University

Sixty-two percent of the executive-level administrators at one hundred eleven (111) private institutions predicted a slow decline in the financial condition of the private sector; however, 46 percent predicted that their own institution would gain ground financially. Respondents agreed on the problems facing the private sector at a highly significant level. They also agreed on the solutions to these problems. Respondents from the same category of institution and from different positions—chief executive, financial, and academic officers—agreed at a significant level. Are college administrators victims of the "conference mind meld?" What "creative adaptations," if any, are planned by private institutions? If all educational leaders in the private sector have found the identical optimal answer to the problems of the 1980s, private higher education will face the greatest boon in 200 years—or a sad future which administrators fail to face and plan for adequately.

11C ORGANIZATIONAL CONSIDERATIONS FOR INSTITUTIONS OF HIGHER EDUCATION (contributed papers)

MARK D. JOHNSON (chair), Associate Coordinator for Academic Program Services, Washington Council on Postsecondary Education
ROBERT WINTER (reactor), Executive Director of Planning and Institutional Research, Florida International University

11C(1) *ACADEMIC SERVICE UNITS AND UNIVERSITY POLICY FORMULATION. A FUNCTIONAL SURVIVAL MODEL FOR THE 1980s*

DANIEL P SHOEMAKER, Assistant Professor, Michigan State University

Large differentiated and bureaucratic academic service units evolved out of the pressures generated by the post-World War II expansion in numbers and types of students. Because of this, their differentiated, functional development organizational model does not effectively address present problems and realities facing higher education. This paper proposes an integration of these offices into a sensory-consciousness model of operating in which all aspects of university information gathering and analysis are brought together with institutional research at the nexus into a policy formulation data base Examples of how this might be accomplished are provided

HE 014 115 (22 pp)

11C(2) *A MODEL FOR INSTITUTIONAL POLICY ANALYSIS THE CASE OF STUDENT FINANCIAL AID*

ROBERT H FENSKE, Professor of Higher Education, Arizona State University
JOSEPH MATT, Assistant Director, Institutional Studies and Planning, Arizona State University

This paper describes the development of an operational model which demonstrates how an institutional research unit can improve administrative decision making within the institution by selectively expanding its routine data bases to incorporate newly emergent or obscure programs or functions that are vital to policy analysis. The institutional research unit can identify, analyze and report the significance and interrelationship of activities not recognized widely throughout the institution, e g , student financial aid The model can also be applied to others like affirmative action or institutional advancement Using the model would enable institutional research to become less of a passive provider of data and more of an active participant in central decision making and policy analysis

HE 014 116 (24 pp)

11D THE IMPACT OF INFLATION ON THE RETIREMENT FUNDS OF UNIVERSITIES (panel)

ALTON L TAYLOR (moderator), Professor and Director, Summer Session, University of Virginia
STEPHEN CAMPBELL, Director of Research, National Association of College and University Business Officers (NACUBO)
GEOFFREY HUGHES, Research Analyst, National Association of College and University Business Officers (NACUBO) (for Hans H. Jenny, College of Wooster)
MICHAEL M MYERS, Research Assistant, Office of Institutional Analysis, University of Virginia

Income from retirement funds should provide and maintain a planned standard of living for faculty during their years of retirement Dramatically increased rates of inflation threaten the financial health of retirement program funds and benefits paid to retired faculty Over the next twenty years, retirement funds intended to provide and maintain a desired standard of living may actually provide a lowered standard of living for retired faculty The panel discussed retirement fund programs in colleges and universities in an attempt to determine which can most effectively provide and maintain the planned standard of living throughout retirement during double-digit inflation.

HE 014 117 (Jenny) (33 pp)

11E PLANNING AND MANAGEMENT OF FACULTY AND INSTRUCTIONAL RESOURCES (contributed papers)

LAURA E. SAUNDERS (chair), Director of Planning and Analytical Studies, University of Washington

ADRIAN H. HARRIS, (reactor), Assistant Chancellor for Planning, University of California, Los Angeles

11E(1) *PLANNING AND MANAGEMENT OF FACULTY RESOURCES*

JAMES R MONTGOMERY, Director of Institutional Research, Virginia Polytechnic Institute and State University

GERALD W McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University

BEATRICE T MAHAN, Assistant Director of Institutional Research, Virginia Polytechnic Institute and State University

A computerized faculty allocation and reallocation model is presented which will aid the decision maker in evaluating the outcomes of various strategies The model uses an activity index. A unique goal is computed for each department based on the average index of the institution, the average of the college, the preceding average of the department, and an activity goal for the department The relative importance of these four factors can be set separately for each department In addition, the proportion of "over-staffed" faculty who are reallocated can be controlled by the decision maker. The model uses iteration to simulate several years

HE 014 118 (20 pp)

11G THE CHANGING ROLE OF INSTITUTIONAL RESEARCH (contributed papers)

FLETCHER F CARTER (chair), Director of Institutional Research, Radford University

F CRAIG JOHNSON (reactor), Professor of Education, Florida State University

11G(1) *BEYOND THE INSTITUTION: INSTITUTIONAL RESEARCH FOR INTERINSTITUTIONAL ACTION*

S V MARTORANA, Professor and Research Associate, Center fo of Higher Education, Pennsylvania State University

EILEEN P KUHNS, Coordinator, Education Administration Program, Ca... University

Postsecondary educational institutions are increasingly called upon to act with others and with non-educationally directed organizations and agencies in planning for the eighties and beyond The result is heightened activity and interest in consortia, regionalism, and other manifestations of "communiversity" or interinstitutional, as opposed to individual, institutional action. As these organizational changes occur, there is also an evident increase in need to relate to new centers for policy planning and decision making Within these growing new trends, the roles of institutional research and of professional institutional researchers are as yet undefined and unrecognized This paper examines current understanding of these roles, based on four activities: (1) a review of literature, (2) experience with a statewide cooperative study of academic program coexistence and comparative characteristics in over 200 institutions, (3) a regional interstate project supported by the Fund for the Improvement of Postsecondary Education (FIPSE), and (4) a survey of college officials responsible for institutional research. The paper concludes with tentative generalizations for use by institutional researchers and others for further examination and discussion.

HE 014 119 (23 pp)

11G(2) *PERCEPTIONS OF ORGANIZATIONAL AND POLITICAL ENVIRONMENTS RESULTS OF A NATIONAL SURVEY OF INSTITUTIONAL RESEARCH/PLANNING OFFICERS AT LARGE PUBLIC UNIVERSITIES*

SANDRA J STORRAR, Director, Office of Academic Assistance and Scheduling, College of Arts and Sciences, Georgia State University

By applying concepts from the field of public administration, this study has detected a strong indication of role conflict in institutional research and planning officers of large public universities Generally, those in this group perceived their actual role as high on both political responsiveness and advocacy; they preferred a role directly opposite—of policy advocacy with low political responsiveness Identifying infrequently with a career orientation of institutional research/planning specialist, respondents selected more often an orientation of institutional team member and general administrator in higher education. Implications can be drawn that academic and professional development programs need to stress interaction skills of political astuteness, communication, organizational behavior, and a sense of professional identity.

HE 014 120 (25 pp.)

11G(3) *THE ROLE OF THE INSTITUTIONAL RESEARCHER IN A SEX DISCRIMINATION SUIT*

WILLIAM SIMPSON, Associate Professor, Michigan State University
WILLIAM H ROSENTHAL, Assistant Professor, Michigan State University

The Office of Institutional Research at a large midwestern university was called on by the university's lawyers to respond to a regression analysis presented as evidence by the lawyers for the plaintiffs in a sex discrimination suit In addition to problems relative to data and statistical analysis, the office encountered problems in communicating with the court and lawyers Useful formats for such communication are the focus of this paper

HE 014 121 (37 pp)

11H EXAMINING NEW DEVELOPMENTS IN ADMINISTRATIVE COMPUTING (panel)

E MICHAEL STAMAN (moderator), Director, Campus Computing Services, University of Missouri-Columbia
RICHARD L MANN, Director of Institutional Research and Information Systems, University of Kansas
CHARLES R THOMAS, Executive Director, CAUSE

This panel discussion was based on the issue of *New Directions for Institutional Research* entitled, "Examining New Developments in Administrative Computing " It was designed, at least partially, to answer some of the questions which surround the computing enterprise in higher education How much and what kinds of computing should institutional researchers know? What are the implications of the advances in computing for our organizational structures, the way we do business, or the totality of that entity that we call management? Can the void between the apparent skills of the technocrats in our organizations and the needs of management be filled? What is all this talk about mini-computers? Can we get the program products that we need from a source external to our institutions, or do we always have to reinvent the wheel? And, finally, why is the answer to our requests frequently, "it will be in the new system"—a magical end-all that never seems to come true?

11J TRENDS IN STATE GOVERNMENT FINANCE (seminar)

FRANK A SCHMIDTLEIN (convener), Assistant to the Chancellor, University of Maryland-College Park
THOMAS MULLER (presenter), Principal Research Associate, Urban Institute (Washington, D.C)

State-supported institutions and, increasingly, independent colleges and universities rely on state government financial resources for a sizeable part of their operating incomes. A number of factors, however, may cause state revenues to be a less dependable source of funds in the future. Citizen initiatives to change tax laws, shifting social priorities, dedicated tax revenues, and inflation all combine to diminish higher education's share of the state budget In this seminar, the presenter shared his research on general state government financial trends and, then, focused on the outlook for colleges and universities

11K EVALUATING ACADEMIC PROGRAMS: ALTERNATIVE PURPOSES, PROCEDURES, AND RESULTS (panel)

RICHARD F. WILSON (moderator), Assistant Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign

WILLIAM POLAND, Associate Dean of the Graduate School, Ohio State University

ALAN T. SEAGREN, Assistant Vice Chancellor for Academic Affairs, University of Nebraska-Lincoln

The growing but relatively new interest in program evaluation and the expanding role for institutional researchers in this process make it important that experiences be shared and critiqued so that effective methods can be identified and frequent mistakes avoided. This panel discussion involved a comparison of purposes, procedures, and results of three institutional systems for evaluating academic programs. The three systems were selected to capitalize on their differences as well as on their similarities. The panelists provided a brief overview of their respective systems, discussed problems and concerns encountered in designing and implementing them, and identified the results that they have produced

12A ROCKY MOUNTAIN ASSOCIATION FOR INSTITUTIONAL RESEARCH (RMAIR) (regional special interest group)

STEPHEN R. HAMPLE (coordinator), Director of Institutional Research, Montana State University

Rocky Mountain-area institutional researchers were invited to gather at this time to discuss (1) plans for the October RMAIR conference and (2) results of funding studies conducted by various legislative staffs and subsequent appropriations for the next fiscal year

12B NATIONAL COUNCIL FOR RESEARCH AND PLANNING (NCRP) (special interest group)

MANTHA MEHALLIS (convener), Director of Institutional Research, Broward Community College

A panel discussion focused on current and future national planning and quality issues facing postsecondary researchers and planners. Short presentations by several members of the National Council for Research and Planning (NCRP) were followed by dialogue with the audience about trends in planning and research Panelists were the convener, MANTHA MEHALLIS, President of NCRP, MARY KATHRYNE BARATTA, Director of Institutional Research at Moraine Valley Community College and President-Elect of NCRP, and JOHN LOSAK, Dean of Institutional Research at Miami-Dade Community College.

12C CALIFORNIA ASSOCIATION FOR INSTITUTIONAL RESEARCH (CAIR) (regional special interest group)

ROBERT T LITTRELL (convener), Director of Institutional Research, California State University, Long Beach

12D TEXAS ASSOCIATION FOR INSTITUTIONAL RESEARCH (TAIR) (regional special interest group)

ANN (NANCY) C SEWELL (coordinator), Director of Institutional Research, Texas Christian University

TAIR participants met for a social hour and dinner and took the opportunity to get acquainted with newcomers, to discuss institutional research at Texas institutions, and to make plans for the next state conference

12F ASSOCIATION FOR INSTITUTIONAL RESEARCH OF THE UPPER MIDWEST (AIRUM) (regional special interest group)

JOHN P. JACOBSEN (coordinator), Director of Institutional Research, Peru State College

The AIRUM group met for a social get-together to allow those attending the Forum from the Upper Midwest to renew friendships and make plans for upcoming sessions.

12I CANADIAN INTEREST GROUP (regional special interest group)

WALTER N. VAUGHAN (coordinator), Secretary of Senate, University of Guelph

The group met for a social gathering and dinner, followed by an address by PETER M. LESLIE, Associate Professor of Political Studies, Queen's University. The speaker authored the recent report of the Association of Universities and Colleges of Canada entitled, *Canadian Universities 1980 and Beyond: Enrollment, Structural Change, and Finance.*

13H(+) AIR ANNUAL BUSINESS MEETING (general session)

GEORGE BEATTY, JR. (chair), President of AIR

(Note: The minutes of this meeting begin on page 109.)

14K(+) FORUM ADDRESS: INFORMATION, THE NON-DEPLETIVE RESOURCE (general session)

WILLIAM L. TETLOW (chair), Vice President of AIR
JOHN W. LACEY, President, Information and Education Systems Company, Control Data Corporation

(Note: The text of this address begins on page 16.)

15 AUTHORS' ROUNDTABLES (contributed papers)

15B(1) *THE FRESHMAN-YEAR EXPERIENCE AND ITS RELATION TO SELF-REPORTED CHANGES IN ACADEMIC AND CAREER PLANS*

CHRISTOS THEOPHILIDES, Assistant for Institutional Research, State University of New York at Albany
WENDELL G. LORANG, Associate for Institutional Research, State University of New York at Albany

This study assessed the relationship between the freshman-year experience and changes in academic and career plans. Two criterion measures were regressed on twelve predictor variables after controlling for the presence of the other criterion measure and students' pre-college characteristics. Institutional and goal commitments, classroom involvement, and cumulative grade point average were found to be reliably—but negatively—related to changes in major field. Non-classroom contact between faculty and students to discuss future career and perceived progress in personal growth were also reliably—but *positively*—related to changes in major field. None of the predictor variables was reliably related to changes in career plans

15B(2) *THE EFFECT OF AN INTRUSIVE ADVISEMENT PROGRAM ON FIRST-TERM FRESHMEN ATTRITION*

CHESTER A. TATA, JR., Research Associate, Office of Student Affairs/Registrar's Office, University of Texas at Arlington

This paper reports the results of one university's effort to reduce attrition. Those in a sample of incoming freshmen were randomly assigned to either a treatment or control group (N=1,100). A questionnaire was administered to both groups to discover their needs and to collect additional information which was not already available. On the basis of the questionnaire results, the control group received information and intrusive assistance in response to their needs. For comparison purposes, a posttest questionnaire was administered near the end of the academic year. The presenter discussed the impact that the intrusive approach had on the attrition rate and the implications it has for Vincent Tinto's theoretical student retention model and retention methodologies.

HE 014 122 (22 pp.)

15C(1) *USING REGRESSION ANALYSIS TO CAPTURE POLICY IN A GENDER DISCRIMINATION SUIT*

WILLIAM H. ROSENTHAL, Associate Professor, Michigan State University
WILLIAM SIMPSON, Associate Professor, Michigan State University
WILLIAM E. SPERBER, Coordinator, Planning and Projection Analysis, Michigan State University

This paper presents some regression formulations and related concerns involved in dealing with wage discrimination suits. Several models based in hypothesis testing policy capturing uses of multiple linear regression are presented. Problems related to the court's view of statistical significance are also discussed.

HE 014 123 (22 pp.)

15C(2) *MANAGEMENT FADS IN HIGHER EDUCATION*

RICHARD ALLEN, Senior Staff Associate, National Center for Higher Education Management Systems (NCHEMS)
ELLEN CHAFFEE, Senior Associate, National Center for Higher Education Management Systems

In recent years, a series of management fads has arisen in higher education. These fads have usually (a) been borrowed from another problem situation without being fully adapted to the new situation, (b) been applied without careful consideration of their uses and limitations, (c) depended on the rational model of decision making, (d) been overly complex or deceptively simple, and (e) depended on the use of jargon. This paper examines two fads—program budgeting and costing—and a potential fad, strategic planning, explaining why they are considered fads in spite of their real and important uses and basic intellectual rigor Specific suggestions are provided about how to take best advantage of the strengths these tools offer without risking some liabilities that seem to accompany a fad.

HE 014 124 (35 pp.)

15D(1) *USING A LIMITED-BUDGET ECONOMIC IMPACT STUDY AS A DEVELOPMENTAL TACTIC TO COUNTER POOR TOWN-GOWN RELATIONS*

JAMES C HEARN, Principal Analyst, Social Science Operations Center, Advanced Technology, Inc.

The analysis of the economic impact of colleges on their local communities is not a new or rare kind of institutional research project, but such analysis may become increasingly important as a developmental tactic for institutions vulnerable to the coming demographic and cost squeezes The paper describes the design, execution, presentation, and benefits of such a study under such conditions. Such studies may be adequately conducted at any of a wide range of costs, precision levels, and goals, giving the administrator the option to tailor-make a study to the specific needs and constraints of his or her own institution.

15D(2) *THE EFFECT OF THE CONCERN ABOUT PRICE ON APPLICATION CHOICES BETWEEN PRIVATE AND PUBLIC HIGHER EDUCATION INSTITUTIONS*

DAVID L. BRODIGAN, Coordinator of Institutional Research and Registrar, Carleton College
DANIEL SULLIVAN, Dean for Academic Planning and Development/Assistant Professor of Sociology, Carleton College
LARRY H. LITTEN, Associate Director, Consortium on Financing Higher Education

While higher education researchers agree generally that price differences influence enrollment choices between private and public postsecondary educational institutions, relatively little is known about the influence of price upon application decisions concerning these two kinds of school Data from two large surveys (one for high school students and one for parents of high school students) conducted by Carleton College were studied with respect to this issue In particular, the effects of concern about price and college aptitude upon the tendencies of parents and students to move from private to public schools at the application stage of the college selection process were examined The general findings lead to the conclusion that price is an important determinant of where people choose to apply for college admission and that college aptitude does not counter that influence In addition, the results indicate that substantial monetary savings are achieved by those who move from the private to the public higher education sector

HE 014 125 (32 pp)

15E(1) *ACADEMIC EFFECTS AND COST BENEFIT OF A FOUR-DAY WEEK AT COLLEGE OF DuPAGE, AN ILLINOIS COMMUNITY COLLEGE*

CAROL C WALLACE, Coordinator of Research, College of DuPage

During the Summer Quarter 1980, College of DuPage offered on-campus classes within a four-day week (Monday–Thursday) The Institutional Research Office evaluated the effects of the condensed classes on student registration, class enrollment, student success rates, and instructional quality A comparison was made using Phi and t statistics of withdrawal and failure rates, and GPA in the condensed classes, between the four-day week and the previous summer Personal preferences of students, faculty, and employees were surveyed An estimate was made of the energy savings from driving differences by using self-reported mileage of students, faculty, and employees The savings from reduced building maintenance was obtained by comparing electricity charges during the four-day week with those for the previous summer. It was found that the shortened week did not affect student success rates Class enrollment and GPA were normal Student and faculty reaction to the four-day week was positive, and employee reaction was moderately positive Cost savings due to a reduction in miles driven was estimated at more than $30,000 Cost savings from reduced building maintenance was in excess of $23,000

HE 014 126 (25 pp)

15E(2) *STRATEGY FOR THE SUMMER SESSION*

HELEN B WARREN, Senior Planning Analyst, Pennsylvania State University

A market survey of Penn State students was conducted to determine (a) the characteristics of those planning to attend summer term and (b) the value of a questionnaire for predicting summer enrollments Enrollment and employment goals varied by college among both graduate and undergraduate students Resident and nonresident students were equally likely to enroll, despite differential tuition Term standing and frequency of past summer enrollment were significantly related to current plans to enroll The study suggests that (a) alternatives and past experience are both important enrollment determinants and (b) the survey method may assist in planning summer sessions for regularly enrolled students

15F(1) *POSTSECONDARY RESEARCH AT THE PROVINCIAL SYSTEMS LEVEL*

C NEIL RUSSELL, Manager, Program Development and Evaluation, Community Colleges Division, Manitoba Department of Education

BARRY J WARRACK Senior Research Analyst, Research Branch, Manitoba Department of Labour and Manpower

This paper discusses research that is being undertaken at the postsecondary-systems level in the Province of Manitoba Specifically, the paper describes the various research projects being undertaken, the linkages between them, and how information from each project can be used by different constituent groups—universities, community colleges, and various government agencies responsible for education and manpower planning

15F(2) *THE PUBLIC RELATIONS IMPACT OF INSTITUTIONAL RESEARCH DATA: THE CASE FOR TEACHER PREPARATION*

JOAN S. STARK, Dean, School of Education, University of Michigan
SIGRID M. HUTCHESON, Title XX Training Program, New York State Department of Mental Health
MALCOLM A. LOWTHER, Chairperson, Program in Curriculum and Instruction, School of Education, University of Michigan
DAVID W. CHAPMAN, Assistant Professor of Education, State University of New York at Albany

Institutional research studies have the potential to gather facts needed to counter adverse publicity about educational programs as well as career patterns and attitudes of graduates. Through a follow-up study of graduates who received teacher certificates at a major university from 1946 to 1976, the researchers gained information which contradicted claims of teachers unions about occupational characteristics and which could improve public attitudes toward teachers as a professional group. Effective data gathering and use of the results were enhanced by including decision makers in the research and by basing the survey instrument on a review of pertinent literature and current professional issues.

