DOCUMENT RESUME

ED 213 378 HE 014 886

TITLE AIR 1981-82. Forum 1981 Proceedings: Toward 2001: The IR Perspective (Minneapolis, Minnesota, May 17-20). The Association for Institutional Research Directory, 1981-82.
INSTITUTION Association for Institutional Research.
PUB DATE Dec 81
NOTE 281p.; Not available in paper copy due to marginal legibility of original document.
AVAILABLE FROM The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Awards; Biology; *College Role; Committees; Computer Assisted Instruction; Computers; Economic Factors; Educational History; Energy; *Futures (of Society); Geographic Location; Global Approach; *Higher Education; *Institutional Research; Interdisciplinary Approach; Liberal Arts; Nuclear Warfare; Organization Size (Groups); Political Influences; Population Trends; Prediction; Problem Solving; *Professional Associations; *Technology Transfer; Trend Analysis; World Affairs
IDENTIFIERS *Association for Institutional Research; Bylaws

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 Christopher 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] griculture, for example, crops such as wheat and corn may be modified to enable the[illegible] gen 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 epide[illegible]ic"—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 pol cy 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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Note All literature cited that was published in the 1978–1981 period has also been abstracted in *Future Survey*, published monthly since 1979 by the World Future Society, 4916 St Elmo Avenue (Bethesda), Washington, DC 20014 The abstracts in the monthly publication have been integrated in *Future Survey Annual 1979* and *Future Survey Annual 1980–81*, both available from the World Future Society Book Service

INFORMATION, THE NON-DEPLETIVE RESOURCE (Forum Address)

John W. Lacey
President, Information and Education Systems Company
Control Data Corporation

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

Good morning Needless to say, I'm delighted to be here to discuss a subject that is of legitimate 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)

Harlan Cleveland
Director and Professor of Public Affairs
Hube H. Humphrey Institute of Public Affairs
The University of Minnesota

(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 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 Sampler 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 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 ...theelzers (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), Institutional 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.

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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.

ED 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 014 088 (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 014 089 (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 the techniques

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 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 influence on outcomes. Results suggest that academic or intellectual growth may be influenced [illegible] what occurs in the classroom, and less by out-of-class activities, than earlier research has [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 [illegible] of Higher Education, Pennsylvania State University

EILEEN P KUHNS, Coordinator, Education Administration Program, C[illegible] 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 [illegible] 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 law, 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.)

14H(+) 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 enrolloes 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 complotion 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 competitior 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 Committee

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 access..ıg, 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[illegible]oducer/Director, WWVU-TV, West Virginia University

RICHARD D HOWARD, [illegible]irector 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.

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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Adams, W. Sam
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19K
Allen, Richard
10D(1), 15C(2)
Anderson, Donald J.
19G
Anderson, Stephen T
18B(3)
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19K
Baratta, Mary Kathryne
12B; 17B
Bassett, Caroline L
23A(2)
Bean, John P.
7C(2)
Beatty, George Jr
3H; 4A, 6H, 13H
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Belanger, Charles H
1C; 7D(2); 18D, 23D(1),
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Blom, Douglas I.
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1C, 25/26C
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21E
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1M; 10A, 23B(1)
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10/11L
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Davis, John
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5D; 25E
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1C; 11C(2); 25/26C
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7C(1); 10B
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18J; 21F; 26D
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The dedicated efforts of the following individuals and institutions—who contributed to the success of the Forum and the review of the papers that were generated by it—are gratefully acknowledged

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$1.40	$1.75	$2.11	$2.46	$2.81	$3.16	$3.52	$3.87-$8.09

NOTE - [illegible]

*or HE or JC number
**subject to change

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 cal[illegible]ominations for the offices and positions for which the term is sched[illegible] 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 immediately 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.

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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 <u>five years</u> 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 <u>not assured selection</u>. 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 (June1-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 asher, Treasurer 1977-80)*	5-6
e Secretary/Membership Committee *(W Sam Adams)*	7
f ________ /Site Selection Committee *(W Sam Adams)*	8
g Committee of Correspondents *(Charles W 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 ? 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	$ 46,250 00	$ 46,250 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	0
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] This report does not reflect in-kind income from Florida State University nor its allocation. Such items 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 P. 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[illegible]3	438	473	398
Renewed	[illegible]82	877	901	1047	1166	1283
Graduate						
New and reinstated	17	20	25	33	30	[illegible]6
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 Marwar, 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 sustein 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 compatability 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 Staskey, 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 sen. 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 than 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 monthly 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 Himman Robert I Lewis, II E Michael Stamen 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)*

Fees/Individuals	1980-81 Budget	1981-82 Budget	1982-83 Projection
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.

WILLIAM L. TETLOW *(president) (1983)*
Director, Office of Institutional Analysis and Planning
University of British Columbia
6328 Memorial Rd/Old Administration 140
Vancouver, BC, Canada V6T 1W5
Telephone: (604) 228-5611

WILLIAM F. LASHER *(vice president) (1984)*
Associate Vice President for Budget and Institutional Studies
University of Texas at Austin
Main Building
Austin, TX 78712
Telephone: (512) 471-3727

GEORGE BEATTY, Jr. *(past president) (1982)*
President
GB Enterprises
154 Pondview Drive
Amherst, MA 01002
Telephone: (413) 256-0661

HANS H. JENNY *(treasurer) (1983)*
Vice President for Business and Finance
College of Wooster
Galpin Hall
Wooster, OH 44691
Telephone: (216) 264-1234, Ext. 581

JACK E. ROSSMANN *(secretary) (1984)*
Vice President for Academic Affairs
Macalester College
St. Paul, MN 55105
Telephone: (612) 696-6160

DANIEL R. COLEMAN *(Forum chair) (1982)*
Director of Institutional Research and Planning
University of Central Florida
P.O. Box 25000
Orlando, FL 32816
Telephone: (305) 275-2351

MANTHA V. MEHALLIS *(assoc. Forum chair) (1983)*
Director of Institutional Research
Broward Community College
225 East Las Olas Boulevard
Ft. Lauderdale, FL 33301
Telephone: (305) 761-7480

PAUL JEDAMUS *(member-at-large) (1982)*
Professor of Management Science
University of Colorado
College of Business and Administration
Boulder, CO 80309
Telephone: (303) 49[illegible]-8687

OSCAR T. LENNING *(member-at-large) (1983)*
Academic Dean
Roberts Wesleyan College
2301 Westside Drive
Rochester, NY 14624
Telephone: (716) 594-9471

DONALD J. REICHARD *(member-at-large) (1982)*
Director of Institutional Research
University of North Carolina at Greensboro
304 Mossman Administration Building
Greensboro, NC 27412
Telephone: (919) 379-5930

DENISE STRENGLEIN *(member-at-large) (1983)*
Data Base Coordinator
University of South Florida
ADM 214
Tampa, FL 33620
Telephone: (813) 974-2450

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.

CHARLES H. BELANGER *(chair)*
Director of Institutional Research
Université de Montréal
CP 6128, Succ. A
Montreal, PQ, Canada H3C 3J7
Telephone: (514) 343-6155

JOHN IVA ANDERSON
Royal Melbourne Institute of Technology

JOHN CALVERT
Loughborough University of Technology

AIDAN DUGGAN
Royal Irish Academy

MICHEL G. HECQUET
Universite Catholique de Louvain

MARTHA M. HINMAN
University of Michigan

HUMBERTO LOPEZ-DELGADILLA
Universidad Autonoma de Guadalajara

THALY NILSSON
University of Uppsala

ZUHAIR WARWAR
Universidade Estadual de Campinas

ROBERT WINTER
Florida International University

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.

HANS H. JENNY *(chair/AIR treasurer)*
Vice President for Business and Finance
College of Wooster
Galpin Hall
Wooster, OH 44691
Telephone: (216) 264-1234, Ext. 581

WILLIAM L. TETLOW *(AIR president)*
University of British Columbia

WILLIAM F. LASHER *(vice president)*
University of Texas at Austin

GEORGE BEATTY, Jr. *(past president)*
GB Enterprises

DANIEL R. COLEMAN *(Forum chair)*
University of Central Florida

1982 FORUM COMMITTEE

The purpose of the Forum Committee is to plan and supervise the Association's annual Forum.

DANIEL R. COLEMAN *(chair)*
Director of Institutional Research and Planning
University of Central Florida
P.O. Box 25000
Orlando, FL 32816
Telephone: (305) 275-2351

MANTHA V. MEHALLIS *(associate chair)*
Broward Community College

EUGENE C. CRAVEN *(Forum publications)*
University of Wisconsin System

HORACE F. GRIFFITTS *(contributed papers)*
Tarrant County Junior College District

CYNTHIA A. LINHART *(Forum workshops)*
University of Pittsburgh

MARK MEREDITH *(evaluation)*
University of Colorado System

EDWIN R. SMITH *(panels)*
West Virginia University

RT A. WALLHAUS *(seminars)*
Illinois Board of Higher Education

RISDON J. WESTEN *(local arrangements)*
United States Air Force Academy (Ret.)

Forum Contributed Papers Subcommittee

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.

HORACE F. GRIFFITTS *(chair)*
Director of Research
Tarrant County Junior College District
1400 Electric Service Building
Fort Worth, TX 76102
Telephone: (817) 336-7851, Ext. 218

A. NANCY AVAKIAN
University of Missouri-St. Louis

STEFAN D. BLOOMFIELD
Oregon State University

LARRY A. BRASKAMP
University of Illinois

LARRY D. CHASTON
Southern Utah State College

GAIL CORBITT
University of Colorado

JEAN J. ENDO
University of Colorado

ERIC C. GARLAND
University of New Brunswick

HELEN M. GRADISAR
Carlow College

GORDON JONES
Vancouver Community College

PAUL E. KUNKEL
Parkland College

ROBERT I. LEWIS
University of Arkansas-Little Rock

R. GREGORY LITAKER
University of Louisville

SISTER ANN CARMEL LUCIANO
Western New England College

BEATRICE T. MAHAN
Virginia Polytechnic Institute & State U.

NICK L. POULTON
Western Michigan University

LINDA K. PRATT
North Carolina Central University

WILLIAM H. ROSENTHAL
Michigan State University

C. NEIL RUSSELL
Manitoba Department of Education

THOMAS H. SATERFIEL
Mississippi State University

LAURA E. SAUNDERS
University of Washington

ROBERT W. STARKEY
University of California-San Diego

J. LLOYD SUTTLE
Yale University

ELAINE L. TATHAM
Johnson County Community College

PATRICK T. TERENZINI
State University of New York at Albany

SHIRLEY L. WILLIAMS
Clark College

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.

EDWIN R. SMITH *(chair)*
Assistant Vice President for Administration
West Virginia University
104 Stewart Hall
Morgantown, WV 26506
Telephone: (304) 293-2269

MARGARET L. MOORE *(associate chair)*
Old Dominion University

MAXINE B. ALLEN
Norfolk State University

CLAUDE COSSU
Université de Paris I

ANNE-MARIE MacKINNON
Association of Atlantic Universities

JOSEPH G. ROSSMEIER
Northern Virginia Community College

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.

ROBERT A. WALLHAUS *(chair)*
Deputy Director, Academic and Health Affairs
Illinois Board of Higher Education
4 West Old Capitol Square/ 500 Reisch Bldg.
Springfield, IL 62701
Telephone: (217) 782-3442

MARY KATHRYNE BARATTA
Moraine Valley Community College

LARRY H. LITTEN
Consortium on Financing Higher Education

JANA B. MATTHEWS
National Center for Higher Education Management Systems (NCHEMS)

JOHN A. MUFFO
Cleveland State University

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.

MARY ALYCE ORAHOOD *(chair)*
Assistant Director, Institutional Studies
University of Arkansas-Little Rock
33rd and University Avenue
Little Rock, AR 72204
Telephone: (501) 569-3302

JERRY J. BAUDIN *(associate chair)*
Louisiana State University

CHARLES H. BELANGER
Universite de Montreal

EDITH H. CARTER
New River Community College

ELLEN CHAFFEE
National Center for Higher Education Management Systems (NCHEMS)

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.

MARK MEREDITH *(chair)*
University Director, Institutional Studies
University of Colorado System
Campus Box B-5
Boulder, CO 80309
Telephone: (303) 492-6294

DANIEL W. LANG
University of Toronto

JOHN A. MUFFO
Cleveland State University

MAUREEN MURPHY
Micromatics, Inc.

LING SONG
County College of Morris

JOHN A. WOODS
University of California

Forum Local Arrangements Subcommittee

The Local Arrangements Subcommittee handles arrangements with the Forum hotel, special events, and other matters which need local coordination.

RISDON J. WESTEN *(co-chair)*
(United States Air Force Academy, Ret.)
Star Route, 1441 Pulver Road
Lake George, CO 80827
Telephone: (303) 748-3725

EDWARD M. COOPER *(co-chair)*
Assistant Professor of Marketing
Metropolitan State College
1006 11th Street
Denver, CO 80204
Telephone: (303) 629-3307

MELODIE CHRISTAL
National Center for Higher Education Management Systems (NCHEMS)

GAIL CORBITT
University of Colorado

JEAN J. ENDO
University of Colorado

VIRGINIA M. FEAGLER
Colorado State University

DOROTHY J. GREENO
University of Colorado

ROY HANSCHKE
Colorado Commission on Higher Education

RICHARD L. HARPEL
University of Colorado

RALPH E. HENARD
University of Colorado-Denver

SANDRA K. JOHNSON
University of Colorado

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.

WILLIAM F. LASHER *(chair)*
Associate Vice President for Budget and Institutional Studies
University of Texas at Austin
Main Building
Austin, TX 78712
Telephone: (512) 471-3727

JOHN S. CHASE
Simon Fraser University

ROBERT W. STARKEY
University of California-San Diego

JANIS H. WEISS
North Hennepin Community College

RISDON J. WESTEN
United States Air Force Academy (Ret.)

MICHAEL E. YOUNG
Ohio State University

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.

DENISE STRENGLEIN *(chair)*
Data Base Coordinator
University of South Florida
ADM 214
Tampa, FL 33620
Telephone: (813) 974-2450

Association Subcommittee

JONATHAN D. FIFE
ERIC Clearinghouse on Higher Education

STEPHEN R. HAMPLE
Montana State University

RUTH A. JASS
Bradley University

CHARLES R. THOMAS
CAUSE

Policy Analysis Subcommittee

MOLLY CORBETT BROAD
Syracuse University

MARYSE EYMONERIE
Maryse Eymonerie Associates, Inc.

JAMES W. FIRNBERG
Louisiana State University System

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.

JACK E. ROSSMANN *(chair)*
Vice President for Academic Affairs
Macalester College
St. Paul, MN 55105
Telephone: (612) 696-6160

ERIC A. HILLMAN
University of Calgary

W. KEVIN HUNT
Tidewater Community College

DONALD D. KERLEE
Seattle Pacific University

ELEANOR LANGLOIS
University of California-Berkeley

THOMAS McALPINE
Alabama A & M University

THALY NILSSON
University of Uppsala

E. MICHAEL STAMAN
University of Missouri-Columbia

HELEN S. WYANT
State University of New York at Buffalo

NOMINATING COMMITTEE

The Nominating Committee is a constitutional committee whose purpose is to prepare slates of candidates for elective office.

GEORGE BEATTY, Jr. *(chair/past president)*
President
GB Enterprises
154 Pondview Drive
Amherst, MA 01002
Telephone: (413) 256-0661

RICHARD B. HEYDINGER
University of Minnesota

MARTHA M. HINMAN
University of Michigan

ROBERT I. LEWIS
University of Arkansas-Little Rock

E. MICHAEL STAMAN
University of Missouri-Columbia

ROBERT WINTER
Florida International University

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.

DONALD J. REICHARD *(chair)*
Director of Institutional Research
University of North Carolina at Greensboro
304 Mossman Administration Building
Greensboro, NC 27412
Telephone: (919) 379-5930

MARK D. JOHNSON *(1983)*
Washington Council for Postsecondary Education

DONALD C. LELONG *(1984)*
Institute of Higher Education Management

CYNTHIA A. LINHART *(1983)*
University of Pittsburgh

ELAINE L. TATHAM *(1984)*
Johnson County Community College

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.

CYNTHIA A. LINHART *(chair)*
Assistant for Planning
University of Pittsburgh
Office of Administration
Pittsburgh, PA 15260
Telephone: (412) 624-4245

JOHN R. BOLTE *(co-chair)*
University of Central Florida

W. KEVIN HUNT
Tidewater Community College

J STANLEY LAUGHLIN
Idaho State University

GERALD H. LUNNEY
Council of Independent Kentucky Colleges and Universities

MARY P. MARTIN
University of Missouri

GLYNTON SMITH
Georgia State University

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.

PAUL JEDAMUS *(chair) (1983)*
Professor of Management Science
University of Colorado
College of Business and Administration
Boulder, CO 80309
Telephone: (303) 492-8687

EUGENE C. CRAVEN *(1984)*
University of Wisconsin System

WILLIAM P. FENSTEMACHER *(1984)*
University of Massachusetts-Boston

HORACE F. GRIFFITTS *(1983)*
Tarrant County Junior College District

MARILYN McCOY *(1982)*
University of Colorado System

NORMAN P. UHL *(1982)*
Mount St. Vincent University

EX-OFFICIO MEMBERS

MARY E. CORCORAN
(Editor, 1981 Forum Publications)
University of Minnesota

CHARLES F. ELTON
(Editor, Research in Higher Education)
University of Kentucky

CAMERON L. FINCHER *(alternate)*
(Associate Editor, Research in Higher Ed)
University of Georgia

RICHARD R. PERRY
(Editor, AIR Professional File)
University of Toledo

MARVIN W. PETERSON
(Editor, New Directions for Institutional Research)
University of Michigan

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.

MARY E. CORCORAN (editor)
EUGENE C. CRAVEN (associate editor)

LARRY A. BRASKAMP *(1983)*
University of Illinois

JEAN J. ENDO *(1982)*
University of Colorado

HORACE F. GRIFFITTS *(1983)*
Tarrant County Junior College District

LINDA K. PRATT *(1982)*
North Carolina Central University

C. NEIL RUSSELL *(1982)*
Manitoba Department of Education

J. LLOYD SUTTLE *(1983)*
Yale University

ELAINE L. TATHAM *(1983)*
Johnson County Community College

DEBORAH J. TEETER *(1982)*
University of Kansas

SHIRLEY L. WILLIAMS *(1982)*
Clark College

Professional File Advisory Committee

The Advisory Committee for the Professional File series advises the editor on matters related to the content of the series.

RICHARD R. PERRY (editor)

JOHN S. CHASE
Simon Fraser University

PAUL JEDAMUS
University of Colorado

IVAN J. LACH
Illinois Community College Board

JAMES O. NICHOLS
University of Mississippi

DONALD M. NORRIS
University of Houston

A. KAY STAUB
University of Alabama

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.

CHARLES F. ELTON (editor)

JOHN P. BEAN
Indiana University

LARRY A. BRASKAMP
University of Illinois

ROBERT BROWN
University of Nebraska

KAREN W. CAREY
Kentucky State University

JOHN A. CENTRA
Educational Testing Service

MARY E. CORCORAN
University of Minnesota

DAVID L. DeVRIES
Center for Creative Leadership (N.C.)

GERALD M. GILLMORE
University of Washington

THOMAS GUSKY
University of Kentucky

JOHN R. HILLS
Florida State University

RICHARD D. HOWARD
West Virginia University

DONALD P. HOYT
Kansas State University

EDWARD KIFER
University of Kentucky

EDMOND MARKS
Pennsylvania State University

MARILYN McCOY
University of Colorado System

GERALD W. McLAUGHLIN
Virginia Polytechnic Institute & State U.

JOHN A. MUFFO
Cleveland State University

HARRY G. MURRAY
University of Western Ontario

ERNEST T. PASCARELLA
University of Illinois at Chicago Circle

JACK E. ROSSMANN
Macalester College

ERNEST RUDD
University of Essex

CHARLES D. SALLEY
Queens College

JOE L. SAUPE
University of Missouri

JOHN C. SMART
Virginia Polytechnic Institute & State U.

LEWIS C. SOLMON
Higher Education Research Institute

JOAN S. STARK
University of Michigan

PATRICK T. TERENZINI
State University of New York at Albany

WILLIAM TOOMBS
Pennsylvania State University

KENNETH M. WILSON
Educational Testing Service

LEE M. WOLFLE
Virginia Polytechnic Institute & State U.

New Directions Editorial Advisory Board

The New Directions Editorial Advisory Board advises the editor regarding matters relating to content of the monograph series.

MARVIN W. PETERSON (editor)

FREDERICK E. BALDERSTON
University of California-Berkeley

HOWARD BOWEN
Claremont Graduate School

ROBERTA D. BROWN
Arkansas College

ROBERT M. CLARK
University of British Columbia

LYMAN A. GLENNY
University of California-Berkeley

DAVID S. P. HOPKINS
Stanford University

ROGER G. SCHROEDER
University of Minnesota

ROBERT J. SILVERMAN
Ohio State University

MARTIN A. TROW
University of California-Berkeley

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.

OSCAR T. LENNING *(chair)*
Academic Dean
Roberts Wesleyan College
2301 Westside Drive
Rochester, NY 14624
Telephone: (716) 594-9471

MARILYN K. BROWN
University of Maryland-College Park

FLETCHER F. CARTER
Radford University

HARDING FAULK, Jr.
Cheyney State College

VIRGINIA M. FEAGLER
Colorado State University

JOHN M. FINNEY
University of Puget Sound

BARRY R. FOORD
University of Waterloo

GLENN C. FORRESTER
British Columbia Research Council

TONI M. HALL
Navarro College

GORDON JONES
Vancouver Community College

PETER P. LAU
Pasadena City College

CYNTHIA L. LUNA
University of Michigan

HEIDI L. MAHONEY
State University of New York
College at Buffalo

MARY ALYCE ORAHOOD
University of Arkansas-Little Rock

ROBERT M. USSERY
East Carolina University

JEREMY R. WILSON
rthwestern University

SITE SELECTION COMMITTEE

The Site Selection Committee analyzes proposed Forum sites--considering hotel accomodations and other features important for the Forum--and forwards its recommendations to the Executive Committee for action.

WILLIAM F. LASHER *(chair)*
Associate Vice President for Budget and Institutional Studies
University of Texas at Austin
Main Building
Austin, TX 78712
Telephone: (512) 471-3727

GERALD H. GAITHER
California State University-Northridge

ROBERT I. LEWIS
University of Arkansas-Little ock

JOHN A. MUFFO
Cleveland State University

DEBORAH J. TEETER
University of Kansas

TELLERS COMMITTEE

The Tellers Committee is responsible for counting ballots and certifying the results of all elections or referenda held during the year.

PAUL B. CARNEY *(chair)*
Research Associate, Office of Budget and Analysis
Floria State University
318 Westcott Building
Tallahassee, FL 32306
Telephone: (904) 644-4203

WALLACE E. BELL
Florida Department of Education

JAMES H. HAYNES
Florida A & M University

ARCHIE B. JOHNSTON
Tallahassee Community College

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.

ILONA TURRISI
Director, Office of Budget and Analysis
Florida State University
318 Westcott Building
Tallahassee, FL 32306
Telephone: (904) 644-4203

PLACEMENT SERVICE

AIR operates a modest placement service for members of the Association. A small fee is charged to individual registrants to cover the cost of periodic mailing of materials. Institutions are invited to list relevant position openings, at no charge.

Further information, application, and forms may be obtained from the AIR Executive Office, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

AFFILIATED REGIONAL/SPECIAL INTEREST GROUPS

Note: Regional or special interest groups may request affiliation with AIR by following the guidelines in the By-Laws (Section 5).

AIR OF THE UPPER MIDWEST (AIRUM)

JOHN WILLIAM RIDGE *(liaison)*
Director of Institutional Research
University of Wisconsin-Eau Claire
Schofield Hall
Eau Claire, WI 54701
Telephone: (715) 836-5167

CALIFORNIA AIR (CAIR)

ROBERT T. LITTRELL *(liaison)*
Director of Institutional Research
California State University-Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
Telephone: (213) 498-4191

COLORADO ASSOCIATION OF PLANNERS AND INSTITUTIONAL RESEARCHERS (CAPIR)

EDWARD M. COOPER *(liaison)*
Assistant Professor of Marketing
Metropolitan State College
1006 11th Street
Denver, CO 80204
Telephone: (303) 629-3307

LOUISIANA ASSOCIATION OF INSTITUTIONAL RESEARCH OFFICERS (LAIRO)

OTIS COX *(liaison)*
Institutional Research and Sponsored Programs
Northwestern State University of Louisiana
Natchitoches, LA 71457
Telephone: (318) 357-6361

MISSISSIPPI AIR

JAMES O. NICHOLS *(liaison)*
Director, Bureau of Institutional Research and Planning
University of Mississippi
205 Lyceum Building
University, MS 38677
Telephone: (601) 232-7387

NATIONAL COUNCIL FOR RESEARCH AND PLANNING (NCRP)

MARY KATHRYNE BARATTA *(liaison)*
Director of Institutional Research
Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, IL 60465
Telephone: (312) 974-4300, Ext. 274

NORTH CAROLINA AIR (NCAIR)

TIMOTHY R. SANFORD *(liaison)*
Associate Director of Institutional Research
University of North Carolina-Chapel Hill
02 South Building 005A
Chapel Hill, NC 27514
Telephone: (919) 933-3071

NORTH EAST AIR (NEAIR)

PATRICK T. TERENZINI *(liaison)*
Director of Institutional Research
State University of New York at Albany
1400 Washington Avenue/Admin 301
Albany, NY 12222
Telephone: (518) 457-4621

PACIFIC NORTHWEST ASSOCIATION FOR INSTITUTIONAL RESEARCH AND PLANNING (PNAIRP)

LAURA E. SAUNDERS *(liaison)*
Director of Planning and Capital Budget
University of Washington
170 Administration AF-30
Seattle, WA 98195
Telephone: (206) 543-6277

ROCKY MOUNTAIN AIR (RMAIR)

MARK MEREDITH *(liaison)*
University Director of Institutional Studies
University of Colorado System
Campus Box B-5
Boulder, CO 80309
Telephone: (303) 492-6294

SOUTHESTERN ASSOCIATION OF COMMUNITY COLLEGE RESEARCHERS (SACCR)

W. KEVIN HUNT *(liaison)*
Director, Research, Planning and Data Services
Tidewater Community College
State Route 135
Portsmouth, VA 23703
Telephone: (804) 484-2121, Ext. 391

SOUTHERN AIR (SAIR)

E. MICHAEL STAMAN *(liaison)*
Director, Campus Computing Services
University of Missouri-Columbia
305 Jesse Hall
Columbia, MO 65201
Telephone: (314) 882-?205

SOUTHERN UNIVERSITY GROUP OF 25 (SUG-25)

JERRY J. BAUDIN *(liaison)*
Director of Institutional Research
Louisiana State University
311 T. Boyd Hall
Baton Rouge, LA 70803
Telephone: (504) 388-1231

TEXAS AIR (TAIR)

DONALD M. NORRIS *(liaison)*
Director of Institutional Studies
University of Houston
4800 Calhoun/203 E. Cullen
Houston, TX 77004
Telephone: (713) 749-7552

VIRGINIA AIR (VAIR)

WILLIAM P. JACKAMEIT *(liaison)*
Director of Institutional Research
James Madison University
Wilson Hall, Room 307
Harrisonburg, VA 22807
Telephone: (703) 433-6495

Members—listed alphabetically

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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ABBOTT, LINDA N. C. (DR)

DEAN OF STUDENTS
MINNEAPOLIS COL OF ART+DESIGN
133 EAST 25TH STREET
MINNEAPOLIS MN 55404

ABBOTT, MICHAEL

VP FOR PLANNING + MANAGEMENT
SOUTHWEST TEXAS STATE UNIV

SAN MARCOS TX 78745
PH- (512) 245-2386

ABEL, ROBERT L.

