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**HELP - High School Rank Question (Calculation Methods)**

Evan Davies, The College of William and Mary, (esdav2@wm.edu)

We are wondering if there is any broad consensus among IR people on the calculation of High School Rank percentiles. One formula for calculating an incoming student's high school rank in percentile form is: 1 - (rank/class_size)

This formula ensures that the first-ranked student does not get a percentile rank of 100, and ensures that the last-ranked student gets a percentile score of absolute zero.

Another formula is: 1 - ((rank-1)/class_size)

This formula has the effect of always giving the first-ranked student a percentile rank of 100, and giving the last-ranked person a positive value score just above zero. Does anyone have practical or philosophical reasons why one or the other formula should be used?
On behalf of a colleague at St. Edward's University, I am looking for information on foreign exchange programs for Student Teachers. If you have information about any such programs at any U.S. college or university, please send it to Katharine Mason at mailto:kmason@umich.edu. Thank you!

New Web source illuminates higher education access & success issues:

http://www.luminafoundation.org

An education beyond high school has never been more important - for individuals or for American society. Lumina Foundation for Education's Web site offers information for anyone engaged in improving postsecondary access and success.

Visit our home page frequently to link to new Foundation research and research from other sources concerning postsecondary access and success. Lumina Foundation also links you to the latest news about Access, Success and Adult learners and stories about Lumina Foundation's work in these areas.

Lumina Foundation's enhanced site links you to a variety of resources, including:

Publications - Communication initiatives are integral to the Foundation's mission. Our published work is featured in the site's Publications section, including our annual report and other Foundation literature.

News - This central resource provides updates on Lumina Foundation work and news on higher education access and success.

Grant information - The Grants section highlights Lumina Foundation programs. It also gives potential grantees access to our grant guidelines and to other details about our grant-making programs. You can also learn more about Foundation initiatives by searching our Grants database and reading our Grantee stories.

Research - The Foundation’s research is intended to contribute to the public discourse on higher education access and success. The
Research section connects you to relevant research on these important issues.

Contact us — Your feedback is important to us. Use the Contact us section to offer your suggestions or questions about Lumina Foundation for Education.

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* PERIODICAL NEWS - September/October 2003, "The Technology Source" *
* James Morrison, The Technology Source, (morrison@unc.edu) *
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Below is a description of the September/October 2003 issue of "The Technology Source," a free, refereed e-journal published as a public service by the Michigan Virtual University at http://ts.mivu.org/.

As always, we seek illuminating articles that will assist educators as they face the challenge of using information technology tools in teaching and in managing educational organizations. Please review our call for manuscripts at http://ts.mivu.org/default.asp?show=call and send me a note if you would like to contribute such an article.

INSIDE THE TECHNOLOGY SOURCE

James L. Morrison interviews author and software developer Clark Aldrich, who discusses the educational potential of simulation technology. Aldrich argues that computer games have provided the foundation for new, customized forms of software that enhance learning through simulated scenarios, and that this technology will soon change the landscape of education.
(See http://64.124.14.173/default.asp?show=article&id=2032 )

Going wireless has appeared as the next advance on the educational horizon. But is it a practical option for teachers who conduct large lecture courses? H. Arthur Woods and Charles Chiu point such instructors toward one relatively simple but useful innovation: the wireless response pad, a tool that allows for immediate, comprehensive student feedback.
(See http://64.124.14.173/default.asp?show=article&id=1045 )

Pamela L. Anderson-Mejías describes how a creative use of traditional print media can support online learning. To promote greater engagement with textbooks, Anderson-Mejías allowed students to choose from a list of acceptable texts, so that they did not all use the same text for the class. She then required students to compare and evaluate their sources in specialized online assignments.
(See http://64.124.14.173/default.asp?show=article&id=1053 )