16 AUTHORS' ROUNTABLES (contributed papers)

16B(1) *THE USE OF GRADUATE AND WITHDRAWAL FOLLOW-UP IN INSTITUTIONAL EDUCATION*

WILLIAM A. WELSH, Research Associate, Rochester Institute of Technology
JANET E. MacLEOD, Research Assistant, Rochester Institute of Technology

Deaf graduates and withdrawals from the Rochester Institute of Technology were surveyed with regard to labor force, educational, and personal/social activities, and the two groups were compared. It was found that graduates were slightly to substantially superior in the areas of salary, job satisfaction, and integration into the hearing world

16B(2) *EXPLAINING STUDENT SUCCESS AND FAILURE IN A DISTANCE TEACHING SYSTEM—A MULTIVARIATE APPROACH*

ALAN WOODLEY, Research Fellow, Survey Research Department, The Open University of the United Kingdom

The paper outlines a multivariate model for the explanation of student success and failure at the Open University of the United Kingdom It is shown that environmental and psychological factors are at least as important as academic ability in determining student performance The model can be used to identify high-risk students and also to suggest ways in which the teaching system could be improved.

HE 014 127 (18 pp.)

16C(1) *SALARY EQUITY*

JAMES E PRATHER, Research Associate, Office of Institutional Planning, Georgia State University
ELLEN I. POSEY, Research Assistant, Georgia State University

Even the most conscientious and diligent administrator seldom has adequate time in the budget review cycle to review individually the salaries of a faculty approaching 1,000 Results from a multiple regression equation model guide the identification of individual faculty members who appear to be making *high* or *low* salaries for their status, discipline, and experience A high level of predictability was shown in the model posited deemed important in that it conformed to the actual salary structure. Fundamental political skills are essential in balancing the forces which impact upon salaries, but a salary equity study can provide comprehensive information that decision makers value when they manage conflict

HE 014 128 (24 pp.)

16C(2) *COURSE SCHEDULES DO THEY REFLECT THE NEEDS OF STUDENTS OR THE INSTITUTION?*

STEVEN A. GRESTY, Statistician, Tidewater Community College
W KEVIN HUNT, Director of Research, Planning and Data Processing, Tidewater Community College
D R GOLAY

This paper presents the findings of a course-scheduling conflict study conducted at a multi-campus urban institution With fall 1980 enrollees as a basis, approximately 1500 students were surveyed for the purpose of determining unmet course needs. Preliminary findings indicate that rather inflexible and incrementally determin class schedules have cost the institution both in terms of lost revenues and students A considerable number of students enrolled for fewer credit hours and encountered great difficulty in rearranging work and personal schedules. In addition, some students were forced to construct fragmented class schedules which led to additional transportation difficulties

HE 014 129 (31 pp.)

16D(1) *INDEXING TUITION TO COST OF EDUCATION THE IMPACT ON STUDENTS AND INSTITUTIONS*

DENNIS W. VIEHLAND, Research Assistant, Western Interstate Commission for Higher Education
NORMAN S KAUFMAN, Senior Staff Associate, Western Interstate Commission for Higher Education (WICHE)
BARBARA KRAUTH, Staff Associate, Western Interstate Commission for Higher Education

In response to changing demographic conditions and increasing fiscal constraints, many public colleges and universities are changing to a method of basing tuition and fees on a percentage of the cost of education This paper examines this trend as it is ealed in a survey of the fifty states and discusses its implications for institutions in terms of both technical and policy considerations such as the effect of cost-of-education indexing on funding, access, declining enrollment, and financial aid

HE 014 130 (21 pp)

16D(2) *OPENING HIGHER EDUCATION TO ADULT LEARNERS*

PETRA HAMMER, Research Analyst, Athabasca University
DOUGLAS G SHALE, Head, Institutional Studies, Athabasca University

One of the major challenges of the eighties for tertiary institutions will be to meet the emerging substantial educational needs of adults Adults are voluntary learners who decide what they will learn and how and where they will learn it. The onerous task facing higher education is to provide an educational environment to accommodate adult learners. From an institutional perspective, the educational enviror it can be made accommodating by the following: opening admission; awarding advanced credit, removing residency requirements; and removing the constraints of scheduling and location through innovative delivery of educational experiences. This paper examines the extent to which such institutional strategies are effective in providing educational services to adult learners

16(E)1 *A CLUSTER ANALYTIC NEEDS ASSESSMENT MODEL FOR STUDENT PERSONNEL PROGRAM PLANNING IN HIGHER EDUCATION*

MARGARET LEWIS, Associate Dean of Students, East Central University (Oklahoma)
KEN HARDY, University of North Carolina at Chapel Hill
JAMES L. MORRISON, Professor of Education, University of North Carolina at Chap Hill

The purpose of this study was to develop a systematic needs assessment model that could be useful to program planners in designing student personnel services. The focus of the model was on identifying, through the use of a cluster analytic technique, groups of students with similar service delivery needs. In addition, service delivery profiles were explored in relation to ratings of knowledge of availability, projected use, and perceived need for various services The model was found to be more useful than other needs assessments in identifying specific groups of students who had distinctive patterns of service needs.

HE 014 131 (26 pp.)

16E(2) *AN EVALUATION OF INTEGRATED PRODUCTIVITY AND BUDGETARY SYSTEMS IN NEW YORK STATE UNIVERSITY COLLEGES*

LOUIS M. SPIRO, Director of Analytic Studies, State University of New York College at Brockport

Productivity and budgetary systems have been linked by the State University of New York. A great deal of useful and comparable cost data results, but systematic problems lead to inconsistencies. The unintended effect is inaccurate and potentially misleading information Definitions for each of these systems are appropriate; however, when the systems are linked together, some difficulties arise. Detailed analysis of these systems reveals the sources of these inaccuracies, and examples are provided. The value of this integrated system has been decreased because of uncertainty about data comparability

HE 014 132 (15 pp.)

16F SMALL PRIVATE COLLEGES: AUTHOR'S ROUNDTABLE
(special interest group)

GERALD H LUNNEY (chair), Associate Director/Director of Research, Council of Independent Kentucky Colleges and Universities

Several papers were exchanged, the purpose and potential of this type of session were discussed, and it was the unanimous feeling of those present that a similar session should be requested at the 1982 Forum.

17A PACIFIC NORTHWEST ASSOCIATION FOR INSTITUTIONAL RESEARCH AND PLANNING (PNAIRP) (regional special interest group)

LAURA E. SAUNDERS (convener), President of PNAIRP and Director of Planning and Analytical Studies, University of Washington

This session provided an opportunity for northwesterners to socialize over coffee and be brought up to date on PNAIRP activities since conference '80 in Vancouver.

17B COMMUNITY COLLEGES—UPDATE AND SYNTHESIS: PROGRAM EVALUATION (special interest group)

MARGARET C REAP (convener), Director of Institutional Research, North Harris Community College

One of the most pressing institutional research problems in community colleges is the broad area of program evaluation; various comprehensive procedures have been developed in many institutions. The purpose of this session was to provide overview information on the strengths and weaknesses of the procedures employed in a number of institutions. The presenters included the following: MARY KATHRYNE BARATTA, Director of Institutional Research, Moraine Valley Community College (Illinois); RALPH W BROWN, Jr, Director of Research and Data Services, Central Virginia Community College; LAWRENCE A. NESPOLI, Director of Research, Planning, and Funding, Howard Community College (Maryland); WILLIAM A. MARCH, Director of Institutional Research, Columbus Technical Institute (Ohio), ROBERT E. WELCH, Jr., Director of Research and Planning, Trident Technical College (South Carolina); GUSTAVE G. WENZEL, Chair, Research Department, Miami-Dade Community College (Florida), McKINLEY WILLIAMS, Director of Institutional Analysis, Peralta Community College District (California).

17F INSTITUTIONAL RESEARCHERS AND THE COURTS

(special interest group)

STEPHEN R HAMPLE (co-convener), Director of Institutional Research, Montana State University

FRANK A. SCHMIDTLEIN (co-convener), Assistant to the Chancellor, University of Maryland-College Park

This session addressed the following questions: How is, or how should, institutional res[illegible] data be used in court cases involving complaints of racial or sex discrimination in employment or salary equity? What other areas (such as tenure or promotion disputes and retrenchment proceedings) are likely to bring institutional data and opinions into the courtroom? How can institutional research staff present complex topics (multivariate regression of salary factors, for example) in a manner the court will understand? What data-gathering precautions should institutional research directors take before litigation arises?

18A STUDENT EDUCATIONAL OUTCOMES (contributed papers)

DOUGLAS I BLOM (chair), Director of Institutional Research, University of Tennessee-Martin

JOHN R BOLTE (reactor), Assistant Vice President for Academic Affairs, University of Central Florida

18A(1) *THE PERCEIVED OUTCOMES OF HIGHER EDUCATION*

MICHAEL J VALIGA, Program Specialist, American College Testing Program (ACT)

For a number of political, economic, and educational reasons, postsecondary institutions are more frequently being requested to explore the outcomes of their educational programs One source of such outcome-related data is the alumni of the institution. This paper presents a study which explores the perceived benefits of college as reported by alumni from a variety of postsecondary institutions across the United States A number of trends in the data are explored, and differential outcomes by institutional type are presented The approach utilized in the study is suggested as a method which may be employed by individual institutional researchers

HE 014 133 (32 pp)

18A(2) *PREDICTORS OF INCOMES*

DAVID R WITMER, Assistant Chancellor, University of Wisconsin-La Crosse

Rates of return on investments in higher education instruction during recent years are directly related to the incomes of high school and college graduates in future years From 1935 to 1959, researchers in this field implicitly predicted that future incomes would be the same as current incomes Since 1959 we have incorporated estimates of economic growth in making predictions of future incomes Predictions were improved through application of the results of multiple regression studies in 1979 Results of very recent studies incorporating suggestions made by interested researchers are presented in this paper

HE 014 134 (20 pp)

18B INSTITUTIONAL PLANNING IN THE 1980s: THE USE OF MODELS (contributed papers)

EUGENE C CRAVEN (chair), Assistant Vice President, University of Wisconsin System
MICHAEL E YOUNG (reactor), Director of Planning Studies, Ohio State University

18B(1) *ANTICIPATING STATEWIDE HIGHER EDUCATION SYSTEM FUTURES A MANAGEMENT SCIENCE APPROACH*

THOMAS A GAYLORD, Assistant Director for Academic and Fiscal Planning and Research, Alaska Commission on Postsecondary Education

A prototype linear programming model was developed as a tool to assist state postsecondary education planners in maximizing selected system-wide policy objectives. The model could be used to generate alternative futures which could aid state-level planners in formulating strategies to adapt to, prevent, or achieve a possible system future. The focus of the model was not to predict *the* future but, rather, to facilitate anticipation of *many* futures and preparation of alternative strategies as system conditions such as enrollment, social demands for educational opportunities, resource allocation patterns, and manpower requirements change

18B(2) *PROMOTING A PLANNING DIALOGUE: A ROLE FOR RESOURCES MODELS*

DEBORAH J. TEETER, Director, Office of Institutional Research and Planning, University of Kansas

R. KENNETH STOLZ, Research Assistant, Office of Institutional Research and Planning, University of Kansas

Declining enrollments and inflation have increased the demand for higher education planning efforts. Decision makers need to know the long-term implications of the actions they take today. Of utmost concern is potential conflict between (a) the establishment of tenure-track faculty positions which contribute to the development of quality programs and (b) the need to maintain flexibility in times of uncertainty. This paper describes an interactive computer model which relates the variables surrounding decisions involving faculty, funding, and enrollments. The use of the model to stimulate a planning dialogue between planners and administrators is discussed as well as the theory, operation, and data requirements of the model.

HE 014 135 (14 pp.)

18B(3) *CAPACITY ESTIMATION MODELING A SYSTEMATIC APPROACH TO THE OPERATION OF UNIVERSITY HEALTH CARE TRAINING FACILITIES*

DANIEL P. SHOEMAKER, Assistant Professor, Michigan State University

STEPHEN T. ANDERSON, Instructor, Michigan State University

In the next two decades, health care training can be expected to become more important than it already is. Health care facilities must be available in order to undertake this kind of instruction, but they are costly to operate This paper presents a simulation model which allows for the testing of explicit policy options with respect to alignment of physical layout and resource allocations to various patient volume and mix contingencies The paper demonstrates the application of this model in a midwestern university health care facility

18C PROGRAM EVALUATION: ASSESSING ADMINISTRATORS AND SYSTEM REVIEW PROCESSES (contributed papers)

DONALD M. NORRIS (chair), Director, Office of Institutional Studies, University of Houston

MARTHA M HINMAN (reactor), Senior Research Associate, Office of Academic Planning and Analysis, University of Michigan

18C(1) *FACULTY RATINGS AS A MEASURE OF ADMINISTRATOR QUALITY*

DENNIS D HENGSTLER, Evaluation Specialist, Office of Institutional Research, University of North Carolina at Greensboro

NORMAN P UHL, Associate Vice Chancellor for Academic Affairs for Research, Evaluation and Planning, North Carolina Central University

DONALD J. REICHARD, Director, Office of Institutional Research, University of North Carolina at Greensboro

This study examines the usefulness of faculty ratings as a measure of administrator quality Approximately 350 faculty from sixteen departments across three universities responded to a survey which assessed their perceptions of the performance of their department heads The study explores the reliability and validity of faculty ratings of departmental administrators and discusses the utility and applications of faculty ratings as an integral part of formal administrator review programs in a variety of institutional settings.

HE 014 136 (30 pp)

18C(2) *POLITICS AND QUALITY IN ADMINISTRATOR EVALUATION*

JOHN Y REID, Director, Center for the Study of Higher Education and Chairman, Department of Higher Education, University of Toledo

The evaluation of administrators is still in a primitive stage, despite the fact that many recent publications have addressed the topic Two aspects of the evaluation process—internal institutional politics and quality, not quantity, as a dimension of both the evaluation process itself and the performance of administrators—have not received the attention they must if administrator evaluation is to be effective A case study of administrator evaluation at the University of Toledo, a process grounded in an awareness of internal political realities and an understanding of the need to incorporate qualitative dimensions, has important implications for practitioners and theoreticians

HE 014 137 (23 pp)

18C(3) *AN EVALUATION OF A SYSTEM-WIDE ACADEMIC PROGRAM PLANNING AND REVIEW PROCESS*

G OCHENG JANY, Staff to the University Planning Council, University of Minnesota
ROBERT J KELLER, Professor of Educational Administration and Higher Education, University of Minnesota

In 1975, the University of Wisconsin System instituted a formal, ongoing academic program planning and review process This study analyzed and evaluated the effectiveness of the process in terms of its objectives, constituency roles, specific and general impact in 1979–80. A five-point 133-item questionnaire was completed by 268 administrators and faculty from four selected campuses Preliminary analyses of findings indicated that (a) in 35% of 133 cases there were statistically significant differences among groups (administrators, program reviewers, department chairmen, and faculty), and (b) in 29% of 133 cases there were statistically significant differences among the four campuses These findings led to the following conclusions (1) varying degrees of familiarity and involvement in the process had varying impact on administrators and faculty, and (2) campuses with different characteristics had different perceptions of the process.

18D TOWARD 2001: A NEW PARADIGM FOR INSTITUTIONAL RESEARCH? (panel)

E MICHAEL STAMAN (moderator), Director, Campus Computing Services, University of Missouri-Columbia
CHARLES H BELANGER, Director of Institutional Research, Université de Montréal
RICHARD D HOWARD, Director of Institutional Research, West Virginia University
GERALD W McLAUGHLIN, Associate Director of Institutional Research, Virginia Polytechnic Institute and State University

The purpose of this panel was to examine a proposition that the trend toward distributing technology may cause a subsequent distribution in the institutional function A distributed model for institutional research in the 1980s was proposed and criticized within the context of the two classical models of institutional research Among the questions considered were these. Will data collection and reporting become routinized to the extent that many offices of institutional research will become redundant functions? Will this routinization permit institutional researchers to return to the classical problems of research design and methodology? Should institutional researchers become involved in professional growth programs in preparation for the world that technological trends imply? Are institutional researchers secure and confident enough to foster a distribution of the institutional research function, or are they faced with fear of an erosion of power and influence within the university?