RESEARCH ASSOCIATE
SOUTHERN REGIONAL EDUC BOARD
130 SIXTH STREET, NW
ATLANTA GA 30313
PH- (404) 875-9211

ABELL, JULIE ANN (MRS)

DATA CONTROLLER
EASTERN ILLINOIS UNIVERSITY

CHARLESTON IL 61920
PH- (217) 581-5823

ABERNATHY, LUCKY J. (DR)

PROGRAM SERVICE OFFICER
THE COLLEGE BOARD
888 SEVENTH AVENUE
NEW YORK NY 10019
PH- (212) 582-6210 EXT 327

ADAMS, CARL R. (DR)

PROF, COLL OF BUSINESS ADMIN
UNIVERSITY OF MINNESOTA
271-19 AVE SOUTH/747 BUS ADMIN
MINNEAPOLIS MN 55455
PH- (612) 373-4377

ADAMS, JUANITA JACKSON

DIR, INSTITUTIONAL RESEARCH
SAVANNAH STATE COLLEGE
PO BOX 20432
SAVANNAH GA 31404
PH- (912) 356-2503

ADAMS, SUSAN W.

MGMT ASST TO VP FOR ACAD AFFRS
UNIVERSITY OF WYOMING
BOX 3302, UNIV STATION
LARAMIE WY 82071
PH- (307) 766-5232

ADAMS, W. SAM (DR)

ASSISTANT GRADUATE DEAN
UNIV OF WISCONSIN-OSHKOSH
GRADUATE SCHOOL
OSHKOSH WI 54901
PH- (414) 424-1223

ADELMAN, STANLEY I. (DR)

DIR, INSTITUTIONAL RESEARCH
AMARILLO COLLEGE
PO BOX 447
AMARILLO TX 79178
PH- (806) 376-5111 EXT 2070

ADLER, STEPHEN B.

REGIONAL MANAGER
SYSTEMS + COMPUTER TECHNOLOGY
4 COUNTRY VIEW ROAD
MALVERN PA 19355
PH- (215) 647-5930

AGEE, WILLIAM R.

SPEC ASSISTANT, BUDGET + PLNG
AMERICAN UNIVERSITY
LEONARD HALL
WASHINGTON DC 20016
PH- (202) 686-2134

AKERS, CHARLOTTE JANE (MS)

ASST DIR, INSTITUTIONAL RSCH
TOWSON STATE UNIVERSITY
ADMINISTRATION BUILDING 120
BALTIMORE MD 21204
PH- (301) 321-2042

AL-GAHTANI, THABIT M. S. (DR)

ASST PROFESSOR, DEPT OF PSYCH
UMM AL-QURA UNIVERSITY
PO BOX 715
MECCA SAUDI ARABIA

ALBERTI, GAIL SADLER

* 1107 WINBORN DRIVE
CHARLESTON SC 29412
PH- (803) 795-9572

ALESSIO, JAMES M.

ASSISTANT DIRECTOR
VA STATE COUNCIL OF HIGHER ED
JAMES MONROE BLDG, 101 N 14 ST
RICHMOND VA 23219
PH- (804) 225-2640

ALFRED, RICHARD L.

PROFESSOR OF HIGHER EDUCATION
UNIVERSITY OF MICHIGAN
2007 SCHOOL OF EDUCATION BLDG
ANN ARBOR MI 48109
PH- (313) 764-9472

ALLAN, BEVERLY B. (DR)

DIR, EDUCATIONAL PLNG + RSCH
J. SARGEANT REYNOLDS COMM COLL
PO BOX 12084
RICHMOND VA 23241
PH- (804) 264-3206

ALLEN, MAXINE B. (DR)

ASSOC DIR, INSTNL STUDIES
NORFOLK STATE UNIVERSITY
2401 CORPREW AVENUE
NORFOLK VA 23504
PH- (804) 623-8679 OR 8751

* ALLEN, PATRICK

GRADUATE STUDENT
BETHANY NAZARENE COLLEGE
1000 MABEL FRY
YUKON OK 73099

ALLEN, RICHARD

DIRECTOR, BUDGETARY ANALYSIS
COLORADO CMSN ON HIGHER EDUC
1550 LINCOLN STREET
DENVER CO 80203

ALLEN, THOMAS G.

DIR, INSTITUTIONAL RESEARCH
SWEET BRIAR COLLEGE
PO BOX AB
SWEET BRIAR VA 24595
PH- (804) 381-5653

* ALVARADO, JILMA G. (MS)

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 2325 WEST PENSACOLA, 6
TALLAHASSEE FL 32304
PH- (904) 576-9594

ANDARY, JOHN

SUPERVISOR, RESEARCH + EVAL
DETROIT PUBLIC SCHOOLS
15950 OAK
BELLEVILLE MI 48111
PH- (313) 931-2930

* ANDERSON, DENNIS U.

GRADUATE STUDENT
IOWA STATE UNIVERSITY
- 1502 MEADOWLANE AVENUE
AMES IA 50010
PH- (515) 232-1394

ANDERSON, DONALD J.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF SOUTH FLORIDA
ADM 214
TAMPA FL 33620
PH- (813) 974-2450

ANDERSON, G. ERNEST, JR. (DR)

PROFESSOR OF EDUCATION
UNIV OF MASSACHUSETTS

AMHERST MA 01003
PH- (413) 545-1534

ANDERSON, JACK (DR)

EDUCAL FACILITIES RSCH SPECLST
FLORIDA DEPT OF EDUCATION
411 COLLINS BUILDING
TALLAHASSEE FL 32301
PH- (904) 488-4751 EXT 51-53

ANDERSON, JOHN IVA

ASSISTANT DIRECTOR (RESOURCES)
ROYAL MELBOURNE INST OF TECH
124 LATROBE STREET
MELBOURNE, VICTORIA, AUSTRALIA
PH- (03) 347-0815

ANDERSON, RICHARD E. (DR)

ASSOC PRCF, HIGHER + ADULT EDUC
COLUMBIA UNIVERSITY TCHRS COLL
BOX 34
NEW YORK NY 10027
PH- (212) 678-3750

* ANDERSON, SANDY E. (MRS)

GRADUATE STUDENT
HOFSTRA UNIVERSITY
- 19 CHARTER AVENUE
DIX HILLS NY 11746
PH- (516) 586-8983

ANDRECHAK, MICHAEL JOHN

RESOURCE + POLICY ANALYST
UNIV OF ILLINOIS
409 EAST CHALMERS, 208
CHAMPAIGN IL 61820
PH- (217) 333-0390

ANDREW, LOYD D. (OR)

ASSOC PROF, HIGHER EDUCATION
VA POLYTECH INST + STATE UNIV
COLLEGE OF EDUCATION
BLACKSBURG VA 24061
PH- (703) 961-7559

ANDREWS, ROBERT T.

DIR, INSTITUTIONAL RESEARCH
OAKWOOD COLLEGE

HUNTSVILLE AL 35810

ANDREWS, SAMUEL G.

EXEC DIR, BUDGET+ INSTNL RSCH
UNIVERSITY OF SOUTHERN MAINE
604 CENTER FOR RESEARCH
PORTLAND ME 04103
PH- (207) 780-4484

ANES, LIDA ORTA

EDUCATIONAL PLANNER
CARIBBEAN UNIVERSITY COLLEGE
PO BOX 493
BAYAMON PR 00619

ANGUS, FRED

DIRECTOR OF RESEARCH
BC POST-SEC ED ENRL FORCST COM
UNIV OF BC, 2075 WESBROOK PL
VANCOUVER, BC, CANADA, V6T 1W5
PH- (604) 228-4815

ANKENY, HAROLD A.

DIRECTOR, RESEARCH + PLANNING
GEORGE FOX COLLEGE

NEWBERG OR 97132
PH- (503) 538-8383 EXT 245

ANNAS, TOMMY

ASST VICE CHANC FOR INSTL RSCH
SUNY CENTRAL ADMINISTRATION
UNIVERSITY PLAZA
ALBANY NY 12246
PH- (518) 473-1930

ARBAK, RICHARD E.

DIR, MGT SERVS/BUSINESS OFFICE
OLYMPIC COLLEGE
16TH + CHESTER
BREMERTON WA 98310
PH- (206) 478-4734

ARGUELLO, LUIS E.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- PO BOX 6087
TALLAHASSEE FL 32313
PH- (904) 576-5063

ARMSTRONG, DAVID F. (OR)

PLANNING + EVALUATION ANALYST
GALLAUDET COLLEGE
7TH AND FLORIDA AVE, NE
WASHINGTON DC 20002
PH- (202) 651-5132

ARNETT, VANCE E.

EXECUTIVE D CTOR
GOV TASK F[illegible]CRIM JUST REFRM
- 2345 EASTGATE WAY
TALLAHASSEE FL 32308
PH- (904) 488-8977

ARNS, ROBERT G.

VICE PRES FOR ACADEMIC AFFAIRS
UNIVERSITY OF VERMONT
WATERMAN BUILDING
BURLINGTON VT 05405
PH- (802) 656-4400

ARTER, MARGARET H. (OR)

DEAN OF INSTRUCTION
PALO VERDE COLLEGE
- 760 WEST OCOTILLO ROAD
BLYTHE CA 92225
PH- (714) 922-6168

ARTHUR, DAVID (OR)

DIR, INSTITUTIONAL RESEARCH
STONEHILL COLLEGE

NORTH EASTON MA 02356
PH- (617) 238-1081 EXT 305

ARTHUR, RITA A.

VICE PRESIDENT FOR PLANNING
MARYMOUNT MANHATTAN COLLEGE
221 EAST 71ST STREET
NEW YORK NY 10021
PH- (212) 472-3800 EXT 562

ASHER, E. JACK (DR)

DIR, INSTITUTIONAL RESEARCH
WESTERN MICHIGAN UNIVERSITY

KALAMAZOO MI 49008
PH- (616) 383-0960

* ASKEGAARD, LEWIS D.

GRADUATE STUDENT
UNIVERSITY OF VIRGINIA
- 320 CLEVELAND AVENUE
CHARLOTTESVILLE VA 22903
PH- (804) 296-7219

ASSIMOPOULOS, NADIA (DR)

BUREAU DE RECHERCHE INSTNL
UNIVERSITE DE MONTREAL
CP 6128, SUCC A
MONTREAL, QUE, H3C 3J7 CANADA
PH- (514) 343-6155

ATKIN, EUGENE L. (DR)

DIR, REGISTRATION + RECORDS
ELMHURST COLLEGE
190 PROSPECT
ELMHURST IL 6[illegible]25
PH- (312) 279-4100 EXT 34[illegible]

AUGHEY, JAMES E.

INFORMATION SPECIALIST
ST EDWARDS UNIVERSITY
3001 S CONGRESS AVENUE
AUSTIN TX 78704
PH- (512) 444-2621 EXT 313

AVAKIAN, A. NANCY (DR)

ASST VICE CHANC, ACAD AFFAIRS
UNIV OF MISSOURI-ST LOUIS
8001 NATURAL BRIDGE ROAD
ST LOUIS MO 63121
PH- (314) 553-5374

BA[illegible]IN, REJEANNE

DIR, COMMUNICATI[illegible]+PLANIFICAT
UNIV DU QUEBEC A RIMOUSKI
PREPOSEE A LA RECHERCHE INST
RIMOUSKI, PQ, CANADA G5L 3A1
PH- (418) 724-1716

BACIGAL, STEPHEN

ASSIST DIR, ANALYTIC STUDIES
HARVARD UNIVERSITY
448 HOLYOKE CENTER
CAMBRIDGE MA 02138
PH- (617) 495-5217

BACON, CARLTON E. (LTC)

DIR, INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY

WEST POINT NY 10996
PH- (914) 938-2503

BAILEY, ROBERT L. (DR)

DIR, ADMISSIONS + RECORDS
UNIV OF CALIF-BERKELEY
127 SPROUL HALL
BERKELEY CA 94720
PH- (415) 642-2261

BAKER, E. JO (DR)

ASOC VP, ACAD AFFRS+ACTG DIR IR
GEORGIA INST OF TECHNOLOGY
CARNEGIE BUILDING
ATLANTA GA 30332

BAKER, JOHN, JR. (DR)

VICE PRES, PLANNING + ANALYSIS
ALABAMA STATE UNIVERSITY
PO BOX 271/915 S JACKSON ST
MONTGOMERY AL 36195
PH- (205) [illegible]2 EXT 322

BAKER, MICHAEL E.

DIRECTOR OF PLANNING
CARNEGIE-MELLON UNIVERSITY
WARNER HALL 314/5000 FORBES AV
PITTSBURGH PA 15213
PH- (412) 578-2122

BALDWIN, CHARLES N. (DR)

ASST VICE PRES, ADMIN +FINANCE
NORTHERN ARIZONA UNIVERSITY
BOX 4000
FLAGSTAFF AZ 86011
PH- (602) 523-2700

BALDWIN, SAMUEL

ASSOC DIR, PLANNING + BUDGET
CLARK COLLEGE
240 CHESTNUT STREET, SW
ATLANTA GA 30314
PH- (404) 681-3080 EXT 233,234

BALIK, DANIEL J.

DIRECTOR, ACADEMIC RESEARCH
MACALESTER COLLEGE
1600 GRAND AVENUE
ST PAUL MN 55105
PH- (612) 647-6280

BALLOU, LEONARD R.

DIR, INSTITUTIONAL RESEARCH
ELIZABETH CITY STATE UNIV

ELIZABETH CITY NC 27909
PH- (919) 335-3412

BARNES, GLENN

DIR, INSTITUTIONAL RESEARCH
DR. MARTIN LUTHER COLLEGE

NEW ULM MN 56073
PH- (507) 354-8325

BALSLEY, RICHARD D.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF NORTH DAKOTA
BOX 29, UNIVERSITY STATION
GRAND FORKS ND 58202
PH- (701) 777-4358

BARONE, CAROLE A. (DR)

REGSTR + DIR, STUDENT DATA SYS
SYRACUSE UNIVERSITY
103 STEELE HALL
SYRACUSE NY 13210
PH- (315) 423-2756

BARAK, ROBERT J.

- 1402 NE SECOND
ANKENY IA 50021
PH- (515) 964-0177

BARONE, JOHN A. (DR)

PROVOST
FAIRFIELD UNIVERSITY
NORTH BENSON ROAD
FAIRFIELD CT 06430
PH- (203) 255-5411 EXT 357

BARATTA, MARY KATHRYNE (DR)

DIR, INSTITUTIONAL RESEARCH
MORAINE VALLEY COMMUNITY COL
10900 SOUTH 88TH AVENUE
PALOS HILLS IL 60465
PH- (312) 974-4300 EXT 274

BARRON-NEE, JUDITH

PLNG ANALYST/UNIV PLANNING OFF
MCGILL UNIVERSITY
845 SHERBROOKE STREET WEST
MONTREAL, QUE, H3A 2T5, CANADA
PH- (514) 392-4556

BARE, ALAN C. (DR)

DIR, PERSONNEL + ORG DEVELOPMT
RUTGERS UNIVERSITY
60 COLLEGE AVENUE
NEW BRUNSWICK NJ 08903
PH- (201) 932-8315

BARTEK, BRUCE H.

RESEARCH ASSISTANT
UNIVERSITY OF VIRGINIA
MCLECC HALL-BOX 12
CHARLOTTESVILLE VA 22903
PH- (804) 924-2743 EXT 368

BAREITHER, HARLAN D.

SR ASSOC VICE PRES FOR ADMIN
UNIV OF ILLINOIS
409 E CHALMERS, ROOM 306
CHAMPAIGN IL 61820
PH- (217) 333-6400

BARTLETT, WALTER H.

PROFESSOR OF DATA PROCESSING
ULSTER COUNTY COMMUNITY COL

STONE RIDGE NY 12484
PH- (914) 687-7621 EXT 233

BARNARD, A. A. (ANDY)

RESEARCH ASSOCIATE
UNIVERSITY OF GUELPH
OFFICE OF THE PRESIDENT
GUELPH, ON, CANADA N1G 2W1
PH- (519) 824-4120 EXT 3927

BARTON, J. D., JR.

DIR, INSTITUTIONAL RESEARCH
SUNY AGRL + TECH COL AT ALFRED

ALFRED NY 14802
PH- (607) 871-6288

BARNARD, RICHARD H.

DIR, INSTITUTIONAL RSCH + PLNG
WV COLLEGE OF GRADUATE STUDIES

INSTITUTE WV 25112
PH- (304) 768-9711 EXT 450

BASSETT, CAROLINE L.

ASST TO DEAN, COL LIBERAL ARTS
UNIVERSITY OF MINNESOTA
- 5812 DUPONT AVENUE SOUTH
MINNEAPOLIS MN 55419
PH- (612) 376-4546

BATEMAN, BARRY LYNN (DR)

EXEC DIR, COMPUTING AFFAIRS
STHN ILLINOIS UNIV-CARBONDALE
ANTHONY HALL 213
CARBONDALE IL 62901
PH- (618) 536-6657

BATEMAN, GEORGE R.

SR STAFF ANLYST/COMPUTATON CTR
UNIVERSITY OF CHICAGO
5737 SOUTH UNIVERSITY AVENUE
CHICAGO IL 60637
PH- (312) 753-0437

BATSON, STEVE H.

ASSISTANT TO VICE PRESIDENT
GEORGIA SOUTHERN COLLEGE
LANDRUM BOX 8022
STATESBORO GA 30460
PH- (912) 681-5258

BAUDIN, JERRY J.

DIR, INSTITUTIONAL RESEARCH
LOUISIANA STATE UNIV
311 T. BOYD HALL
BATON ROUGE LA 70803
PH- (504) 388-1231

BAUER, MARIANNE (DR)

RESEARCH + DEVELOPMENT UNIT
NATL BD OF UNIVERSITIES + COLS
PO BOX 45 501
S-104 30 STOCKHOLM SWEDEN
PH- (08) 24-05-60

BAUGHMAN, GEORGE W.

DIR, SPECIAL PROJECTS
OHIO STATE UNIVERSITY
190 N OVAL MALL/RM 19 ADMIN BL
COLUMBUS OH 43210
PH- (614) 422-1566

BAYLIS, BAYARD O. (DR)

DIR, INSTITUTIONAL RESEARCH
THE KING'S COLLEGE

BRIARCLIFF MANOR NY 10510

BAYSORE, GERALD C. (DR)

ASSOC VICE PRESIDENT,RSCH+ PLN
GOVERNORS STATE UNIVERSITY

PARK FOREST SOUTH IL 60466
PH- (312) 534-5000 EXT 2348

BEAN, ROBERT M.

DIR, OFF OF BUDGET+FIN PLNG
WESTERN MICHIGAN UNIVERSITY
2000 ADMINISTRATION BUILDING
KALAMAZOO MI 49008
PH- (616) 383-1654

BEAN, JOHN P. (DR)

ASSISTANT PROFESSOR, EDUCATION
INDIANA UNIVERSITY
236 EDUCATION BUILDING
BLOOMINGTON IN 47401
PH- (812) 337-8212

BEARD, SHARON (MRS)

DEPUTY COMMISSIONER
LOUISIANA BOARD OF REGENTS
161 RIVERSIDE MALL
BATON ROUGE LA 70801
PH- (504) 342-4253

BEARDSLEE, DAVID C. (DR)

DIR, INSTITUTIONAL RESEARCH
OAKLAND UNIVERSITY

ROCHESTER MI 48063

* BEATTIE, CHARLES M.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 1679 KAY AVE
TALLAHASSEE FL 32301
PH- (904) 576-5011

BEATTY, GEORGE, JR.

PRESIDENT
G B ENTERPRISES
154 PONDVIEW DRIVE
AMHERST MA 01002
PH- (413) 256-8661

BEAVER, DON (DR)

ACADEMIC DEAN
BETHANY NAZARENE COLLEGE
6729 NW 39TH EXPRESSWAY
BETHANY OK 73008
PH- (405) 789-6400 EXT 204

BECCARIS, JOHN M.

DEAN, RESEARCH, PLNG+DEVELOP
LUZERNE COUNTY COMMUNITY COL
PROSPECT STREET + MIDDLE ROAD
NANTICOKE PA 18634
PH- (717) 735-8300 EXT 207

BECK, ALTHEA J.

ASST TO DIR, INSTNL RESEARCH
UNIV OF CONNECTICUT
U-135
STORRS CT 06268
PH- (203) 486-4239

BECK, LYNNE

BUDGET ANALYST
BRANDEIS UNIVERSITY
IRVING 118
WALTHAM MA 02254
PH- (617) .47-2292

BECK, NA .

COLLEGE + UNIVERSITY PROGRAMS
EDUCATIONAL TESTING SERVICE

PRINCETON NJ 08540
PH (609) 921-9000

BECKLIN, KAREN M. (OR)

SPEC ASST TO EXEC VICE PRES
UNIV OF WISCONSIN SYSTEM
1220 LINDEN DRIVE
MADISON WI 53706
PH- (6 262-2821

* BEDITZ, JOSEPH

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 4460 WIDGEON WAY
TALLAHASSEE FL 32303
PH- (904) 575-3183

BELAND, PAUL

RESEARCH AGENT
UNIV DU QUEBEC
2875 BOULEVARD LAURIER
STE-FOY, PQ, CANADA G1V 1M3

BELANGER, CHARLES H. (OR)

DIR, INSTITUTIONAL RESEARCH
UNIVERSITE DE MONTREAL
CP 6128, SUCC A
MONTREAL, QUE, H3C 3J7 CANADA
PH- (514) 343-6155

BELL, DAVID P. (OR)

COORDINATOR, ACADEMIC PLANNING
UNIV OF HOUSTON SYSTEM
OFFICE OF ACADEMIC VICE PRES
HOUSTON TX 77004
PH- (713) 749-7224

BELL, JERRY L.

STATISTICIAN II, INSTNL STDIES
UNIV OF ARKANSAS-LITTLE ROCK
33RD AND UNIVERSITY AVENUE
LITTLE ROCK AR 72204
PH- (501) 569-3302

BELL, KEITH R. (OR)

REGISTRAR + DIR OF INSTNL RSCH
MID-AMERICA NAZARENE COLLEGE
BOX 1776
OLATHE KS 66061
PH- (913) 782-3750 EXT 221

BELL, MARCUS V.

DIR, INSTITUTIONAL RESEARCH
ATLANTA JUNIOR COLLEGE
1630 STEWART AVENUE, SW
ATLANTA GA 30310
PH- (404) 656-7534

BELL, WALLACE E. (OR)

RESEARCH ASSOC, DIV OF COMM COL
FLORIDA DEPT OF EDUCATION
327 COLLINS BUILDING
TALLAHASSEE FL 32304
PH- (904) 488-8597

BELLAMY, LYNN (OR)

ASST VP, COMPUTER SERVICES
ARIZONA STATE UNIVERSITY
ECA 375
TEMPE AZ 85231
PH- (602) 965-5960

BENET, HELEN C. (MS)

RSCH ASSOC/OFF OF THE PROVOST
UNIVERSITY OF RICHMOND

RICHMOND VA 23225
PH- (804) 285-6296

BENJAMIN, KATHLEEN

COORD, INSTITUTUIONAL RESEARCH
SHELBY STATE COMMUNITY COLLEGE
1500 UNION AVENUE
MEMPHIS TN 38104
PH- (901) 528-6838

BENJES, ROBERT L.

STAFF ASSOC, CONTINUING EDUC
BOSTON STATE COLLEGE
625 HUNTINGTON AVENUE
BOSTON MA 02115
PH- (617) 731-3300 EXT 110

BENNETT, ALAN L.

COORD, INSTITUTIONAL RESEARCH
GOVERNORS STATE UNIVERSITY
OFF OF INSTNL RESEARCH + PLNG
PARK FOREST SOUTH IL 60466
PH- (312) 534-5000 EXT 2340

BENNETT, MARGUERITE M. (DR)

PLANNING ASSISTANT
MOUNT VERNON NAZARENE COLLEGE
MARTINSBURG ROAD
MT VERNON OH 43050
PH- (614) 392-8307

BENNETT, W. EARL, JR.

DIRECTOR, COMPUTER CENTER
GLENVILLE STATE COLLEGE

GLENVILLE WV 26351

BENTLEY, RICHARD J.

RESEARCH ASSOCIATE
FED OF IND ILL COLLS + UNIVS
990 GROVE STREET
EVANSTON IL 60201
PH- (312) 864-1001

BERCZI, ANDREW (DR)

DEAN, FACULTY OF GRAD STUDIES
WILFRID LAURIER UNIVERSITY
75 UNIVERSITY AVENUE WEST
WATERLOO, ONT, N2L 3C5, CANADA
PH- (519) 884-1970 EXT 366,324

BERG, DAVID J.