Many instructors who make the move to online teaching are concerned that this medium will undermine student engagement with each other and with the subject matter. Thomas Berner reports that, to the contrary, students in his online literature of journalism course participate much more actively in group discussions than their classroom-based counterparts.
(See http://64.124.14.173/default.asp?show=article&id=1036 )
Most experienced online instructors would agree that they adopted the tools of the trade not in one fell swoop, but in a gradual series of stages. Grover C. Furr III describes the development of his teaching in terms of five stages, each of which led to a greater level of integration between technology, subject matter, and pedagogical goals. (See http://64.124.14.173/default.asp?show=article&id=1033)

James Kilmurray argues that online education should more effectively address the needs of working adults. He proposes three major requirements to meet this goal: recognizing the distinctive characteristics of the adult learning population, instituting a shared-responsibility system of instruction, and supporting research and experimentation on Web-tailored pedagogy. (See http://64.124.14.173/default.asp?show=article&id=1014)

Bonnie B. Mullinix and David McCurry provide a helpful road map for online education—in the form of an annotated "webliography" of resource centers, professional organizations, and other sites that promote the discussion and development of technology-enhanced teaching and learning environments. (See http://64.124.14.173/default.asp?show=article&id=1002)

The value of faculty development programs at many institutions is limited due to a lack of focus. How can such programs offer practical knowledge to educators and simultaneously address the larger goals of the institution? Anne Agee, Dee Ann Holisky, and Star Muir describe how their program assists faculty members in a "targeted" approach to technology training. (See http://64.124.14.173/default.asp?show=article&id=1067)

Finally, in our Spotlight Site section, Stephen Downes reviews BBC Learning, a Web site that offers extensive online resources for teachers, parents, and students of all ages, including tips on study skills, foreign language tutorials, lesson plans, specialized newsletters, and a limited (but growing) list of online courses. (See http://64.124.14.173/default.asp?show=article&id=2029)

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* POSITION LISTING SUMMARY                                           *
* Gail Fishman, AIR, (gfishman@mailer.fsu.edu)                         *
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Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. Point your browser to the following URL:
http://airweb.org (look under "Jobs")

To submit a job announcement, send the position description as part of an E-mail message to Gail Fishman, mailto:gfishman@mailer.fsu.edu. The format should be similar to other job announcements currently posted. The announcements are limited to jobs that are likely to be of interest to our readership, i.e., institutional researchers and planners. Gail Fishman will review the position description and if accepted, edit it to the standard format. The entire process takes two to three working days. It will also be cited in the next issue of The Electronic AIR (unless the deadline date has passed.)
SENIOR INSTITUTIONAL RESEARCH ANALYST, New York University, New York, NY
Deadline Date: Open until position is filled.

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Vacancy #011-04, Coconino Community College, Flagstaff, AZ
Deadline Date: October 15, 2003

ASSOCIATE DIRECTOR OF PLANNING AND ANALYSIS, University of Kansas Medical Center, Kansas City, KS
Deadline Date: Open until position is filled.

DIRECTOR, INSTITUTIONAL RESEARCH AND EVALUATION, William Paterson University, Wayne, NJ
Deadline Date: Ongoing until position is filled.

ASSISTANT DIRECTOR OF RESEARCH, Tennessee Independent Colleges and Universities Association, Nashville, TN
Deadline Date: The search will remain open until a qualified candidate is found.

RESEARCH ANALYST - INSTITUTIONAL RESEARCH, The University of Scranton, Scranton, PA
Deadline Date: September 30, 2003

SENIOR ANALYST, Academic Health Center, University of Minnesota, Minneapolis, MN
Deadline Date: Open until filled.