18E PLANNING AND MANAGEMENT OF FACULTY AND INSTRUCTIONAL RESOURCES (contributed papers)

BERNARD S. SHEEHAN (chair), Director, Office of Institutional Research, University of Calgary

WILLIAM F LASHER (reactor), Director, Office of Institutional Studies, University of Texas at Austin

18E(1) *FACULTY TENURE AND MANAGEMENT FLEXIBILITY*

DOROTHY J GREENO, Statistical Analyst, Academic Planning and Analysis, University of Colorado at Boulder

This study examined various methods of coping with the issue of high faculty-tenure ratios at major research universities nationwide High tenure ratios could limit the amount of management flexibility needed to maintain quality programs in an era of shrinking resources in higher education These methods of providing flexibility were obtained from a literature review and a survey of twenty leading research universities The problem facing administrators is to provide flexibility and, at the same time, to provide faculty with academic freedom and a sense of security, and to provide a place for new faculty in higher education While this seems to be an insurmountable task, there are viable solutions

HE 014 138 (21 pp)

18E(2) *THREE-DECADE COMPARISON OF COLLEGE FACULTY CHARACTERISTICS, SATISFACTIONS, ACTIVITIES, AND ATTITUDES*

REYNOLD WILLIE. Associate Professor, Adult Education University of Minnesota

JOHN E STECKLEIN, Professor, Educational Psychology, University of Minnesota

Information about personal background, professional activities, job-related attitudes, satisfactions, and dissatisfactions, and career appraisal was gathered by means of a questionnaire administered to a 25% random sample, stratified by rank, of full-time faculty in Minnesota's accredited, nontheological colleges and universities Results of the survey are compared to results of earlier surveys, in 1956 and 1968, using the same instrument with similar samples. Preliminary analysis suggests that the professoriate has remained relatively unchanged across the two-and-a-half decades of the surveys, that the educational level of the faculties has risen sharply over the years, that Minnesota college teachers find their careers satisfying, and that most of them would make the same career election again if given the opportunity

HE 014 139 (25 pp)

18E(3) *CLASS SIZE AS AN INDICATOR OF EFFICIENCY CORRELATES OF ENROLLMENTS IN UNDERGRADUATE SECTIONS*

LAWRENCE K KOJAKU, Director, Office of Institutional Studies State University of New York at Buffalo

LOUIS ZREBIEC, Associate Director, Office of Institutional Studies, State University of New York at Buffalo

This study examined the extent to which undergraduate class size is related to a number of variables that reflect differing degrees of institutional policy and practice as opposed to more generalized academic norms Simultaneous multiple regression analyses were performed on fall 1978 and fall 1979 records of 7,500 undergraduate class sections at four selective public universities in the Northeast The dependent variable was undergraduate section size, and the independent variables included institution, curricular area, instruction type, scheduled meeting time, course level, and instructor faculty rank Cross-institutional pedagogical norms in certain curricula may not allow more efficient deployment of instructional staff without involving broader academic questions

18/19F NSF SURVEYS OF SCIENCE RESOURCES (special interest group)

PENNY D. FOSTER (chair), Acting Study Director, Universities and Nonprofit Institutions Study Group, National Science Foundation (NSF)

The objective of this meeting was threefold: National Science Foundation (NSF, staff and institutional representatives explained the purposes and illustrated the uses of science resources data supplied by institutions to NSF; they encouraged the exchange of information among participants regarding data sources and specific problems encountered in the completion of the Survey of Scientific and Engineering Expenditures at Universities and Colleges or the Survey of Scientific and Engineering Personnel Employed at Universities and Colleges; and the session assisted NSF staff in formulating more precise instructions and definitions for future survey efforts, as needed. NSF Staff representatives were RICHARD M. BERRY, Policy Analyst, Office of the Director, and JAMES B. HOEHN, Program Analyst, Universities and Nonprofit Institutions Study Group. Institutional representatives were ROBERT DANKESE, Assistant Director of Fiscal Planning, Massachusetts Institute of Technology, and MARSHA IVERY, Systems Analyst, Office of Institutional Studies, University of Texas at Austin.

18J THE GREEN CARROT AND THE STATE STICK: STATE POLICIES AND INTERINSTITUTIONAL COOPERATION (seminar)

JOSEPH E GILMOUR (convener), Coordinator, Academic Affairs, Washington Council of State College and University Presidents

ROBERT O. BERDAHL (presenter), Professor of Higher Education, University of Maryland-College Park

At the very time that enrollment decline and fiscal austerity seem to increase the need for interinstitutional cooperation to help achieve more effective use of resources, it is somewhat ironic that many institutions, in their struggle to survive, seem to be pulling back from serious participation in consortia and regional structures. Presumably, they feel that "entangling alliances" might impede their entrepreneurial quest for survival. This seminar examined the roots of interinstitutional cooperation in the context of the traditional stress on autonomy and reviewed state policies which seem to encourage or inhibit such cooperation.

18K A PEEK INTO THE FUTURE: LEARNING FROM CENSUS TRENDS (seminar)

JAMES W. FIRNBERG (convener), Director, Institutional Research, Louisiana State University System

PAUL M. SIEGEL (presenter), Chief, Education and Social Stratification Branch, Population Division, U S. Bureau of the Census

A significant amount of information is now available for analyzing demographic trends that may have impact on institutions of higher education. The 1980 data, when compiled with earlier decennial censuses and numerous special surveys, permits analyses of trends in age, race, sex, income level, and geographic location of current and potential students. This seminar reported results from recent analyses and considered the outlook for various institutional types.

18/19R PROFESSIONAL TOUR: A VIEW OF THE FUTURE FROM LEADERS AT MINNEAPOLIS HONEYWELL (special professional event)

THOMAS R. MASON (coordinator), President, MIRA Incorporated (Management Information Research)

One hundred persons participated in this professional tour (not a "plant tour") designed for those interested in looking into the future with leaders at Minneapolis Honeywell. JOHN SELMAN, Manager of Market Analysis Services, spoke on the topic, "Interesting Times Data Processing in the Eighties."

19A STUDENT RETENTION AND ATTRITION (contributed papers)

LORA H. ROBINSON (chair), Director of Institutional Studies and Research, St. Cloud State University

WILLIAM P. FENSTEMACHER (reactor), Director of Institutional Planning and Budgeting, University of Massachusetts-Boston

19A(2) *THE DEVELOPMENT AND RESULTS OF A SURVEY INSTRUMENT TO PREDICT FRESHMAN DROPOUTS*

BARBARA PASCHKE, Research Assistant, Office of Institutional Research and Planning, University of Kansas

In an effort to predict which entering freshmen would re-enroll and which ones would drop out, a 75-item survey was developed and administered to a uniform random sample of one-half the entering freshman class in fall 1979. The survey included verbatim items from Astin's study as well as new items designed to measure characteristics where other researchers have found significant differences between dropouts and persisters Discriminant analyses were run on various combinations of the data until students correctly classified as persisters or dropouts was 87.5%. This discriminant function is being tested on a new class of entering freshmen, and a new discriminant function will be developed using the entire population rather than a sample.

HE 014 140 (23 pp.)

19A(3) *PRE-ENROLLMENT VARIABLES AND ACADEMIC PERFORMANCE AS PREDICTORS OF FRESHMAN-YEAR PERSISTENCE, EARLY WITHDRAWAL, AND STOPOUT BEHAVIOR IN AN URBAN, COMMUTER UNIVERSITY*

ERNEST T. PASCARELLA, Associate Professor of Education, University of Illinois at Chicago Circle

PAUL DUBY, Coordinator of Institutional Research, University of Illinois at Chicago Circle

VERNON A. MILLER, Assistant Vice Chancellor for Academic Affairs, University of Illinois at Chicago Circle

SUE P. RASHER, Associate, Office of Evaluation Research, University of Illinois at Chicago Circle

Multiple group discriminant analysis was employed to determine the utility of pre-enrollment traits and academic performance in identifying freshman students who persisted, stopped-out, or withdrew early from an urban, nonresidential university. An equation based on nine pre-enrollment variables significantly discriminated among the three groups and correctly classified 48.1% of an independent validation sample ($p < .001$). The clearest separation based on pre-enrollment traits was between stopouts, on the one hand, and both persisters and withdrawals on the other. It was only after first-quarter academic performance was added to pre-enrollment traits that a sharp discrimination was found between persisters and early voluntary withdrawals.

19B RETRENCHMENT REVISITED: SOME DIFFERING VIEWPOINTS (panel)

DENISE STRENGLEIN (moderator), Data Base Coordinator, University of South Florida

CAROL FRANCES, Director, Division of Policy Analysis and Research, American Council on Education (ACE)

JEFFREY HOLMES, Director, Education, Science and Culture Division, Statistics Canada

JACK E ROSSMANN, Vice President for Academic Affairs, Macalester College

We have had ample warning that the coming decades may bring a decline in the support for higher education At the 1980 Forum in Atlanta, a panel was assembled to discuss coping with retrenchment The panel addressed both measures of financial health and strategies for dealing with declining budgets This year Holmes, Rossmann, and Frances discussed retrenchment issues including the after effects of retrenchment, the advantage that can be taken of draconian impositions, the question of the self-fulfilling prophecy, and strategies to consider instead of retrenchment.

19C MANAGEMENT INFORMATION SYSTEMS: THE DEVELOPMENT OF STUDENT INFORMATION (contributed papers)

EDWARD K. DESROSIERS (chair), Director of Research, Council of Ontario Universities
ROBERT A. WALLHAUS (reactor), Deputy Director for Academic and Health Affairs, Illinois Board of Higher Education

19C(1) *DATA BASE MANAGEMENT SYSTEMS FOR HIGHER EDUCATION: A MODEL FOR STUDENT DEVELOPMENT*

T. DARY ERWIN, Assistant Research Psychologist, Texas A&M University

A model of a computerized data-base management system for higher education is illustrated. The system has the advantage of efficiently maintaining, organizing, and coordinating student information among several offices. Perhaps more importantly, the model presented here was designed as a tool for the enhancement of students' development. The structural segments of the model are outlined, and examples of the kind of information to be used for student development are presented.

19C(2) *AN INFORMATION SYSTEM FOR MONITORING TRANSFER STUDENT PERFORMANCE AT A STATE UNIVERSITY*

BETTY TILTON, Coordinator, Institutional Research, Florida State University

This paper describes an information system which is currently used to monitor the performance of students transferring to a state university from public community colleges within the state. Reports are produced on the number of transfer students enrolling at the institution, the institutions they last attended, the majors they select, the grade point averages they maintain, their retention rates, and the degrees they receive. Comparative information is also available for native students. The information provided in the reports is used to evaluate current policies impacting transfer students as well as to determine areas where service can be improved.

HE 014 141 (13 pp.)

19D MARKETING IN HIGHER EDUCATION (contributed papers)

HEIDI L. MAHONEY (chair), Associate Vice President for Faculty and Staff Relations, State University of New York College at Buffalo
JOE L. SAUPE (reactor), University Director of Institutional Research, University of Missouri

19D(1) *MARKETING EDUCATION THROUGH BENEFIT SEGMENTATION*

WILMA ELIZABETH GOODNOW, Assistant Professor of Marketing, Millikin University

Research recommended that higher education's competition for students be alleviated through market research. Appropriateness of benefit segmentation was tested at College of DuPage during the spring quarter of 1979 with participants in 92 randomly selected courses. Cluster analysis grouped participants according to similarity of their motivations as described through factor analysis. The Kolmogorov-Smirnov test found each group's significant ($\alpha \leq .10$) program offering preferences and demographic characteristics, suggesting ways programs might be appropriately communicated to those for whom they were designed. These findings substantiated the appropriateness of benefit segmentation to higher education. By implementing strategies of appropriate markets, an institution can compete successfully by better serving specific markets.

HE 014 142 (19 pp.)

19D(2) *IMPROVING RECRUITMENT INFORMATION—WHOSE PREROGATIVE?: STATE AGENCY VERSUS INSTITUTIONAL EFFORTS*

LINDA S. DLUGOSCH, Planning Assistant, Minnesota Higher Education Coordinating Board

Efforts to improve the information that colleges provide to students has developed from two concurrent pressures: (1) concern within state and federal government that colleges are unable or unwilling to improve their information in meaningful ways and (2) concern among colleges about declining enrollments and the need to more effectively attract students This paper examines what both colleges and state agencies are doing in this area. The authors debate the role of state involvement in assuring the quality of colleges recruitment information

HE 014 143 (15 pp)

19D(3) *MARKETING EFFECTIVENESS, COMPETITION, AND POPULATION CHANGE IN COMMUNITY COLLEGES*

JOHN A SCIGLIANO, Associate Professor/Director, Center for Higher Education, Kent State University

This paper presents a model that establishes the relationships between marketing effectiveness, competition, and local population change A random sample of 164 two-year college admissions officers completed an instrument designed to measure the level of marketing effectiveness in their colleges, the level of competition from other colleges, and the population change in their local areas Zero order correlations among the variables were analyzed, and statistically significant relationships were detected Results indicate that the perception of competition from other colleges increases as local population declines while, at the same time, marketing effectiveness increases

19E ON-LINE INSTITUTIONAL RESEARCH: NOW AND TOWARD 2001 (panel)

R DAN WALLERI (moderator), Research Specialist, Office of Research and Planning, Mt Hood Community College

DON E GARDNER, Director of Institutional Research, Portland State University

JERRY JAQUA, Director of Analytical Systems, Oregon Department of Higher Education

JOSEPH MATT, Assistant Director, Institutional Studies and Planning, Arizona State University

MAUREEN MURPHY, Director of Institutional Research, University of Oklahoma

The panelists discussed on-line computer applications in relation to the generation of timely, accurate, and useful information for college decision makers. The panelists had selected to provide a variety of viewpoints with regard to both on-line computer applications and institutional environment (university, community college, and state level). Topics included word processing, information management, modeling, statistical routines, and generalized report writing. Emphasis was on information products and their utility rather than on the software, but ways in which software advances are changing the institutional research office and the role of institutional research in higher education were discussed

19G THE CHANGING ROLE OF INSTITUTIONAL RESEARCH (contributed papers)

DONALD J ANDERSON, (chair), Director of Institutional Research, University of South Florida

JOHN Y REID (reactor), Director, Center for the Study of Higher Education/Chairman, Department of Higher Education, University of Toledo

RICHARD D HOWARD (reactor), Director of Institutional Research, West Virginia University

19G(1) *CATASTROPHE THEORY IN HIGHER EDUCATION RESEARCH*

E MICHAEL STAMAN, Director, Campus Computing Services, University of Missouri-Columbia

The purpose of this research was to consider the applicability of catastrophe theory to research in higher education The review of the literature concentrates on those efforts in which the variables and their use seem to have an analogy to higher education. Several problems which typically appear in the literature are presented in a theoretical framework, and a catastrophe theory model is attempted for each. In this way, the researchers were able to consider the fundamental assumptions about a given model and its associated variables and to assess, at a theoretical level, the appropriateness of applying catastrophe theory to the model

HE 014 144 (24 pp.)

19G(2) *THE EDUCATIONAL ADMINISTRATOR: AN OSTRICH WITH ITS HEAD IN THE SAND*

GLEN C. FORRESTER, Manager, Educational Planning & Research, British Columbia Research Council
GORDON JONES, Instructor, Vancouver Community College, Langara Campus
JOHN D DENNISON, Professor of Higher Education, University of British Columbia

Dramatic changes are confronting postsecondary educational systems everywhere Administrators need to be able to recognize these changes and adapt to them. By pulling together results from several studies, this paper demonstrates how institutional research projects provide valuable information of practical use to administrators at both the institutional and state/provincial level Findings from recent projects are shown to indicate that further refinements and adjustments in the educational systems are necessary over the coming years. It is time for the administrator to stop acting like an ostrich and to pull its head out of the sand.

19J STRATEGIC PLANNING: LESSONS FROM INDUSTRY (seminar)

RICHARD B. HEYDINGER (convener), Assistant to the Vice President for Academic Affairs, University of Minnesota
HERMAN CAIN (presenter), Vice President, Systems and Services, Pillsbury Company
JAMES OLSON, Manager of Corporate Planning, General Mills, Inc

Despite the frequently recited differences between academic institutions and business organizations, college and university administrators often attempt to model corporate practices. This seminar featured a panel of senior corporate planners who shared with the audience their observations about how planning is routinely conducted in their firms. They addressed the question of needed and likely changes in their current methods as they pursue the elusive "ideal" planning approach The implications of planning for the business firm and the relation of planning to resource allocation were also assessed

19K COMMUNITY COLLEGE INSTITUTIONAL RESEARCH: TOWARD 2001 (panel)

RICHARD ALFRED (moderator), Associate Professor of Higher Education and Director of the Community College Specialization, University of Michigan.
MARGARET H ARTER, Dean of Instruction, Palo Verde College
ROBERT GELL, President, Cecil Community College
CHARLENE NUNLEY, Director of Planning and Management, Montgomery Community College

This panel comprised four individuals who were pioneers in community college institutional research—each of whom has moved to other positions in higher education. The panelists addressed such topics as organizing an effective institutional research office; the role of institutional research in the community college as we move toward 2001, the relationship between institutional research and other areas typically associated with an evolving institutional research office (i.e., planning, budget development, resource allocation, resource development, etc), strategic roles and responsibilities within the community college organizational structure; and career patterns and opportunities for institutional research types

HE 014 145 (Arter) (7 pp)

20R FORUM BANQUET: A CULTURAL FAIR (social event)

RICHARD B HEYDINGER (coordinator), Member, 1981 Forum Local Arrangements Commitee

Nearly 500 Forum participants journeyed to the historic Landmark Center in St Paul on Tuesday for an evening of ethnic food and entertainment

21A MAJOR RESEARCH UNIVERSITIES (special interest group)

MARK MEREDITH (coordinator), Director of Institutional Studies, University of Colorado-Central Administration

Participants shared in analyzing specific issues and problems of major research universities and in presenting alternative solutions or methods. Short presentations and open discussions were offered, highlighting essentials and handing out or identifying sources of more detailed information.