DIR, MANAGEMENT PLANNING
UNIVERSITY OF MINNESOTA
100 CHURCH STREET/429 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 376-7250

BERGMANN, ROBERT C.

MGMT INFORMATION SPECIALIST
IOWA STATE UNIVERSITY
215 BEARDSHEAR HALL
AMES IA 50011
PH- (515) 294-1101

BERRY, RICHARD M.

STUDY DIR/UNIV +NONPROFIT INST
NATIONAL SCIENCE FOUNDATION
1800 G STREET, NW, ROOM L-602
WASHINGTON DC 20550
PH- (202) 634-4630

BERRY, WILLIAM A.

DEAN OF ADMINISTRATIVE SERVS
LANE COMMUNITY COLLEGE
4000 EAST 30TH AVENUE
EUGENE OR 97405
PH- (503) 747-4501 EXT 2577

BEST, HAROLD L. (DR)

DIR, INSTITUTIONAL RESEARCH
CALIF STATE UNIV-FRESNO

FRESNO CA 93740
PH- (209) 487-1186

BETTENCOURT, HAROLD D. (DR)

DIR, INSTITUTIONAL RESEARCH
U.S. COAST GUARD ACADEMY
ADMISSIONS DIVISION
NEW LONDON CT 06320
PH- (203) 444-8506

BEYEN, EDUARD

INSTITUTIONAL RSCH SPECIALIST
METROPOLITAN COMM COLLEGES
560 WESTPORT RD/RSCH +PLNG OFF
KANSAS CITY MO 64111
PH- (816) 756-0220 EXT 214

BIANCHI, RINO

DIR, FAC+PLNG, S IL UNIV (RET)

- 6108 SHERWOOD COURT
LAKEHURST NJ 08733
PH- (201) 657-4301

BILLINTON, JACK

DIR, ADMIN SYST + SPACE ADMIN
UNIVERSITY OF SASKATCHEWAN
56 PHYSICS BUILDING
SASKATOON, SASK+S7N 0W0,CANADA
PH- (306) 343-5121

BINGEN, FRANZ

PROFESSOR
VRIJE UNIVERSITEIT BRUSSEL
PLEINLAAN 2
BRUSSELS, B-1050 BELGIUM
PH- 02-3584531

BINGHAM, RICHARD M. (DR)

PROGRAM ASSOC IN HIGHER EDUC
MID-CONT REGIONAL EDUCL LAB
4709 BELLEVIEW
KANSAS CITY MO 64112
PH- (816) 756-2[illegible]

BIRCH, DEREK WILLIAM (DR)

DEPUTY DIRECTOR
THE FURTHER EDUC STAFF COLLEGE
COUMBE LODGE, BLAGDON
BRISTOL,AVON,ENGLAND, BS18 6RG
PH- (07610) 62-503 EXT 29

* BIRD, MARY BETH

GRAD STUDENT,C/O REGISTRAR OFF
SEATTLE UNIVERSITY
COLUMBIA + EAST 12TH AVENUE
SEATTLE WA 98122

BISBEY, GERALD D. (DR)

ADMINISTRATIVE RESEARCH ASST
UNIVERSITY OF NORTHERN IOWA

CEDAR FALLS IA 50613
PH- (319) 273-2517

BISESI, MICHAEL R. (DR)

ASST TO THE PROVOST
UNIV OF HOUSTON
4800 CALHOUN
HOUSTON TX 77004
PH- (713) 749-7341

BISHOP, C. W. F.

COLLEGE AFFAIRS MANAGER
CARIBOO COLLEGE
BOX 3010
KAMLOOPS, BC, V2C 5N3 CANADA
PH- (604) 374-0123

BJERRING, ANDREW K.

ASSISTANT PROVOST
UNIVERSITY OF WESTERN ONTARIO

LONDON, ON, CANADA N6A 5B8
PH- (519) 679-2780

BLACK, FRANK S. (DR)

ASSISTANT DEAN
MURRAY STATE UNIVERSITY
COLL OF HUMAN DEVELOPMT + LRNG
MURRAY KY 42071
PH- (502) 762-6848

BLACKWELL, SAMUEL

MANAGEMENT INFO SYSTEM COORD
LEMOYNE-OWEN COLLEGE
807 WALKER AVENUE
MEMPHIS TN 38126
PH- (901) 774-9090 EXT 243

BLAI, BORIS, JR. (DR)

DEAN-ADMIN,HARCUM JR COL (RET)

- FALLEN OAK
GRADYVILLE PA 19039
PH- (215) 459-2215

BLAIR, NORMAN A.

DIR, BUDGETING + INSTNL STDIES
UNIVERSITY OF VERMONT
333 WATERMAN BUILDING
BURLINGTON VT 05405
PH- (802) 656-3244

BLAWICK, WESLEY E.

DIRECTOR, PLANNING + RESEARCH
ORANGE COUNTY PUBLIC SCHOOLS
PO BOX 271
ORLANDO FL 32802
PH- (305) 423-9284

BLEAU, BARBARA LEE (DR)

COORDINATOR
PENN STATE UNIV-CAPITOL CAMPUS
DIV OF BUSINESS ADMINISTRATION
MIDDLETOWN PA 17057
PH- (717) 948-6140

BLENIS, M. W. (DR)

DIRECTOR
RANGER SCHOOL
RR5
FREDERICTON,NB,E3B 4X6, CANADA
PH- (506) 454-4363

BLOM, DOUGLAS I. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF TENNESSEE-MARTIN
ADMINISTRATIVE BUILDING 220
MARTIN TN 38238
PH- (901) 587-7856

BLOOD, DON F. (DR)

DIRECTOR, TESTING CENTER
WESTERN WASHINGTON UNIVERSITY
OLD MAIN 120
BELLINGHAM WA 98225
PH- (206) 676-3080

BLOOM, ALLAN M. (DR)

ASST DIR, INSTITUTIONAL RSCH
VA POLYTECH INST + STATE UNIV
129 SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-7921

BLOOMFIELD, STEFAN D. (DR)

ASSOC DIR, INSTITUTIONAL RSCH
OREGON STATE UNIVERSITY
OFF OF PLANNING + INSTNL RSCH
CORVALLIS OR 97331
PH- (503) 754-2001

BLOOMQUIST, EARL W., JR.

DIR, REC + INSTNL ASSESSMENT
KEUKA COLLEGE

KEUKA PARK NY 14478
PH- (315) 536-4411 EXT 241

BLUME, FRANK R.

UNIVERSITY OF REDLANDS
1200 EAST COLTON
REDLANDS CA 92373

* BOBERG, ALICE L.

FAC OF ED,DEPT ED POL+ADM STDS
UNIVERSITY OF CALGARY
2500 UNIVERSITY DRIVE, NW
CALGARY, AB, CANADA T2N 1N4
PH- (403) 284-5075

BOHANNON, TOM (DR)

DIR, STAT + COMPUTER USER SRVS
APPALACHIAN STATE UNIVERSITY

BOONE NC 28608
PH- (704) 262-2140

BOLDEN, GEORGIANNA D. (MRS)

DIR, BDGT + ANALYTIC STUDIES
ATLANTA UNIVERSITY
223 CHESTNUT ST,SW/PO BOX 253
ATLANTA GA 30314
PH- (404) 681-0251 EXT 107

BOLIN, JOHN G.

ASST SUPT, MGT + PERSONNEL SER
ORANGE COUNTY PUBLIC SCHOOLS
PO BOX 271
ORLANDO FL 32802
PH- (305) 423-9222

BOLLMANN, SUE W. (MS)

HEAD, OFFICE OF INSTNL STUDIES
UNIVERSITY OF ROCHESTER
ADMINISTRATION BUILDING 137
ROCHESTER NY 14627
PH- (716) 275-2004

BOLTE, JOHN R. (DR)

ASSOC VICE PRES FOR ACAD AFFRS
UNIVERSITY OF CENTRAL FLORIDA
PO BOX 25000
ORLANDO FL 32816
PH- (305) 275-2351

BONEABERGER, THOMAS DAVID

DIR, INSTITUTIONAL RESEARCH
TAYLOR PUBLISHING COMPANY
PO BOX 597
DALLAS TX 75221
PH- (214) 637-2800 EXT 307

BOOTH, DAVID A.

ASSOCIATE PROVOST
WILLIAMS COLLEGE
BRONFMAN SCIENCE CENTER
WILLIAMSTOWN MA 01267
PH- (413) 597-2200

BORCHERT, FRANK R.

EXEC ASST TO THE PRESIDENT
CASE WESTERN RESERVE UNIV
OFF OF PLNG/ UNIVERSITY CIRCLE
CLEVELAND OH 44106
PH- (216) 368-4350

BORDELEAU, JACQUES

RESEARCH ASSOCIATE
CONF OF RECT + PRINC-QUE UNIVS
2 COMPLEXE DESJARDINS-CP 124
MONTREAL, QUE, H5B 1B3, CANADA
PH- (514) 288-8524

BORGERSEN, DAVID

RESEARCH ASSISTANT
UNIVERSITY OF MANITOBA

WINNIPEG, MAN, CANADA, R3T 2N2
PH- (204) 474-9634

BORIS, GRETCHEN E. (MS)

ASST DIR, INSTITUTIONAL RSCH
COMMUNITY COLL OF PHILADELPHIA
34 SOUTH 11TH STREET
PHILADELPHIA PA 19107
PH- (215) 972-7236

BOTTOMLEY, WAYNE N.

COORD, INSTITUTIONAL RESEARCH
EMBRY-RIDDLE AERONAUTICAL UNIV
OFFICE OF ACADEMIC AFFAIRS
DAYTONA BEACH FL 32014
PH- (904) 252-5561 EXT 1100

BOUNDS, STUART M. (BR)

DEAN, FINANCIAL + ADMIN SRVCS
THOMAS NELSON COMMUNITY COL
BOX 9407
HAMPTON VA 23670
PH- (804) 825-2714

BOURDON, JAMES P.

BUDGET ANALYST
NORTHEASTERN UNIVERSITY
360 HUNTINGTON AVENUE
BOSTON MA 02115
PH- (617) 437-2842

BOVILLE, SUSAN

SENIOR PLANNING ANALYST
MCGILL UNIVERSITY
845 SHERBROOKE STREET WEST
MONTREAL, QUE, H3P 1G1, CANADA
PH- (514) 392-4564

BOWEN, FRANK M.

INDEPENDENT CONSULTANT

- PO BOX 705
SAUSALITO CA 94965
PH- (415) 332-4138

BOWMAN, R. J.

UNIVERSITY PLANNING OFFICER
TRENT UNIVERSITY
DATA LIBRARY
PETERBOROUGH,ON,CANADA,K9J 7B8
PH- (705) 748-1540

BOYD, SANDRA L. (MS)

SDIP COORDINATOR
ST MARY'S UNIV OF SAN ANTONIO
A-206
SAN ANTONIO TX 78284
PH- (512) 436-3215

BOYES, C. TREVOR

REGISTRAR
UNIVERSITY OF WATERLOO

WATERLOO, ONT, N2L 3G1, CANADA
PH- (519) 885-1211 EXT 2263

BRADLEY, DAVID W.

ASSOC DIRECTOR FOR RESEARCH
BOSTON UNIVERSITY
881 COMMONWEALTH AVENUE
BOSTON MA 02215
PH- (617) 353-4118

BRADY, GEORGE E. O.

DEAN, RECORDS +INSTNL RESEARCH
ROCHESTER INST OF TECH
ONE LOMB MEMORIAL DRIVE
ROCHESTER NY 14623
PH- (716) 475-2297

BRAILER, KATHRYN A. (BR)

ADMIN, STRENGTHENING DEV INST
READING AREA COMMUNITY COLLEGE
BOX 1706
READING PA 19603
PH- (215) 372-4721

BRANSCUM, JOANNE

RESEARCH ANALYST
ARKANSAS DEPT OF HIGHER EDUC
1301 WEST SEVENTH STREET
LITTLE ROCK AR 72201
PH- (501) 371-1441

BRASKAMP, LARRY A.

HEAD, MEASUREMENT + RESEARCH
UNIV OF ILLINOIS
307 ENGINEERING HALL
URBANA IL 61801
PH- (217) 333-3490

BRAUN, SHEPARD

ACAD ANLYST/OFF OF INSTNL RSCH
UNIVERSITY OF CALGARY
1017 EDUCATION TOWER
CALGARY, ALB, T2N 1N4 CANADA
PH- (403) 284-5070

BRAVO, CARLOS F.

PLANNING DIRECTOR
UNIV OF MONTERREY MEXICO
GONZALITOS 250 SUR, APT 4442SH
MONTERREY, NUEVO LEON, MEXICO

BRAXTON, JOHN M. (DR)

RSCH ASSOC, INSTNL STDS + PLNG
NORTHEASTERN ILLINOIS UNIV
5500 NORTH ST LOUIS AVENUE
CHICAGO IL 60625
PH- (312) 583-4050 EXT 275,6,7

BRENSKE, DEBORAH

FINANCIAL ANALYST
ARKANSAS DEPT OF HIGHER EDUC
1301 WEST SEVENTH STREET
LITTLE ROCK AR 72201
PH- (501) 371-1441

BRIDGER, GALE (OR)

ACTING DIR, INSTNL RSCH + PLNG
LOUISIANA STATE UNIV-SHREVE
8515 YOUREE DRIVE
SHREVEPORT LA 71115
PH- (318) 797-5381

BRIGHT, HAROLD F. (OR)

PROVOST + VICE PRES,ACAD AFFRS
GEORGE WASHINGTON UNIVERSITY
RICE HALL, 8TH FLOOR
WASHINGTON DC 20052
PH- (202) 676-6586

BRIN, CHARLES N. (OR)

ASSOCIATE DIRECTOR
ILLINOIS BOARD OF REGENTS
616 MYERS BUILDING
SPRINGFIELD IL 62701
PH- (217) 782-3770

BRINS, CHRISTINA O.

RESEARCH + PLANNING
TRIDENT TECHNICAL COLLEGE
PO BOX 10367
CHARLESTON SC 29411
PH- (305) 572-6280

BRINKMAN, PAUL

SENIOR ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0321

BRISTO, GWENDOLYN D.

RSCH ASST/OFF OF INSTNL RSCH
SOUTHERN UNIV IN NEW ORLEANS
6400 PRESS DRIVE
NEW ORLEANS LA 70126
PH- (504) 282-4401 EXT 229

BRITTON, C. JEAN

RESEARCH ASSISTANT
UNIVERSITY OF MANITOBA

WINNIPEG, MAN, CANADA, R3T 2N2
PH- (204) 474-9226

BROAD, MOLLY CORBETT (NRS)

VICE PRESIDENT FOR GOVTL AFFRS
SYRACUSE UNIVERSITY
204 ADMINISTRATION BUILDING
SYRACUSE NY 13210
PH- (315) 423-4500

BROADBENT, STEVEN R.

ADMIN ASST, INSTNL RESEARCH
UTAH STATE UNIVERSITY
UMC 14, BUDGET OFFICE
LOGAN UT 84322
PH- (801) 750-1177

BRODIGAN, DAVID L.

REGISTRAR/DIR, INSTNL RESEARCH
CARLETON COLLEGE

NORTHFIELD MN 55057
PH- (507) 663-4292

BROKER, LINDA K. (NRS)

ASST TO PRESIDENT/GRANTS COORD
QUINNIPIAC COLLEGE
MT CARMEL AVENUE
HAMDEN CT 06518
PH- (203) 288-5251 EXT 395

BROOKS, CAROL A.

ASST DIRECTOR, COMPUTER CENTER
OAKWOOD COLLEGE

HUNTSVILLE AL 35810
PH- (205) 837-8671

BROOKS, DOROTHY LYNN

ASSISTANT DEAN OF SCIENCE
UNIV OF TEXAS AT ARLINGTON
19630 UTA STATION
ARLINGTON TX 76019
PH- (817) 273-3491

BROCHALL, LAWRENCE W. (OR)

ASST VICE PRES FOR FINANCE
VA POLYTECH INST + STATE UNIV
BURRUSS HALL
BLACKSBURG VA 24061
PH- (703) 961-6446

BROSS, JAMES L. (OR)

TITLE III COORDINATOR
CENTRAL WESLEYAN COLLEGE
BOX 497
CENTRAL SC 29630
PH- (803) 639-2453 EXT 58

BROUGH, JAMES R. (OR)

DIR, PROGRAM EVALUATION + PLNG
THE KAMEHAMEHA SCHOOLS
KAPALAMA HEIGHTS
HONOLULU HI 96817
PH- (808) 842-8240

BROWN, CHARLES I.

ASSOC PROFESSOR, EDUCATION
FAYETTEVILLE STATE UNIVERSITY
BOX 951
FAYETTEVILLE NC 28301
PH- (919) 486-1183

BROWN, DAVID J. (DR)

DIR.OFF OF PLNG,ANALYSIS,STATS
CARLETON UNIVERSITY
401 ADMINISTRATION BUILDING
OTTAWA, ONT, K1S 5B6 CANADA
PH- (613) 231-5525

BROWN, ERIC

INTERINSTITUTIONAL PLANNER
NEW HAMPSHIRE COL+UNIV COUNCIL
2321 ELM STREET
MANCHESTER NH 03104
PH- (603) 669-3432

BROWN, JANICE (MS)

MANAGEMENT ANALYST TRAINEE
UNIVERSITY OF NEVADA-RENO
OFF OF INSTITUTIONAL STUDIES
RENO NV 89557
PH- (702) 784-4675

BROWN, KENNETH G.

SENIOR ANALYST
UNIVERSITY OF ARIZONA
1221 WEST PELAAR
TUCSON AZ 85705
PH- (602) 626-1216

BROWN, LEROY R.

DIR. PLANNING + RESEARCH
DENMARK TECHNICAL COLLEGE
PO BOX 327
DENMARK SC 29042
PH- (803) 793-3301 EXT 47

BROWN, M. VALERIANA (DR)

ASSISTANT TO DEAN
ST MARY'S JUNIOR COLLEGE
2500 SOUTH SIXTH STREET
MINNEAPOLIS MN 55454
PH- (612) 332-5521 EXT 355

BROWN, MARILYN K. (MS)

DIR. INSTITUTIONAL STUDIES
UNIV OF MARYLAND-COLLEGE PARK
2110 TURNER LABORATORY
COLLEGE PARK MD 20742
PH- (301) 454-4512

BROWN, PAUL E.

DIR. INSTITUTIONAL STUDIES
QUINCY COLLEGE

QUINCY IL 62301
PH- (217) 222-8020 EXT 218

BROWN, RALPH W., JR.

DIR. RESEARCH + DATA SERVICES
CENTRAL VIRGINIA COMMUNITY COL
BOX 4098
LYNCHBURG VA 24502
PH- (804) 239-0321 EXT 280

BROWN, ROBERTA B. (DR)

VICE PRESIDENT FOR PLANNING
ARKANSAS COLLEGE

BATESVILLE AR 72501
PH- (501) 793-9813 EXT 244

BROWN, STEPHANIE LAFOREST(MRS)

DIR. INSTITUTIONAL RESEARCH
COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE MD 21216
PH- (301) 383-4565

BROWN, WILLIS L.

DIR. INSTITUTIONAL RSCH + PLNG
LANGSTON UNIVERSITY
PO BOX 10
LANGSTON OK 73050
PH- (405) 466-2231 EXT 261

BROYLES, SUSAN G. (MRS)

SURVEY DIRECTOR
NATL CTR FOR EDUC STATISTICS
400 MARYLND AV SW,205 PRES BG
WASHINGTON DC 20202
PH- (301) 436-6425

BRUMBAUGH, A. J.

(RETIRED)

142 MEASE MANOR
DUNEDIN FL 33528
PH- (813) 733-1161 EXT 235

BRUNNETT, JUDY K. (MS)

STATISTICIAN I, INSTNL STUDIES
UNIV OF ARKANSAS-LITTLE ROCK
33RD AND UNIVERSITY AVENUE
LITTLE ROCK AR 72204
PH- (501) 569-3302

BRUNET, JEAN (DR)

VICE-RECTEUR, ADMIN + FINANCES
UNIV DU QUEBEC A MONTREAL
CP 8888, SUCC A
MONTREAL, QUE, H3C 3P8, CANADA
PH- (514) 282-3092

BRUSS, EDWARD A.

DIR, INSTITUTIONAL STUDIES
CASE WESTERN RESERVE UNIV
SCHOOL OF MEDICINE
CLEVELAND OH 44106
PH- (216) 368-2796

BRYANT, BRENDA L. (MRS)

DIR, INSTITUTIONAL RESEARCH
ALABAMA STATE UNIVERSITY
915 S JACKSON STREET
MONTGOMERY AL 36195
PH- (205) 832-6072 EXT 425

BRYSON, CHARLES H. (DR)

RSCH ASSOC, OFF OF INSTNL PLNG
GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA GA 30303
PH- (404) 658-2570

BUCCI, PAUL T.

- 13241 GLENHILL ROAD
SILVER SPRING MD 20904

BUCHANAN, MARY L. (MRS)

REGISTRAR/DIR, INSTNL RESEARCH
MISSISSIPPI COUNTY COMM COL
PO DRAWER 1109
BLYTHEVILLE AR 72315
PH- (501) 762-1020 EXT 106

BUCHTEL, FOSTER S.

ASSISTANT TO THE PRESIDENT
UNIVERSITY OF AKRON
BUCHTEL HALL 66
AKRON OH 44325
PH- (216) 375-7560

BUCKLEY, EUGENE F. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF ARKANSAS

FAYETTEVILLE AR 72701
PH- (501) 575-5292

BUDIG, JEANNE E. (DR)

DIRECTOR, PLANNING + ANALYSIS
LINCOLN UNIVERSITY
202 YOUNG HALL
JEFFERSON CITY MO 65101
PH- (314) 751-2325 EXT 230

BUFORD, DELORES P. (MS)

RSCH ASSOC, INSTNL PLNG + RSCH
FURMAN UNIVERSITY
LIBRARY, THIRD FLOOR
GREENVILLE SC 29613
PH- (803) 294-2024

BULLIS, BRUCE

DIRECTOR
NORTHEASTERN ILLINOIS UNIV
5500 NORTH ST LOUIS AVENUE
CHICAGO IL 60625
PH- (312) 583-4050

BUNTE, FREDERICK JOSEPH (DR)

PRESIDENT
FRANKLIN UNIVERSITY
201 SOUTH GRANT AVENUE
COLUMBUS OH 43215
PH- (614) 224-6237 EXT 34,35

BURL, TOM

DIR, P R + INSTITUTIONAL RSCH
PHILANDER SMITH COLLEGE
812 WEST 13TH STREET
LITTLE ROCK AR 72203
PH- (501) 375-9075 EXT 44

BURNS, JAMES A.

DIR, INSTITUTIONAL RSCH + PLNG
ST BENEDICTS HOSPITAL
5475 SOUTH ADAMS STREET
OGDEN UT 84403

BUSH, MARIE A. (DR)

ASST FOR INSTITUTIONAL RSCH
SUNY CENTRAL ADMINISTRATION
STATE UNIVERSITY PLAZA
ALBANY NY 12246
PH- (518) 473-1030

BUTLER, DENNIS

ASOC DEAN,COMMUNITY RSCH + DEV
COAST COMMUNITY COLLEGE DIST
1370 ADAMS AVENUE
COSTA MESA CA 92626
PH- (714) 556-5000

BUTLER, R. N.

MIS OFFICER
AUSTIN COMMUNITY COLLEGE
PO BOX 2285
AUSTIN TX 78768
PH- (512) 476-6881 EXT 683

BUTNER, NANCY N.

DATA MGMT + RESEARCH ANALYST
MIDLANDS TECHNICAL COLLEGE
PO BOX 2408
COLUMBIA SC 29202
PH- (803) 796-8401 EXT 211

BUTTS, STEPHEN J.

PROG COORD, ANALYSIS SYSTEMS
UNIV OF WISCONSIN-MADISON
171 BASCOM/OFF BDGT,PLNG+ANLYS
MADISON WI 53706
PH- (608) 263-5852

BYRD, ROLAND L.

RSCH + EVALUATION SPECIALIST
HOWARD UNIVERSITY
CENTER FOR ACAD REINFORCEMENT
WASHINGTON DC 20059
PH- (202) 636-7625

CABY, RICHARD H.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF NEW MEXICO
SCHOLES HALL 306
ALBUQUERQUE NM 87131
PH- (505) 277-5115

CALDER, WILLIAM BERRY (DR)

DIRECTOR, COUNSELING SERVICES
WILFRID LAURIER UNIVERSITY
75 UNIVERSITY AVENUE, WEST
WATERLOO, ONT, N2L 3C5 CANADA
PH- (519) 884-1970 EXT 338

CALDWELL, WORSHAM (DR)

DIR, INSTITUTIONAL RSCH + PLNG
SAINT PAUL'S COLLEGE

LAWRENCEVILLE VA 23868
PH- (804) 848-3111 EXT 285

CALVERT, JOHN (DR)

SR LECTURER IN MGMT SCIENCE
LOUGHBOROUGH UNIV OF TECHNOLGY
DEPARTMENT, MANAGEMENT STUDIES
LEICESTERSHIRE ENGLAND
PH- 0509-63171 EXT 405

CAMMACK, ELWIN F. (DR)

ASSOCIATE VICE PRESIDENT
UNIV OF WISCONSIN SYSTEM
1524 VAN HISE HALL
MADISON WI 53706
PH- (608) 262-644

CAMPBELL, JILL F.

ANALYTIC STUDIES ASSISTANT
SUNY COLLEGE AT BROCKPORT
612 ADMINISTRATION BUILDING
BROCKPORT NY 14420
PH- (716) 395-2203

CAMPBELL, JOSEPH E.

ASST DIR, PLNG + INSTNL RSCH
NEW JERSEY INST OF TECHNOLOGY
323 HIGH STREET
NEWARK NJ 07102
PH- (201) 645-5842 OR 5279

CAMPBELL, LELAND HOWARD

BRIGHAM YOUNG UNIVERSITY
216 TMCB
PROVO UT 84602
PH- (801) 378-6666

CAMPBELL, STEPHEN D.

DIR, FINANCIAL MANAGEMENT CTR
NATL ASSN COL + UNIV BUS OFCRS
ONE DUPONT CIRCLE, SUITE 510
WASHINGTON DC 20036
PH- (202) 861-2535

CAMPBELL, WILLIAM E.