COUNSELOR/COORDINATOR OF ATHLETE SERVICES AND ORIENTATION, Volunteer State Community College, Nashville, TN
Deadline Date: October 13, 2003

DIRECTOR, BUSINESS AND INDUSTRY INSTITUTE, (Position #001750-exch), Volunteer State Community College, Nashville, TN

VISITING ETL DEVELOPER, Decision Support Resource Management, Champaign, IL
Deadline Date: September 22, 2003

DIRECTOR, APPLIED RESEARCH AND DEVELOPMENT, Learning Point Associates, Naperville, IL
Deadline Date: October 31, 2003

DIRECTOR, RESEARCH, POLICY AND NETWORKS, Learning Point Associates, Naperville, IL
Deadline Date: October 31, 2003

INSTITUTIONAL RESEARCH ANALYST II OR III, University of Houston - Clear Lake, Houston, TX
Deadline Date: September 22, 2003

PROJECT COORDINATOR, HigherEd.org, Winchester, VA
Deadline Date: September 20, 2003

VB/WEB PROGRAMMER, HigherEd.org, Winchester, VA
Deadline Date: September 20, 2003

DESCRIPTIVE STATISTICIAN, Shippensburg University, Shippensburg, PA
Deadline Date: Review of applications will begin September 26, 2003 and continue until the position is filled.

RESEARCH ANALYST/ASSESSMENT SPECIALIST,
Quinsigamond Community College, Worcester, MA
Deadline Date: Application review will begin September 10, 2003 and position will remain open until filled.

RESEARCH ANALYST, Tufts University, Medford, MA
Deadline Date: Open until position is filled.

RESEARCH ASSOCIATE, University of Toledo, Toledo, OH
Deadline Date: September 26, 2003

DIRECTOR OF INSTITUTIONAL RESEARCH, Purdue University Calumet,
Hammond, IN
Deadline Date: Review of applications will begin on October 15, 2003 and will continue until the position is filled.

DIRECTOR OF INSTITUTIONAL RESEARCH, U. S. Coast Guard Academy,
New London, CT
Deadline Date: October 15, 2003

DIRECTOR OF PLANNING, INSTITUTIONAL RESEARCH AND DATA ADMINISTRATION,
University of Louisville, Louisville, KY
Deadline Date: Open until filled.

BUSINESS ANALYST, Northern Arizona University, Flagstaff, AZ
Deadline Date: October 10, 2003, midnight

RESEARCH RESEARCH AND EVALUATION ASSOCIATE,
Illinois Mathematics and Science Academy, Aurora, IL
Deadline Date: Open until filled.

RESEARCH SPECIALIST, Illinois Mathematics and Science Academy, Aurora, IL
Deadline Date: Open until filled.

RESEARCH ANALYST or ASSISTANT DIRECTOR,
Bridgewater State College, Bridgewater, MA
Deadline Date: Review begins 9/15/03; will continue until filled.

RESEARCH ANALYST, National Survey of Student Engagement,
Bloomington, IN
Deadline Date: Review of applications will begin immediately and continue until the position is filled.

DIRECTOR OF INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT,
Lower Columbia College, Longview, WA
Deadline Date: Position will remain open until filled and initial review of applications will begin September 12, 2003.
RESEARCH ASSOCIATE, Office of Institutional Research and Effectiveness, Del Mar College, Corpus Christi, TX
Deadline Date: September 30, 2003

RESEARCH ANALYST, Johns Hopkins University, Baltimore, MD
Deadline Date: Open until filled.

RESEARCH SPECIALIST, Senior (#26915), University of Arizona, Tucson, AZ
Deadline Date: Open until filled.

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Dowling College, Oakdale, NY
Deadline Date: September 15, 2003 or until filled.

ASSISTANT VICE PRESIDENT FOR PLANNING AND RESEARCH, Southern University System, Baton Rouge, LA
Deadline Date: Position open until filled.

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PARTING THOUGHT
Timothy Chow, Rose-Hulman IT, (Timothy.Chow@rose-hulman.edu)
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Reader contributions of possible future "Parting Thoughts" are welcome. Send them to Timothy Chow.
(mailto:Timothy.Chow@Rose-Hulman.Edu)

"Short as life is, we make it still shorter by the careless waste of time." ~ Victor Hugo

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AIR WebPage: http://airweb.org
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