21B ELEMENTARY AND SECONDARY SCHOOLS (special interest group)

THOMAS H. SATERFIEL (convener), Director of PREPS, Mississippi State University

This session focused on the institutional research activities in elementary and secondary schools. The existing organizations that attract these professionals were identified, and suggestions concerning joint participation were made

21C SMALL PRIVATE COLLEGES (special interest group)

GERALD H. LUNNEY (convener), Director of Research, Council of Independent Kentucky Colleges and Universities

The meeting was a continuation of the discussion begun in Atlanta concerning the best ways for institutional research personnel from the small private colleges to share ideas and concerns

21D COMMUNITY COLLEGES—UPDATE AND SYNTHESIS: RETENTION/ATTRITION STUDIES (special interest group)

JANIS H WEISS (convener), Coordinator of Institutional Research, North Hennepin Community College

The purpose of this session was to provide attendees with information on various strategies involved in attrition/retention research at several community colleges Concise reports were delivered designed to foster more in-depth discussions after the session Those scheduled for presentations included the following. JAMES A HENDERSON, Jr, Director of Planning and Research, Midland Technical College (South Carolina); COLIN S SHAW, Coordinator of Research, Dallas County Community College District (Texas), SUSAN J. VENUTI, Research Associate, Delaware County Community College (Pennsylvania); NANCY A. WOODS ,Director of Institutional and Management Studies, Kalamazoo Valley Community College (Michigan)

21E TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES (TBCU) (special interest group)

ALFRED L COOKE (convener). Consultant, National Advisory Committee on Black Higher Education

21F MARKETING AND MARKETING RESEARCH (special interest group)

JOSEPH E GILMOUR (convener), Coordinator, Academic Affairs, Washington Council of State College and University Presidents

The session had three purposes (1) to share information on market research projects that session attendees had completed or had in progress, (2) to ascertain the level of interest in market research workshops or conferences, and (3) to determine interest in a market research "track" during the AIR Forum

22H(+) FORUM ADDRESS: WHAT'S HIGHER ABOUT HIGHER EDUCATION? (general session)

RICHARD B HEYDINGER (chair), Assistant to the Vice President for Academic Affairs, University of Minnesota

HARLAN CLEVELAND, Director, Hubert H Humphrey Institute of Public Affairs and Professor of Public Affairs, University of Minnesota

(Note The text of this address begins on page 27)

23A STUDENT EDUCATIONAL OUTCOMES (contributed papers)

MARY ALYCE ORAHOOD (chair), Assistant Director, Institutional Studies, University of Arkansas-Little Rock

JOSEPH T. SUTTON (reactor), Vice President for Planning and Operations, University of Alabama

23A(1) *THE EVALUATION OF THE COLLEGE GRADUATE—LOGIC, METHOD, AND FINDINGS*

KIM NELSON, Executive Assistant to the President, Winona State University
JOHN LEWIS, Department Chair, Psychology, Winona State University

This was a study of the extent to which graduates of Winona State University (WSU) attained behaviors seen as goals of higher education Data were collected via a survey schedule mailed to all graduates of WSU Returns were obtained for 4,660 graduates, which represented 33% of the total group The results suggest the following conclusions. (1) The vast majority of reporting graduates were employed in occupations classified as professional or technical/managerial, (2) the reported incomes were low, probably a consequence of the large percentage of WSU graduates employed as teachers, (3) attainment of an advanced degree was reoorted for 19% of the graduates, (4) most WSU graduates voted but did not become involved in most other political activities, (5) the typical WSU graduate participated in three or four community activities and two or three intellectual or cultural activities, and (6) in terms of social mobility, most Winona graduates were first generation college graduates and most expected their children to complete at least an undergraduate education

HE 014 146 (30 pp)

23A(2) *USING THE COLLEGE OUTCOME MEASUREMENT PROJECT TO MEASURE COLLEGE OUTCOMES*

STEVEN SCHOMBERG, Assistant Director, University College, University of Minnesota

DARWIN D HENDEL, Research Associate, Measurement Services Center, University of Minnesota

CAROLINE L BASSETT, Assistant to the Dean, College of Liberal Arts, University of Minnesota

This paper describes one institution's use of instruments developed by the College Outcome Measures Project (COMP), a project sponsored by the American College Testing Program. The study was designed to answer three questions concerning the use of COMP. Results obtained in the study of 96 University of Minnesota graduating seniors in the 1979 national field test of COMP suggest greater potential usefulness in distinguishing among institutions than in comparing outcomes of programs within an institution The authors conclude that as new approaches and instruments for measuring college outcomes become available to institutional researchers, criteria for instrument selection need to be shared among individuals charged with conducting outcome studies

HE 014 147 (20 pp)

23B INSTITUTIONAL PLANNING IN THE 1980s: STRATEGIC PLANNING (contributed papers)

ARTHUR L GILLIS (chair and reactor), Vice President, Finance and Administration, University of Connecticut

23B(1) *SIX STRATEGIC PRECONDITIONS NECESSARY FOR A COLLEGE OR UNIVERSITY TO BE SUCCESSFUL IN ITS ENVIRONMENT*

ROBERT G COPE, Associate Professor of Higher Education, University of Washington

The word "preconditions" suggests an examination of the essentials, the roots, the principles of strategic analysis Therefore, one purpose of the paper is to illustrate the search for principles having enduring value; principles that have their roots in the essential nature of an entity's relationship with its environment A second purpose is to emphasize unusual illustrations in order to demonstrate how other-than-prose symbolic representations (charts, maps, keys) may compel and focus new perspectives The paper is designed to enable readers, who should already have some knowledge of strategic planning, to develop a new appreciation of what strategic planning is and to explore the usefulness of six general conditions thought to be necessary for an institution's continuing vitality

23B(2) *SOME DIMENSIONS OF STRATEGIC PLANNING FOR HIGHER EDUCATION*

STANLEY J YOUNG, Professor of Management, University of Massachusetts

The 1980s will present a changed environment for higher education, and it is the argument of this paper that institutions of higher education should establish administrative strategic planning units which will enable them to adjust in a planned, productive, systematic manner Strategic planning units have not, historically, been part of the administrative function of higher education. A strategic plan is sufficiently long term to provide an opportunity to modify all dimensions of an institution: goals, program, and staffing patterns While faculty should participate in such planning, the responsibility for university transformation rests with administrative leadership since faculty traditionally have been academically conservative

23C MANAGEMENT INFORMATION SYSTEMS: CONCEPTUAL DESIGNS AND NEW DIRECTIONS (contributed papers)

RISDON J WESTEN (chair), Director, Institutional Research, United States Air Force Academy (Retired)

DALLAS R FOX (reactor), Vice President for Finance and Business, Winthrop College

23C(1) *INTEGRATION OF VOICE, DATA, AND IMAGE AS A FACTOR IN INFORMATION PLANNING*

BERNARD S SHEEHAN, Director, Office of Institutional Research, University of Calgary
WILLIAM B McMINN, Manager, Corporate Information System, Manitoba Telephone System

Technological advances in computers and telecommunications have become significant agents of change in higher education These are illustrated and analyzed within a framework which associates technologies, applications and those aspects of institutions affected Two further frameworks, one for information systems suggested by decision support systems study and o. which is a map of the futures field, are identified as typical instruments useful for institutional researchers and planners in impact analysis of technology on higher education and, hence, on the practice of institutional research The technologies and applications discussed include microelectronics, speech processing, fiber optics, satellites, personal computers, teleconferencing, word processing, electronic mail, voice messaging, and the displayphone. (A videotex demonstration was given during the paper presentation using Telidon and accessing, through telephone lines, working data bases across Canada)

HE 014 148 (23 pp)

23C(2) *A CONCEPTUAL BASIS FOR DESIGN OF MANAGEMENT INFORMATION SYSTEMS IN HIGHER EDUCATION*

DENNIS P JONES, Associate Director, National Center for Higher Education Management Systems (NCHEMS)

This paper provides a review of the literature on decision making and organizational behavior to examine why management information systems do not support, as well as they might, the current decision making in the higher education institution A model is identified to assist practitioners and researchers in better identifying the conditions associated with specific environments that influence the utility of management information systems

23D THE ECONOMICS OF HIGHER EDUCATION (contributed papers)

C. NEIL RUSSELL (chair), Manager, Program Development and Evaluation, Community Colleges Division, Department of Education, Province of Manitoba

WILLIAM C. WEILER (reactor), Associate Director, Management Information Division, University of Minnesota

23D(1) *INFLATION IS PRICING OUT QUALITY*

CHARLES H. BELANGER, Director of Institutional Research, Université de Montréal

LISE LAVALLEE, Research Economist, Office of Institutional Research, Université de Montréal

Universities are facing an almost insoluble problem. they want to enhance quality and vitality in the years ahead with a diminishing maneuvering range brought about by an ever-increasing proportion of money being almost automatically committed to salaries while the shrinking remainder, so-called other expenses, is being eaten up by inflation. This study examines the pressure points being created on the budget allocation and presents the in-depth case of the Chemistry Department. It also suggests various scenarios which almost inevitably lead to a decrease of quality.

HE 014 149 (17 pp.)

23D(2) *THE RISING COST OF PRIVATE HIGHER EDUCATION*

J LLOYD SUTTLE, Director, Office of Institutional Research, Yale University

The report illustrates the informational and analytical basis on which one high-cost institution—Yale University—sets its annual tuition levels and long-term pricing policies. The rising cost of private higher education in general, and a Yale education in particular, is examined in a context that takes into account historical trends, economic data (price and income inflation), the financial condition of the institution, comparative cost data from other schools, and studies of the impact of cost on enrollment The results suggest that current educational costs, despite their recent rapid increases, are not significantly above historical levels (after adjusting for inflation), are not unfair to students, are affordable to most families, and are in line with the costs of other private institutions. No serious impact on the quality or diversity of the student body was discovered

HE 014 150 (30 pp.)

23D(3) *FINANCING AT THE LEADING 100 RESEARCH UNIVERSITIES*

MARILYN McCOY, Director of Planning and Policy Development, University of Colorado-Central Administration

JACK KRAKOWER, Senior Associate, National Center for Higher Education Management Systems

DAVID MAKOWSKI, Senior Associate, National Center for Higher Education Management Systems

This paper presents results of a National Science Foundation-sponsored study to examine the financing of the leading 100 research universities. The study examines the changing dependence of these institutions on the federal government for overall financial support, the shifts in the concentration of federal funding to and within higher education, and the various programmatic and resource characteristics of these leading research institutions The study covers five fiscal periods, 1975 through 1979 *(Note: A panel of twelve institutional representatives from the leading research institutions assisted in this research effort)*

HE 014 151 (47 pp)

23E INSTITUTIONAL FOCUS ON REALITY: THE NEXT DECADE (panel)

GERALD W McLAUGHLIN (moderator), Associate Director of Institutional Research, Virginia Polytechnic Institute and State University

CAROL FRANCES. Director, Division of Policy Analysis and Research, American Council on Education (ACE)

W SAM ADAMS, Assistant Graduate Dean, University of Wisconsin-Oshkosh

HORACE F GRIFFITTS, Director of Research, Tarrant County Junior College District

RICHARD D HOWARD, Director of Institutional Research, West Virginia University

NORMAN P UHL, Associate Vice Chancellor for Academic Affairs for Research, Evaluation, and Planning, North Carolina Central University

Carol Frances, author of *College Enrollment Testing the Conventional Wisdom against the Facts*, discussed her calculations which identify different client groups who are potential students if institutions can and will meet their needs Representatives of a state college, a community college, a comprehensive state university, and a traditionally black institution related these sources of students to their types of institution. Each representative also discussed anticipated institutional strategies and perceptions of relevant external forces

23F MAXIMIZING THE IMPACT OF STUDENT EVALUATION AND INSTITUTIONAL RESEARCH ON POLICY AND PLANNING (panel)

DONALD M. NORRIS (moderator), Director, Office of Institutional Studies, University of Houston

GARY R HANSON, Assistant Dean of Students, University of Texas at Austin

WILLIAM F LASHER, Director, Office of Institutional Studies, University of Texas at Austin

LARRY H. LITTEN, Associate Director, Consortium on Financing Higher Education

As institutions resist enrollment decline through marketing techniques, enrollment planning, and improvement in attrition/retention, research and evaluation on students have assumed even greater importance This panel addressed the issues of how to design, implement, and synthesize the findings of such research to have maximum, appropriate impact on decision making and policy formulation More and more, such analytical activities involve teams of institutional researchers and student researchers having different disciplinary backgrounds and orientations. Reflecting this diversity and representing a range of institutions, the panel investigated which strategies and approaches work best in different situations

23G THE TENURE PROBLEM: CAN MODELING CONTRIBUTE TO THE SOLUTION? (panel)

JAMES R MONTGOMERY, Director of Institutional Research, Virginia Polytechnic Institute and State University

DAVID R POWERS, Vice President for Academic Affairs, George Mason University

E MICHAEL STAMAN, Director, Campus Computing Services, University of Missouri-Columbia

RONALD VERGONA, Statistical Analyst, Office of Institutional and Policy Studies, University of Pittsburgh

A concomitant of decreasing enrollments is likely to be increasing proportions of tenured faculty, resulting in limited opportunities to introduce new areas of expertise. While models cannot make decisions for academic administrators, they can test the effect into the next century of alternative tenure policies on program flexibility In this panel, an academic vice president presented an overview, from his perspective, of problems related to tenure policies Representatives of two institutions that have used faculty flow models as input to tenure policy decisions and of one that has found the model unsatisfactory briefly described their experiences After discussion with the audience, the academic vice president critiqued the usefulness of faculty flow models

23K LOOKING AT THE UNIVERSITY AS A TOTAL SYSTEM (seminar)

W. A. S. SMITH (convener), Special Consultant, Office of the Vice President (Academic), University of Calgary

JAMES G. MILLER (presenter), Executive Vice President, The Hutchins Center for the Study of Democratic Institutions (University of California-Santa Barbara)

The typical modern university is variously referred to as an instructional delivery system, a management system, and a part of the nation's research and development system, among others Yet we often overlook the fact that the university can also be viewed as a "total system " In this seminar, the presenter, building from perspectives gained as a systems scientist and former university president, developed the total system concept An issue of particular concern was how the institutional research office might relate to the total system of the university in terms of management information systems and institutional decision making

23L USERS OF (AND THOSE INTERESTED IN) THE ACT EVALUATION/SURVEY SERVICE (special interest group)

MICHAEL J. VALIGA (coordinator), Program Specialist, American College Testing Program (ACT)

The American College Testing program (ACT) invited all interested AIR members to participate in a discussion of the instruments and associated programs of the ACT Evaluation/Survey Service This service has been designed to provide secondary and postsecondary institutions with a variety of specific-purpose survey instruments dealing with such topic areas as (a) student attrition and retention, (b) alumni follow-up, (c) student impressions of college, (d) adult learner needs assessment, and (e) postsecondary educational planning The service is intended to assist colleges in obtaining cost-effective, action-oriented information for such purposes as institutional self-study, planning, and accreditation The purpose of this session was twofold (1) to introduce new survey instruments developed during the past year and (2) to obtain any suggestions or comments AIR members had regarding the development of the service

24H(+) AWARDS LUNCHEON (general session)

JANIS H WEISS (host), Chair, 1981 Forum Local Arrangements Committee

More than 500 persons attended this first "awards luncheon" Wednesday noon The following awards were presented Distinguished Membership to Mary E. Corcoran, Outstanding Service to Joe L. Saupe and Bernard S Sheehan, Past President to F. Craig Johnson Entertainment was provided by Jeffrey Holmes who regaled the audience with a presentation on a Viking theme

25/26A USE OF A PERSONALITY INDICATOR IN INSTITUTIONAL RESEARCH (contributed papers/symposium)

A KAY STAUB (chair), Director of Institutional Research, University of Alabama
ROBERT F GROSE (reactor), Director of Institutional Research, Amherst College

25/26A *EXAMPLES OF THE USE OF A PERSONALITY INDICATOR IN INSTITUTIONAL RESEARCH*

NORMAN P UHL, Associate Vice Chancellor for Academic Affairs for Research, Evaluation and Planning, North Carolina Central University

DONALD J REICHARD, Director, Office of Institutional Research, University of North Carolina at Greensboro

DENNIS D HENGSTLER, Evaluation Specialist, Office of Institutional Research, University of North Carolina at Greensboro

LINDA K PRATT, Associate Director, Office of Research, Evaluation, and Planning, North Carolina Central University

SHIRLEY W DeLUCIA, Associate Professor of Education, North Carolina Central University

BERT GOLDMAN, Dean for Academic Advising, University of North Carolina at Greensboro

ADRIAN R ROBERTS, Jr., Associate Professor of Education, North Carolina Central University

A research group was formed in 1979 by Norman Uhl, Donald Reichard, and Bert Goldman to investigate the application of the Myers-Briggs Type Indicator (a personality instrument based on C G Jung's theory of personality types) to problems of institutional research At this symposium, Reichard presented the research agenda, Uhl described the Myers-Briggs Type Indicator (MBTI), and the results of three studies which originated from this research program were presented. The first study, presented by Hengstler, is concerned with the prediction of academic success in undergraduate admissions, the second, presented by Uhl, examines the relationship between personality type and college attrition and between personality type and change of major; and the third, presented by Pratt, investigates the relationship between the MBTI types and scores on the National Teacher Examination Data were obtained from students at the University of North Carolina at Greensboro and North Carolina Central University

HE 014 154 (Pratt, Uhl, Roberts, and DeLucia) (21 pp)

HE 014 155 (Hengstler, Reichard, Uhl, and Goldman) (21 pp)

HE 014 156 (Uhl, Pratt, Reichard, and Goldman) (29 pp)

25/26B INSTITUTIONAL PLANNING, BUDGETING, AND DECISION MAKING: THE DESIGN AND ESTABLISHMENT OF NEW SYSTEMS AT THE UNIVERSITY OF MINNESOTA (panel)

TIM DELMONT (moderator), Assistant Chief Analyst, University of Minnesota

CARL R ADAMS, Professor of Business Administration and Special Assistant to the Vice President for Administration and Planning, University of Minnesota

RICHARD CALDECOTT, Dean Biological Sciences Administration, University of Minnesota

NILS HASSELMO, Vice President for Administration and Planning, University of Minnesota

RICHARD B HEYDINGER, Assistant to the Vice President for Academic Affairs, University of Minnesota

FRED MORRISON, Professor of Law and Chair of the University Committee on Biennial Request and Budget Review, University of Minnesota

In the past two years, the University of Minnesota has created and established new planning and budgeting systems These systems are broadly participative procedures which identify program and funding priorities, ensure resource flexibility through a retrenchment and reallocation mechanism, and link institutional planning and short-term budgeting decisions. This panel laid out the conceptual framework which undergirds this system and described the university's experiences in implementing the changes The panel consisted of back-to-back sessions—one focusing on the broad philosophical and organizational constructs of the new system and a second describing the operational detail of these efforts—enabling the audience to see what one university's experiences have been in implementing fundamental administrative changes.

25D MARKETING IN HIGHER EDUCATION (contributed papers)

ILONA TURRISI (chair), Director, Budget and Analysis, Florida State University

LOIS E TORRENCE (reactor), Director, Institutional Research, University of Connecticut

25D(1) *THE EFFECT OF CONCERN ABOUT PRICE ON CHOICES BETWEEN PRIVATE AND PUBLIC HIGHER EDUCATION INSTITUTIONS*

DAVID L BRODIGAN, Coordinator of Institutional Research, and Registrar, Carleton College

LARRY H LITTEN, Associate Director, Consortium on Financing Higher Education

DANIEL SULLIVAN, Dean for Academic Planning and Development/Assistant Professor of Sociology, Carleton College

Financial concerns and their effects upon the higher education market for public and private educational institutions were examined by means of a survey conducted in six metropolitan areas in the United States. Respondents from parent and student populations provided information allowing the identification of two groups of people: (1) those who prefer private colleges and whose choices among schools are consistent with their preference and (2) those who prefer private colleges but whose choices move them into the public domain. Financial concerns and other variables permitting the authors to distinguish between these two groups were studied

25D(2) *AN ADMISSIONS MODEL FOR MONITORING APPLICANT QUALITY*

DANIEL J. A. ROSENTHAL, Director of Institutional Studies, Stockton State College
CHARLES TANTILLO, Vice President for Educational Services and Institutional Planning, Stockton State College

A model which permits the monitoring of applicant quality during the admissions process is described and tested Quality is monitored at four stages during admission: applied, admitted, paid deposit, and enrolled. Using the model, changes in applicant quality can be attributed to either student or institutional discretion. Student quality measures consisted of SAT-verbal and SAT-math scores. Stage-to-stage continuation probabilities at each score level identified the students who were most and least likely to proceed toward enrollment. The model is adaptable to a variety of quality measures and subgroup analyses and can assist in college planning and recruitment efforts

HE 014 152 (17 pp.)

25E PEER INSTITUTIONS: VIEWPOINTS ON THEIR SELECTION AND USE FOR COMPARISONS (panel)

MARILYN McCOY (moderator), Director, Planning and Policy Development, University of Colorado-Central Administration
JAMES E ELSASS, Associate Vice Chancellor for Resource Allocation and Planning University of Illinois at the Medical Center
LEIF S. HARTMARK, Director of Planning, State University of New York at Albany
PAUL E LINGENFELTER, Deputy Director for Fiscal Affairs, Illinois Board of Higher Education
WENDELL G LORANG, Associate for Institutional Research, State University of New York at Albany

Interinstitutional comparisons regularly are made in higher education as a means of assessing comparative well-being. Among the areas of comparison are faculty and other personnel salaries, institutional funding and expenditure patterns, program characteristics, resource mix, and student achievement The process of selecting "peer" or "similar" institutions for these comparisons, however, has been problematic Each of the panel presenters has developed an empirically based method of selecting institutional peer groups. This session addressed alternative approaches in light of the benefits and limitations of comparative analysis at both the institutional and state level

25/26G ESTIMATING RATES OF RETURN ON INVESTMENTS IN HIGHER EDUCATION INSTRUCTION (workshop)

DAVID R. WITMER (presenter), Assistant Chancellor, University of Wisconsin

The workshop entailed reviews of published information and survey instruments, the development of follow-up questionnaires, and computation of internal rates of return.