DIR, INSTITUTIONAL RESEARCH
MONTGOMERY COLLEGE-ROCKVILLE
51 MANAKEE STREET
ROCKVILLE MD 20850
PH- (301) 279-5345

CANNING, DONALD E.

RESEARCH ANALYST
BOISE STATE UNIVERSITY
1910 UNIV DR/BUS BLDG RM 307Q
BOISE ID 83725
PH- (208) 385-1613

CANTEY, WILBERT E.

DIRECTOR, MANAGEMENT IMPROVMT
HOWARD UNIVERSITY
2400 6TH STREET, NW
WASHINGTON DC 20059
PH- (202) 686-6399

CANTWELL, ZITA M. (DR)

PROFESSOR
CUNY-BROOKLYN COLLEGE
- 30 WEST 60TH STREET, 15L
NEW YORK NY 10023
PH- (212) 246-9465

CAPOOR, MADAN (DR)

DIR, INSTITUTIONAL RESEARCH
MIDDLESEX COUNTY COLLEGE

EDISON NJ 08818
PH- (201) 548-6000 EXT 225

CARANIKAS, F. C. (MS)

PROJECT DIRECTOR
WEST SHORE COMMUNITY COLLEGE
3000 NORTH STILES ROAD
SCOTTVILLE MI 49660

CAREY, KAREN M. (MS)

COORD, INSTITUTIONAL STUDIES
KENTUCKY STATE UNIVERSITY
BOX 42
FRANKFORT KY 40601
PH- (502) 564-5768

CAREY, ROBERT D. (DR)

EXECUTIVE VICE PRESIDENT
UNION COLLEGE

BARBOURVILLE KY 40906
PH- (606) 546-4100

CARLSON, KATHLEEN A. (DR)

RESEARCH ASSOCIATE
NORTHEASTERN ILLINOIS UNIV
5500 NORTH ST LOUIS AVENUE
CHICAGO IL 60625
PH- (312) 583-4050 EXT 275

CARLSSON, P. ALLAN (DR)

PROF, PHIL/DIR, INSTNL RSCH
VIRGINIA MILITARY INSTITUTE

LEXINGTON VA 24450
PH- (703) 463-6213

CARNEY, MYRNA (DR)

DIR, STUDENT AFFAIRS RESEARCH
UNIVERSITY OF OKLAHOMA
731 ELM, HESTER HALL
NORMAN OK 73069
PH- (405) 325-5891

CARNEY, PAUL B.

RESEARCH ASSOC, BUDGET + ANALYS
FLORIDA STATE UNIVERSITY
310 WESTCOTT BUILDING
TALLAHASSEE FL 32306
PH- (904) 644-4203

CARPENTIER, PAUL

UNIVERSITY ADMINISTRATOR
TECHNICAL UNIV OF DENMARK
BUILDING 101, 2800 LYNGBY
COPENHAGEN DENMARK
PH- (02) 882222 EXT 2204

CARR, GREGG (DR)

PRINCIPAL ADMIN ANALYST
UNIV OF CALIF-SAN FRANCISCO
145 IRVING STREET
SAN FRANCISCO CA 94143
PH- (415) 666-2911

CARRINGTON, ANDREW T. (DR)

PROGRAM EVALUATOR, RSCH + TEST
VA BEACH CITY PUBLIC SCHOOLS
PO BOX 6038
VIRGINIA BEACH VA 23456
PH- (804) 427-4770

CARRITTE, GLORIA A. (MRS)

ASST TO PRESIDENT/RESEARCH OFF
LABOURE JUNIOR COLLEGE
2120 DORCHESTER AVENUE
BOSTON MA 02124
PH- (617) 296-8300 EXT 435

CARTER, DAVID I.

ASST TO CHANC, FINANCIAL AFFRS
UNIV OF ALABAMA SYSTEM
PO BOX BT
UNIVERSITY AL 35486
PH- (205) 348-5860

CARTER, EDITH H. (DR)

OFF OF INSTITUTIONAL RESEARCH
NEW RIVER COMMUNITY COLLEGE
BOX 1127
DUBLIN VA 24084
PH- (703) 674-4121 EXT 250

CARTER, EDWARD A.

DEPUTY EXEC DIR FOR FINANCE
KENTUCKY CNCL ON HIGHER EDUC
1050 US 127 SOUTH
FRANKFORT KY 40601
PH- (502) 564-3576

CARTER, FLETCHER F. (DR)

DIR, INSTNL RSCH/ RUSSELL HALL
RADFORD UNIVERSITY
PO BOX 5781
RADFORD VA 24142
PH- (703) 731-5134

CARTER, LAMORE J. (DR)

ACADEMIC VICE PRESIDENT
GRAMBLING STATE UNIVERSITY
PO BOX 481, LONG HALL
GRAMBLING LA 71245
PH- (318) 247-6755

CARTER, RICHARD D.

DIR, PLANNING + ANALYSIS
UNIV OF WISCONSIN-SUPERIOR
1800 GRAND AVENUE
SUPERIOR WI 54880
PH- (715) 392-8101 EXT 364

CARUTHERS, J. KENT (DR)

VICE PRESIDENT
MGT OF AMERICA
2425 TORREYA DRIVE
TALLAHASSEE FL 32303
PH- (904) 386-3191

CASEY, MARTHA L. (DR)

ASST DIR-OFF BUDGT, PLNG+ ANLY
UNIV OF WISCONSIN-MADISON
170 BASCOM HALL
MADISON WI 53706
PH- (608) 263-5945

CASH, BILL

DIR, INSTITUTIONAL RESEARCH
ANDREWS UNIVERSITY

BERRIEN SPRINGS MI 49104
PH- (616) 471-3307

CASH, WEBSTER C. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
ATLANTA UNIVERSITY CENTER
360 WESTVIEW DRIVE, SW
ATLANTA GA 30310
PH- (404) 522-8980 EXT 40

• CASTELLANO, AMILCAR A.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
• 2000 NORTH MERIDIAN ROAD,326
TALLAHASSEE FL 32303
PH- (904) 386-7641

CAVALIER, D. ANNE (DR)

DIRECTOR OF PERSONNEL
WV HOUSING DEVELOPMENT FUND
814 VIRGINIA STREET EAST
CHARLESTON WV 25304
PH- (304) 348-3732 EXT 33

CHAFE, MARILYN A. (MS)

DIR, CENTRAL OFFICE SERVICES
MARION TECHNICAL COLLEGE
1465 MT VERNON AVENUE
MARION OH 43302
PH- (614) 389-4636 EXT 206

CHAFFEE, ELLEN

SENIOR ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0322

CHAMBERLAIN, DON

DIRECTOR OF BUDGET
MURRAY STATE UNIVERSITY
WELLS HALL, 216
MURRAY KY 42071
PH- (502) 762-6884

CHAMBERLIN, MARY ELLEN

RESEARCH ASSISTANT
MID-CONT REGIONAL EDUCL LAB
4709 BELLEVIEW
KANSAS CITY MO 64112
PH- (816) 756-2401

CHAMP, GARY L.

INFORMATION ANALYST
UNIVERSITY OF WINDSOR
SUNSET AVENUE, WINDSOR HALL
WINDSOR, ONT, N9B 3P4 CANADA
PH- (519) 253-4232 EXT 472

CHANDLER, AVERY H.

DIR-RSCH, DEV + COMPLIANCE
CHARLES S. MOTT COMMUNITY COL
1401 EAST COURT STREET
FLINT MI 48503
PH- (313) 762-0585

CHANEY, JOHN F.

SENIOR ADVISOR
INFORMATION ASSOCIATES, INC.
PO BOX 3173
BOULDER CO 80307
PH- (303) 499-4499

CHAPMAN, DAVID M. (DR)

ASSISTANT PROFESSOR
SUNY AT ALBANY
7 HARRIS AVENUE
ALBANY NY 12208
PH- (313) 763-4775

* CHISHOLM, MARK

GRADUATE STUDENT
UNIVERSITY OF COLORADO-BOULDER
2012 MAPLETON AVENUE
BOULDER CO 80302
PH- (303) 444-5474

CHAPMAN, SHIRLEY M. (MS)

INSTITUTIONAL RESEARCH DIR
VOORHEES COLLEGE
WILKINSON BUILDING
DENMARK SC 29042
PH- (803) 793-3346

CHOQUETTE, ROBERT

LAWYER
FEDERATION DES CEGEPS
1940 HENRI-BOURASSA EST
MONTREAL, PQ CANADA
PH- (514) 381-8891

CHASE, JOHN S. (DR)

DIR, OFF OF ANALYTICAL STUDIES
SIMON FRASER UNIVERSITY

BURNABY, BC, V5A 1S6 CANADA
PH- (604) 291-4256

CHRISTAL, MELODIE

STAFF ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302

CHASTON, LARRY D.

DIRECTOR OF PLANNING
SOUTHERN UTAH STATE COLLEGE

CEDAR CITY UT 84720
PH- (801) 586-4411

CIVIN, PAUL (DR)

VICE PROVOST FOR FISCAL AFFRS
UNIV OF OREGON
OFFICE OF THE PROVOST
EUGENE OR 97403
PH- (503) 686-3850

CHATELAIN, H. C., JR.

RESEARCH ANALYST I
LOUISIANA STATE UNIV
311 T. BOYD HALL
BATON ROUGE LA 70803
PH- (504) 388-1231

* CLAGETT, CRAIG ALEXANDER

ANALYST, INSTITUTIONAL RSCH
PRINCE GEORGES COMM COLLEGE
301 LARGO ROAD
LARGO MD 20870
PH- (301) 322-0723

CHEEK, WANDA K. (DR)

ASST VICE CHANCELLOR FOR PLNG
UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, SW
ATLANTA GA 30334
PH- (404) 656-2213

CLARK, ALAN (DR)

DIR, INSTITUTIONAL RESEARCH
RICKS COLLEGE

REXBURG ID 83440
PH- (208) 356-1191

CHENARD, PIERRE

RESEARCH AGENT
UNIV DU QUEBEC
2875 BOULEVARD
STE-FOY, PQ, CANADA G1V 1N3
PH- (418) 657-2243

CLARK, FRANK C.

ASSOCIATE PROFESSOR
GEORGIA SOUTHERN COLLEGE
LB 8093, GSC
STATESBORO GA 30460
PH- (912) 681-5206

CHENG, YUEN (MISS)

PROGRAMMER ANALYST
UNIVERSITY OF MANITOBA
DEPT OF PATHOLOGY MEDICAL COLL
WINNIPEG, MB, CANADA R3E 3OW
PH- (204) 786-4380

CLARK, JAMES R.

BUDGET DIRECTOR
EASTERN KENTUCKY UNIVERSITY
LANCASTER AVENUE, BOX 744
RICHMOND KY 40475
PH- (606) 622-1857

CLARK, LARRY RICHARD

DIR, INSTITUTIONAL PLANNING
WESTERN PIEDMONT COMMUNITY COL
1001 BURKEMONT AVENUE
MORGANTOWN NC 28655
PH- (704) 437-8688 EXT 2222

CLARK, MARY JO (MS)

RESEARCH PSYCHOLOGIST
EDUCATIONAL TESTING SERVICE

PRINCETON NJ 08541
PH- (609) 921-9000 EXT 5795

CLARK, MILTON L. (OR)

ASST DEAN, RSCH,PLNG+COMP SRVS
CHURCHLANDS COL OF ADVANCED ED
PEARSON STREET
CHURCHLANDS, WA,6018, STRALIA
PH- (09) 387-5999

CLARK, STEPHEN JUDSON

USER AREA ANLYST,STDNT DATA SY
SYRACUSE UNIVERSITY
004 MACHINERY HALL
SYRACUSE NY 13210
PH- (315) 423-2213

CLARKE, G. GRANT

DEPUTY TO EXECUTIVE DIRECTOR
COUNCIL OF ONTARIO UNIVS
100 ST GEORGE ST, SUITE 8039
TORONTO, ONT, M5S 2T4 CANADA
PH- (416) 979-2165

CLEMENTS, DAVID G.

DIR, INSTITUTIONAL RSCH + PLNG
UNIVERSITY OF GEORGIA
310 NEW COLLEGE
ATHENS GA 30602
PH- (404) 542-0032

CLEWELL, EVELYN (MS)

DIR OF IR, TEX TECH UNIV (RET)

- 1605 55TH STREET
LUBBOCK TX 79412
PH- (806) 747-2455

CLI.., ROSEMARY (MS)

DIR, INSTITUTIONAL RESEARCH
LOYOLA MARYMOUNT UNIVERSITY
LOYOLA BLVD AT WEST 80TH ST
LOS ANGELES CA 900..
PH- (213) 642-2834

CLOVIS, GEORGE A. (OR)

DEAN, ADMINISTRATIVE SERVICES
PARKERSBURG COMMUNITY COLLEGE
ROUTE 5, BOX 167-A
PARKERSBURG WV 26101
PH- (304) 424-8302

COATES, DAVID

INDEPENDENT CONSULTANT

- 73 WAYMAR HEIGHTS BOULEVARD
WOODBRIDGE, ON, CANADA,L4L 2F6
PH- (416) 851-0802

COBURN, KARI CATHCART (NRS)

PRINCIPAL INSTNL ANALYST
UNIVERSITY OF NEVADA-LAS VEGAS
4505 MARYLAND PARKWAY
LAS VEGAS NV 89154
PH- (702) 739-3771

COHEN, BETHAVIVA (DR)

ASSISTANT EXTENSION SPECIALIST
UNIVERSITY OF MINNESOTA
- 822 WEST 45TH STREET
MINNEAPOLIS MN 55409

COHEN, MARGARET K. (MS)

ASST, INSTITUTIONAL RESEARCH
GEORGE WASHINGTON UNIVERSITY
RICE HALL, 8TH FLOOR
WASHINGTON DC 20052
PH- (202) 676-6509

COLEMAN, DANIEL R. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
UNIVERSITY OF CENTRAL FLORIDA
PO BOX 25000
ORLANDO FL 32816
PH- (305) 275-2351

COLEMAN, RAY

DEAN, ADMINISTRATIVE SERVICES
CLEVELAND STATE COMMUNITY COL
PO BOX 1205
CLEVELAND TN 37311
PH- (615) 472-7141 EXT 230

COLES, H. WILLIAM III

TECH ASST,STUDENT TESTNG +RSCH
SUNY AT BUFFALO
3435 MAIN STREET, 316 HARRIMAN
BUFFALO NY 14214
PH- (716) 831-3700

COLGAN, LEO

REGISTRAR
NATIONAL INST FOR HIGHER EDUC

LIMERICK IRELAND
PH- 061-43644 EXT 250

COLLAHN, VIRGINIA E.

DIR. PLANNING + DEVELOPMENT
INST TEC Y ESTUDIOS SUPERIORES
APARTADO POSTAL 37
QUERETARO, QRO MEXICO
PH- (463) 2/6090 EXT 110

COLLIER, DOUGLAS J.

SENIOR ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0317

COLLIN, WILBUR J. (OR)

COORD.PROG DEVELOP +EVALUATION
GRANT MACEWAN COMMUNITY COL
7319 - 29 AVENUE
EDMONTON, ALB. T6K 2P1, CANADA
PH- (403) 462-5604

COLLINS, TOM R. (OR)

DIR. INSTITUTIONAL RESEARCH
MERCER COUNTY COMMUNITY COL
1200 OLD TRENTON ROAD
TRENTON NJ 08690
PH- (609) 586-4800 EXT 212

COLLMER, RUSSELL C.

DIR. INSTITUTIONAL RESEARCH
PIMA COMMUNITY COLLEGE
2202 WEST ANKLAM ROAD, AL-2
TUCSON AZ 85709
PH- (602) 884-6934

COLTON, MILO (OR)

DIR. INSTITUTIONAL RESEARCH
WESTMAR COLLEGE

LEMARS IA 51031

COMPTON, WILLIAM W.

DIRECTOR COMPUTER SERVICES
MERCER UNIVERSITY
1400 COLEMAN AVENUE
MACON GA 31211
PH- (912) 754-6011

CONE, CHARLES R.

DIRECTOR OF COMPUTER CENTER
NORFOLK STATE UNIVERSITY
2401 CORPREW AVENUE
NORFOLK VA 23504
PH- (804) 623-8856

CONN, WALTER

RESEARCH ASSISTANT
UNIV OF SOUTHERN MISSISSIPPI
BOX 5176, SOUTHERN STATION
HATTIESBURG MS 39401
PH- (601) 266-7311

CONSTANTINE, CORRINE (MS)

PLANNING ANALYST
COLUMBIA UNIVERSITY TCHRS COLL
309 LOW MEM LIB/116 +BROADWAY
NEW YORK NY 10027
PH- (212) 280-2254

COOK, W. OLIN (DR)

EXECUTIVE VICE PRESIDENT
ARKANSAS TECH UNIVERSITY
ADMINISTRATION 211
RUSSELLVILLE AR 72801
PH- (501) 968-0414

COOK, MARVIN F. (DR)

DIR,ANALYTICAL SERVICES+BUDGET
BOSTON UNIVERSITY
147 BAY STATE ROAD
BOSTON MA 02215
PH- (617) 353-2214

COOK, RUTH ANN

COORD. INSTNL RSCH + REPORTING
APPALACHIAN STATE UNIVERSITY

BOONE NC 28608
PH- (704) 262-2140 EXT 6

COOKE, ALFRED L. (DR)

CONSULTANT
NATL ADVSRY COMM, BLACK HI EC
1100 17TH STREET NW, SUITE 702
WASHINGTON DC 20036
PH- (202) 653-7558

COOPER, EDWARD M. (DR)

ASST PROFESSOR OF MARKETING
METROPOLITAN STATE COLLEGE
1006 11TH STREET
DENVER CO 80204
PH- (303) 629-3387, 3142

COPE, ROBERT G.

PROFESSOR OF HIGHER EDUCATION
UNIVERSITY OF WASHINGTON
MILLER HALL, DQ 12
SEATTLE WA 98185
PH- (206) 543-1891

CORNETT, SISTER THOMAS ALBERT

DIR, INSTITUTIONAL RESEARCH
OHIO DOMINICAN COLLEGE
1216 SUNBURY ROAD
COLUMBUS OH 43219
PH- (614) 253-2741 EXT 282

CORBITT, GAIL (DR)

GRADUATE STUDENT
UNIVERSITY OF COLORADO
- 9478 WEST 104TH AVENUE
BROOMFIELD CO 80020
PH- (303) 466-2776

> CORCORAN, MARY E. (DR)

PROF, HIGHER EDUC + EDUC PSYCH
UNIVERSITY OF MINNESOTA
221 BURTON HALL
MINNEAPOLIS MN 55455
PH- (612) 373-5841

CORR, KEVIN C.

SR RSCH ANLYST,UNIV STDIES GRP
UNIVERSITY OF SASKATCHEWAN
286 ADMINISTRATION BUILDING
SASKATOON,SASK, S7N 0W0,CANADA
PH- (306) 343-4235

CORSON, HAL

ASSOC DIR, INSTITUTIONAL RSCH
MIAMI-DADE COMMUNITY COLLEGE
11011 SW 104TH STREET
MIAMI FL 33176
PH- (305) 596-1230

* COSGRIFF, STEPHEN J.

MGT INFO SPEC,OFF INST STUDIES
KEAN COLLEGE OF NEW JERSEY
MORRIS AVENUE
UNION NJ 07083
PH- (201) 527-2386

COSSU, CLAUDE (DR)

MAITRE ASST, UER-ECON ET GESTN
UNIVERSITE DE PARIS I
- 33 RUE ST AMBROISE
75011 PARIS FRANCE
PH- 805 22-84

COST, RICHARD H. (DR)

ASST TO PRES/DIR,PLNG+INST RSH
NEW JERSEY INST OF TECHNOLOGY
323 HIGH STREET
NEWARK NJ 07102
PH- (201) 645-5130

COTTON, GARY L. (DR)

ASSOC DIRECTOR, FISCAL AFFAIRS
MISSOURI DEPT OF HIGHER EDUC
600 MONROE
JEFFERSON CITY MO 65101
PH- (314) 751-2361

COTTONHAM, VERNA H. (MRS)

COORD, INSTITUTIONAL RESEARCH
UNIV OF ARKANSAS-PINE BLUFF
PO BOX 4134
PINE BLUFF AR 71601
PH- (501) 541-6564

COUCH, DON H.

EXECUTIVE DIRECTOR
BRITISH COLUMBIA ACAD COUNCIL
209-26 BASTION SQUARE
VICTORIA, BC, V8W 1H9 CANADA
PH- (604) 387-6895

UNELIS, JAMES STEVE (DR)

OFESSOR OF EDUCATION
IVERSITY OF SAN FRANCISCO
- 109 CASA VIEJA PLACE
ORINDA CA 94563
PH- (415) 666-6551 OR (592

COUNTS, GEORGE E. (DR)

DIR, INSTITUTIONAL RESEARCH
SOUTHEAST MISSOURI STATE UNIV

CAPE GIRARDEAU MO 63701
PH- (314) 651-2250

CO RT, JUDITH A. (DR)

ADMINISTRATIVE OFFICER
BD TRUSTEES,STATE UNIVS + COLS
16 FRANCIS STREET
ANNAPOLIS MD 21401
PH- (301) 269-3970

COUSINEAU, JOHN G.

ASST TO THE COLLEGE PRINCIPAL
VANCOUVER COMMUNITY COLLEGE
REGIONAL OFF, 675 WEST HASTING
VANCOUVER, BC, V6B 1N2, CANADA
PH- (604) 688-1111 EXT 2

COUTU, KEITH A.

ANLYST,BUDGETNG+INSTNL STUDIES
UNIVERSITY OF VERMONT
354 WATERMAN BUILDING
BURLINGTON VT 05405
PH- (802) 656-3244

COWAN, OZELL (MS)

DIR, INSTITUTIONAL RESEARCH
LIVINGSTONE COLLEGE
701 WEST MONROE STREET
SALISBURY NC 28144
PH- (704) 633-7960 EXT 15

COX, LAURIE ANN

DATA COLLECTION ANALYST
ARKANSAS DEPT OF HIGHER EDUC
1301 WEST SEVENTH STREET
LITTLE ROCK AR 72209

COX, OTIS

INSTNL RSCH + SPONSORED PROGS
NORTHWESTERN STATE UNIV OF LA

NATCHITOCHES LA 71457

COYNE, DENISE L. (MS)

MANAGEMENT INFORMATION ANALYST
ST LOUIS COMMUNITY COLLEGE
5801 WILSON AVENUE
ST LOUIS MO 63110
PH- (314) 644-9636

CRANDELL, HORACE F. (DR)

POSTSECONDARY ADMINISTRATOR
CALIF POSTSECONDARY EDUC CMSN
1020 12TH STREET
SACRAMENTO CA 95814
PH- (916) 322-8002

CRARY, LOWELL J.

ANLYST, LEGISLATIVE FISCAL OFF
NEBRASKA STATE LEGISLATURE
PO BOX 94727
LINCOLN NE 68509
PH- (402) 471-2263

CRAVEN, EUGENE C.

ASSISTANT VICE PRESIDENT
UNIV OF WISCONSIN SYSTEM
1530 VAN HISE HA
MADISON WI 53706
PH- (608) 262-6441

CREUTZ, ALAN (DR)

3245 CHADBOURNE ROAD
SHAKER HEIGHTS OH 44120

CRIBBS, JEFFREY S.

ASST VICE PRES, PLNG + BUDGET
VIRGINIA COMMONWEALTH UNIV
327 WEST MAIN STREET
RICHMOND VA 23298
PH- (804) 786-4450

CROCKER, EDWIN L.

TREASURER
GENERAL THEOLOGICAL SEMINARY
175 NINTH AVENUE
NEW YORK NY 10011
PH- (212) 243-5150 EXT 212

CROSBY, LONNIE C. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
JACKSON STATE UNIVERSITY
1400 J. R. LYNCH STREET
JACKSON MS 39213
PH- (601) 968-2615

CROWLEY, SHEILA (MS)

DIR, ADMIN DATA PROCESSING
SUNY COLLEGE OF ENV SCI+FRSTRY
BRAY HALL 206
SYRACUSE NY 13210
PH- (315) 473-8600

CRUDEN, W. W.

PRESIDENT
ST LAWRENCE COL,APPL ARTS+TECH
BOX 6000, KING STREET WEST
KINGSTON, ONT, K7L 5A6, CANADA
PH- (613) 544-5400 EXT 170

CRUTHIRD, ROBERT L.

DIR, INSTITUTIONAL RESEARCH
KENNEDY-KING COLLEGE
6800 SOUTH WENTWORTH AVENUE
CHICAGO IL 60621
PH- (312) 962-3479

CUNNINGHAM, W. WAYNE

VICE PRESIDENT, ADMINISTRATION
CARIBOO COLLEGE
BOX 3010
KAMLOOPS, BC, CANADA V2C 5N3

CUOMO, SYLVIA E. (OR)

CONSULTANT

47 MT PLEASANT STREET
AMHERST MA 01002
PH- (413) 549-4842

CURRAN, FRED A.

ASSOC DIR,BDGTG/INSTNL STUDIES
UNIVERSITY OF VERMONT
357 WATERMAN BUILDING
BURLINGTON VT 05405
PH- (802) 656-3244

CURRAN, KATHLEEN M.

DIR, INSTITUTIONAL RESEARCH
ALVERNO COLLEGE
3401 SOUTH 39TH STREET
MILWAUKEE WI 53215
PH- (414) 647-3797

CURRIE, JAMES E.

DIR, INSTITUTIONAL ANALYSIS
UNIVERSITY OF VICTORIA
BOX 1700
VICTORIA, BC, V8W 2Y2 CANADA
PH- (604) 477-6911 EXT 6147

CURRY, DENIS J.

DEPUTY COORDINATOR FOR FINANCE
WASH COUNCIL FOR POSTSEC EDUC
908 EAST FIFTH AVENUE
OLYMPIA WA 98504
PH- (206) 753-1765

DAHL, RANDALL W.

COORD, KENTUCKY OUTCOMES PROJ
KENTUCKY CNCL ON HIGHER EDUC
1050 US 127 SOUTH
FRANKFORT KY 40601
PH- (502) 564-5403

DAILEY, CAROLYN J.