25L COMPUTER RESOURCE USE: ISSUES FOR INSTITUTIONAL RESEARCH (panel)

DEBORAH J TEETER (moderator), Director, Office of Institutional Research and Planning, University of Kansas

JACK A HOADLEY, Chief Planning Officer, Royal Melbourne Institute of Technology

E MICHAEL STAMAN, Director, Campus Computing Services, University of Missouri-Columbia

DENISE STRENGLEIN, Data Base Coordinator, University of South Florida

A survey presented at the AIR Computer Users Special Interest Group meeting in May 1980 showed that computers are now used in one way or another by the majority of institutional research offices This panel addressed a number of issues relevant to computer use in institutional research, among them the question of computer access models, the relationship of institutional research to computer system design, the development of a computer data-base management system, and the management of programming in an institutional research office

25M TELEVISION: ANOTHER MEDIUM FOR INSTITUTIONAL RESEARCHERS (panel)

EDWIN R SMITH (moderator), Assistant Vice President for Administration, West Virginia University

MARY LUCILLE DeBERF oducer/Director, WWVU-TV, West Virginia University

RICHARD D HOWARD, Director of Institutional Research West Virginia University

JOHN PHELPS, Assistant Professor, Department of Health Professions, State University of New York at Buffalo

The use of television as a medium for presenting institutional research studies and recommendations was discussed by the panel A videotape production of an administrative planning and budgeting system was shown as part of the presentation

26D EVALUATING STUDENT PERCEPTIONS OF THE EDUCATIONAL EXPERIENCE (contributed papers)

JOSEPH E GILMOUR (chair), Coordinator, Academic Affairs, Washington Council of State College and University Presidents

SHEPARD BRAUN (reactor), Academic Analyst, Office of Institutional Research, University of Calgary

26D(1) *THE COLLEGE DESCRIPTIVE INDEX A MEASURE OF STUDENT SATISFACTION*

JEFFREY G REED, Assistant Professor of Psychology, State University of New York College at Geneseo

RONALD G DOWNEY, Associate Professor, Kansas State University

MARY ANNE LAHEY, Graduate Assistant, Psychology Department, Kansas State University

JAMES HOUSTON, Graduate Assistant, Psychology Department, Purdue University

SUSAN GREEN, Psychology Department, State University of New York College at Geneseo

A new multidimensional measure of student satisfaction with the college experience was developed The College Descriptive Index used a descriptive adjective checklist type of procedure, similar to the *Job Descriptive Index*, avoiding measurement problems of earlier student satisfaction research The instrument was completed by 264 students at a large midwestern state university The eight scale dimensions were reliable and independent. The instrument was revised and completed by 237 students at a New York State University College. Revised form scales were also reliable and independent Use in longitudinal research and relationship of satisfaction to attrition and academic performance are discussed.

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26D(2) *A COMPARISON OF BLACK AND WHITE STUDENT BACKGROUNDS AND PERCEPTIONS OF A PREDOMINANTLY WHITE CAMPUS ENVIRONMENT IMPLICATIONS FOR INSTITUTIONAL RESEARCH AND PROGRAM DEVELOPMENT*

DONALD J. REICHARD, Director, Office of Institutional Research, University of North Carolina at Greensboro

DENNIS D HENGSTLER, Evaluation Specialist, Office of Institutional Research, University of North Carolina at Greensboro

This study examines differences between black and white undergraduate student backgrounds and perceptions of a predominantly white university prior to entry, while students are enrolled, and within one year after receipt of a baccalaureate degree Eighteen discriminant analyses were employed in the analysis of the data which were collected in the period 1978–1980 The study draws upon a comprehensive series of interrelated studies at a single predominantly white institution and emphasizes the value of cross validation studies and the development of trend data through a program of research.

HE 014 153 (36 pp)

26L USERS OF COMPUTERS (special interest group)

R GREGORY LITAKER (convener), Institutional Research Officer, University of Louisville

This session began with a presentation by E MICHAEL STAMAN, Director of Campus Computing Services, University of Missouri-Columbia, concerning new directions in computing This was followed by open discussion during which a variety of problems (as well as opportunities) for the users of computers in the eighties were considered

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AIR

SECTION TWO
AIR DIRECTORY, 1981–82

Governance Documents

CONSTITUTION AND BY-LAWS
(as amended March 18, 1981)

Constitution

Article I. Name

The name of this organization shall be The Association for Institutional Research.

Article II. Purposes

The major purposes of The Association for Institutional Research shall be to benefit, assist and advance research leading to improved understanding, planning and operation of institutions of postsecondary education. Research focused on a single institution and that concerned with groups of institutions both fall within these purposes. In keeping with the dynamic nature of institutions of postsecondary education, the Association shall encourage the application of appropriate methodologies and techniques from many disciplines. It shall also publish and exchange information with respect to institutions of postsecondary education and shall use such means as are necessary and proper to accomplish these objectives including the raising of funds through gifts, devises, bequests or otherwise.

Except for the distribution of information, reports, and other similar documents to members and officers, no part of the assets of the Association nor any income or gains to it shall inure to the benefit of its members or officers. Reasonable and normal compensation for services actually rendered and/or reimbursement of expenses properly incurred may be paid to members or officers.

Article III. Membership

Section 1. Membership in The Association for Institutional Research and election or appointment to any committee are not based on race, ethnic origin, sex, age, or religious conviction.

Section 2. There shall be the following categories of individual membership: regular membership, graduate membership, emeritus membership, and distinguished membership. Review of and action on applications for membership shall be the responsibility of the Secretary.

Section 3. To be eligible for regular membership a person must (1) be actively engaged in research leading to the improved understanding, planning, and operation of institutions of postsecondary education; or (2) be interested in the methodology and results of institutional research.

Section 4. To be eligible for graduate student membership a person must be actively pursuing a graduate degree, must not be employed full-time, and must (1) be actively engaged in research leading to the improved understanding, planning, and operation of institutions of postsecondary education; or (2) be interested in the methodology and the results of institutional research.

Section 5. To be eligible for emeritus membership a person must be retired and must have been an active member of the Association for a minimum of five years immediately preceding retirement.

Section 6. Distinguished membership may be awarded to members or former members who have made distinguished contributions to institutional research. Nominations for distinguished membership shall be made to the Secretary. An affirmative vote of two-thirds of the Executive Committee shall be required for the awarding of distinguished membership. Persons who formerly held honorary membership shall hereafter hold distinguished membership.

Section 7. Only regular and distinguished members shall be eligible to vote on association business and hold elective office in the Association.

Section 8. The Executive Committee may, by affirmative vote of two-thirds of the members of the Committee, terminate the membership of any person who becomes ineligible for membership because of changes in professional activities or interests

Section 9. Members whose dues are not paid within four months after the due date shall be automatically dropped by the Secretary from membership in the Association.

Article IV. Officers

Section 1. The officers of the Association shall consist of the President, the Vice President, the Treasurer, the Secretary, the Immediate Past President. the Forum Chair, and the Associate Forum Chair.

Section 2. President - The President shall chair the Executive Committee and preside at the business meetings of the Association. The President shall also represent the Association in relations with other professional and educational organizations, foundations, and governmental agencies. The term of office of the President shall be one year, or until a successor takes office.

Section 3. Vice-President - The Vice President shall serve as vice chairperson of the Executive Committee and shall represent the President when the latter is unable to perform the duties specified above. The Vice President shall succeed to the office of President at the termination of the one-year term as Vice President, or when a successor takes office.

Section 4. Treasurer - The Treasurer shall be responsible for the receipt and disbursement of all funds of the Association and for the establishment and maintenance of appropriate records of all fiscal transactions. The Treasurer shall ensure that all expenditures are within the approved budget and have been properly incurred under the policies of the Association. The term of office of the Treasurer shall be three years, or until a successor takes office.

Section 5. Secretary - The Secretary shall be responsible for the minutes of the meetings of the Executive Committee and of the annual and any special business meeting, the maintaining of the list of members of the Association, and the sending of notices. The Secretary shall be Membership Chairman. The term of office of the Secretary shall be three years, or until a successor takes office.

Section 6. Immediate Past President - The Immediate Past President shall chair and convene the Nominating Committee. The term of office of the Immediate Past President shall be one year, or until a successor takes office.

Section 7. Forum Chair - The Forum Chair shall be responsible for chairing the annual Forum, for organizing the program of the Forum, and for supervising the activities of the various committees and subcommittees established to support or develop Forum activities. The term of office of the Forum Chair shall be one year or until a successor takes office.

Section 8. Associate Forum Chair - The Associate Forum Chair shall assist the Forum Chair by carrying out duties and responsibilities assigned by the Forum Chair. The Associate Forum Chair shall succeed to the office of Forum Chair at the termination of the one-year term as Associate Forum Chair, or when a successor takes office.

Article V. Executive Committee

Section 1. The Executive Committee shall consist of the President, the Vice President, the Treasurer, the Secretary, the Immediate Past President, the Forum Chair, the Associate Forum Chair, and four Executive Committee Members-at-Large.

Section 2. The Executive Committee shall, acting in concert, have full authority to act for and on behalf of the Association, except as otherwise specified in this Constitution, any amendments, and in the By-laws. The Executive Committee shall be responsible for recommending a budget for approval by the membership at the annual business meeting, assuring an annual independent audit of the financial records, such duties as are specified in the Constitution and in the By-laws, and such other duties as are required for the management of the Association's affairs.

Section 3. Two Members-at-Large of the Executive Committee shall be elected each year. The term of office of each of the four Members-at-Large shall be two years, or until a successor takes office.

Section 4. For purposes of incorporation, the Executive Committee may also be known as the Board of Directors.

Article VI Delegation of Responsibility

The Executive Committee shall have the authority to establish an office for the conduct of the Association's affairs, to employ an administrator, and to delegate to that person such responsibilities as are not in conflict with this Constitution, any amendments, and the By-laws.

Article VII. Meetings

The annual business meeting of the Association shall be held in conjunction with the annual Forum. Special business meetings may be called by the Executive Committee.

Article VIII. Nominations and Elections

Section 1. There shall be a Nominating Committee consisting of the Immediate Past President and five members elected by the membership. The term of office of each member of the Nominating Committee shall be one year or until a successor takes office.

Section 2. At least six months before the annual Forum, the Nominating Committee shall issue to the membership a call for nominations for the offices and positions for which the term is scheduled to expire.

Section 3. The Nominating Committee shall prepare and report to the Executive Committee, for transmission to the membership, a double slate of candidates for the Nominating Committee and one or more candidates for each of the other positions for which an election is to be held.

Section 4. The Executive Committee shall be responsible for ensuring the proper conduct of elections and for reporting the results to the membership.

Section 5. At least forty-five (45) days before the annual Forum, the ballot shall be mailed to all voting members of the Association. The ballot shall contain the slate forwarded by the Nominating Committee and shall also make provision for writing in additional names for each position. The closing date for return of ballots shall be thirty (30) days after the mailing date.

Section 6. In the event of a tie vote for a specific elective office resulting from the mailed ballots, a majority vote of the full membership of the Executive Committee shall resolve the tie.

Article IX. Vacancies

Vacancies in any office or on the Executive Committee or the Nominating Committee shall be filled by appointment by the Executive Committee for the unexpired terms.

Article X. Committees

Section 1. The President, with the approval of the Executive Committee, shall establish such committees as shall be deemed necessary to carry on the activities of the Association.

Section 2. There shall be a Publications Board which shall operate under terms of reference reviewed and approved annually by the Executive Committee.

Section 3. There shall be a Professional Development Services Board which shall operate under terms of reference reviewed by the Executive Committee.

Article XI. Affiliated Groups

Regional, provincial, state or other interest groups whose purpose is to advance the practice of institutional research among their membership in ways consistent with the purposes of the Association may be recognized as affiliates.

Article XII. By-Laws

Section 1. The Association shall, for the conduct of its affairs, adopt by-laws not inconsistent with this Constitution.

Section 2. By-laws and amendments to them may be initiated by any of the following means:

a) through action originating in the Executive Committee and approved by a majority vote of that committee; or

b) through a petition submitted by any voting member of the Association and approved by a majority of the Executive Committee; or

c) through a petition signed by twenty-five (25) or more members of the Association, and filed with the Secretary.

Section 3. The Executive Committee shall be responsible for printing any proposed by-laws or amendment(s) to them, if duly and properly initiated, and for submitting them to the voting members for vote either

a) at an annual business meeting, provided that the proposed change has been filed with the Secretary thirty (30) days prior to the annual business meeting; or

b) by mail ballot.

Section 4. A by-law or amendment to the By-laws must be approved by an affirmative vote of the majority of

a) the members present and voting at an annual business meeting, in the case of Section 3(a) above; or

b) those voting members whose ballots shall have been received on or before the thirtieth (30th) day after the mailing of the ballots, in case of Section 3(b) above.

Section 5. Changes in by-laws shall become effective immedietely after approval.

Article XIII. Amendments

Section 1. Amendments to the Constitution may be initiated by any of the following means:

a) through action originating in the Executive Committee and approved by a majority vote of the Committee; or

b) through a petition submitted by any voting member of the Association and approved by a majority of the Executive Committee; or

c) through a petition signed by fifty (50) or more voting members of the Association, and filed with the Secretary.

Section 2. The Executive Committee shall be responsible for printing the proposed amendment, if duly and properly initiated, and submitting it to the voting members by mail ballot.

Section 3. An affirmative vote by two-thirds of those members voting, whose ballots shall have been received on or before the thirtieth (30th) day after the mailing of the ballots, shall be required for the adoption of the amendment.

Section 4. Amendments to the Constitution shall go into effect thirty (30) days after adoption.

Article XIV. Incorporation

The Association shall be incorporated as a non-profit corporation.

Article XV. Quorum

Section 1. Twenty (20) members attending a business meeting of the Association shall constitute a quorum.

Section 2. A quorum at any meeting of the Executive Committee shall consist of six (6) members.

Article XVI. Dissolution

Although it is intended that the term for which it is to exist is perpetual, in the event of dissolution, all assets of the Association shall be distributed only to an organization or organizations with the same or similar purposes that qualify for exempt status under section 501(c)(3) of the Internal Revenue Code of 1954.

By-Laws

Section 1. Notice of Meetings

The Secretary shall be responsible for notifying all members of the date and place of the annual business meeting at least sixty (60) days prior to the Forum. Special business meetings may be called by the Executive Committee upon giving sixty (60) days written notice to all members.

Section 2. Calendar

a) The membership year shall begin at the end of the annual business meeting at the Forum. (Persons paying dues on a calendar-year basis for 1981 shall be considered to be members in good standing until the end of the 1982 annual business meeting.)

b) The term of office for each position filled by election shall begin at the end of the annual business meeting at the next Forum.

c) The fiscal year shall begin June 1.

Section 3. Membership Fee

a) The membership fee structure shall be reviewed periodically by the Executive Committee, and any proposed change shall be submitted to the voting members for consideration at the annual business meeting.

b) A two-thirds vote of the members attending and voting at the annual business meeting shall be required for change in the membership fee structure.

Section 4. Procedure

The latest edition of Robert's Rules of Order shall govern all meetings of the Association insofar as they are applicable and not inconsistent with the Constitution and By-Laws of the Association.

Section 5. Guidelines for Affiliation with the Association for Institutional Research

a) To apply for affiliation, the regional, provincial, state or other group shall forward a request to the Secretary of the Association, to include

(1) a statement giving the name and purposes of the group

(2) a copy of the constitution and by laws of the group, if such exist

(3) a list of current members, or participants if membership is informal

(4) the name of a person from the group, who is also a member of the Association, designated to serve as liaison.

b) The Executive Committee of the Association will act on all requests for affiliation.

* * * * * * * * * * * * *

The Association for Institutional Research was incorporated as a non-profit corporation under the laws of the State of Michigan on February 1, 1966, with John Stecklein, Stewart Grout, and James Montgomery signing as incorporators. It is also registered as a "foreign corporation" in Florida and is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code.

* * * * * * * * * * * * *

GUIDELINES FOR AWARDING DISTINGUISHED MEMBERSHIP

Article III, Section 6, of the Constitution of the Association for Institutional Research states: "Distinguished membership may be awarded to members or former members who have made distinguished contributions to institutional research. Nominations for distinguished membership shall be made to the Secretary. An affirmative vote of two-thirds of the Executive Committee shall be required for the awarding of distinguished membership. Persons who formerly held honorary membership shall hereafter hold distinguished membership."

General Policy

Distinguished membership should be a meaningful recognition bestowed sparingly and only to those persons who have made significant and substantial contributions to the field of institutional research.

Distinguished membership should not be used to recognize persons retiring from active service in institutional research, who perhaps may have earned "emeritus" rather than "distinguished" membership.

Distinguished membership status shall be awarded for the lifetime of the individual.

Criteria

A member or former member nominated for distinguished membership should meet the following qualifications:

1. Has contributed substantially to the field of institutional research over a long period of time, either as an active participant in institutional research or through a supporting role.
2. Through the work and/or research, the influence of this person has been felt on postsecondary education.
3. If active in institutional research, has contributed to widely disseminated research and has been an active and contributing member of The Association for Institutional Research.
4. If in a "supporting" role (i.e. president, college teacher, etc.), has widely publicized and supported the development of institutional research and has contributed to research in the field.

Procedure for Selection

1. During the fall of each year, members of AIR may submit nominations for distinguished membership to the Secretary. A recommendation should include pertinent personal data on the recommended person as well as justification for the recommendation.
2. All nominations shall be screened by the Membership Committee and additional information obtained, if desired, on any person so recommended.
3. Nominations for distinguished membership to the Executive Committee shall be made by a two-thirds affirmative vote of the Membership Committee.
4. As specified in the Constitution, an affirmative vote of two-thirds of the Executive Committee shall be required for distinguished membership.
5. The occasion and manner of recognizing distinguished members shall be determined by the Executive Committee.
6. Criteria and procedures for selecting distinguished members shall be distributed to all AIR members.

Membership Dues for Distinguished Members

No membership dues nor Forum fees shall be assessed for distinguished membership.

GUIDELINES FOR AWARDING EMERITUS MEMBERSHIP

Article III, Section 5, of the Constitution of the Association for Institutional Research states: "To be eligible for emeritus membership a person must be retired and must have been an active member of the Association for a minimum of five years immediately preceding retirement."

General Policy

Emeritus membership is a status awarded by the Executive Committee upon recommendation of the membership committee to a person meeting the criteria on emeritus membership.

Emeritus members shall receive all rights and privileges of regular membership, except the right to vote or to hold elective office.

Emeritus membership shall be awarded for the lifetime of the member.

Criteria

1. A member shall be considered to have retired when he/she has formally terminated his/her regular professional employment through retirement. Continuation or resumption of employment on a part-time or non-continuing basis following retirement shall not affect eligibility for emeritus membership status.
2. The five-year continuous active AIR membership requirement shall be restricted to the regular membership category (including distinguished members).

Procedure for Selection

1. Each year at membership renewal time, members shall be given the opportunity to designate that they have formally retired.
2. Members should notify the Association of eligibility for emeritus status.
3. The Executive Secretary shall monitor all requests for emeritus membership, ensuring that the minimum membership requirement has been met.
4. Emeritus members must notify the Executive Secretary annually to maintain membership benefits.
5. Criteria and procedures for obtaining emeritus membership status shall be distributed to all Association members.