DIR, INSTITUTIONAL RESEARCH
FORT LEWIS COLLEGE

DURANGO CO 81301
PH- (303) 247-7366

DALY, BRIAN (OR)

COORD, MANAGEMENT INFORMATION
JEFFERSON COMM COL-UNIV OF KY
P BOX 1036
LOUISVILLE KY 40201
PH- (502) 584-0181 EXT 211

DALY, EDITH M. (OR)

DIR, INSTITUTIONAL RSCH + PLNG
HARTWICK COLLEGE
ARNOLD 17
ONEONTA NY 13820
PH- (607) 432-4200 EXT 325

DALY, ROBERT F.

MANAGER, INFO + PLNG ANALYSIS
UNIV OF CALIF-IRVINE

IRVINE CA 92717
PH- (714) 833-7151

DANNESE, ROBERT M.

ASSOCIATE BUDGET DIRECTOR
MASSACHUSETTS INST OF TECH
77 MASS AVE, ROOM E19-672C
CAMBRIDGE MA 02139
PH- (6‹‾ 253-4495

DARLING, A. L.

REGISTR + DIR OF INSTNL ANLYS
MCMASTER UNIVERSITY

HAMILTON, ONT, L8S 4L8, CANADA
PH- (416) 525-9140 EXT 4714

DARS, LEWIS (OR)

DIR, OFF OF RSCH + MANPOWER
NEW JERSEY DEPT OF HIGHER EDUC
225 WEST STATE STREET
TRENTON NJ 08625
PH- (609) 292-4857

DAVALLI, PAUL A.

DIR, INSTITUTIONAL RESEARCH
UNIV OF MARYLAND-BALTIMORE
520 WEST LOMBARD STREET
BALTIMORE MD 21201
PH- (301) 528-7880

DAVENPORT, WILLIAM G. (OR)

DIR,PROG RSCH+DEV/POSTSEC DEPT
BRITISH COLUMBIA MIN OF EDUC
7451 ELMBRIDGE WAY
RICHMOND, BC, V6X 1B8 CANADA

DAVIDSON, PHILIP

ASST DIR,OFF OF INST RSCH+PLNG
UNIVERSITY OF ALBERTA
1-16 UNIVERSITY HALL
EDMONTON, ALB, T6G 2J9, CANADA
PH- (403) 432-5295

DAVIS-PALCIC, CYNTHIA L. (DR)

COORD, STUDENT AFFAIRS RSCH
NORTH CAROLINA STATE UNIV
204 PEELE HALL
RALEIGH NC 27650
PH- (919) 737-2777

DE ROOIJ, PETER (DR)

DEPT HEAD/PLNG,ORG+INSTNL DEV
UNIVERSITY OF LIMBURG
PO BOX 616
MAASTRICHT THE NETHERLANDS
PH- (043) 643019

DAVIS, DEBRA ANN (MISS)

RSCH ASST+AD SEC,BDGT+ANLYT ST
ATLANTA UNIVERSITY
PO BOX 253/223 CHESTNUT ST, SW
ATLANTA GA 30314
PH- (404) 681-0251 EXT 107

DEAN, ROBERT L.

ASSOC DIR FOR FINANCIAL ANLYS
KENTUCKY CNCL ON HIGHER EDUC
US 127 SOUTH, W FRANKFORT OFF
FRANKFORT KY 40601
PH- (502) 564-3576

DAVIS, JAMES W. (DR)

VICE CHANCELLOR +ASSOC PROVOST
WASHINGTON UNIVERSITY
BOX 1080
ST LOUIS MO 63130
PH- (314) 889-5151

DEARMAN, NANCY B. (MS)

STATISTICIAN
NATL CTR FOR EDUC STATISTICS
- 6525 BELCREST ROAD/ROOM1031
HYATTSVILLE MD 20782
PH- (301) 436-7916

DAVIS, KELVIN L. (DR)

ASSOC PROF, COMPUTER SCIENCE
OKLAHOMA BAPTIST UNIVERSITY
PO BOX 2424, UNIVERSITY STATN
SHAWNEE OK 74801

DEBERRY, MARY LUCILLE

PRODUCER/DIRECTOR, WWVU-TV
WEST VIRGINIA UNIVERSITY
PO BOX TV-24
MORGANTOWN WV 26505
PH- (304) 293-6511

DAVIS, LESTER B.

TITLE III COORDINATOR
UNIV OF MAINE-AUGUSTA
STODDARD HOUSE
AUGUSTA ME 04330
PH- (207) 622-7131 EXT 335

DEBRUIN, ROBERT L.

ASST VICE PROVOST, PLANNING
CENTRAL MICHIGAN UNIVERSITY
WARRINER HALL 354
MT PLEASANT MI 48859
PH- (517) 774-3631

DAVY, JOEL A.

VICE PRES FOR ACADEMIC AFFRS
MINOT STATE COLLEGE

MINOT ND 58701
PH- (701) 857-3310

DECKERT, MARION

ACADEMIC DEAN
BETHEL COLLEGE

NORTH NEWTON KS 67117
PH- (316) 283-2500

DAY, JEROME J., JR.

DIR, COMPUTER SERVICES CENTRE
CHINESE UNIV OF HONG KONG

SHATIN, NT HONG KONG
PH- 12-633111 EXT 747

DEGREE, SHIRLEY J.

RESEARCH SPECIALIST
MT HOOD COMMUNITY COLLEGE
26000 SE STARK STREET
GRESHAM OR 97030
PH- (503) 667-7299

DAY, MARY ANN (MS)

INSTNL RSCHR, ANALYTIC STUDIES
MARICOPA COUNTY COMM COL DIST
3910 EAST WASHINGTON
PHOENIX AZ 85022
PH- (602) 971-2030 EXT 460

DELANEY, EDWARD L., JR. (DR)

DIR, INSTITUTIONAL RESEARCH
KEAN COLLEGE OF NEW JERSEY
MORRIS AVENUE
UNION NJ 07083
PH- (201) 527-2386

DELENE, LINDA M. (OR)

ASOC PROF, DEPT OF MARKETING
WESTERN MICHIGAN UNIVERSITY

KALAMAZOO MI 49008
PH- (616) 383-1347

DELLA MATTIA, GEROME

DEAN, EDUCAL +STUDENT SERVICES
DOUGLAS COLLEGE
BOX 2503
NEW WESTMINSTER,BC,CAN,V3L 5B2
PH- (604) 521-4851 EXT 224

DELMONT, TIMOTHY J. (OR)

ASSISTANT CHIEF ANALYST
UNIVERSITY OF MINNESOTA
100 CHURCH ST, SE, 406 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 376-5374

DELUCIA, LENORE A. (OR)

DIR, INSTITUTIONAL RESEARCH
RHODE ISLAND COLLEGE
600 MT PLEASANT AVENUE
PROVIDENCE RI 02908
PH- (401) 456-8226

DEMPSEY, HUGH M. (OR)

DIR, INSTITUTIONAL RESEARCH
SAINT VINCENT COLLEGE

LATROBE PA 15624
PH- (412) 539-9761 EXT 380

DENHAM, CAROLINE V.

INSTITUTIONAL RESEARCH MANAGER
UNIV OF SC
ADMINISTRATION ANNEX
COLUMBIA SC 29208
PH- (803) 777-2814

DENHOLM, JAMES J. (OR)

PRINCIPAL, LANGARA CAMPUS
VANCOUVER COMMUNITY COLLEGE
100 WEST 49TH AVENUE
VANCOUVER, BC, V5Y 2Z6, CANADA
PH- (604) 324-5266

DENIOZOS, DEMETRIS (OR)

SCIENTIFIC ADVISOR
SCIENTIFIC RSCH + TECH AGENCY
DIMOKRATOUS 62
ATHENS, 601 GREECE

DERBEZ, LUIS ERNESTO BAUTISTA

ACADEMIC VICE PRESIDENT
UNIVERSIDAD DE LAS AMERICAS
APDO 100, STA CATARINA MARTIR
PUEBLA MEXICO
PH- 47-10-03 47-00-00 EXT 15

DESALVO, WILLIAM

STAFF ASSOC FOR INSTNL RSCH
UNIV OF MAINE-ORONO
ALUMNI HALL
ORONO ME 04469
PH- (207) 581-7200

DESCHENES, SUZANNE M.

ACAD PLANNING + INSTNL RSCH
UNIVERSITY OF OTTAWA
550 CUMBERLAND AVENUE
OTTAWA, ON, CANADA K1N 6N5
PH- (613) 231-5997

DESROSIERS, EDWARD K.

DIRECTOR, RESEARCH
COUNCIL OF ONTARIO UNIVS
130 ST. GEORGE ST, SUITE 8039
TORONTO, ONT, M5S 2T4 CANADA
PH- (416) 979-2165

DESROSIERS, JEAN-YVES

ECONOMIST, OFF OF HIGHER EDUC
DEPT OF EDUCATION (QUEBEC)
- 2200, CHAPDELAINE, 400
STE-FOY, QUE, G1V 4G0 CANADA
PH- (418) 643-7923

DESY, JACQUES M.

DIR,INST RSCH/SERV DEV PEDAGOG
UNIV DU QUEBEC A TROIS-RIVIRES
PO BOX 500, BOUL DE FORGES
TROIS RIVIERES,QUE,G9A 5H7,CAN
PH- (819) 376-5202

DETWEILER, PRISCILLA (OR)

EXEC ASST TO PRES FOR ADMIN
UNIV OF TEXAS AT DALLAS
PO BOX 688
RICHARDSON TX 75080
PH- (214) 690-2791

DETWEILER, RICHARD A. (OR)

DIRECTOR OF RESEARCH
DREW UNIVERSITY

MADISON NJ 07940
PH- (201) 377-3000

DEVRIES, DAVID J. (DR)

COORD, INFORMATION SYS.ENS
MARS HILL COLLEGE
BOX 245
MARS HILL NC 28754
PH- (704) 689-1110

DEY, KAY A.

C/O OFF OF INSTITUTIONAL RSCH
FORT HAYS STATE UNIVERSITY

HAYS KS 67601
PH- (913) 628-5000

* DIBIASIO, DANIEL A.

GRAD RSCH ASSOC, GRADUATE SCH
OHIO STATE UNIVERSITY
230 NORTH OVAL MALL
COLUMBUS OH 43210
PH- (614) 422-6031

DICKEY, ANN K. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
SAGINAW VALLEY STATE COLLEGE

UNIVERSITY CENTER MI 48710
PH- (517) 790-4299

DICKMEYER, NATHAN C. (DR)

DIR, FINANCIAL CONDITIONS PROJ
AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE, NW
WASHINGTON DC 20036
PH- (202) 833-4770

DIDHAM, JAMES R.

ASSISTANT TO THE PRESIDENT
FINDLAY COLLEGE
1000 NORTH MAIN STREET
FINDLAY OH 45840
PH- (419) 422-8313 EXT 357

DILLARD, NEIL L.

ASST DIR, INSTNL RSCH + STDIES
STHN ILLINOIS UNIV-CARBONDALE
FANER HALL 2179
CARBONDALE IL 62901
PH- (618) 536-2304

DILLONAY, PHYLIPP

ASSOC PROF, INDUSTRL+MGT ENGRNG
UNIVERSITY OF BRIDGEPORT

BRIDGEPORT CT 06602
PH- (203) 576-4106

DINGLE, ROBERT J.

ANALYST, OFFICE OF INSTNL RSCH
UNIVERSITY OF CALGARY
1017 EDUCATION TOWER
CALGARY, ALB. T2N 1N4 CANADA
PH- (403) 284-5076

DOANE, KENNETH R. (DR)

DIR OF IR, CAL STATE UN-F (RET)

- 555 NORTH CORNELL
FULLERTON CA 92631
PH- (714) 525-2745

DOI, JAMES I. (DR)

DEAN AND PROFESSOR
UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION
SEATTLE WA 98195
PH- (206) 543-5390

DOLENCE, MICHAEL G.

DIRECTOR, PLANNING + RESEARCH
CMSN ON INDEPENDENT COL + UNIV
37 ELK STREET
ALBANY NY 12224
PH- (518) 436-4781

DONSKY, AARON

DIR, INSTNL RSCH + DEVELOPMENT
LAKELAND COMMUNITY COLLEGE

MENTOR OH 44060
PH- (216) 951-1000 EXT 295

DORSETT, REBECCA A.

RESEARCH COORDINATOR
UNIVERSITY OF MINNESOTA
100 CHURCH ST, SE/412 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 376-7452

DOUGHERTY, STEPHEN M.

DIR, RESEARCH + DATA SERVICES
MISSOURI DEPT OF HIGHER EDUC
600 MONROE
JEFFERSON CITY MO 65101
PH- (314) 751-2361

DRAKE, MARGARET

DIR, INSTITUTIONAL STUDIES
UNIV OF TEXAS AT SAN ANTONIO

SAN ANTONIO TX 78285
PH- (512) 691-4560

DRAKE, ROY A. (DR)

DIR, INSTNL PLANNING + ANALYS
JOHN CARROLL UNIVERSITY

UNIVERSITY HEIGHTS OH 44118

DRAKE, SISTER M. VERONICA

INSTNL RSCH OFFICER, PLNG OFF
XAVIER UNIVERSITY OF LOUISIANA
7325 PALMETTO STREET
NEW ORLEANS LA 70125
PH- (504) 486-7411

DREES, LAUREN A.

REGENTS HALL
UNIVERSITY OF NEBRASKA-LINCOLN
3835 HOLDREGE STREET
LINCOLN NE 68503
PH- (402) 472-2861 EXT 8

> DRESSEL, PAUL L. (DR)

PROF, UNIVERSITY RESEARCH
MICHIGAN STATE UNIVERSITY
A310 EAST FEE HALL
EAST LANSING MI 48824
PH- (517) 355-6629

DRUESNE, BARRY

PROGRAM DIRECTOR
EDUCATIONAL TESTING SERVICE
ROSEDALE ROAD
PRINCETON NJ 08541
PH- (609) 734-1447

DRYDEN, LOU (DR)

DIR, ADM+INSTR SUPPORT SRVS DIV
CAMOSUN COLLEGE
1950 LANSDOWNE ROAD
VICTORIA, BC, V8P 5J2 CANADA
PH- (604) 592-1281 EXT 248

DUBE, C. STUART, II

ASST TO PRES FOR PLANNING+EVAL
SUNY COLLEGE AT BROCKPORT
721 ADMINISTRATION BUILDING
BROCKPORT NY 14420
PH- (716) 395-2357

DUBRAY, LAPRIE L.

SENIOR RESEARCH ANALYST
UNIVERSITY OF SASKATCHEWAN
218 ADMINISTRATION BUILDING
SASKATOON, SASK, S7N 0W0, CANADA
PH- (306) 343-4235

DUBRIEL, JOHN B.

ACTING DIR, INSTNL RESEARCH
FORT VALLEY STATE COLLEGE
805 STATE COLLEGE DRIVE
FORT VALLEY GA 31030

* DUCKWALL, JULIA M. (MS)

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 2312 B COLUMBIA COURT
TALLAHASSEE FL 32304
PH- (904) 576-4992

DUFF, FRANKLIN L. (DR)

ASSOC DIR, PLANNING +BUDGETING
UNIV OF ILLINOIS
409 E CHALMERS, ROOM 206
CHAMPAIGN IL 61820
PH- (217) 333-1167

DUGGAN, AIDAN

EXECUTIVE SECRETARY
ROYAL IRISH ACADEMY
19 DAWSON ST
DUBLIN 2 IRELAND
PH- (01) 762570

DUKES, FRED

RESEARCH ASSOCIATE
CALIF STATE UNIV-NORTHRIDGE
18111 NORDHOFF BOULEVARD
NORTHRIDGE CA 91330
PH- (213) 885-3277

DUMONT, RICHARD G. (DR)

PROF + CHN, DEPT OF SOCIOLOGY
TENNESSEE TECHNOLOGICAL UNIV
BOX 5052
COOKEVILLE TN 38501
PH- (615) 528-3437

DUNHAM, PAUL C.

DIR OF PLNG/OFF CMSNR HI EDUC
MONTANA UNIVERSITY SYSTEM
33 SOUTH LAST CHANCE GULCH
HELENA MT 59601
PH- (406) 449-3024

DUNN, JOHN A., JR.

VICE PRESIDENT, PLANNING
TUFTS UNIVERSITY
20 SAWYER AVENUE
MEDFORD MA 02155
PH- (617) 628-5000 EXT 6106

DURLING, LAWRENCE H.

DIR, FINANCIAL PLANNING
MARITIME PROV HIGHER EDUC CMSN
BOX 6000, SUITE 450, KINGS PL
FREDERICTON,NB,E3B 5H1, CANADA
PH- (506) 455-5046

DUTTON, JEFFREY E. (DR)

ASSOCIATE DIR, INSTNL RESEARCH
WICHITA STATE UNIVERSITY

WICHITA KS 67208
PH- (316) 689-3015

DYKES, MARIE DRAPER (DR)

ASST PROVOST FOR ACAD PROGRAMS
WAYNE STATE UNIVERSITY
1264 MACKENZIE HALL
DETROIT MI 48202
PH- (313) 577-2023

EASTMOND, ELBERT J., JR.

IRP SYSTEMS MANAGER
BRIGHAM YOUNG U ERSITY
230 TMCB
PROVO UT 84057
PH- (801) 378-6664

ECKLES, PATRICIA BENTON (MS)

RSCH ASST, INST RSCH, CHANC OF
UNIV OF MARYLAND-BALTIMORE
520 WEST LOMBARD ST, EAST HALL
BALTIMORE MD 21201
PH- (301) 528-7830

EDAMATSU, PHYLLIS Y. (MISS)

DIR, INSTITUTIONAL RESEARCH
SAINT LEO COLLEGE
PO DRAWER K
SAINT LEO FL 33574
PH- (904) 588-8394

* EDWARDS, CYNTHIA

GRADUATE ASSISTANT
FLORIDA A + M UNIVERSITY
403 MAB
TALLAHASSEE FL 32307

EDWARDS, THOMAS M. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
FROSTBURG STATE COLLEGE
133 ADMINISTRATION BUILDING
FROSTBURG MD 21532
PH- (301) 689-4187

* EGGLESTON, GARY F.

GRAD ST/ASST TO COORD,ANLYT ST
UNIVERSITY OF NOTRE DAME
340 ADMINISTRATION BUILDING
NOTRE DAME IN 46556
PH- (219) 283-7572

ELFNER, ELIOT S.

ASST PROF/GOALS IMPACT DIR
ST NORBERT COLLEGE

DEPERE WI 54115
PH- (414) 337-3233

ELIA, IRENE J. (MS)

DIR, INSTITUTIONAL RSCH + PLNG
NIAGARA UNIVERSITY
MAIN CAMPUS, OFF OF PRESIDENT
NIAGARA UNIVERSITY NY 14109
PH- (716) 285-1212 EXT 248

ELLIOTT, LORETTA GLAZE

SENIOR ASSOCIATE
MCMANIS ASSOCIATES, INC
1201 CONNECTICUT AVE, NW
WASHINGTON DC 20036
PH- (202) 466-7680

ELLIOTT, T. MICHAEL (DR)

DIRECTOR
ARKANSAS DEPT OF HIGHER EDUC
1301 WEST SEVENTH STREET
LITTLE ROCK AR 72201
PH- (501) 371-1441

ELLIS, ARTHUR E.

VICE PRESIDENT, PUBLIC AFFAIRS
CENTRAL MICHIGAN UNIVERSITY
WARRINER 252
MT PLEASANT MI 48859
PH- (517) 774-3871

ELLSWORTH, JILL H. (DR)

DIR, CONT ED + SUMMER SESSION
SUNY COLLEGE AT POTSDAM

POTSDAM NY 13676
PH- (315) 268-3197

ELSASS, JAMES E.

ASSOC VICE CH,RESRC PLNG+ALLCC
UNIV OF ILLINOIS-MEDICAL CTR
1737 WEST POLK/ROOM 405, AOB
CHICAGO IL 60612
PH- (312) 996-4654

ELSER, ARLON E. (DR)

PROGRAM DIRECTOR
W. K. KELLOGG FOUNDATION
400 NORTH AVENUE
BATTLE CREEK MI 49016
PH- (616) 965-1221

* ENGEBRETSON, KATHRYN J. (MS)

ADMINISTRATIVE FELLOW II
UNIVERSITY OF MINNESOTA
OFF VP ACAD AFFTS, 213 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 373-2033

ELTON, CHARLES F. (DR)

PROFESSOR, HIGHER EDUCATION
UNIVERSITY OF KENTUCKY
111 DICKEY HALL
LEXINGTON KY 40506
PH- (606) 258-2627

ENGLAND, MARTIN

PROJECT ADMINISTRATOR
UNIVERSITY OF TORONTO
215 HURON STREET
TORONTO, ONT, M5S 1A1 CANADA
PH- (416) 978-8733

ELWELL, ALBERT R. (DR)

RSCH STUDIES/OFF OF CHANCELLOR
UNIV SYSTEM OF NEW HAMPSHIRE
DUNLAP CENTER
DURHAM NH 03824
PH- (603) 862-1987

ENGROFF, JOHN W.

DIR, LIVING/LEARNING CENTER
UNIVERSITY OF VERMONT

BURLINGTON VT 05405
PH- (802) 656-4200

EMBREY, C. L. (DR)

ASSISTANT DIRECTOR
UNIV OF TEXAS AT AUSTIN
MAIN BUILDING, 202
AUSTIN TX 78712
PH- (512) 471-3833

ENO, ERIC J.

PROGRAM OFFICER
ACADEMY FOR EDUC DEVELOPMENT
836 OLIVE STREET
GREENSBORO NC 27401
PH- (919) 275-4940

EMBRY, LOWELL R., JR.

DIRECTOR, STUDENT PERSONNEL
UNIVERSITY OF LOUISVILLE
BELKNAP CAMPUS
LOUISVILLE KY 40292
PH- (502) 588-5582

EPP, BARBARA

STAFF ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0327

EMMET, THOMAS A. (DR)

SPECIAL ASSISTANT TO PRESIDENT
REGIS COLLEGE
50TH AND LOWELL BOULEVARD
DENVER CO 80221
PH- (303) 458-4190

ERNAKOVICH, DONALD G.

DIR, INSTITUTIONAL PLNG + RSCH
SHIPPENSBURG STATE COLLEGE
BOX 475, OLD MAIN
SHIPPENSBURG PA 17257
PH- (717) 532-1140

EMORY, NORMA L. (MS)

STATISTICIAN I, INSTNL STUDIES
UNIV OF ARKANSAS-LITTLE ROCK
33RD AND UNIVERSITY AVENUE
LITTLE ROCK AR 72204
PH- (501) 569-3302

ERWIN, T. DARY (DR)

ASST RESEARCH PSYCHOLOGIST
TEXAS A + M UNIVERSITY
ACADEMIC COUNSELING CENTER
COLLEGE STATION TX 77843
PH- (713) 845-1651

ENDO, JEAN J.

RESEARCHER
UNIVERSITY OF COLORADO
REGENT HALL 205, BOX B-15
BOULDER CO 80309
PH- (303) 492-8631

ESCHER, SISTER FIRMIN

COORD, PLANNING + RESEARCH
ST BENEDICT'S CONVENT

ST JOSEPH MN 56374
PH- (612) 363-5119

ESSENE, KAREN A.

INSTITUTIONAL ANALYST
UNIVERSITY OF HAWAII AT MANOA
2500 CAMPUS ROAD, HH 206
HONOLULU HI 96822
PH- (808) 948-7403

EZELL, JOE B. (DR)

ASSOC VICE PRES, INSTNL PLNG
GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA GA 30303
PH- (404) 658-2570

ESTRANO, ALFREDO JOSE (DR)

CHAIRMAN, DEPT OF GRAD STUDIES
INST PEDAGOG EXPER (IUPERAEL)
APARTADO NO 288
MARACAY VENEZUELA

FALKOWSKI, MIECZYSLAW M. (DR)

ECON COLLAB SCI, DIV DE PLAN
UNIVERSITE DE GENEVE
24, RUE GENERAL DUFOUR
1211 GENEVE 4 SWITZERLAND
PH- 209333 EXT 2593

ETHIER, ELIZABETH

RESEARCH ASSISTANT
BRITISH COLUMBIA INST OF TECH
3700 WILLINGDON AVENUE
BURNABY, BC, V5G 3H2 CANADA
PH- (604) 434-5734 EXT 451

FANE, SISTER EILEEN C.

DIR, INSTITUTIONAL RESEARCH
COLLEGE OF NEW ROCHELLE
NEW ROCHELLE NY 10801
PH- (914) 632-5300 EXT 247

EVANCOE, DONNA CLARK

DIR, PLANNING + MANAGEMENT SYS
MARYMOUNT MANHATTAN COLLEGE
221 EAST 71ST STREET
NEW YORK NY 10021
PH- (212) 472-3800

FARAGO, PETER T.

ASSOC DIR, ANALYTICAL SERVICES
BOSTON UNIVERSITY
147 BAY STATE ROAD
BOSTON MA 02215
PH- (617) 353-2256

EVANS, CLYDE H. (DR)

PROVOST
RIO GRANDE COLLEGE
RIO GRANDE OH 45674
PH- (614) 245-5353 EXT 215

FARMER, DONALD W. (DR)

DIR, ADMINISTRATIVE PLANNING
KING'S COLLEGE
133 NORTH RIVER STREET
WILKES-BARRE PA 18711
PH- (717) 826-5806

EVANS, JOE F.

ASSOC VICE CHANC, BUS AFFAIRS
WASHINGTON UNIVERSITY
CMPS BOX 1060/LINDELL +SKINKER
ST. LOUIS MO 63130
PH- (314) 889-5670

FARQUHAR, BARBARA B. (MS)

DIR, INSTITUTIONAL RESEARCH
WELLESLEY COLLEGE
OFFICE OF THE REGISTRAR
WELLESLEY MA 02181
PH- (617) 235-0320 EXT 262

EVANS, JOHN P.

ASSOC VICE PRES, UNIV SERVICES
MCMASTER UNIVERSITY
HAMILTON, ONT, L8S 4K1, CANADA
PH- (416) 525-9140 EXT 4370

FARRELL, JACK R.