Membership Dues for Emeritus Members

No membership dues nor Forum fees shall be assessed to emeritus members.

GUIDELINES FOR THE AIR OUTSTANDING SERVICE AWARD

An Outstanding Service Award (OSA) has been created to recognize members or former members who have made extraordinary and sustained contributions to the Association for Institutional Research for a period of at least five years. Nominations for OSA shall be to the Secretary of the Association. An affirmative vote of two-thirds of the Executive Committee shall be required for the award. The OSA may be awarded posthumously.

General Policy

The Outstanding Service Award (OSA), bestowed sparingly, should be a meaningful recognition of those individuals who have provided exemplary service and professional leadership to the Association for Institutional Research and who have actively supported and facilitated the goals and constitution of AIR.

The OSA is not intended to duplicate the types of individual membership categories specified in the Constitution, Article III. The OSA differs from the Distinguished Membership Award in that the former is restricted to members or former members who have exhibited outstanding service to the Association, whereas the latter is awarded to members or former members who have made distinguished contributions to the broad field of institutional research. The two awards are mutually exclusive; however, a member can be eligible for both awards

Criteria

The nominee for the Outstanding Service Award (OSA) must have been an AIR member for at least five years and not a member of nor a candidate for the Executive Committee during the year the person is nominated. In addition, the nominee must meet at least two of the following three general criteria categories.

1. Has been a member of an AIR committee or board as specified in the Constitution, Article X
2. Has been an officer of or a recognized leader in the establishment of a regional, provincial, state, or special interest group which is associated with AIR.
3. Has made a professional contribution to AIR by being actively involved in a combination of the following:
   a. Presented contributed papers at the AIR Forum,
   b. Organized, offered, or acted as a primary participant in workshops at the AIR Forum, AIR regional workshops, or workshops sponsored by affiliated AIR groups,
   c. Participated in seminars at the AIR Forum,
   d. Chaired contributed paper and/or special interest group sessions at the AIR Forum; or
   e. Contributed in some other specific and significant way which has advanced the professionalization of AIR

Application of Criteria

The criteria outlined above are largely quantitative in nature and serve as minima for nominee consideration. A nominee meeting these criteria is not assured selection. Rather the spirit of the OSA has a qualitative dimension as well The award is intended to recognize individuals who have made noteworthy personal contributions to the Association. Therefore, supportive nomination letters should emphasize qualitative as well as quantitative assessments of the nominee's contributions.

Procedures for Selection and Recognition

1. During the fall of each year, AIR members may submit nominations for Outstanding Service Award to the Secretary. A letter of nomination should include pertinent personal and professional information about the nominee (a vita or resume) and specific information that the person meets the criteria outlined above.
2. The primary nominator should ask at least two other AIR members to provide supporting letters of recommendation to the Secretary.
3. All nominations shall be screened by the Membership Committee.
4. An affirmative vote of two-thirds of the Membership Committee shall be required in order to forward a nomination to the Executive Committee.
5 An affirmative vote by two-thirds of the Executive Committee shall be required for approval of an Outstanding Service Award.
6 The occasion and manner of recognizing the Outstanding Service Award recipient(s) shall be determined by the Executive Committee.
7. Criteria and procedures for selecting Outstanding Service Award recipients shall be distributed to all AIR members.

MINUTES OF THE ANNUAL BUSINESS MEETING

The Leamington Hotel, Minneapolis, Minnesota
May 19, 1981

The following items are appended to the original of these minutes:

A. Packet of agenda materials distributed to each Forum registrant, including the following items:

(1) Agenda for the meeting
(2) Minutes of the 1980 Annual Business Meeting
(3) Written reports of the officers and committees

B. Proposed budget for the 1981-82 fiscal year.

The meeting was called to order by the president, George Beatty, Jr., at 7:38 a.m. A quorum was present.

I. Minutes of the 1980 Annual Business Meeting

Action: The minutes were approved without correction.

II. Reports of Officers and Committees (Appendix A)

The president requested that members with questions, comments, or concerns about the written reports express them as each report was announced.

A. President (George Beatty, Jr.): None. *(A-1)*

B. Nominating Committee (F. Craig Johnson): None. *(A-2)*

C. Treasurer for FY 1979-80 (William F. Lasher); Lasher made brief comments about the report which shows a net increase of $1,869.80 for the fiscal year which ended June 30, 1980. *(A-3)*

D. Membership Committee (including the membership count) (W. Sam Adams): None. *(A-4)*

E. Site Selection Committee (W. Sam Adams): Adams announced the recent selection of Orlando, Florida, as the site for the 1986 Forum and of Daniel R. Coleman to be the local arrangements chair. *(A-5)*

F. Committee of Correspondents (Charles H. Belanger). None. *(A-6)*

G. Regional and Special Interest Groups Committee (Suzanne W. Larsen): Non *(A-7)*

H. Publications Board (Paul Jedamus): None. *(A-8)*

I. Workshops Committee (Donald J. Reichard): None. *(A-9)*

J Executive Secretary (Jean C. Chulak): None. *(A-10)*

K. 1981 Forum (John S. Chase): There was no written report. Chase announced that, although exact figures were not yet available, it appeared that attendance at the 1981 Forum would be near 750.

L. 1982 Forum (Daniel R. Coleman): Coleman reminded those in attendance that the 1982 Forum would be held in Denver, Colorado, Sunday-Wednesday, May 16-19, at the Denver Hilton Hotel.

Coleman introduced Risdon J. Westen, local arrangements chair, who reported some of the preliminary planning for the Forum and urged members to plan to be there

M. Election Committee (Beatty, in the absence of C. Frank Ellzey, chair): Beatty announced again the results of the election of officers and of the balloting on constitutional and by-law amendments. *(A-11)*

Jeffrey Holmes expressed some concern that the announced plan to publish the vote count beginning next year might result in embarrassment to unsuccessful candidates. No action was taken.

III Proposed Budget for FY1981-82 (June 1-May 31) (Beatty and Hans H. Jenny)

Beatty reviewed the actions of the Executive Committee in preparing the budget proposal, actions which he said were designed to respond to the concerns and requests of the 1980 Annual Business Meeting regarding the provision of projections farther into the future.

Action: Motion (Jenny) and second to approve the budget for 1981-82 as proposed (Appendix B).

There was lengthy discussion of procedures, the need for a projection of actual 1980-81 revenue and expense; the proposed budget fugures, the need for a rationale statement; investment policies; the proposed increase in the Forum fee and its impact on future attendance; the possibility of an institutional membership category as a means to reduce some costs which are duplicated when more than one individual at an institution holds membership; projected Forum attendance figures and their relationship to the Forum site and surrounding AIR population, during which the following individuals spoke: Adrian Harris, Fletcher Carter, Simeon Slovacek, Robert Winter, E. Michael Staman, and Gerald Lunney.

In response to the question about projected actual revenue and expense for the current fiscal year, Jenny reported a tentative projection, the net effect of which would be to draw down reserves approximately $27,775--$5,460 more than was budgeted. The reason is related to membership and Forum attendance figures which are less than estimated when the budget was adopted last year.

Action: *Motion (Adrian Harris) and second to reduce the total 1981-82 budget from $149,010 to $135,000.*

There was discussion, with E. Michael Staman speaking against the amendment.

Action: *Motion (Jeffrey Holmes) and second to call the previous question. The motion lost.*

There was continued discussion during which the following individuals spoke to the amendment: Eliot S. Elfner (against, but urging a better budgeting process); Mark Johnson (against, but urging the Executive Committee to respond to the concerns being expressed), and Daniel R. Coleman (against).

Action: *Motion (Werner Lendenmann) and second to call the previous question. The motion carried by more than the required two-thirds majority.*

Action: *A vote was taken on the amendment. The motion lost, with three members voting "aye."*

Action: *Motion (Bernard S. Sheehan) and second to call the previous question. The motion carried by more than a two-thirds majority.*

Action: *A vote was taken on the main motion. The motion carried, and the 1981-82 budget was approved as presented.*

IV. Old Business

Vice President Tetlow reported on the activities of the ad hoc Committee on AIR-SCUP (Society for College and University Planning) Cooperation during the year. The committee consisted of Molly Corbett Broad, whose responsibility was to examine and compare the constitutions and by-laws of the two groups; Thomas R. Mason, who looked at program content; and Tetlow, chairperson.

Tetlow, Broad, and President Beatty attended the SCUP annual conference in Quebec City in August, 1980, and identified several major issues to be considered. Tetlow announced his intention, as president in 1981-82, to create a committee to deal with all AIR-higher education relationships and to investigate means of greater cooperation among them.

Robert I. Lewis suggested the desirability of a written status report.

Action: *Motion (Jeffrey Holmes) and second to continue the work in the direction of greater cooperation between AIR and SCUP. The motion carried.*

V. New Business

Action: *Motion (Adrian Harris) and second that, henceforth, the annual financial report for the prior year include budgeted and actual expenditures by line item and function and that the budget for the existing year include full details on "projected actuals" by each line item, function, and income category. The motion carried.*

VI. Recognition of Outgoing Officers and Executive Committee Members

The president asked that the members recognize the following individuals who are leaving the Executive Committee: F. Craig Johnson, W. Sam Adams, John S. Chase, Charles H. Belanger, and Suzanne W. Larsen.

VII. Installation of New Officers

The president introduced the new officers and passed the gavel to the incoming president, William L. Tetlow.

The meeting adjourned at 8:58 a.m.

AGENDA AND BACKGROUND MATERIALS FOR THE ANNUAL BUSINESS MEETING *(APPENDIX A)*

The Association for Institutional Research
Annual Business Meeting
Tuesday morning, May 19, 1981, 7 30 a m
Hall of States, The Leamington Hotel
Minneapolis, Minnesota

Agenda Item	Background-packet page no
1 Minutes of the 1980 Annual Business Meeting *(NOT IN AIR 1981-1982)*	2
2 Reports of officers and committees *(Note There will be, in general, no oral presentations However, questions, comments, and discussion of written reports distributed in advance are welcome)*	
a President/Executive Committee *(George Beatty, Jr)*	3
b Vice President *(see Agenda Item 4)*	-
c Past President/Nominating Committee *(Craig Johnson)*	3-5
d Treasurer/FY 1979-80 Financial Report *(William F Lasher, Treasurer 1977-80)*	5-6
e Secretary/Membership Committee *(N Sam Adams)*	7
f ________ /Site Selection Committee *(N Sam Adams)*	8
g Committee of Correspondents *(Charles H Belanger, Member-at-Large)*	8-9
h Regional/Special Interest Groups Committee *(Suzanne W Larsen, Member-at-Large)*	9
i Publications Board *(Paul Jedamus, Member-at-Large)*	10-11
j Workshops Committee *(Donald J Reichard, Member-at-Large)*	11-12
k Executive Secretary/Executive Office *(Jean C Chulak)*	13-14
l Forum Chair/1981 Forum Committee *(John S Chase)*	-
(1) Status report	-
(2) Introduction of Associate Forum Chair Daniel R Coleman *(1982 Forum Chair)* and 1982 Local Arrangements Committee Chair Risdon J Westen	-
m Election Committee *(see Agenda Item 7)*	-
3 Proposed budget for 1981-82 *(Hans H Jenny, Treasurer)*	*(to be available in the Forum office on Monday afternoon)*
4 Old business	
(1) Report of the ad hoc Committee on AIR SCUP Cooperation *(William L Tetlow, Vice President)*	
(2) Other	
5 New business	
6 Recognition of outgoing officers and executive committee members *(President Beatty)*	-
7 Report of the Election Committee *(President Beatty)*	15
8 Installation of new officers *(President Beatty)*	-
9 Adjournment	

ANNUAL REPORT OF THE PRESIDENT *(APPENDIX A-1)*

George Beatty, Jr

The term of office of the incumbent president will be noted as the shortest in the long tradition and promising future of the association As the result of a by-law change which was passed overwhelmingly by the membership, the AIR president will now take office at the annual meeting in May rather than July 1 Although this development caused my term to end two months before scheduled, it is my feeling that the change will help the association in terms of efficiency and overall cost savings

In past years, the period between the annual Forum and the July 1 date was essentially "dead time", a time in which the sitting president looked forward with eagerness to past-president status and the president-elect was willing but unable to begin work This led to unnecessary delays in getting the new program year started and also added to the cost of running the association That has now been changed

During the past year, the association has continued to involve itself in international as well as domestic settings Internationally, AIR was represented at the European "forum" held in London in November and the Brazilian "forum" held in Brazilia in December Your president attended the Brazilia conference and can report that an enthusiastic group interested in institutional research is quite active in Brazil This group proposed to hold a major forum in Manaus in January 1982 We will learn more about this proposal in the near future

Planning has also continued to be an important part of association activity during the year Emphasis was placed on events surrounding the Forum, the association's most important single activity An ad hoc committee on Forum planning was appointed and made an interim report Because of the committee's efforts, Forum planning in the future will be significantly improved

At the annual business meeting last year, the membership voted to have the Executive Committee explore cooperative arrangements with the Society for College and University Planning (SCUP) In order to carry out the mandate, a committee chaired by Vice President Tetlow was appointed His report on progress to date and future plans is contained in his annual report

We have also made an effort to respond to the membership's desire for better presentation of budget information The results of our efforts are contained in the budget proposal for next year

Overall, 1980-1981 has been a good year The actions we have taken will stand the association in good stead well into the 1980s

ANNUAL REPORT OF THE NOMINATING COMMITTEE *(APPENDIX A-2)*

F Craig Johnson, Chair

Committee Members Frank S Black, Franklin L Duff, Marilyn McCoy, Laura E Saunders, and Patrick T Terenzini

President George Beatty requested that the Nominating Committee make an evaluation of the nominating process and report to the Executive Committee

Statistics This year one hundred and eighteen members were nominated by the membership Sixty of these agreed to serve and seventeen appeared on the final slate The committee considered an additional seventy names, of which three appeared on the final slate

Criteria The committee met at the Atlanta Forum in May of 1979 to consider procedures and criteria They agreed to the following

1 To develop selection criteria, to publish the criteria in the newsletter, and to include these criteria on the call for nominations

2 To have each committee member screen all association members, to make an individual analysis of the needs of the association, and to identify members best qualified to meet those needs

3 To contact regional and state institutional research groups to get additional input regarding individuals who had provided distinguished service to these groups

4 To review all members who had been nominated for office over the past five years in order to identify any systematic bias of a demographic, geographic, or institutional affiliation nature

Other issues At the selection meeting held in December of 1980, additional consideration was given to the following two issues prior to the discussion of any specific candidates

1 Single versus double slate The committee decided that a single name for a given office would be proposed only by unanimous consent of the committee It was further decided that if any nominee, who had previously agreed to serve, found it necessary to withdraw prior to the printing of the ballots, a phone survey would be made to fill the vacancy in the slate

2 Representation The committee agreed that since the association has no guidelines which establish categories, the committee did not choose to establish categories Since each member had reviewed all the nominees over the past five years for each office and failed to identify any strong evidence of systematic bias, it was decided that any individual perceptions of bias would be reflected by committee views in the discussion and in their acting on the final selection

Procedures Prior to the meeting to select the final nominees, each member had reviewed the history of participation of each member of the association, had made an individual analysis of the membership, had sought nominations from regional groups, and had prepared a list of personal choices for each office

At the meeting, each person nominated by a member was brought forward and a second by one of the members of the committee called for Those failing to receive a second were dropped from further consideration for that office Next, each member of the committee proposed additional names and, again, those failing to receive a second were dropped from consideration All nominees who had been nominated and seconded were discussed and voted upon This procedure was followed for each of the positions on the final slate

The committee agreed that each person who had been nominated by the membership was to receive a personal letter of thanks from the committee chair along with a list of final nominees

Evaluation The group judged the double slate to be an effective way to provide the members with a choice It was argued that a double slate has the disadvantage of providing a form of rejection to some of our most qualified members A review of recent history, however, indicated that people who had not been elected to a given office were nevertheless willing to be considered again

No systematic bias was identified which was strong enough to cause the committee to consider specific actions to redress past imbalances. It was noted, however, that community colleges in particular and women in general had not been elected to serve in the number equal to their respective numbers in the association. This was found to be a function of the election rather than the nomination process.

Contact with state and regional groups proved to be less than satisfactory and perhaps should not be continued. There was some confusion about the formality and weight that nominations would carry and a reluctance on the part of state and regional groups to single out particular members for endorsement.

The review of all members by each member of the committee proved to be of critical importance. All of the names presented through the call for nominations process were already familiar to the committee when it met for its final selection.

The individual analysis made by each of the committee members prior to the selection meeting was very beneficial in that it provided five different perspectives on each name considered.

The publication of criteria and the reporting of procedures served to keep the process open without diluting constitutional autonomy.

The procedures used by the committee this year were judged by the members to be efficient. As a result of the many hours spent by each committee member in preparation for the meeting, it was possible to give full consideration to the one hundred and eighty-eight names proposed and to get unanimous agreement on the final twenty nominees in one four-hour session.

Additional recommendations. The committee, therefore, suggests that next year's nominating committee do the following:

1. Evaluate each member and make individual analyses.
2. Evaluate the nominations made over the past five years in order to identify any systematic bias.
3. Publish selection criteria in advance.
4. Encourage individual members of state and regional groups to nominate qualified individuals through the call for nominations procedure.
5. Determine their own mechanics for nominating, seconding, and voting on the final slate in a manner which is both fair to all nominees and which results in a slate that provides the members with difficult choices among highly qualified individuals.
6. Report on the procedures used and evaluate their effectiveness after the final selection has been made.

REPORT OF THE TREASURER FOR FY 1979-80 *(APPENDIX A-3)*

William F. Lasher (1977-80)

At the end of the 1979-80 fiscal year, AIR continued to have a strong financial position. In a period characterized by continuing economic difficulties, the association remained fiscally sound. You will note that while our income estimates for the year were slightly high, our expense estimates were slightly low. This resulted in a cash position which was somewhat better at the end of the fiscal year than at the beginning. What's more, we were successful in capitalizing on our fiscal strength by managing our cash reserves in such a way so as to produce as much income as possible under a sound investment policy.

Our programs, especially the Forum, continue to provide excellent opportunities for professional growth. This year's executive committee has committed itself to providing additional services and professional development opportunities to members. Of course, you will be the final judges of the extent to which these initiatives meet their objectives.

Since this is my last financial report to you, I would like to thank all of you who have offered your suggestions and your support. I urge your continued interest in these issues. I am certain that Hans Jenny and Jean Chulak would be happy to discuss the association's financial matters with you at any time.

Financial Report

July 1, 1979-June 30, 1980

Table 1 Total Receipts[a]

Budget Category	Approved Budget	Adjusted Budget	Actual Income
Membership Dues and Fees	$ 48,250 00	$ 48,250 00	$ 43,357 96
Forum Fees[b]	52,250.00	52,250 00	50,559 00
Publication Sales	3,000 00	3,000 00	1,594 50
Workshops[b]	8,000 00	8,000 00	5,563 88
Interest	4,500 00	4,500 00	6,836 86
Miscellaneous	500 00	500 00	480 54
Transfer from reserves	4,450 00	4,450 00	0
Total Budgeted Receipts	$118,950 00	$118,950 00	$108,392 74
Unbudgeted Receipts[c]			16,524,98
Total Receipts			$124,917 72

Table 2 Total Disbursements[a]

Budget Category	Approved Budget	Adjusted Budget	Actual Income
Executive Office Salaries, Wages, Fringes	$ 30,000 00	$ 30,000 00	$ 29,316 93
General Administration	20,650 00	22,040.00	22,039 83
Forum[b]	17,500 00	19,975 00	19,854 62
Associate Forum Chair	500 00	505 00	501 12
Membership Services	6,700 00	6,700 00	6,355.57
Nominations/Elections	2,950 00	2,950 00	2,765 34
Publications	24,150 00	24,150 00	18,626 17
Workshops[b]	8,000 00	8,000 00	4,899.83
Other Committees	1,500 00	3,505 00	2,968.56
Program Development	4,000 00	0	C
Contingency	2,000 00	125 00	0
Capital Outlay	1,000 00	(1,000 00)[d]	(875.15)[d]
Total Budgeted Disbursements	$118,950.00	$117,950 00	$107,327 97
Unbudgeted Disbursements[c]			15,719.95
Total Disbursements			$123,047 92

Table 3 Cash Position

	July 1, 1979	June 30, 1980
Cash Assets		
Petty Cash	$ 29 01	$ 20 00
Checking Account	(63 19)	(8,599 47)
Passbook Savings	46,827 56	1,021 13
Certificates of Deposit	45,590 18	30,826 88
Money Market Fund	0	64,654 70
Prepaid Postage and Expense	166 59	3,892 73
FSU Agency Account	177.86	176 52
Net Value Furnishings and Equipment	2,819.38	3,268 27
Accounts Receivable	2,657 83	2,424 67
Total Cash Assets	$98,205 31	$97,685 41
Cash Liabilities		
State and Federal Taxes	53 81	61 92
Prepaid Income	3,510 00	0
Accounts Payable	572 13	1,655 82
Miscellaneous	134.74	81 50
Total Cash Liabilities	$ 4,270 68	$ 1,799 24
Net Cash Assets (unaudited)	$93,934 63	$95,886 17
Net Adjustments from Auditor's Report	81 74	0
Net Cash Assets	$94,016 37	$95,886 17
Net Change	$14,955 18	$ 1,869 80

[a] report does not reflect in-kind income from Florida State University nor its allocation. Such ... can be found in the financial statement, prepared by Catledge, Sanders and Sanders, Certified Public Accountants. These statements are available for examination upon request from the AIR treasurer or the executive secretary.

[b] Forum workshop fees and expenses originally budgeted in "Workshops" are shown here with "Forum."

[c] At our auditor's suggestion, an "unbudgeted" category has been included for items not intended to be income producing (e.g. ticket sales for Forum special events or labels produced for other organizations) and for the disbursements connected with such items.

[d] At our auditor's suggestion, disbursements for captial items are reflected in "Net Value of Furnishings and Equipment" and not in expense.

ANNUAL REPORT OF THE MEMBERSHIP COMMITTEE *(APPENDIX A-4)*

W. Sam Adams, Chair

Committee Members: David J. Berg, George A. Clovis, William F. Fenstemacher, Eleanor Langlois, Robert I. Lewis II, Thely Nilsson, Gary M. Oyler, and E. Michael Staman

Charge

The purpose of the Membership Committee is to seek out new members for the association and to ensure that current members of the association receive services necessary to their professional interests. Specifically, the charge was to review and recommend nominees for the Distinguished Membership Award and the Outstanding

Service Award, accept and approve emeritus membership applications, oversee maintenance of membership lists, recommend policy and procedures to better serve the membership, and review requests by regional groups to affiliate with AIR

Activities

1 The establishment of an information base for AIR members was discussed at a meeting of the Executive Committee No formal action was taken, but further investigation of possible means by which a "system" could be developed was encouraged

2 Nominations for the Distinguished Member Award and the Outstanding Service Award were reviewed and critiqued by the committee The Executive Committee approved the recommendation that one Distinguished Member Award and two Outstanding Service Awards be presented at the 1981 Forum

Recommendations

1 Continue to study and finalize a "system" for a comprehensive AIR membership information base
2 Solicit Distinguished Member Award and Outstanding Service Award nominations
3 Discuss and develop a plan to maintain at least the current level of AIR membership

MEMBERSHIP REPORT (count)
April 30, 1981

Part I Complete Membership Years (January 1-December 31), 1975-1980

Membership type	1975	1976	1977	1978	1979	1980
Distinguished	4	4	4	4	4	4
Emeritus	-	-	3	7	10	13
Regular						
New and reinstated	341	296	4(?)3	438	473	398
Renewed	782	877	901	1047	1166	1283
Graduate						
New and reinstated	17	20	25	33	30	36
Renewed	9	16	21	26	27	29
Totals	1153	1213	1354	1555	1710	1763

Part II Incomplete Membership Years (January April -approximately to Forum), 1975-1981

Membership type	4/25 1976	4/24 1977	4/30 1978	4/30 1979	4/24 1980	4/30 1981
Distinguished	4	4	4	4	4	4
Emeritus	-	3	4	8	13	14
Regular						
New and reinstated	223	271	219	301	307	240
Renewed	765	831	957	1076	1191	1223
Graduate						
New and reinstated	15	19	19	18	26	14
Renewed	16	19	20	24	29	19
Totals	1023	1147	1335	1498	1570	1514

ANNUAL REPORT OF THE SITE SELECTION COMMITTEE *(APPENDIX A-5)*

W Sam Adams, Chair

Committee Members John A Muffo, Barbara Holmes, and Gerald Gaither

Charge

The purpose of the Site Selection Committee is to analyze proposed Forum sites -considering hotel accommodations and other features necessary for the Forum--and forward its recommendations to the Executive Committee for action Specifically, the charge was to investigate future AIR Forum sites, conduct periodic site selection preference surveys of the AIR membership, and review and recommend to the Executive Committee Forum site proposals and local arrangement chairpersons

Activities

1 Ft Worth, Texas, was approved as the Forum site for 1984, and Horace Griffitts was appointed local arrangements chairperson
Hotel contracts are being negotiated

2 Portland, Oregon, was approved as the Forum site for 1985, and Don E Gardner was appointed local arrangements chairperson

3 The Forum site for 1986 is being reviewed, and a recommendation may be submitted at the 1981 Forum meeting of the Executive Committee

4 An ad hoc committee on Forum arrangements was formed to investigate alternative ways of handling local arrangements Sam Adams, chair, and Michael Young reported preliminary findings at the April meeting of the Executive Committee

Recommendations

1 An ad hoc committee on Forum arrangements should be continued One consideration which should be explored is the possibility of a convention manager to assist in handling local arrangements This person, on a part-time basis, might serve as the coordinator of Forum activities and would work closely with the executive secretary, the Forum program chair, and the local arrangements committee
2 Finalize 1986 and 1987 Forum sites for recommendation to the Executive Committee
3 Explore possible 1988 and 1989 Forum sites

1980-81 ANNUAL REPORT OF THE COMMITTEE OF CORRESPONDENTS *(APPENDIX A-6)*

Charles H Belanger, Chair

Committee Members John Iva Anderson, John Calvert, Aidan Duggan, Michael G Hecquet, Martha M Hinman, Humberto Lopez-Delgadillo, Thaly Nilsson, Zuhair Warwar, and Robert Winter

Charge

The purpose of the Committee of Correspondents is to develop a network of international persons interested in institutional research in order to increase the association's involvement, activity, and assistance outside of North America Specifically, the charge was to translate into working mechanisms the renewed AIR commitment to extend its objectives and activities to the international community of institutional researchers and planners and to encourage exchange of information and interaction of professionals on a worldwide basis

Objectives

1 Refine and solidify the operation of the Committee of Correspondents
2 Continue to promote institutional research across the world and, by so doing, to increase the number of international AIR members in order to create a critical mass essential to have an impact on AIR directions and activities

Activities

1 Worked with the various correspondents to share with them and inform them of the ongoing developments occurring within AIR at large and in the Executive Committee
2 Interacted with the European AIR organization in the holding of their November 1980 Forum in London, England, a meeting that was a resounding success as representatives of 14 countries gathered to hear a number of excellent contributed papers and discuss problems of common interest
3 Examined the feasibility of holding a meeting in Latin America
4. Explored how various publications and other professional development services could better serve the international community and sustain the AIR international thrust

Recommendations

1 Continue to support and encourage activities undertaken in the past year and explore others as need arises
2 Have the Committee of Correspondents chaired by an international member reporting directly to the AIR President

ANNUAL REPORT OF THE COMMITTEE FOR REGIONAL AND SPECIAL INTEREST GROUPS *(APPENDIX A-7)*

Suzanne W Larsen, Chair

Committee Members Horace Griffitts, Robert F Grose, Eric A Hillman, Loren B Jung, Robert T Littrell, Risdon J Westen, and Antonio J Olaizola

Ex officio Members W Sam Adams, Charles H Belanger, and Hans H Jenny

Charge

This committee is the liaison between the association and regional or special interest groups It makes recommendations to the association regarding policies designed to provide services to these groups as well as requests for formal affiliation Specifically, it was charged to extend the work of the 1979-1980 committee by evaluating the activities and support provided to subgroups of the association

Goals

1 To identify the criteria for support to affiliated groups that would be most advantageous to the group as well as to the association as a whole
2 To encourage further organization of regional subgroups

Activities

1 Membership lists and/or labels from the AIR membership file were provided to a few groups
2 A time slot was provided at the Forum for any subgroup, this will continue It will be the responsibility of the group to provide for its own continuity Immediately following the Forum, the group must

provide to the central office the name, address, and telephone number of the person who has accepted the responsibility of serving as the liaison for the coming year

3 A speakers bureau was established with 13 members willing to cooperate in this endeavor
4. Three groups requested affiliation during this fiscal year Association for Institutional Research of the Upper Midwest (AIRUM), Colorado Association for Planning and Institutional Research (CAPIR), and Pacific Northwest Association for Institutional Research and Planning (PNAIRP)
5 Notice was received in the central office of the meetings of three unaffiliated groups of institutional researchers Middle States AIR, Quebec, and Western Canada.
6 Keynote speaker support was provided to three groups AIRUM, PNAIRP, and Rocky Mountain AIR A fourth group, North Carolina AIR, has been awarded support for a summer meeting

Recommendations

1 Membership lists and/or labels should continue to be available to any subgr- - of AIR upon request
2 The speakers bureau listing should be expanded and provided to any recognized subgroup of AIR
3. Expenses for a keynote speaker (up to $250) should continue to be provided to regional subgroups of AIR based upon the following criteria (a) the general purpose of the program proposed and its compatabil'.y with the overall purposes of the association and (b) the number of people benefitting from the presentation A group in an embryo stage of development should have preference over an established group.

ANNUAL REPORT OF THE PUBLICATIONS BOARD *(APPENDIX A-8)*

Paul Jedamus (1983), Chair

Board Members Horace F Griffitts (1983), Marilyn McCoy (1982), Gerald W McLaughlin (1981), Joan S Stark (1981), Norman P Uhl (1982)

Ex officio Members--Editors Mary E Corcoran, Forum Publications, Charles F Elton, Research in Higher Education, Richard R Perry, Professional File, Marvin W Peterson, New Directions for Institutional Research

Associate Editors Cameron Fincher, Research in Higher Education, Paul J Staskev, Forum Proceedings

Charge

The Publications Board is a constitutional entity which is responsible to give direction and supervision to the publications activities of the association The board calls upon several editorial and advisory groups

This year has seen a continuation of the dissemination of high quality publications concerning institutional research by the association through its publications board Toward more efficient and timely publications, several functions have been consolidated , transferred In addition to the ongoing publications, a significant new monograph has been produced

Continuing Publications

1 1980 Forum Publication, The Annual Forum Proceedings No 3, Meeting the Challenges of the Eighties Redirection of Resources for Renewal, edited by Paul J Staskey, contains major Forum addresses, abstracts and summaries of contributed papers, panels and workshops, and minutes of the annual business meeting We express our deep appreciation to Paul as he ends his tenure as associate editor of Forum publications

Beginning with the 1981 Forum, the proceedings will be combined with the AIR directory and will be published through the central office Time and money will be conserved through this combination, with no loss of information Mary Corcoran, Forum publications editor, will continue with her committee to screen contributed papers for inclusion in the ERIC system and for submission to Research in Higher Education

Eugene Craven will serve during the 1981-82 year , associate Forum publications editor

2 New Directions for Institutional Research (NDIR) Marvin W Peterson continues to edit this quarterly source book for institutional research which is sponsored by AIR and published by Jossey-Bass Inc Under the new contract signed last year, the journal receives no AIR subsidy The series continues to produce issues on timely and stimulating topics, most of which are edited by AIR members The 1981 and scheduled 1982 authors and topics are as follows

1981 Richard I Miller, Institutional Assessment for Self-Improvement
Stephen R Hample, Strategies for and Implications of Faculty Reduction
Nick Poulton Evaluating the Impact of Planning and Management Systems
Jack Lindquist, Strategies for Improving the Utilization of Institutional Research

1982 Melvin Hipps, Planned Change The Approaches of Three Universities
Bernard Sheehan, Using New Advances to Information Processing in Colleges and Universities
Eileen Kuhns and S V Martorana, Qualitative Methods for Institutional Research
Ernest Pascarella, Studying Student Attrition

3 Newsletter In accordance with policy adopted last year, the newsletter is now being published through the central office rather than the Publications Board The position of newsletter editor has been

eliminated.

4. Professional File Richard K Perry continues as editor of the Professional File which has again produced an outstanding series of articles describing analyses useful to AIR practitioners.
5. Research in Higher Education (RIHE). Under the continued leadership of Editor Charles F. Elton and Associate Editor Cameron L Fincher, RIHE, published by APS Publications, serves the association both as a vehicle for publication of research papers by members and as a source of information for readers. The special Forum issue, which contains outstanding Forum contributed papers including the Suslow Award paper, is sent to AIR members without additional charge

New Publications

The Functions of Institutional Research, a monograph by Joe L Saupe, is in press It will be sent to all current and new AIR members, supplanting John Lyons' Memorandum to a Newcomer to the Field of Institutional Research. Our thanks go to Joe for this significant service to AIR Other companion monographs on complementary topics are planned

Other Activities

1 Papers in the ERIC collection The board now provides the members the opportunity to obtain an entire set of 1980 Forum papers included in the ERIC collection These papers, on microfiche, are available for a nominal fee from the AIR executive office. The 1981 papers will be announced when they are available This service will be evaluated at the end of the next year
2 Back issues of AIR publications The central office also provides, for a small fee, copies of back issues of the Professional File and of past Forum Proceedings still in print

ANNUAL REPORT OF THE WORKSHOPS COMMITTEE *(APPENDIX A-9)*
Donald J Reichard, Chair

Committee Members Mark D Johnson and Joseph G Rossmeier

Charge

The Workshops Committee is charged with developing/recommending policies, standards, and procedures for AIR-sponsored workshops, offering workshops to the membership, and ensuring that quality standards are maintained Specifically, its charge for 1980-81 was (1) to develop terms of reference for a new professional development services board, (2) to conduct an assessment of the professional development/continuing education needs of the membership, and (3) to oversee the development of workshops and institutes for the year 1980-81

Background

The year 1980-81 was a year of transition for the association's workshop and professional development programs. The need for a larger scale commitment to the AIR summer institute and workshop program was recognized by the Executive Committee when, in April 1980, it appointed a special subcommittee consisting of Robert Wallhaus, Suzanne Larsen, and George Beatty The subcommittee was asked to prepare a charge for an AIR workshops committee which, in turn, would establish terms of reference for a new board analogous to the Publications Board The new board would be responsible for providing direction and supervision in meeting the professional development and continuing education needs of the association's members

Activities

1 Terms of reference The committee drafted and obtained review of proposed terms of reference for a new professional development services board from an ad hoc advisory group of 12-14 persons with previous experience in workshop-related activities prior to meeting in Washington, D C in September Second and third drafts of the proposed terms of reference were reviewed by the advisory group prior to presentation and approval by the Executive Committee at its November 20-22 meeting in Minneapolis. A constitutional amendment to establish a new five-member board was submitted to and approved by the membership by a vote of 637 to 68 The Professional Development Services Board will be chaired by a member of the Executive Committee who will be appointed annually by the Executive Committee The four additional members of the board will be appointed by the Executive Committee to staggered three-year terms. In the initial year of operation (1981-82), two members will be appointed to two-year terms and two members will be appointed to three-year terms. The appointments to the board will be made by the 1981-82 Executive Committee at its May 1981 meeting, after consultation with the interim Workshops Committee

   Under the approved terms of reference, which will be reviewed periodically by the Executive Committee, the programmatic responsibilities of the Professional Development Services Board include but are not limited to (1) specialized workshops and institutes, (2) Forum workshops, (3) internships and exchange programs, (4) development, procurement, and dissemination of professional educational materials, (5) collection and dissemination of information pertaining to professional educational activities and services of other organizations which may be of potential interest to AIR members

2 Professional Development Needs Assessment Survey A professional development needs assessment survey, which was reviewed by an ad hoc advisory group, was pilot-tested at meetings of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research and was mailed to all AIR members in late March 1981 The primary purposes of the survey were (1) to determine areas of training where additional assistance is desired by AIR members and (2) to identify resource persons

who could serve as presenters and/or developers of modular instructional materials for dissemination to institutional research practitioners via workshops, cassette tapes, and/or special publications. The survey should also prove helpful in determining the nature of activities in which members of the association are involved, thereby providing an operational definition of institutional research as it is practiced in different institutional and organizational settings. Two additional follow-up mailings are anticipated. Preliminary results will be available by August 1981 and will be conveyed to the membership in summary form via items in the newsletter. Dennis Hengstler of the University of North Carolina at Greensboro and Paul Naylor of the University of North Carolina at Chapel Hill have contributed significantly to the development of the survey and will also assist in the processing and analysis of results.

3. Post-Forum Professional Development Opportunities (PDOs). A series of four Post-Forum workshops and seminars were announced via a separate brochure which was mailed to the membership shortly after the mailing of the 1981 Forum registration packets. The four PDOs were to be offered on the Wednesday evening, Thursday, and Friday following the Forum and would require additional registration fees which, it was thought, might be partially offset by reduced air fares for those extending their stays in Minneapolis. Perhaps because this was the first year in which such activities were announced, two of the workshops could not be offered because of insufficient registration by the April 15 cut-off date. The Workshops Committee feels that the post-Forum professional development opportunities should become an integral part of each Forum and would appreciate suggestions as to topics, format, times, costs, and publicity arrangements which will increase participation in such activities in the future.

Objectives for 1981-82

The following idealized objectives have been supported through the 1981-82 budget which has been approved by the Executive Committee and will be recommended to the membership at the annual business meeting.

1. Coordinate the development of 1982 Forum workshops.
2. Sponsor two to four 1982 post-Forum professional development opportunities on a self-supporting basis.
3. Develop procedures for solicitation and evaluation of topical professional development workshop/seminar proposals.
4. Sponsor three to five professional development topical workshops on a self-supporting basis at various sites in cooperation with regional or state AIR-affiliated groups and/or other professional associations.
5. Disseminate results of the AIR needs assessment survey to members.
6. Formulate procedures and guidelines for development and/or procurement of self-instructional or workshop curricular materials.
7. Commission the development of outlines for four topical workshops identified from the needs assessment survey to be offered in subsequent years.
8. Commission the development of four to six audio-cassette tapes on topical areas identified by the needs assessment survey.
9. Monitor and disseminate information about professional development activities of other professional organizations which might be of interest to AIR members.
10. Develop an internship and exchange program.