DIR, INSTITUTIONAL RESEARCH
FORT HAYS STATE UNIVERSITY
HAYS KS 67601
PH- (913) 628-5000

EYMONERIE, MARYSE

PRESIDENT
MARYSE EYMONERIE ASSOC, INC
PO BOX 751
MCLEAN VA 22102
PH- (703) 525-5393

FAULK, HARDING, JR.

DIR, INSTNL RSCH + EVALUATION
CHEYNEY STATE COLLEGE
CHEYNEY PA 19319
PH- (215) 758-2282

FAULMAN, JANE (OR)

COORD. OFF OF INSTNL RESEARCH
NORTHERN VIRGINIA COMM COLLEGE
8333 LITTLE RIVER TPK
ANNANDALE VA 22003
PH- (703) 323-3381

FAWCETT, GREG B. (OR)

DIRECTOR, PROGRAM ANALYSIS
UNIVERSITY OF MICHIGAN
3000 MICHIGAN UNION
ANN ARBOR MI 48109
PH- (313) 763-3750

FEAGLER, VIRGINIA N. (HS)

ASSOC DIR, INSTITUTIONAL ANLYS
COLORADO STATE UNIVERSITY
OFF UNIV PLNG+BDGT/ADMIN BLDG
FT COLLINS CO 80523
PH- (303) 491-6064

FEDDERSEN, ALAN P.

PRINCIPAL ADMIN ANALYST
UNIV OF CALIF-LOS ANGELES
405 HILGARD AVE, 2107 MURPHY HL
LOS ANGELES CA 90024
PH- (213) 825-3033

FEICKERT, PETER O.

DEAN OF ADMISSIONS
COE COLLEGE

CEDAR RAPIDS IA 52402

FELDER, NATHANIEL L.

DIR, INSTITUTIONAL RESEARCH
UNIV OF NC AT ASHEVILLE
UNIVERSITY HEIGHTS
ASHEVILLE NC 28814
PH- (704) 258-6619

FELLMAN, NILS G.

DIR OF ADMIN, RECTOR'S OFFICE
UNIVERSITY OF HELSINKI
HALLITUSKATU 8
SF-00100 HELSINKI 10, FINLAND
PH- 90 1911 EXT 2212

FELLOWS, THOMAS T. (OR)

DIR, INSTNL RSCH + REGISTRAR
LEWIS-CLARK STATE COLLEGE
EIGHTH AVENUE + SIXTH STREET
LEWISTON ID 83501
PH- (208) 746-2341

FENDLEY, WILLIAM R., JR. (OR)

ASST DIR, OFF OF INSTNL ANLYS
UNIVERSITY OF VIRGINIA
LEVERING HALL, EAST RANGE, 204
CHARLOTTESVILLE VA 22903
PH- (804) 924-3417

FENNELL, LEE C.

DEAN, ACADEMIC INSTNL RESEARCH
UNIVERSITY OF THE PACIFIC

STOCKTON CA 95211
PH- (209) 946-2569

FENNING, ROBERT L.

DIR, INSTITUTIONAL RESEARCH
WINSTON-SALEM STATE UNIVERSITY

WINSTON-SALEM NC 27102
PH- (919) 761-2176

FENSKE, ROBERT H. (OR)

PROFESSOR, HIGHER EDUCATION
ARIZONA STATE UNIVERSITY
B-? PAYNE BLDG
TEMPE AZ 85281
PH- (602) 965-6248

FENSTEMACHER, WILLIAM P. (OR)

DIR, INSTNL PLANNING/BUDGETING
UNIV OF MASSACHUSETTS-BOSTON
HARBOR CAMPUS
BOSTON MA 02125
PH- (617) 287-1900 EXT 2483

FERREIRA DA SILVA, JORGE

RUA CANDIDO MENDEZ, 236, APT 801
20241 RIO DE JANEIRO RJ BRAZIL

FIDLER, PAUL P. (OR)

ASST VP, CAREER PLNG + PLCMT
UNIV OF SC
LIEBER COLLEGE
COLUMBIA SC 29208
PH- (803) 777-7280

FIELD, THOMAS K.

ASST DIR, OFF OF INSTNL RSCH
UNIVERSITY OF NEW MEXICO
SCHOLES HALL, 306
ALBUQUERQUE NM 87131
PH- (505) 277-5115

FIELDS, JUDY

RESEARCH ANALYST
MISSOURI WESTERN STATE COLLEGE
4525 DOWNS DRIVE
ST JOSEPH MO 64507
PH- (816) 271-4275

FIFE, JONATHAN D. (DR)

DIR,ERIC CLEARINGHSE ON HI ED
GEORG WASHINGTON UNIVERSITY
ONE D. ONT CIRCLE, SUITE 630
WASHINGTON DC 20036
PH- (202) 296-2597

FINCH, JAMES O. (DR)

CONSULTANT

- 2632 YORKTOWN, =542
HOUSTON TX 77056
PH- (713) 623-6059

FINCHER, A. LAWRENCE (DR)

VICE CHANCELLOR FOR ADMIN,PLNG
UNIV OF NC AT GREENSBORO
303 MOSSMAN BUILDING
GREENSBORO NC 27412
PH- (919) 379-5426

FINCHER, CAMERON L.

DIR, INST OF HIGHER EDUCATION
UNIVERSITY OF GEORGIA
CANDLER HALL
ATHENS GA 30602
PH- (404) 542-3464

FINGAL, MARGARET E. (DR)

DIRECTOR OF DEVELOPMENT
MISSISSIPPI VALLEY STATE UNIV
PO BOX 62
ITTA BENA MS 38941
PH- (601) 254-6620

FINGAL, W. A. (DR)

DIR, PLNG, MGMT + ACCOUNTABLTY
MISSISSIPPI VALLEY STATE UNIV
PO BOX 62
ITTA BENA MS 38941
PH- (601) 254-9041

FINNEY, JOHN M. (DR)

REGISTRAR + DIR, INSTNL RSCH
UNIVERSITY OF PUGET SOUND
1500 NORTH WARNER
TACOMA WA 98416
PH- (206) 756-3174

FIRNBERG, JAMES W. (DR)

DIR, INSTITUTIONAL RESEARCH
LOUISIANA STATE UNIV SYSTEM
PO BOX 20470A
BATON ROUGE LA 70893
PH- (504) 388-5475

FISCHER, MARY L. (MS)

DEPUTY CONTROLLER
COLUMBIA UNIVERSITY
1125 AMSTERDAM AVENUE
NEW YORK NY 10027
PH- (212) 280-2..0

FISCHER, NORMAN M.

ASSOCIATE COORDINATOR
WASH COUNCIL FOR POSTSEC EDUC
908 EAST FIFTH AVENUE
OLYMPIA WA 98504
PH- (206) 753-1144

FISHBURNE, ANNE M.

DIR, INSTITUTIONAL RESEARCH
WAYNE COMMUNITY COLLEGE
CALLER BOX 8002
GOLDSBORO NC 27530
PH- (919) 735-5151 EXT 305

FITCHETT, JAMES C.

REGISTRAR
HAMILTON COLLEGE

CLINTON NY 13323
PH- (315) 859-7430

FITZGERALD, RONALD T. (DR)

DEAN, PLANNING + DEVELOPMENT
BURWOOD STATE COLLEGE
221 BURWOOD HIGHWAY
BURWOOD, VIC 3125 AUSTRALIA
PH- (03) 2850-256

FLAITZ, JIM R.

DIR, OFF OF INSTITUTIONAL RSCH
LIVINGSTON UNIVERSITY
STATION 18
LIVINGSTON AL 35470
PH- (205) 652-9661 EXT 359

FLEMING, DONALD A. (DR)

ASSISTANT DEAN
MARSHALLTOWN COMMUNITY COLLEGE
3700 SOUTH CENTER STREET
MARSHALLTOWN IA 50158
PH- (515) 752-7106

FLEMING, LYNN M.

PLANNING ANALYST
UNIVERSITY OF WASHINGTON
170 ADMINISTRATION, AF-30
SEATTLE WA 98195
PH- (206) 543-6277

* FLETCHER, GAIL M. (MS)

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
1741 DESAIX BOULEVARD
TALLAHASSEE FL 32303
PH- (904) 576-7786

FLINT, JAMES C. (DR)

ASSOCIATE DEAN OF INSTRUCTION
WENATCHEE VALLEY COLLEGE
1300 FIFTH STREET
WENATCHEE WA 98801
PH- (509) 662-1651

FLYNN, SISTER MARGARET M.

DIR, INSTITUTIONAL RSCH + PLNG
DOMINICAN COLLEGE
WESTERN HIGHWAY
ORANGEBURG NY 10962
PH- (914) 359-7800 EXT 208

FOLK, RICHARD A.

DIR, INSTRUCTL + RESEARCH SRVS
WEST GEORGIA COLLEGE

CARROLLTON GA 30118
PH- (404) 8?5-1485

FOORD, BARRY R.

DIRECTOR, OPERATIONS ANALYSIS
UNIVERSITY OF WATERLOO
UNIVERSITY AVENUE W
WATERLOO, ONT, N2L 3G1, CANADA
PH- (519) 685-1211 EXT 3721

FORD, MARGE L. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF MISSOURI-KANSAS CITY
5100 ROCKHILL ROAD
KANSAS CITY MO 64110
PH- (816) 276-2716

FORDYCE, HUGH R.

DIR, INSTITUTIONAL RSCH + PLNG
MOREHOUSE COLLEGE
219 GLOSTER HALL
ATLANTA GA 30314
PH- (404) 681-2800 EXT 401

FORRESTER, GLEN C.

MANAGER, EDUC PLANNING + RSCH
BRITISH COLUMBIA RSCH COUNCIL
3650 WESBROOK MALL
VANCOUVER, BC, V6S 2L2, CANADA
PH- (604) 224-4331 EXT 223

FORTIN, GEORGE E.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF WEST FLORIDA
BUILDING 10
PENSACOLA FL 32504
PH- (904) 476-9500 EXT 321

FOSHEE, DONALD P.

ASSISTANT VICE PRESIDENT
VALDOSTA STATE COLLEGE
NORTH PATTERSON STREET
VALDOSTA GA 31601
PH- (912) 247-3224

FOSTER, PENNY O. (MS)

STUDY DIRECTOR, UNISG
NATIONAL SCIENCE FOUNDATION
1800 G STREET NW, ROOM L-602
WASHINGTON DC 20550
PH- (202) 634-4629

FOSTER, RANDOLPH N. (DR)

BUSINESS ADMINISTRATION
YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN OH 44555
PH- (216) 742-3064

FOURNIER, ELISE (MME)

RESEARCH OFFICER
TELE UNIVERSITE
214 AVENUE ST SACREMENT
QUEBEC, PQ, CANADA G1N 4M6
PH- (418) 657-2262 EXT 350

FOX, DALLAS

V P FOR FINANCE + BUSINESS
WINTHROP COLLEGE
115 TILLMAN
ROCK HILL SC 29730
PH- (803) 323-2275

FOX, ELIZABETH F. (MS)

DIR, INST RSCH/INST STDIES+SVCS
UNIV OF ALABAMA IN BIRMINGHAM
UNIVERSITY STATION
BIRMINGHAM AL 35294
PH- (205) 934-3256

FREDERICK, EDWARD C. (DR)

PROVOST
UNIV OF MINN TECH COLL-WASECA

WASECA MN 56093
PH- (507) 835-1000 EXT 200

FREDRICK, DENNIS

RESEARCH SPECIALIST
UNIV OF WISCONSIN-GREEN BAY
LL 805
GREEN BAY WI 54302
PH- (414) 465-2338

FREDRICKSON, PHILIP A. (DR)

COORDINATOR,FRESHMEN STUDIES
HOPE COLLEGE

HOLLAND MI 49423
PH- (616) 392-5111 EXT 3240

FREEMAN, JACK E. (DR)

SR VICE CHANCELLOR FOR ADMIN
UNIVERSITY OF PITTSBURGH
1817 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-4245

FREEMAN, NANCY (DR)

ASST DIR, INSTITUTIONAL RSCH
UNIVERSITY OF DETROIT
4001 WEST MCNICHOLS, F... 350
DETROIT MI 48221

FREEMAN, THOMAS M. (DR)

ASSOC VICE CHANC, POLICY ANLYS
SUNY CENTRAL ADMINISTRATION
STATE UNIVERSITY PLAZA
ALBANY NY 12246
PH- (518) 473-3284

FREY, RICHARD J.

DIR, INSTITUTIONAL RSCH + PLNG
KANKAKEE COMMUNITY COLLEGE
PO BOX 888
KANKAKEE IL 60901
PH- (815) 933-0249

FRIEDMAN, FRANK (DR)

DIR, INSTITUTIONAL RESEARCH
VINCENNES UNIVERSITY

VINCENNES IN 47591
PH- (812) 885-4112

FRIEDMAN, STUART M. (DR)

DIR, INSTITUTIONAL RESEARCH
CALIF STATE POLYTECH UN-POMONA
3801 WEST TEMPLE AVENUE
POMONA CA 91768
PH- (714) 598-4764

FRIGAULT, MARC BRIAN

INSTNL RESEARCH OFFICER
CONCORDIA UNIVERSITY
1455 DE MAISONNEUVE OUEST
MONTREAL, QUE, H3G 1M8, CANADA
PH- (514) 879-5856

FRISCH, SUE N.

ASOC DIR, INFO + SYSTEMS MGMT
UNIV OF CALIF-IRVINE
ADMINISTRATION BUILDING
IRVINE CA 92717
PH- (714) 833-5874

FROEHLICH, GUSTAV J. (DR)

UNIV DIR, IR/UNIV OF ILL, EMER

- 1203 WAVERLY DRIVE
CHAMPAIGN IL 61820
PH- (217) 356-0444

FRY, DONALD V.

DIR, INSTITUTIONAL RESEARCH
LOYOLA MARYMOUNT UNIVERSITY
LOYOLA BLVD AT WEST 80TH ST
LOS ANGELES CA 90045
PH- (213) 642-2736

FUERST, ROBERT I.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF MIAMI
227 ASHE BUILDING
CORAL GABLES FL 33124
PH- (305) 284-4990

FUJITA, ADELL T.

INSTNL RSCHER/ INFO SPECIALIST
CHAMINADE UNIV OF HONOLULU
3140 WAIALAE AVENUE
HONOLULU HI 96816
PH- (808) 735-4758

FUKAWA, STANLEY T.

RESEARCH OFFICER
MALASPINA COLLEGE
900 FIFTH STREET
NANAIMO, BC, V9R 5S5 CANADA
PH- (604) 753-3245 EXT 426

FUNDAS, ALEXIS T. (MS)

ANLYST, OFFICE OF INSTNL RSCH
UNIVERSITY OF CALGARY
1817 EDUCATION TOWER
CALGARY, ALB. T2N 1N4 CANADA
PH- (403) 284-5876

GAITHER, GERALD H. (DR)

DIR, INSTITUTIONAL RESEARCH
CALIF STATE UNIV-NORTHRIDGE
307 ADMINISTRATION BUILDING
NORTHRIDGE CA 91330
PH- (213) 885-3277

GALE, K. STANLEY

ASSOC VICE PRES.PLANNING.ANLYS
EASTERN NEW MEXICO UNIVERSITY
ADMIN BLDG/ STATION 2
PORTALES NM 88130
PH- (505) 562-2311

GAMBY, RAYMOND R. (DR)

DEAN, SCHOOL OF BUSINESS ADMIN
POST COLLEGE
800 COUNTRY CLUB ROAD
WATERBURY CT 06708

GANDRUP, PETER (DR)

RSCH LIBRARN, PERIODICALS DEPT
DANMARKS PEDAGOGISKE BIBLIOTEK
101 LERSO PARKALLE
COPENHAGEN, DK-2100 DENMARK
PH- (01) 298211

GAPPA, JUDITH M. (DR)

ASSOC PROV FOR FACULTY AFFRS
SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVENUE
SAN FRANCISCO CA 94132
PH- (415) 469-2204

GARCIA, RODOLFO

STAFF ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0335

GARNER, DON E. (DR)

DIR, INSTITUTIONAL RESEARCH
PORTLAND STATE UNIVERSITY
PO BOX 751
PORTLAND OR 97207
PH- (503) 229-3432

GARLAND, ERIC C. (PROF)

ASST VP, ADMIN/DIR, PLANNING
UNIVERSITY OF NEW BRUNSWICK
OLD ARTS BUILDING 104
FREDERICTON,NB,E3B 5A3, CANADA
PH- (506) 453-4525

GARNER, TIMOTHY M.

MANAGEMENT CONSULTANT
COMMONWEALTH OF VIRGINIA
101 N 14 ST/NASD, MONROE BLDG
RICHMOND VA 23219

GARRAWAY, JULIA ELIZABETH (MS)

EXECUTIVE DIRECTOR
MD INDEPENDENT COL + UNIV ASSN
208 DUKE OF GLOUCESTER STREET
ANNAPOLIS MD 21401
PH- (301) 269-0306

GARY, OLEN (DR)

DIR, INSTITUTIONAL RESEARCH
NICHOLLS STATE UNIVERSITY
HIGHWAY 1
THIBODAUX LA 70301
PH- (504) 446-8111 EXT 1309

GATES, LARRY C.

DIR, INSTITUTIONAL RESEARCH
SOUTHWEST MISSOURI STATE UNIV
901 SOUTH NATIONAL
SPRINGFIELD MO 65802
PH- (417) 836-5274

GAUGER, WILLIAM H.

DIR, INSTITUTIONAL RESEARCH
CORNELL UNIVERSITY
NYS COLLEGE OF HUMAN ECOLOGY
ITHACA NY 14853
PH- (607) 256-2061

GAVIN, DONALD P.

DIR,IN PNG,JHN CARROLL U (RET)

- 2504 CHARNEY ROAD
UNIVERSITY HEIGHTS OH 44118
PH- (216) 932-0026

GAYLORD, THOMAS ALAN (DR)

ASST DIR,ACAD+FISCAL PLNG+RSCH
ALASKA CMSN ON POSTSEC EDUC
POUCH F, STATE OFFICE BUILDING
JUNEAU AK 99811
PH- (907) 465-2854

GEIGER, JOSEPH J.

ASST TO VICE PRES FOR ADMIN
UNIVERSITY OF COLORADO SYSTEM
CAMPUS BOX B-4
BOULDER CO 80309

GEIGER, MARLENE C. (MS)

MANAGEMENT INFO SPECIALIST
UNIV OF WISCONSIN-STOUT
116 MCCALMONT HALL
MENOMONIE WI 54751
PH- (715) 232-1292

GELIN, FRANKLIN C. (DR)

DEAN, ACADEMIC STUDIES
CAPILANO COLLEGE
2055 PURCELL WAY
NORTH VANCOUVER,BC,V7J 3H5,CAN
PH- (604) 986-1911 EXT 220

GELL, ROBERT L. (DR)

PRESIDENT
CECIL COMMUNITY COLLEGE
1000 NORTH EAST ROAD
NORTH EAST MD 21901
PH- (301) 287-6060 EXT 273

GENDRON, LUCIEN

SECRETAIRE GENERAL
UNIV DU QUEBEC A CHICOUTIMI
930 EST, RUE JACQUES-CARTIER
CHICOUTIMI, QUE. G7H 2B1 CAN
PH- (418) 545-5611

GETCHELL, LINDA H.

PLANNING ANALYST
UNIV OF OREGON HEALTH SCIS CTR
3181 SW SAM JACKSON PARK ROAD
PORTLAND OR 97201
PH- (503) 225-8224

GHODDOUSI, SHAHRIAR

ASSOC DIR, OFF INFO SYS+ANLYS
MICHIGAN STATE UNIVERSITY
A339C EAST FEE/COLL OSTEO MED
EAST LANSING MI 48824

GIBBS, LEOTA J. (DR)

COORDINATOR, SOIP
VIRGINIA STATE UNIVERSITY
BOX AA
PETERSBURG VA 23803
PH- (804) 520-6461

GIL, ENID L. (MS)

DIR, PLANNING, RESEARCH + DEV
PRAIRIE STATE COLLEGE
202 SOUTH HALSTED
CHICAGO HEIGHTS IL 60411
PH- (312) 756-3110 EXT 291

GILBERT, CHARLES C. (DR)

ASST DIR, INSTNL RSCH + PLNG
WESTERN ILLINOIS UNIVERSITY
312 SHERMAN HALL
MACOMB IL 61455
PH- (309) 298-1185

GILL, JUDITH IRENE (MS)

GRAD STUDENT,CTR STUDY HIGH ED
UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR MI 48109
PH- (313) 764-9472

GILLESPIE, BRIAN

DEAN, HEALTH DIVISION
BRITISH COLUMBIA INST OF TECH
3700 WILLINGDON AVENUE
BURNABY, BC, 5G 3H2 CANADA
PH- (604) 434-5734 EXT 208

GILLIAN, MURRIEL L.

ASST DIR, INSTITUTIONAL RSCH
OKLAHOMA STATE UNIV
301 WHITEHURST HALL
STILLWATER OK 74074
PH- (405) 624-6897

GILLIS, ARTHUR L. (DR)

VICE PRES, FINANCE + ADMIN
UNIV OF CONNECTICUT
U-122
STORRS CT 06268
PH- (203) 486-4429

GILMOUR, JOSEPH E. (DR)

COORDINATOR, ACADEMIC AFFAIRS
CNCL STATE COL+UNIV PRESIDENTS
EVERGREEN STATE COLLEGE
OLYMPIA WA 98505
PH- (206) 866-6125

GINORERE, RENE H. H. (DR)

DIR, INSTNL RSCH/ASST TO PRES
MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR NJ 07043
PH- (201) 893-4213

GIRARD, GUY

CHARGE DE RECHERCHE
CONF OF RECT + PRINC-QUE UNIVS
2 COMPLEXE DESJARDINS, 1817
MONTREAL, QUE, H5B 1B3, CANADA
PH- (514) 288-8524

GIRVES, JEAN E.

ASST DEAN, GRADUATE SCHOOL
OHIO STATE UNIVERSITY
230 NORTH OVAL MALL
COLUMBUS OH 43210
PH- (614) 422-9986

GLANVILLE, MARIE R. (MRS)

RSCH ASST, INSTNL RSCH + PLNG
SHIPPENSBURG STATE COLLEGE
BOX 365
SHIPPENSBURG PA 17257
PH- (717) 532-1154

GLENNY, LYMAN A. (DR)

PROFESSOR, HIGHER EDUCATION
UNIV OF CALIF-BERKELEY
4606 TOLMAN HALL
BERKELEY CA 94720
PH- (415) 642-0705

GLOSTER, ARTHUR S., II (DR)

ASSOC PROVOST + DIR, COMPUTING
UNIV OF OREGON

EUGENE OR 97403
PH- (503) 686-4394

GLOVER, D. F.

DIR, INSTITUTIONAL RESEARCH
MORRIS BROWN COLLEGE
243 M L KING JR DRIVE NW
ATLANTA GA 30310

GOLLADAY, MARY A.

CHIEF, POSTSECONDARY ANLYS SEC
NATL CTR FOR EDUC STATISTICS
400 MARYLAND AVE SW, PRES BLDG
WASHINGTON DC 20202
PH- (301) 436-7860

GONCALVES, HUMBERTO F.

DIR, INSTITUTIONAL RESEARCH
NORTHEASTERN UNIVERSITY
360 HUNTINGTON AVE, 105 HAYDEN
BOSTON MA 02115
PH- (617) 437-2642

GONZALEZ-RAMOS, JUAN

VICE PRESIDENT, PLANNING
INTER AMERICAN UNIV OF P.R.
CEN ADMIN, SAN JUAN CAMPUS
SAN JUAN PR 00936
PH- (809) 763-0234

GONZALEZ, DIANA (DR)

INSTNL RESEARCH + PLNG OFFICER
WAUKESHA COUNTY TECHNICAL INST
800 MAIN STREET
PEWAUKEE WI 53072
PH- (414) 548-5307

GOOD, RICHARD W.

ASSOC DIR, DATA RESEARCH CTR
UNIV OF MARYLAND-COLLEGE PARK
2110 TURNER LABORATORY
COLLEGE PARK MD 20742
PH- (301) 454-5640

GOODELL, WARREN F. (DR)

DIRECTOR OF PLANNING
MERCY COLLEGE
555 BROADWAY
DOBBS FERRY NY 10522
PH- (914) 693-4500 EXT 301

GOODNOW, BETSY (DR)

MARKETING CONSULTANT

- 4720 VERMACK ROAD
DUNWOODY GA 30338

GOODRICH, ANDREW (DR)

DIR, EDUC ASST PROG/SEO-1234
UNIV OF ILLINOIS-CHICAGO CIR
PO BOX 4348
CHICAGO IL 60680
PH- (312) 996-5040

GORBCH, JEROME J. (DR)

DIR, INSTITUTIONAL STUDIES
NORTHROP UNIVERSITY

INGLEWOOD CA 90306
PH- (213) 641-3470

GORRELL, WILLIAM T. (DR)

- 1717 SOUTH TH STREET
SPRINGFIELD IL 62703
PH- (217) 544-3774

GOSE, FRANK J. (DR)

INSTITUTIONAL RESEARCHER
YAVAPAI COLLEGE
1100 EAST SHELDON STREET
PRESCOTT AZ 86301
PH- (602) 445-7300 EXT 300

GRAVESEN, ERNST

ADMINISTRATIONSCHEF
ROSKILDE UNIVERSITETSCENTER
POSTBOX 260
4000 ROSKILDE DENMARK
PH- (45) 03-363611

GOULD, LOREN

DIR, INSTITUTIONAL RESEARCH
WORCESTER STATE COLLEGE
486 CHANDLER STREET
WORCESTER MA 01602
PH- (617) 752-7700 EXT 211

GRAYBEAL, WILLIAM S. (DR)

RESEARCH SPECIALIST
NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, NW
WASHINGTON DC 20036
PH- (202) 833-5456

GRACE, JOSEPH

CHIEF ADMIN/ACADEMIC SECRETARY
ROYAL COLL OF SURGEONS-IRELAND
123 ST STEPHEN'S GREEN
DUBLIN, 2 IRELAND
PH- 780200

GREEN, DIANA M. (MRS)

INSTITUTIONAL RESEARCH
SUNY COLLEGE AT PLATTSBURGH
815 KEHOE ADMINISTRATION BLDG
PLATTSBURGH NY 12901
PH- (518) 564-3102

GRADISAR, HELEN M. (MS)

DIR, INSTITUTIONAL RESEARCH
CARLOW COLLEGE
3333 FIFTH AVENUE
PITTSBURGH PA 15213
PH- (412) 578-6077

GREENBERG, MARVIN N.

SR VP-PRCG DEV,BDGT+STDNT SVCS
RUTGERS UNIVERSITY
OLD QUEENS BLDG, ROOM 305
NEW BRUNSWICK NJ 08903

GRAHAM, BILLIE GAYLE

DIR, INSTITUTIONAL RESEARCH
DEL MAR COLLEGE
BALDWIN AT AYERS
CORPUS CHRISTI TX 78404
PH- (512) 881-6207

GREENHILL, CRAIG J.

ACAD ANLYST, OFF OF INST RSCH
UNIVERSITY OF CALGARY
1017 EDUCATION TOWER
CALGARY, ALB, T2N 1N4 CANADA
PH- (403) 284-5878

GRALKI, HEINZ OTTO (DR)

WISSENSCHAFT ANGESTELLTER
FREIE UN BERLIN(HOCHSCHUL-DIO)
HABELSCHWERDTER ALLEE 34A
BERLIN (WEST) 19 1000 GERMANY
PH- (030) 838-5220

GREENO, DOROTHY J. (MS)

STAT ANLYST,ACAD PLNG+ANLYSIS
UNIVERSITY OF COLORADO
REGENT 205
BOULDER CO 80309
PH- (303) 492-8631

GRASS, PAUL (DR)

VICE PRESIDENT, ADMINISTRATION
ST MARY'S COLLEGE

WINONA MN 55987
PH- (507) 452-4430

GREENWOOD, ALAN R.

COORD, OFF OF FINANCIAL PLNG
MEMPHIS STATE UNIVERSITY
ADMINISTRATION BUILDING 176
MEMPHIS TN 38152
PH- (901) 454-2117

GRATCH, STEVEN H. (DR)

DIRECTOR, RESEARCH+ EVALUATION
SUNY COLLEGE AT BROCKPORT
310 ADMINISTRATION BUILDING
BROCKPORT NY 14420
PH- (716) 395-2418

GREER, LINDA R. (DR)

DIR, INSTITUTIONAL RESEARCH
CLAYTON JUNIOR COLLEGE
PO BOX 285
MORROW GA 30260
PH- (404) 363-7752

GREER, MICHAEL D. (DR)

DIR, INSTITUTIONAL RESEARCH
SALEM COLLEGE
ADMINISTRATION BUILDING
SALEM WV 26426
PH- (304) 782-5303

GREGORY, JOHN L.

MGT ANALYST, OFF OF INSTNL RSCH
UNIVERSITY OF NEW MEXICO
SCHOLES HALL, 306
ALBUQUERQUE NM 87131
PH- (505) 277-5115

GREGORY, JUDI A.

PROGRAM MANAGER
COAST COMMUNITY COLLEGE DIST
1370 ADAMS AVENUE
COSTA MESA CA 92626
PH- (714) 556-5520

GREINKE, GARY A. (DR)

DIR, INSTNL + FACULTY RESEARCH
VALPARAISO UNIVERSITY

VALPARAISO IN 46383
PH- (219) 464-5330

GRESTY, STEVEN A.

RESEARCH ASSOCIATE
VIRGINIA COMMUNITY COLLEGE SYS
- ROUTE 1, BOX 110 B
COLUMBIA VA 23038
PH- (804) 497-5396

GRIFFIN, CELESTE F. (MS)

ASST DIR, INSTITUTIONAL RSCH
BROWN UNIVERSITY
BOX 1912
PROVIDENCE RI 02912
PH- (401) 863-2386

GRIFFITTS, HORACE F. (DR)

DIRECTOR, RESEARCH
TARRANT CO JUNIOR COLLEGE DIST
1400 ELECTRIC SERVICE BUILDING
FORT WORTH TX 76102
PH- (817) 336-7851 EXT 210

GROENEWEGEN, HERMAN

PROJ COORD, ADM ORGAN + AUTON
STATE UNIVERSITY OF GRONINGEN
FAUNALAAN 6
9301 KG RODEN, THE NETHERLANDS
PH- 05908-17853

GROOME, AGNES J. (DR)

PROFESSOR OF EDUCATION
UNIVERSITY OF REGINA
AD HUM 518
REGINA, SK, CANADA S4S 0A2
PH- (306) 584-4389

GROSE, ROBERT F.

DIR, INSTITUTIONAL RESEARCH
AMHERST COLLEGE
1010 CONVERSE HALL
AMHERST MA 01002
PH- (413) 542-2070

GROSS, FRANCIS M. (DR)

VICE CHANCELLOR, BUS + FINANCE
UNIV OF TENNESSEE-MARTIN
100 ADMINISTRATION BUILDING
MARTIN TN 38238
PH- (901) 587-7880

GROSSET, JANE M. (MS)

DIR, INSTITUTIONAL RESEARCH
COMMUNITY COLL OF PHILADELPHIA
34 SOUTH ELEVENTH STREET/309A
PHILADELPHIA PA 19107
PH- (215) 972-7237

GROSTIC, JOHN D. (DC)

DIR, INSTITUTIONAL RESEARCH
PALMER COLLEGE OF CHIROPRACTIC
1000 BRADY STREET
DAVENPORT IA 52803
PH- (319) 324-1611 EXT 202

GROSZ, GINETTE M. (MRS)

INSTITUTIONAL RESEARCH COORD
DOANE COLLEGE

CRETE NE 68333
PH- (402) 826-2161 EXT 250

GROSZOS, STEPHEN J. (DR)

DIRECTOR, RESEARCH + PLANNING
COLLEGE OF DUPAGE
22ND STREET + LAMBERT ROAD
GLEN ELLYN IL 60137
PH- (312) 858-2800 EXT 2334

GRUEGER, ANNELIESE M. (DR)

IM PLANUNGSDEZERNAT
UNIVERSITAT DUSSELDORF
UNIVERSITATSSTRASSE 1
4 DUSSELDORF GERMANY
PH- 0211 3111 EXT 3180

GRUENEWALD, MARY GARDINER M.

DIR, INSTITUTIONAL RESEARCH
MEMPHIS STATE UNIVERSITY
ADMINISTRATION BUILDING, 171
MEMPHIS TN 38152
PH- (901) 454-2231

GULKO, WARREN W. (DR)

TEMPLE UNIVERSITY-SCH OF MED
3400 NORTH BROAD STREET
PHILADELPHIA PA 19140

GUNNELL, JAMES B. (DR)

DIR, INSTITUTIONAL RESEARCH
VIRGINIA UNION UNIVERSITY
1500 NORTH LOMBARDY STREET
RICHMOND VA 23220
PH- (804) 359-9331 EXT 327

GUNSON, JAMES R.

VISITING ANALYST
UNIVERSITY OF BRITISH COLUMBIA
OFFICE OF INSTNL ANLYS + PLNG
VANCOUVER, BC, CANADA, V6T 1W5
PH- (604) 228-5611

GUSTAVSON, PATRICIA R. (MS)

DIR, PLANNING AND RETENTION
JOHN BROWN UNIVERSITY
BOX 3014
SILOAM SPRINGS AR 72761
PH- (501) 524-3131 EXT 259

GUTHRIE, PAUL J.

INST SVS SPEC, PRESIDENT'S OFF
CHEMEKETA COMMUNITY COLLEGE
4000 LANCASTER DR NE, BOX 14007
SALEM OR 97309
PH- (503) 399-5121

HAAS, FRANCIS W.

DIRECTOR, PLANNING + RESEARCH
GANNON UNIVERSITY
109 WEST 6TH STREET
ERIE PA 16541
PH- (814) 871-7000 EXT 242

* HABERAECKER, HEATHER J. (MS)

DIRECTOR OF BUDGETS
NORTHEASTERN ILLINOIS UNIV
5500 NORTH ST LOUIS AVENUE
CHICAGO IL 60625
PH- (312) 583-4050 EXT 204

* HACKMAN, JUDITH DOZIER (MS)

- 109 SPERRY ROAD
BETHANY CT 06525

HADIKOESNORO, SOEKISNO

DIR, PRIVATE HIGHER EDUCATION
MINISTRY OF EDUCATION+ CULTURE
SENAYAN, PINTU I
JAKARTA INDONESIA

HAGEN, JUDITH A.

DATA RESOURCE MANAGER
MARIST COLLEGE
82 NORTH ROAD
POUGHKEEPSIE NY 12601
PH- (914) 471-3240 EXT 251

HAGERMAN, RONALD L. (DR)

PLANNING AND DEVELOPMENT ASST
CENTRAL OREGON COMM COLLEGE
- 60833 CWX LANE
BEND OR 97701
PH- (503) 382-6112 EXT 238

HAGGERTY, W. DAVID, JR. (DR)

ADMIN COORD, STUDENT DEVELOPMT
UNIV OF CALIF-DAVIS
SOUTH HALL
DAVIS CA 95616
PH- (916) 752-2883

HALE, EARL

DIRECTOR OF PLANNING
WASH STATE BD FOR COMM COL ED
319 SEVENTH AVENUE
OLYMPIA WA 98504
PH- (206) 753-3684

HALL, JANE P. (MRS)

ASSISTANT FOR INSTNL RESEARCH
SMITH COLLEGE
DEAN OF FACULTY
NORTHAMPTON MA 01063
PH- (413) 584-2700 EXT 424

HALL, TONI M. (MS)

DIR, CENTER FOR INFO SERVICES
NAVARRO COLLEGE
WEST HIGHWAY 31
CORSICANA TX 75110
PH- (214) 874-6501 EXT 280

HALLETT, RICHARD R. (DR)

DEAN OF PROGRAM SERVICES
SELKIRK COLLEGE
BOX 1200
CASTLEGAR, BC, CANADA, V1N 1H1
PH- (604) 365-7292

HALSTEAD, KENT (DR)

- 2605 KLINGLE ROAD NW
WASHINGTON DC 20008

HAMBERG, RON L. (DR)

DEAN OF INSTRUCTION
SEATTLE COMM COLLEGE-CENTRAL
1701 BROADWAY
SEATTLE WA 98122
PH- (206) 587-5470

HAMBLIN, F. DOUGLAS (PROF)

DIR. INSTITUTIONAL RESEARCH
CONCORDIA UNIVERSITY
1455 DE MAISONNEUVE BLVD. WEST
MONTREAL, QUE, H3G 1M8, CANADA
PH- (514) 879-4350

HAMER, DOUGLAS (DR)

DEPUTY DIRECTOR
MANCHESTER POLYTECHNIC
ALL SAINTS
MANCHESTER, M15 6BH ENGLAND
PH- (016) 228-6171 EXT 2130

HAMILTON, LOWELL F.

RSCH ASSOC, OFF OF INSTNL RSCH
ROCHESTER INST OF TECH
BLDG 1, ROOM 01260
ROCHESTER NY 14623
PH- (716) 475-2841

HAMMER, PETRA

RESEARCH ANALYST
ATHABASCA UNIVERSITY
14515-122 AVENUE
EDMONTON, ALB, T5L 2W4, CANADA
PH- (403) 452-9990

HAMPLE, STEPHEN R. (DR)

DIR, INSTITUTIONAL RESEARCH
MONTANA STATE UNIVERSITY
203 MONTANA HALL
BOZEMAN MT 59717
PH- (406) 994-2761

HANANIA, AGNES DAMIAN (DR)

DIRECTOR, ACADEMIC PLANNING
BIRZEIT UNIVERSITY
PO BOX 14
BIRZEIT, WEST BANK, VIA ISRAEL
PH- 95-2420 RAMALLAH

HAND, R. J.

VICE-PRINCIPAL (RESOURCES)
QUEEN'S UNIVERSITY
RICHARDSON HALL, 243
KINGSTON, ONT, K7L 3N6, CANADA
PH- (613) 547-3276

HANEY, PETER E.

INSTITUTIONAL RESEARCH OFFICER
UNIVERSITY OF LETHBRIDGE
A-766
LETHBRIDGE, AL, CANADA T1K 3M4
PH- (403) 329-2215

HANLEY, CLAIRE

BUDGET + RESEARCH ANALYST
UNIVERSITY OF ROCHESTER
ADM 208, BUDGET OFFICE
ROCHESTER NY 14627
PH- (716) 275-4983

HANSEN, BERTRAND L.

MANAGING PARTNER
THE HANSEN GROUP
2190 OBECK CRESCENT
MISSISSAUGA, ONT, L5H 3L7, CAN
PH- (416) 274-4100

HANSCN, GARY R.

ASSISTANT DEAN OF STUDENTS
UNIV OF TEXAS AT AUSTIN
STUDENT SERVS BLDG,RM 2, 102E
AUSTIN TX 78712

HANSON, MARJORIE K. (DR)

PO BOX 702
WILLIAMSVILLE NY 14221

HARBERSON, J. WAYNE

ASSOC DIR, COUNSELING +TESTING
UNIV OF HOUSTON
4800 CALHOUN BLVD/ST LIFE BLDG
HOUSTON TX 77004
PH- (713) 749-1736

HARDEN, WARREN R. (DR)

DIR, INSTNL RSCH + CMPT OPER
ILLINOIS STATE UNIVERSITY
HOVEY HALL 302I
NORMAL IL 61761
PH- (309) 438-2143

HARRISS, DONALD K. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF MINNESOTA-DULUTH
2400 OAKLAND AV/1325 ADM BLDG
DULUTH MN 55812
PH- (218) 726-8597

HARMS, JOAN Y. (DR)

ASST TO PRES FOR PLNG + GRANTS
CHAMINADE UNIV OF HONOLULU
3140 WAIALAE AVENUE
HONOLULU HI 96816
PH- (808) 735-4720

HART, DORA C. (MISS)

STAT ANLYST, INST ANLYS + PLNG
UNIVERSITY OF BRITISH COLUMBIA
- '010 WEST KING EDWARD AVENUE
VANCOUVER, BC, V6S 1N1, CANADA
PH- (604) 228-5611

HARPEL, RICHARD L. (DR)

ASST VICE CHANC, ACADEMIC AFFS
UNIVERSITY OF COLORADO
REGENT HALL 306
BOULDER CO 80309
PH- (303) 492-8631

HARTLEY, ALBERT C.

VICE PRES, ADMIN + FINANCE
UNIVERSITY OF SOUTH FLORIDA
4202 FOWLER AVE/ADM BLDG,RM 20
TAMPA FL 33620
PH- (813) 974-2010

HARRINGTON, CHARLES F. (DR)

ASSOCIATE PROVOST
OHIO UNIVERSITY
CUTLER HALL
ATHENS OH 45701
PH- (614) 594-612

HARTLEY, ALLAN C.

EDUCATIONAL DEVELOP SPECIALIST
UNIV OF WISCONSIN-GREEN BAY
LL 805
GREEN BAY WI 54302
PH- (414) 465-2330

HARRIS, ADRIAN H.

ASST CHANCELLOR FO 'LANNING
UNIV OF CALIF-LOS AN ELES
405 HILGARD AVE, 2107 MURPHY
LOS ANGELES CA 90024
PH- (213) 825-2244

HARTMARK, LEIF S.

DIRECTOR OF PLANNING
SUNY AT ALBANY
1400 WASHINGTON AVE, AD 246
ALBANY NY 12222
PH- (518) 457-4545

HARRIS, GLENN

DIR, INFO ANALYSIS + SYSTEMS
UNIVERSITY OF WESTERN ONTARIO
RICHMOND ST,N/STEVSN-LAWSON,65
LONDON, ONT, N6A 5B8 CANADA
PH- (519) 679-2344

HARVEY, JAMES O.

VICE PRES, ADMIN + FINC/TREASR
BALDWIN-WALLACE COLLEGE
275 EASTLAND ROAD
BEREA OH 44017
PH- (216) 826-2424

HARRISON, ELVON C. (DR)

VICE PRES, ADMIN AND PLANNING
DILLARD UNIVERSITY
2601 GENTILLY BOULEVARD
NEW ORLEANS LA 70122
PH- (504) 949-2123 EXT 210,211

HASSELMO, NILS

PROFESSOR + VICE PRESIDENT
UNIVERSITY OF MINNESOTA
100 CHURCH ST SE, 200 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 373-4911

HARRISON, GEORGE F. (DR)

DIR, INSTITUTIONAL STUDIES
SOUTHERN ARKANSAS UNIVERSITY
BOX 1184
MAGNOLIA AR 71753
PH- (501) 234-5120 EXT 306

HASSMILLER, ROBERT J. (DR)

PROGRAM + INFORMATION OFFICER
NEBRASKA STATE COLLEGE BOARD
PO BOX 94605, STATE CAPITOL
LINCOLN NE 68509
PH- (402) 471-2505

HASZ, MARY KAY (MRS)

DIRECTOR OF RESEARCH
COLORADO CMSN ON HIGHER EDUC
1550 LINCOLN
DENVER CO 80203
PH- (303) 839-2725

HAUWILLER, ROBERT PAUL

DIR, INSTITUTIONAL RESEARCH
CHICAGO STATE UNIVERSITY
95TH STREET AT KING DRIVE/F200
CHICAGO IL 60628
PH- (312) 995-2307

HAWKINS, BARBARA B.

ADMISSIONS ASSOCIATE
UNIVERSITY OF PUGET SOUND
1500 NORTH WARNER
TACOMA WA 98416
PH- (206) 756-3211

HAYES, LARRY K. (DR)

DIR, RESEARCH + PLANNING INFO
OKLA STATE REGENTS FOR HI EDUC
500 EDUC BLDG, CAPITOL COMPLEX
OKLAHOMA CITY OK 73105
PH- (405) 521-2444

HAYNES, JAMES M. (DR)

ASST TO DIR, INST RSCH + PLNG
FLORIDA A + M UNIVERSITY
UNIVERSITY PLANNING, RM 403 NAB
TALLAHASSEE FL 32307
PH- (904) 599-3750

HEARN, JAMES C.

PRINC ANLST, SOC SCI OPRTS CTR
ADVANCED TECHNOLOGY, INC.
- 4062 SOUTH 20TH STREET, APT 2
ARLINGTON VA 22206

HEATON, KENT R.

COORD, RSCH +STAFF DEVELOPMENT
CLACKAMAS COMMUNITY COLLEGE
19600 SOUTH MOLALLA AVENUE
OREGON CITY OR 97045
PH- (503) 657-8400 EXT 455

HECHINAN, NINA S.

STATISTICAL ANALYST
THE COLLEGE BOARD
470 TOTTEN POND ROAD
WALTHAM MA 02154
PH- (617) 890-9150

HECK, RICHARD C.

INSTNL PLANNER + RESEARCHER
COLGATE UNIVERSTY

HAMILTON NY 13346
PH- (315) 824-1000 EXT 455

HECKER, DONALD

DIR, INSTITUTIONAL STUDIES
FERRIS STATE COLLEGE

BIG RAPIDS MI 49307
PH- (616) 796-9971

HECQUET, MICHEL G.

SERVICE D'ETUDES
UNIV CATHOLIQUE DE LOUVAIN
PLACE DE L'UNIVERSITE, 1
1348 LOUVAIN-LA-NEUVE, BELGIUM

HECTOR, HENRY J. (DR)

COORDINATOR, BOARD OF REGENTS
STATE UNIV SYSTEM OF FLORIDA
107 WEST GAINES/COLLINS BLDG
TALLAHASSEE FL 32302
PH- (904) 488-6370

HEDDEN, MIKE O.

SENIOR ANALYST/DATA COORD
MCMASTER UNIVERSITY
GILMOUR HALL B109
HAMILTON, ONT, L8S 4L8, CANADA
PH- (416) 525-9140 EXT 4707

HEHN, J. R. (DR)

VICE PRES FOR UNIV PLNG+BDGTS
COLORADO STATE UNIVERSITY
310 ADMINISTRATION BUILDING
FORT COLLINS CO 80523
PH- (303) 491-6062

HEIM, PEGGY (DR)

SENIOR RESEARCH OFFICER
TIAA-CREF
730 THIRD AVENUE
NEW YORK NY 10017
PH- (212) 490-9000 EXT 2279

HEINEMAN, PAUL A.

COORD, INSTITUTIONAL RESEARCH
ORANGEBURG-CALHOUN TECH COLL
PO DRAWER 1767
ORANGEBURG SC 29115
PH- (803) 536-0311 EXT 214

HELM, FINLEY (OR)

ASSISTANT RESEARCH DIRECTOR
KENTUCKY STATE UNIVERSITY
COMMUNITY RESEARCH SERVICE
FRANKFORT KY 40602
PH- (502) 564-5730

HENARD, RALPH E. (OR)

DIR, ACADEMIC PLANNING
UNIVERSITY OF COLORADO-DENVER
1100 FOURTEENTH ST/ ROOM 815
DENVER CO 80202
PH- (303) 629-2551

HENDEL, DARWIN D.

RESEARCH ASSOCIATE
UNIVERSITY OF MINNESOTA
9 CLARENCE AVENUE
MINNEAPOLIS MN 55406
PH- (612) 373-2263

HENDERSON, JAMES A., JR.

DIR, PLANNING AND RESEARCH
MIDLANDS TECHNICAL COLLEGE
PO BOX 2408
COLUMBIA SC 29202
PH- (803) 796-8401 EXT 211

HENDERSON, OLIVER

VICE PRES, MANAGEMENT SYSTEMS
ATLANTIC COMMUNITY COLLEGE
OFFICE OF RESEARCH
MAYS LANDING NJ 08330
PH- (609) 625-1111

HENDRICKSON, MORRIS S. (OR)

DIR OF IR, UNIV OF N MEX (RET)

- 904 DARTMOUTH NE
ALBUQUERQUE NM 87106
PH- (505) 255-4529

HENDRIX, VERNON L. (OR)

PROFESSOR, EDUCATIONAL ADMIN
UNIVERSITY OF MINNESOTA
207 HEALTH SERVICES BUILDING
ST. PAUL MN 55[illegible]
PH- (612) 373-5560

HENEGHAN, HENRY J., JR.

VICE PRES. ADMIN + FINANCE
UNIVERSITY OF BRIDGEPORT
380 UNIV AVE/WALDEMERE HALL
BRIDGEPORT CT 06602
PH- (203) 576-4651

HENGST, HERBERT R. (OR)

DIR, CTR FOR STDIES IN HI EDUC
UNIVERSITY OF OKLAHOMA
COL OF EDUC/MONNET HALL 558
NORMAN OK 73019
PH- (405) 325-2633

HENGSTLER, DENNIS D. (OR)

EVALUATION SPECIALIST
UNIV OF NC AT GREENSBORO
OFFICE OF INSTNL RESEARCH
GREENSBORO NC 27412

HENRY, M. DANIEL (OR)

ASSISTANT TO THE PRESIDENT
UNIVERSITY OF DAYTON

DAYTON OH 45469
PH- (513) 229-3834

HENSON, CHARLES J.

DIRECTOR, RESEARCH + DEVELOPMT
S.D. BISHOP STATE JUNIOR COLL
351 NORTH BROAD STREET
MOBILE AL 36603
PH- (205) 690-6454

* HERNANDEZ, GUILLERMO E.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 1112 SOUTH MAGNOLIA DR, P101
TALLAHASSEE FL 32301
PH- (904) 878-1540

HERNANDEZ, ROSE ANN (NS)

DIR, INSTITUTIONAL RSCH OFFICE
AGUADILLA REGIONAL COL,U OF PR
BOX 160, RAMEY
AGUADILLA PR 00604
PH- (809) 890-2681 EXT 223

HEYDINGER, RICHARD B. (OR)

ASST TO VICE PRES/ACAD AFFRS
UNIVERSITY OF MINNESOTA
100 CHURCH ST, SE, 217 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 373-2495

HICKS, CHARLES (OR)

DIR-DIV,PLNG,INFO SYS+CMPT SVS
MOREHEAD STATE UNIVERSITY

MOREHEAD KY 40351
PH- (606) 783-4950

HICKSON, JOYCE H. (DR)

RSCH ASSOC/OFF OF INST RSCH
MISSISSIPPI STATE UNIVERSITY
DRAWER EY
MISSISSIPPI STATE MS 39762
PH- (601) 325-4624

HIGBEE, ELIOT C. (DR)

ASST,SPEC PROJ-MCMASTR U (RET)

- 13039 63RD PLACE
SCOTTSDALE AZ 85254

HIGGINS, LINDA (MS)

FACILITIES INFORMATION+RECORDS
TEXAS TECH UNIVERSITY
PO BOX 4380
LUBBOCK TX 79409
PH- (806) 742-2102

HIGGINS, VIRGINIA A. (DR)

ASSISTANT PROFESSOR
CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF EDUCATION
WASHINGTON DC 20064
PH- (202) 635-5800

HIGLEY, H. BRUCE

DIR, INSTITUTIONAL RSCH + PLNG
BRIGHAM YOUNG UNIVERSITY
B-373 ASB
PROVO UT 84602
PH- (801) 378-4242

HILL, JACK

REGISTRAR
AUGSBURG COLLEGE
731 21ST AVENUE SOUTH
MINNEAPOLIS MN 55454
PH- (612) 330-1036

HILLMAN, BARBARA J. (MRS)

ANALYST, OFFICE OF INSTNL RSCH
UNIVERSITY OF CALGARY
2920-24 AVENUE NW
CALGARY, ALB, T2N 1N4 CANADA
PH- (403) 284-5070

HILLMAN, ERIC A.

ACAD ANLYST/OFF OF INSTNL RSCH
UNIVERSITY OF CALGARY
1017 EDUCATION TOWER
CALGARY, ALB, T2N 1N4 CANADA
PH- (403) 284-5985

HINMAN, MARTHA M. (DR)

SR RSCH ASOC/ACAD PLNG + ANLYS
UNIVERSITY OF MICHIGAN
6074 ADMINISTRATION
ANN ARBOR MI 48109
PH- (313) 764-9254

HISS, WILLIAM C. (DR)

DEAN, ADMISSIONS+FINANCIAL AID
BATES COLLEGE
LANE HALL
LEWISTON ME 04240
PH- (207) 784-0181

HITT, GAIL (MS)

DIR, INSTITUTIONAL RESEARCH
FORDHAM UNIVERSITY

BRONX NY 10458
PH- (212) 933-2233 EXT 634

HOADLEY, JACK

CHIEF PLANNING OFFICER
ROYAL MELBOURNE INST OF TECH
124 LATROBE STREET
MELBOURNE, VIC 3000 AUSTRALIA
PH- (03) 341-2412

HOCHMAN, IRWIN (DR)

EXEC ASST-PRES,BERGEN CC (RET)

- 120 SUMMIT AVENUE
DUMONT NJ 07628
PH- (201) 385-7122

HOCUTT, GERALD D.