The Workshops Committee feels that the year of transition preceding the formation of the Professional Development Services Board has afforded a valuable opportunity to rethink the association's position with regard to the offering of workshops and other professional development-related activities. We are hopeful that AIR's commitment to and capabilities in meeting the professional development needs of the members will be strengthened by the new board, its associated advisory committees, and the input of association members.

ANNUAL REPORT OF THE EXECUTIVE SECRETARY *(APPENDIX A-10)*

Jean C. Chulak

Charge

The executive office and the executive secretary are charged with providing administrative support to the officers, committees, and activities of the association. In some cases, this is done with considerable direct working contact with officers, chairpersons, and members; in others it is done quite independently with delegated responsibility.

Activities and status

1. Office space and staff. We continue to occupy a suite of rooms (750 sq. ft.) in the graduate education building at Florida State University. Staffing the office this year, in addition to the full-time executive secretary, have been Della Dillard (full-time office secretary), Sheryl Beaty (part-time clerk-typist handling the membership files), and Gail Fletcher (part-time graduate assistant responsible for the library and special projects). In addition, Julia Duckwall, our former graduate assistant, has worked with us on computer projects/problems when called on.

Our relationship with Florida State University, which is reviewed with F.S.U. each year, continues to be mutually satisfactory. The university provides us with the graduate assistant, the part time of the AIR-FSU liaison/professor, some word-processing services, some furniture, and the space

2 Professional activities My membership in my own professional associations and my relationship with colleagues (association executives) continue to be very useful to me, providing me with new insights, information, and techniques for dealing with the challenges of association management

3 Financial administration We have eliminated the practice of routinely mailing receipts and expect to realize significant savings in time and postage as a result Receipts are still available on request, however, and the duplicate Forum registration copy is still returned to the registrant Other than this, we have not modified in any major way our procedures related to incoming checks processed (more than 2,000), vouchers prepared and checks written (more then 600 so far this year), or in the maintenance and preparation of financial records and reports

4 Other general administrative activities We continue to be responsible for the compilation, preparation, and distribution of materials for executive committee meetings and for the annual business meeting, for the minutes of those meetings, for maintenance of the policy manual and the official records of the association, and for responding, where we can, to requests for general information or assistance

5 Nominations/Election We consulted with the Nominating Committee regarding the preparation, distribution, and processing of responses to the call for nominations When the slate was determined, we prepared and mailed (on February 15), the election brochures and ballots to 1784 individual members, the background materials and ballots related to constitutional and by-law changes were also sent at that time Our office provided support to the Election Committee when it met for the ballot count on March 18

6 The final membership for 1980 was 1763, an increase over 1979 of three percent This was not as great an increase as we have experienced in the last several years (see the membership count included in this packet) and we plan to do some additional analysis of our membership renewal and growth pattern to determine if there is any reason other than the general retrenchment (or retrenchment psychology) current in higher education Many of our new members are coming from institutions where we have not previously had members, and it seems to me that it is in this realm that a great need for AIR exists and our greatest potential for growth lies

The 1981 renewal process is well underway, and we have an April 30 membership total of 1514 The final notice will be sent soon after the Forum, and the file will be purged of non-renewed members on June 30

The directory of the 1981-82 membership will be prepared for distribution in early fall

7 Placement The AIR Placement Service has continued to serve about fifty members and to maintain a listing current positions ranging from one to ten The annual fee was raised on January 1 to $5 00, for which registrants receive a montnly update of current listings There is no fee to institutions

8 Forum We have worked closely with the entire 1981 Forum Committee in preparing the call for proposals, processing the responses, mailing proposals for review, preparing and mailing letters and materials to selected program participants, preparing and distributing the printed program and other registration materials, designing and disseminating the flyer, processing the registration, and preparing materials for on-site distribution Although the central office personnel are heavily involved in activities at the Forum, we are just working alongside the splendid local arrangements committee members who have coordinated the on-site details of the Forum

9 Publications The office continues to work closely with editors and authors in the publication of the Forum Proceedings and the Professional File

The oversight responsibility for the newsletter was shifted during the year from the Publications Board to the Executive Committee The newsletter is now prepared as well as published in the executive office, with input from members "in the field," of course, and guidance from members of the Executive Committee

The Directory and Forum Proceedings will be published in a single volume, beginning this year (1981), following action by both the Publications Board and the Executive Committee We expect to have it ready for distribution in early fall

A new monograph, Functions of Institutional Research, by Joe L Saupe, is currently in production and will be distributed to all members this summer

Our office again prepared and distributed to members subscription materials for Research in Higher Education and New Directions for Institutional Research as well as information about our in-house publications

10 Workshops We worked with the Workshops Committee to prepare and mail the brochure for the post-Forum "professional development opportunities" and have handled registration details for them We also provided support in the mailing of the professional development needs assessment survey questionnaires

11 Regional and special interest groups The committee has worked closely with us in developing an accurate file and follow-up materials and procedures to keep it current, distributing speakers bureau materials to the regional and special interest groups, and scheduling time, space, and other details for those groups meeting at the Forum

12 Site selection We have worked with the 1984 local arrangements chairperson and our attorney to prepare a suitable hotel contract for the 1984 Forum We expect to have one ready for signature very

soon

13 Other support Other committees and individuals have requested support from the executive office, and we have supplied it where expertise, time, and resources permitted

Conclusion

The coming year, with the change in the association calendar, will be an interesting one I believe that the new calendar will allow the association to operate more efficiently and to channel personnel and resources differently

Although the basic outline of activity and responsibility has not changed dramatically from one year to the next during the seven years the executive office has been in existence, the nature of the job does, indeed, vary because of the changing individuals and personalities with whom the staff interacts That keeps the challenge alive and keeps us coming back for more

REPORT OF THE ELECTION COMMITTEE *(APPENDIX A-11)*

C. Frank Eilzey, Chair

Committee Members Paul B Carney, and Henry J. Hector

The Election Committee met at the Executive Office at Florida State University on the evening of March 18, 1981, to count ballots received for the election of officers and proposed constitutional and by-law amendments A total of 1784 individuals received ballots

1 Officers. Seven hundred fifty persons (42%) voted by mail and the following individuals were declared elected to office

Vice President	William F Lasher
Secretary	Jack E. Rossmann
Associate Forum Chair	Mantha Vlahos Mehallis
Executive Committee Member-at-Large (2)	Oscar T Lenning Denise Strenglein
Nominating Committee Members (5)	Richard B Heydinger Martha M Hinman Robert I Lewis, II E Michael Staman Robert Winter

2 Amendments Seven hundred fourteen (40%) voted, and all amendments were approved by the following votes

Proposal No 1 Constitutional amendment to establish a Professional Development Services Board (637-68)

Proposal No 2 Constitutional amendment to increase the quorum for executive committee meetings from five to six (634-70)

Proposal No 3 By-law amendment to make the beginning of the membership year coincide with the end of the annual business meeting at the Forum (668-38)

Proposal No 4 By-law amendment to make terms of office (for elected offices) commence at the end of the annual business meeting at the Forum (689-21)

Proposal No 5 By-law amendment to establish June 1-May 31 as the association's fiscal year (671-30)

The Association For Institutional Research

Revenue Projections *(APPENDIX B-1)*

	1980-81 Budget	1981-82 Budget	1982-83 Projection
Fees/Individuals			
Membership Fee	$ 25	$ 25	$ 35
Forum Fee	70	125	125
Number of members	2,000	1,800	1,800
Number attending Forum	1,000	800	800
Revenue Estimates			
Membership	50,000	45,000	63,000
Forum	70,000	100,000	100,000
Publications	2,000	1,500	1,500
Interest	5,000	4,000	3,500
Other	500	500	800
Reserves	22,315	-0-	-0-
Total Revenues	+149,815	+151,000	+168,800
Total Expenditures	-149,815	-149,010	-166,500
Balance	-0-	+ 1,990	+ 2,300

The Association For Institutional Research

PROPOSED

1981-82 Budget Summary *(APPENDIX B-2)*

Expenditures by Line Items

	Budget 1980-81	% Change	Budget 1981-82	% Change	Projection 1982-83
Personnel Compensation	40,800		45,346		49,800
Contract Services	6,350		5,900		6,000
Travel (per diem)	31,756		30,200		34,500
Advertising	2,825		3,975		4,300
Telephone	1,800		2,500		2,800
Postage	8,870		9,855		11,800
Duplicating, Printing	31,295		29,140		31,000
Computer	3,500		4,050		4,400
All Other	17,845		12,194		12,900
Not Allocated (contingency)	3,774		5,850		9,000
Capital Items	1,000		-0-		-0-
	149,815	- .01%	149,010	+11.7%	166,500

Expenditures by Function

	Budget 1980-81	% Change	Budget 1981-82	% Change	Projection 1982-83
General Admin.	70,230		73,175		79,000
Nominations	3,850		2,825		3,000
Membership	8,480		11,750		13,000
Forum	28,600		28,270		33,000
Publications	25,455		19,490		20,000
Prof. Devel.	5,000		5,000		6,500
Other Activities	4,200		2,650		3,000
Contingency	3,000		5,850		9,000
Capital	1,000		-0-		-0-
Total	149,815	- .01%	149,010	+11.7%	166,500

AIR Committees and Affiliated Regional/Special Interest Groups

AIR COMMITTEES

Notes: 1. Primary committees, after the Executive Committee, are listed alphabetically.
2. Dates in parentheses after the name indicate end of term on committee/board.

EXECUTIVE COMMITTEE

The Executive Committee, a constitutional entity, is charged with carrying out the Association's business and acting on behalf of the Association except as otherwise specified in the constitution, any amendment, and the by-laws.

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COMMITTEE OF CORRESPONDENTS

The purpose of the Committee of Correspondents is to develop a network of international persons interested in institutional research in order to increase the Association's involvement, activity, and assistance outside of North America.

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ROBERT WINTER
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FINANCE COMMITTEE

The Finance Committee assesses proposed programs and budget requests for their overall impact on the Association's finances and makes recommendations to the Executive Committee.

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GEORGE BEATTY, Jr. *(past president)*
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DANIEL R. COLEMAN *(Forum chair)*
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1982 FORUM COMMITTEE

The purpose of the Forum Committee is to plan and supervise the Association's annual Forum.

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CYNTHIA A. LINHART *(Forum workshops)*
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MARK MEREDITH *(evaluation)*
University of Colorado System

EDWIN R. SMITH *(panels)*
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[illegible]RT A. WALLHAUS *(seminars)*
Illinois Board of Higher Education

RISDON J. WESTEN *(local arrangements)*
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The Forum Contributed Papers Subcommittee is responsible for the review of contributed paper proposals and recommendation of paper presentations to be scheduled at the Forum.

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PATRICK T. TERENZINI
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Forum Panels Subcommittee

The Panels Subcommittee is responsible for the review of panel proposals and the solicitation of panels to recommend for presentation at the Forum.

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JOSEPH G. ROSSMEIER
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DEBORAH J. TEETER
University of Kansas

LISE TREMBLAY
Université de Montréal

Forum Seminars Subcommittee

The Seminars Subcommittee is responsible for recommending and arranging for seminar presentations at the Forum.

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JOHN A. MUFFO
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JEREMY R. WILSON
Northwestern University

Forum Workshops Subcommittee (see Professional Development Services Board)

Forum Regional/Special Interest Groups

The Forum Regional/Special Interest Groups Subcommittee is responsible for coordinating requests of these groups for time slots at the Forum.

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RUSSELL C. COLLMER
Pima Community College

VASANT KUMAR
Wisconsin Indianhead VTAE District

WERNER LENDENMANN
University of California-San Diego

Forum Evaluation Subcommittee

The Evaluation Subcommittee is responsible to provide an assessment of the Forum in time for it to be of value to the Forum chair for the next year.

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Forum Local Arrangements Subcommittee

The Local Arrangements Subcommittee handles arrangements with the Forum hotel, special events, and other matters which need local coordination.

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FUTURE FORUM ARRANGEMENTS COMMITTEE

The Future Forum Arrangements Committee has been charged with reviewing the manner in which annual Forums are arranged and conducted and making recommendations for improvement in the process. This review includes all aspects of Forum arrangements, particularly local arrangements and local support.

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MICHAEL E. YOUNG
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HIGHER EDUCATION ASSOCIATION ARTICULATION

The Higher Education Association Articulation Committee is charged with (1) investigating areas of cooperation among associations with programs similar to that of AIR and (2) keeping AIR officers and members informed about national governmental policy matters which might affect the Association or its members. Two subcommittees deal with this twofold charge.

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CATHY HENDERSON
American Council on Education (ACE)

GERALD H. LUNNEY
Council of Independent Kentucky Colleges and Universities

MEMBERSHIP COMMITTEE

The purpose of the Membership Committee is to seek out new members for the Association, to ensure that current members receive the basic membership services, and to screen and recommend nominees for distinguished membership and the outstanding service award.

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NOMINATING COMMITTEE

The Nominating Committee is a constitutional committee whose purpose is to prepare slates of candidates for elective office.

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ROBERT WINTER
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PROFESSIONAL DEVELOPMENT SERVICES BOARD

The Professional Development Services Board is a constitutional entity whose purpose is to provide direction and supervision in meeting the professional development and continuing education needs of members of the Association.

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CYNTHIA A. LINHART *(1983)*
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ELAINE L. TATHAM *(1984)*
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Forum Workshops Subcommittee

The Forum Workshops Subcommittee is charged with reviewing workshop proposals and, perhaps, soliciting additional workshops for presentation in conjunction with the Forum.

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PUBLICATIONS BOARD

The Publications Board is a constitutional entity which is responsible for the publications of the Association and for ensuring that they meet the professional standards of the Association. The Board calls upon several editorial and advisory groups.

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Forum Publications Editorial Advisory Committee *(1981 Forum)*

The members of the Forum Publications Editorial Advisory Committee assist the editor of Forum publications to review contributed and other papers presented at the Forum which are submitted for publication.

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Professional File Advisory Committee

The Advisory Committee for the Professional File series advises the editor on matters related to the content of the series.

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Consulting Editors, Research in Higher Education

The consulting editors of Research in Higher Education, half of whom must be AIR members, assist the editor in maintaining the high standards of a professional research journal.

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New Directions Editorial Advisory Board

The New Directions Editorial Advisory Board advises the editor regarding matters relating to content of the monograph series.

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REGIONAL/SPECIAL INTEREST GROUPS COMMITTEE

This committee is the liaison between the Association and regional or special interest groups. It makes recommendations to the Association regarding policies designed to provide services to these groups as well as requests for formal affiliation.

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SITE SELECTION COMMITTEE

The Site Selection Committee analyses proposed Forum sites--considering hotel accomodations and other features important for the Forum--and forwards its recommendations to the Executive Committee for action.

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TELLERS COMMITTEE

The Tellers Committee is responsible for counting ballots and certifying the results of all elections or referenda held during the year.

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LIAISON FOR AIR ARCHIVES

The Archives Liaison maintains contact between the AIR Executive Office and the Strozier Library on the Florida State University campus where the association archives are housed.

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Arkansas	21	(10)
California	79	(41)
Colorado	44	(17)
Connecticut	21	(13)
Delaware	02	(01)
District of Columbia	38	(17)
Florida	76	(2[illegible])
Georgia	50	(29)
Hawaii	09	(04)
Idaho	07	(06)
Illinois	92	(47)
Indiana	18	(12)
Iowa	18	(11)
Kansas	25	(15)
Kentucky	26	(13)
Louisiana	25	(17)
Maine	04	(04)
Maryland	29	(21)
Massachusetts	45	(25)
Michigan	72	(31)
Minnesota	61	(28)
Mississippi	18	(07)
Missouri	29	(16)
Montana	04	(04)
Nebraska	14	(11)
Nevada	03	(03)
New Hampshire	02	(02)
New Jersey	47	(27)
New Mexico	09	(04)
New York	123	(74)
North Carolina	34	(21)
North Dakota	03	(03)
Ohio	59	(33)
Oklahoma	20	(16)
Oregon	20	(13)
Pennsylvania	60	(33)
Rhode Island	08	(06)
South Carolina	32	(21)
South Dakota	05	(03)
Tennessee	25	(16)
Texas	64	(37)
Utah	14	(09)
Vermont	08	(01)
Virginia	58	(31)
Washington	26	(13)
West Virginia	14	(09)
Wisconsin	32	(19)
Wyoming	01	(01)
Puerto Rico	07	(04)
Virgin Islands	02	(02)
UNITED STATES (total)	1551	(857)

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Alberta	27	(09)
British Columbia	43	(21)
Manitoba	08	(05)
New Brunswick	06	(04)
Nova Scotia	05	(04)
Ontario	53	(22)
Quebec	41	(16)
Saskatchewan	11	(03)
CANADA (total)	194	(84)
Australia	09	(08)
Belgium	04	(03)
Brazil	03	(01)
Denmark	05	(05)
England	07	(06)
Finland	01	(01)
France	02	(02)
Germany	04	(04)
Greece	01	(01)
Hong Kong	01	(01)
Iceland	01	(01)
Indonesia	01	(01)
Ireland	06	([illegible])
Japan	01	(01)
Jordan	01	(01)
Mexico	08	(06)
Netherlands	07	(04)
Norway	02	(02)
Peru	01	--
Saudi Arabia	01	(01)
Scotland	01	(01)
Sweden	05	(03)
Switzerland	02	(02)
Thailand	04	(02)
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1973–74	Donald C Lelong
1974–75	Lois E Torrence
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1976–77	James W Firnberg
1977–78	Warren W Gulko
1978–79	Robert A Wallhaus
1979–80	F Craig Johnson
1980–81	George Beatty, Jr

Past Forum Chairs

(Note During the period 1965–79 the Forum chair succeeded to the presidency.)

1980	Robert H Fenske
1981	John S Chase

Recipients of the Sidney Suslow Outstanding Forum Paper Award

1977 Forum	Charles Dudley Salley
1978 Forum	James E Prather
	Glynton Smith
	Janet E Kodras
1979 Forum	Alan C Bare
1980 Forum	Gerald W McLaughlin
	James R Montgomery
	Archer F Gravely
	Beatrice T Mahan

Distinguished Members**

A J Brumbaugh (1966)
Mary E Corcoran (1981)
Paul L Dressel (1978)
Charles E Howell (1970)*
John Dale Russell (1966)*
John E Stecklein (1977)
Elmer West (1974)

Recipients of the Outstanding Service Award**

Charles I Brown (1979)
Cameron L Fincher (1980)
Gustav J Froehlich (1979)
James R. Montgomery (1980)
Joe L Saupe (1981)
Bernard S Sheehan (1981)
Risdon J Westen (1980)

Emeritus Members**

Rino Bianchi (1980)
Boris Blai, Jr (1979)
Evelyn Clewell (1977)
Kenneth R Doane (1981)
Gustav J Froehlich (1979)
Donald P Gavin (1978)
Morris S Hendrickson (1978)
Eliot C Higbee (1980)
Irvin Hochman (1981)
Paul E Ingwell (1981)
Nydia M King (1981)
Russell C Peeples (1981)
John E Phay (1979)
A A Sterns (1977)
Sid R Wallace (1980)
Risdon J Westen (1980)
Robert L Woodard (1979)

*Deceased
**The number in parentheses is the year in which the award was made