RESOURCE + POLICY ANALYST
UNIV OF ILLINOIS-CHICAGO CIR
PO BOX 4348
CHICAGO IL 60680
PH- (312) 996-5010

HODGE, R. DAVID (DR)

ASST VP,DEV/DIR,INST RSCH+PLNG
BAPTIST COLLEGE AT CHARLESTON
PO BOX 10087
CHARLESTON SC 29411
PH- (803) 797-4335

HOEHN, JAMES B.

PROGRAM ANALYST
NATIONAL SCIENCE FOUNDATION
1800 G STREET
WASHINGTON DC 20550
PH- (202) 634-4629

HOELCLE, LARENE N. (DR)

ASST DEAN TO THE PRESIDENT
GENESEE COMMUNITY COLLEGE
1 COLLEGE ROAD
BATAVIA NY 14020
PH- (716) 343-0055 EXT 202

HOLDAWAY, EDWARD A. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
UNIVERSITY OF ALBERTA
1-16 UNIVERSITY HALL
EDMONTON, ALB, T6G 2J9, CANADA
PH- (403) 432-5295

HOENACK, STEPHEN A. (DR)

DIR, MGMT INFORMATION DIVISION
UNIVERSITY OF MINNESOTA
412 MORRILL HALL
MINNEAPOLIS MN 55455
PH- (612) 376-7351

HOLDERFIELD, H. MCLEAN

DIR, PLANNING AND RESEARCH
STATE BD FOR TECH/COMP EDUC
1429 SENATE STREET
COLUMBIA SC 29201
PH- (803) 758-8721 EXT 24

HOENE, FRANCES

RETENTION RESEARCHER
COLLEGE OF ST SCHOLASTICA
1200 KENWOOD AVENUE
DULUTH MN 55811
PH- (218) 723-6283

HOLLOWELL, DAVID E.

ASSOCIATE VICE PRESIDENT
BOSTON UNIVERSITY
881 COMMONWEALTH AVENUE
BOSTON MA 02215
PH- (617) 353-2887

HOFLAND, DEAN MYRON (DR)

COORD, STUDENT DATA + TESTING
SOUTH DAKOTA STATE UNIVERSITY
323 ADMINISTRATION BUILDING
BROOKINGS SD 57007
PH- (605) 688-4217

HOLMAN, PAUL C. (DR)

ASOC DEAN,PLNG,CMPTNG,RSCH DIV
NIAGARA COUNTY COMMUNITY COL
3111 SAUNDERS SETTLEMENT ROAD
SANBORN NY 14132
PH- (716) 731-3271 EXT 129

HOGAN, GAIL (DR)

DIR, INSTITUTIONAL RSCH + PLNG
ITHACA COLLEGE
GANNETT CENTER
ITHACA NY 14850
PH- (607) 2[illegible]-3164

HOLMES, BARBARA O. (DR)

V-P, ADMIN SERVS + PUBLIC AFRS
HILLSBOROUGH COMMUNITY COLLEGE
PO BOX 22127
TAMPA FL 33622
PH- (813) 879-7222 EXT 423

HOGAN, JOHN B.

DIR, BUDGET + PLANNING
SYRACUSE UNIVERSITY
SKYTOP OFFICES
SYRACUSE NY 13210
PH- (315) 423-4214

HOLMES, JEFFREY

DIR, EDUC, SCIENCE+CULTURE DIV
STATISTICS CANADA
TUNNEYS PASTURE
OTTAWA, ONT, K1A 0Z5 CANADA
PH- (613) 995-9687

HOHENGARTEN, FRANK L.

DIR, STUDENT SRVS + REGISTRAR
OKLA COL OF OSTEO MED +SURGERY
PO BOX 2280, 1111 WEST 17TH ST
TULSA OK 74101
PH- (918) 582-1972

HOLMLUND, BLAINE A.

VICE PRESIDENT (SPEC PROJECTS)
UNIVERSITY OF SASKATCHEWAN
225 ADMINISTRATION BUILDING
SASKATOON,SASK,S7N 0W0, CANADA

HOLCOMB, GEORGE N.

ASSISTANT TO THE PRESIDENT
FERRIS STATE COLLEGE
901 SOUTH STATE STREET
BIG RAPIDS MI 49307
PH- (616) 796-0461 EXT 4515

HOPKINS, THOMAS A.

VICE PRESIDENT AND PROVOST
CARLOW COLLEGE

PITTSBURGH PA 15213
PH- (412) 578-6125

HORNE, NANCY O. (DR)

RESEARCH CONSULTANT

10813-B PALACE COURT
RICHMOND VA 23233
PH- (804) 740-7945

HOUWING, J. F.

ASST DIRECTOR, RESEARCH
ASSN OF UNIVS + COLS OF CANADA
151 SLATER STREET
OTTAWA, ONT, K1P 5N1 CANADA
PH- (613) 563-3518

HOWARD, RICHARD D. (DR)

DIR, INSTITUTIONAL RESEARCH
WEST VIRGINIA UNIVERSITY
BRINTON HOUSE
MORGANTOWN WV 26506
PH- (304) 293-4906

HOWE, CHARLES C.

REGISTRAR
UNIVERSITY OF VERMONT
360 WATERMAN BUILDING
BURLINGTON VT 05405
PH- (802) 656-2045

HOWE, O. PAT (DR)

ASST TO PRESIDENT, UNIV PLNG
UNIVERSITY OF WEST FLORIDA

PENSACOLA FL 32504
PH- (904) 47?-9500 EXT 2207

HOWITT, DOYLE

ASST ACADEMIC VICE PRESIDENT
KEARNEY STATE COLLEGE
9TH AVE + 24TH ST
KEARNEY NE 68847
PH- (308) 236-4115

HOYE, LAURENCE G.

ASSOCIATE DEAN, ARTS + SCIENCE
UNIVERSITY OF LETHBRIDGE
ACADEMIC/RESEARCH BUILDING
LETHBRIDGE, ALB,T1K 3M4,CANADA
PH- (403) 329-2216

HOYT, TIM H. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF WISCONSIN-OSHKOSH
800 ALGOMA BLVD, 303 DEMPSEY
OSHKOSH WI 54901
PH- (414) 424-2132

HUANG, ANDREW S.

ADMIN ASST, ADMISSIONS + RCDS
UNIVERSITY OF MINNESOTA
231 PILLSBRY DR,SE/240 WILLMSN
MINNEAPOLIS MN 55455
PH- (612) 376-1027

HUBERS, H. H. (DR)

LANDBOUWHOGESCHOOL
SALVERDAPLEIN 11
WAGENINGEN THE NETHERLANDS
PH- (08370) 83834

HUBERT, SISTER MARIE LOUISE

DIR, INSTITUTIONAL RESEARCH
ALBERTUS MAGNUS COLLEGE
ROSARY HALL
NEW HAVEN CT 06511
PH- (203) 777-6631 EXT 236

HUDSON, JACK W.

DIR, INSTITUTIONAL RESEARCH
BAYLOR UNIVERSITY
BOX 6107
WACO TX 76706
PH- (817) 755-2711

HUFF, ROBERT A. (DR)

EXECUTIVE DIRECTOR
ARIZONA STATE BOARD OF REGENTS
1535 WEST JEFFERSON
PHOENIX AZ 85007
PH- (602) 255-4082

HUGHES, K. SCOTT

SENIOR CONSULTANT
PEAT MARWICK MITCHELL + CO
THREE EMBARCADERO CENTER
SAN FRANCISCO CA 94111
PH- (415) 981-8230

HUGHES, ROBERT C.

ANLYST, OFF OF INSTNL ANALYSIS
MCMASTER UNIVERSITY
GILMOUR HALL B109
HAMILTON, ONT, L8S 4L8, CANADA
PH- (416) 525-9140 EXT 4707

HUISKE , JON

REGISTRAR
HOPE COLLEGE

HOLLAND MI 49423
PH- (616) 392-511 EXT 2021

HULL, SHARON A. (NRS)

DIR. INST RSCH-LRNG RES CENTER
LEWIS UNIVERSITY
ROUTE 53
ROMEOVILLE IL 60441
PH- (815) 838-0500 EXT 291

HUNT, ELAINE H. (MS)

REGISTRAR + DIR. INSTNL RSCH
KANSAS CITY ART INSTITUTE
4415 WARWICK BLVD
KANSAS CITY MO 64111
PH- (816) 561-4852 EXT 43

HUNT, H. KEVIN (OR)

DIR. RSCH. PLNG +DATA SERVICES
TIDEWATER COMMUNITY COLLEGE
STATE ROUTE 135
PORTSMOUTH VA 23703
PH- (804) 484-2121 EXT 391

HUNT, WILLIAM M. (OR)

DIR. INSTITUTIONAL EVALUATION
FLORIDA ATLANTIC UNIVERSITY
- PO BOX 646
BOCA RATON FL 33432
PH- (305) 395-5100 EXT 2245

HUNTER, LARRY O.

DIR. MGMT INFORMATION SERVICES
UNIVERSITY OF IDAHO

MOSCOW ID 83843
PH- (208) 885 -994

HUTCHESON, SIGRID M. (OR)

SR EVALUATOR,BUR OF TRAINING
NY STATE OFFICE OF MENTAL HLTH
- 7 HARRIS AVENUE
ALBANY NY 12208

IKENBERRY, STANLEY O. (OR)

PRESIDENT
UNIV OF ILLINOIS
364 ADMINISTRATION BUILDING
URBANA IL 61801

INGALL, DAVID L.

ASSISTANT DIRECTOR
MICH COUNCIL OF STATE COL PRES
306 TOWNSEND, SUITE 450
LANSING MI 48933
PH- (517) 482-1563

INGWELL, PAUL E. (OR)

DIR.IR-ST CLOUD ST UNIV (RET)

- 1606 KILIAN BLVD
ST CLOUD MN 56301
PH- (612) 251-[illegible]54

INNIS, C. THOMAS

DIR. INSTITUTIONAL RESEARCH
UNIVERSITY OF CINCINNATI
3333 VINE ST,MAIL LOCATION 127
CINCINNATI OH 45221
PH- (513) 475-2672

ISBISTER, A. G.

PLANNING+PERSONNEL OFFICER
RED DEER COLLEGE
BOX 5005
RED DEER, ALB CANADA
PH- (403) 342-3326

IVERY, MARSHA

SYSTEMS ANALYST
UNIV OF TEXAS AT AUSTIN
MAIN 202
AUSTIN TX 78712
PH- (512) 471-3833

IVEY, ELIZABETH D. (MS)

DIR. INSTITUTIONAL RESEARCH
AUSTIN PEAY STATE UNIVERSITY
COLLEGE STREET
CLARKSVILLE TN 37040
PH- (615) 648-7331

JACK, SARAH E.

ACADEMIC PLANNING ANALYST
RENSSELAER POLYTECHNIC INST
110 8TH STREET
TROY NY 12181
PH- (518) 270-6480

JACKAMEIT, WILLIAM P. (OR)

DIR. INSTITUTIONAL RESEARCH
JAMES MADISON UNIVERSITY
WILSON HALL, RM 307
HARRISONBURG VA 22807
PH- (703) 433-6495

JACKSON, RUBY M. (OR)

DIR. INSTITUTIONAL RESEARCH
SOUTHERN UNIV IN NEW ORLEANS
6400 PRESS DRIVE
NEW ORLEANS LA 70126
PH- (504) 282-4401 EXT 229

JACOBS, RICHARD W. (OR)

DIR, INSTITUTIONAL RESEARCH
UTAH STATE UNIVERSITY

LOGAN UT 84322
PH- (801) 750-1168

JACOBS, WALTER R. JR.

ASSOCIATE DIRECTOR
THE COLLEGE BOARD
17 EXEC PARK DR, NE, SUITE 200
ATLANTA GA 30329
PH- (404) 636-9465

JACOBSEN, JOHN P.

DIR, INSTITUTIONAL RESEARCH
PERU STATE COLLEGE
AD 303 A
PERU NE 68421
PH- (402) 872-3815 EXT 276

JACOBSON, HARVEY (OR)

ASSISTANT VICE PRESIDENT
UNIVERSITY OF MICHIGAN
1026 ADMINISTRATION BUILDING
ANN ARBOR MI 48109
PH- (313) 764-9238

JADOTTE, HERARD

CHARGE RSCH, BUREAU RSCH INSTNL
UNIV DU QUEBEC A MONTREAL
PO BOX 8888, STATION A
MONTREAL, PQ, CANADA H3C 3P8
PH- (514) 282-3332

JAKO, KATHERINE L. (OR)

CO-DIR, NATL SECOND STEP PROJ
SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
ROHNERT PARK CA 94928
PH- (707) 664-2830

JAMES, ANNA M.

ASST DEAN, UNIVERSITY COLLEGE
UNIVERSITY OF TOLEDO
2801 WEST BANCROFT STREET
TOLEDO OH 43606
PH- (419) 537-2051

JAMES, JOHN A.

DIR, INSTITUTIONAL RESEARCH
MISSISSIPPI VALLEY STATE UNIV
BOX 371
ITTA BENA MS 38941
PH- (601) 254-9041 EXT 6395

JAMIESON, DEREK M.

RSCH ADVISOR/ANLYSIS + PLNG
UNIVERSITY OF GUELPH
OFFICE OF THE PRESIDENT
GUELPH, ONT, N1G 2W1 CANADA
PH- (519) 824-4120 EXT 3456

JANY, G. OCHENG

ILLINOIS BOARD OF HIGHER EDUC
4 W OLD CAP SQ/500 REISCH BLDG
SPRINGFIELD IL 62701
PH- (217) 782-2551

JAQUA, JERRY E.

COORD OF ANALYTIC SYSTEMS
OREGON DEPT OF HIGHER EDUC
BOX 3175
EUGENE OR 97403
PH- (503) 686-4151

JASS, RUTH A. (MS)

DIR, INSTITUTIONAL RESEARCH
BRADLEY UNIVERSITY
SWORDS HALL, ROOM 11
PEORIA IL 61625
PH- (309) 676-7611 EXT 364

JEDAMUS, PAUL (OR)

PROFESSOR, MANAGEMENT SCIENCE
UNIVERSITY OF COLORADO
COLLEGE OF BUSINESS + ADMIN
BOULDER CO 80309
PH- (303) 492-8607

JEFFERY, ROBERT HENRY

VICE PRINCIPAL/REGISTRAR
COLUMBIA COLLEGE
1619 WEST TENTH AVENUE
VANCOUVER, BC, V6J 2A2, CANADA
PH- (604) 733-9151

JEGERS, PETER

COORD, ACAD PLNG + PROG REVIEW
UNIV OF CALIF
UNIVERSITY HALL 261
BERKELEY CA 94720
PH- (415) 642-1303

JENNY, HANS H. (OR)

VICE PRES, FINANCE + BUSINESS
COLLEGE OF WOOSTER
GALPIN HALL
WOOSTER OH 44691
PH- (216) 264-1234 EXT 501

JENSEN, PHILIP K. (OR)

DIR. INSTITUTIONAL RESEARCH
DREW UNIVERSITY

MADISON NJ 07940
PH- (201) 377-3330 EXT 350

JEPSON, JOHN H., JR.

BUDGET DIRECTOR
NORTHEAST MISSOURI STATE UNIV

KIRKSVILLE MO 63501
PH- (816) 665-5121 EXT 7156

JESSUP, MARIE

DIRECTOR, FINANCIAL SERVICES
CAPILANO COLLEGE
2055 PURCELL WAY
NORTH VANCOUVER,BC,V7J 3H5,CAN
PH- (604) 986-1911 EXT 362

JIMENEZ, OCTAVIO

DIR. INSTITUTIONAL RESEARCH
WORLD UNIVERSITY
CORAL BCH-ISLA VERDE RD,703-TI
SAN JUAN PR 00913
PH- (809) 765-4646 EXT 237

JOBE, J. LARRY

SR RES+POLICY ANLYST/RES ANLYS
UNIV OF ILLINOIS
409 E CHALMERS,208 ILLINI TWRS
CHAMPAIGN IL 61820
PH- (217) 333-0338

* JOHNSON, CAROL ANN

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
FSU BOX 1684
TALLAHASSEE FL 32306
PH- (904) 644-4941

JOHNSON, EUGENE S.

DIR. INSTITUTIONAL RESEARCH
LEMOYNE-OWEN COLLEGE
807 WALKER AVENUE
MEMPHIS TN 38126
PH- (901) 774-9090 EXT 308

JOHNSON, F. CRAIG (OR)

PROFESSOR, COLLEGE OF EDUC
FLORIDA STATE UNIVERSITY
314A STONE BUILDING
TALLAHASSEE FL 32306
PH- (904) 644-4583

JOHNSON, HENRY C.

DIR. INSTITUTIONAL RESEARCH
COLLEGE OF WILLIAM AND MARY

WILLIAMSBURG VA 23185
PH- (804) 253-4558

JOHNSON, JACK K. (OR)

ASSOCIATE DEAN OF THE COLLEGE
HAMLINE UNIVERSITY

ST PAUL MN 55104
PH- (612) 641-2205

JOHNSON, JACQUELIN M.

FINANCIAL ANALYST
WASH COUNCIL FOR POSTSEC EDUC
908 EAST FIFTH STREET
OLYMPIA WA 98504
PH- (206) 753-1145

JOHNSON, JANICE K. (OR)

SENIOR RESEARCH ASSISTANT
ARIZONA STATE UNIVERSITY
116 DIXIE GAMMAGE HALL
TEMPE AZ 85281
PH- (602) 965-2318

JOHNSON, MARK O. (OR)

ASSOC FOR ACAD PROG SERV
WASH COUNCIL FOR POSTSEC EDUC
908 EAST FIFTH STREET
OLYMPIA WA 98504
PH- (206) 753-1149

JOHNSON, ROBERT A. (OR)

DIR. INSTITUTIONAL RESEARCH
ALCORN STATE UNIVERSITY
BOX 930
LORMAN MS 39096
PH- (601) 877-3711 EXT 146

JOHNSON, SANDRA K.

PLANNING ANALYST
UNIVERSITY OF COLORADO-BOULDER
OFF OF FINANCIAL SERVS,BOX 054
BOULDER CO 80303
PH- (303) 492-5551

JOHNSON, SUSAN A.

DIR. INSTNL ANALYSIS/REGISTRAR
UNIV OF WISCONSIN-PARKSIDE
BOX 2000
KENOSHA WI 53141
PH- (414) 553-2237

JOHNSON, W. CLARKE III

FIN PLANNER, OFF FIN AFFAIRS
UNIVERSITY OF LOUISVILLE
2301 SOUTH 3RD STREET
LOUISVILLE KY 40292
PH- (502) 588-6163

JONES, GAYLE C.

INSTITUTIONAL RESEARCH ASST
WICHITA STATE UNIVERSITY
BOX 113
WICHITA KS 67208
PH- (316) 689-3015

JOHNSTON, ARCHIE B. (OR)

DIR. INSTITUTIONAL RESEARCH
TALLAHASEE COMMUNITY COLLEGE
444 APPLEYARD DRIVE
TALLAHASSEE FL 32304
PH- (904) 576-5181 EXT 274

JONES, GORDON (OR)

RSCHR, OFF OF INSTNL PLNG+DEV
VANCOUVER COMMUNITY COLLEGE
100 WEST 49TH AVENUE
VANCOUVER, BC, V5Y 2Z6, CANADA
PH- (604) 324-5511 EXT 263

JOHNSTON, JAMES G. (OR)

DIRECTOR OF PLANNING
BRITISH COLUMBIA INST OF TECH
3700 WILLINGDON AVE, PO 2549
BURNABY, BC, V5G 3H2 CANADA
PH- (604) 434-5734 EXT 659

JONES, GRIFFITH III

ASSOC DIR, PLANNING + RESEARCH
CANISIUS COLLEGE
2001 MAIN STREET
BUFFALO NY 14208
PH- (716) 883-7000 EXT 566

JOHNSTON, LYNN D.

DIR, EVENING + SUMMER PROGRAMS
OLD DOMINION UNIVERSITY

NORFOLK VA 23508
PH- (804) 440-3163

JONES, HILDA C. (MRS)

DIR, INSTNL + POLICY STUDIES
UNIVERSITY OF PITTSBURGH
1801 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-6586

JOKELA, DAVID L.

RSCH ASST, DEPT OF INSTNL RSCH
WAYNE STATE UNIVERSITY

DETROIT MI 48202
PH- (313) 577-2027

JONES, JACK D. (OR)

SDIP COORDINATOR
GAINESVILLE JUNIOR COLLEGE
PO BOX 1358
GAINESVILLE GA 30503
PH- (404) 536-5226 EXT 205

JOLLEY, HOMER RICHARD (OR)

ASST ACADEMIC VICE PRESIDENT
MEDICAL UNIV OF SOUTH CAROLINA
- 35 DEVEREAUX AVENUE
CHARLESTON SC 29403
PH- (803) 792-3031

JONES, KAREN C. (MS)

DATA MGMT + RESEARCH ANALYST
WINTHROP COLLEGE
106 TILLMAN BUILDING
ROCK HILL SC 29733
PH- (803) 323-2205

JONAS, STEPHEN (DR)

DIR, INSTITUTIONAL PLNG + RSCH
LORAIN COUNTY COMMUNITY COL
1005 NORTH ABBE ROAD
ELYRIA OH 44035
PH- (216) 365-4191 EXT 222

JONES, KYLE S. (DR)

- 3417 ANGUS ROAD
DURHAM NC 27705
PH- (919) 489-5771

JONES, DENNIS P.

ASSOCIATE DIRECTOR
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0315

JONES, LARRY G. (DR)

ASSOC DIR, INSTNL RSCH + PLNG
UNIVERSITY OF GEOR
310 NEW COLLEGE
ATHENS GA 30602
PH- (404) 542-0032

JONES, W. ALAN (DR)

DIR, INSTNL PLNG + CMPTR SRVCS
GEORGIA COLLEGE

MILLEDGEVILLE GA 31061
PH- (912) 453-5157

JONSSON, MAGGI (DR)

UNIVERSITY ARCHITECT
UNIVERSITY OF ICELAND

REYKJAVIK ICELAND

JORDAN, EDWARD D. (DR)

DIR, INFO SYSTEMS AND PLANNING
CATHOLIC UNIVERSITY OF AMERICA
620 MICHIGAN AVENUE, NE
WASHINGTON DC 20064
PH- (202) 635-5212

JOSEPH, DIANA M. (MS)

RSCH + PLNG ANLYST,INST STDIES
UNIV OF TEXAS AT SAN ANTONIO

SAN ANTONIO TX 78285

JOYER, JAN

INSTITUTIONAL ANALYST
UNIVERSITY OF HAWAII AT MANOA
2500 CAMPUS ROAD, RM 206
HONOLULU HI 96822
PH- (808) 948-7022

JULIUS, WILLIAM D.

CAPITAL BUDGET OFFICER
WASH STATE BD FOR COMM COL ED
319 SEVENTH AVENUE
OLYMPIA WA 98504
PH- (206) 753-3660

JUNG, LOREN B. (DR)

PROF, DEPT OF HIGHER EDUCATION
STHN ILLINOIS UNIV-CARBONDALE

CARBONDALE IL 62901
PH- (618) 536-2?87 EXT ?2

KALB, JOHN M. (DR)

COORD RSCH/BUDG+ANLYS DEP
FLORIDA STATE UNIVERSITY
310 WESCOTT BUILDING
TALLAHASSEE FL 32306
PH- (904) 644-4203

KALLGREN, ROBERT C.

DIRECTOR OF MINISTRY RELATIONS
COLUMBIA BIBLE COLLEGE
PO BOX 3122
COLUMBIA SC 29230
PH- (803) 754-4100 EXT 237

KALLIO, RUTH E.

RESEARCH ASSOCIATE
UNIVERSITY OF MICHIGAN
6074 ADMINISTRATION BUILDING
ANN ARBOR MI 48109
PH- (313) 764-9254

KANUMURY, KRISHNA N.

ACTING ASST DIR, INSTNL RSCH
TENNESSEE STATE UNIVERSITY
PO BOX 535
NASHVILLE TN 37203
PH- (615) 251-141

KARP, ROBERT M. (DR)

ASST DIRECTOR, INSTNL RESEARCH
KEAN COLLEGE OF NEW JERSEY
MORRIS AVENUE, (T120)
UNION NJ 07083
PH- (201) 527-2305

KASHNER, JAMES B. (DR)

ASST VICE PRES FOR INSTNL PLNG
UNIVERSITY OF SOUTHERN COLO
2200 NORTH BONFORTE BOULEVARD
PUEBLO CO 81001
PH- (303) 549-2313

KAUFMAN, BARRY (DR)

UNIV ASOC DEAN, INSTNL RSCH
CUNY SYSTEM
535 EAST 80TH STREET
NEW YORK NY 10021
PH- (212) 794-5464

KAUFMAN, NORMAN S.

SENIOR STAFF ASSOCIATE
WICHE
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0221

KAYLA, CAROL (MRS)

INSTITUTIONAL RESEARCH ANALYST
WEST VIRGINIA UNIVERSITY
209 PURINTON HOUSE
MORGANTOWN WV 26506
PH- (304) 293-4906

KEATING, JEAN C. (MS).

IEP COORDINATOR
VA STATE COUNCIL OF HIGHER ED
101 N 14 ST/JAMES MONROE BLDG
RICHMOND VA 23219
PH- (804) 225-2626

KEENER, BARBARA J. (DR)

DIRECTOR OF DEVELOPMENT
JOHNSON COUNTY COMMUNITY COLL
12345 COLLEGE BLVD AT QUIVIRA
OVERLAND PARK KS 66210
PH- (913) 541-3080

KELLEHER, MICHAEL F.

FINANCE OFFICER AND SECRETARY
UNIVERSITY COLLEGE CORK
WESTERN ROAD
CORK IRELAND
PH- (021) 26871 EXT 2351

KELLER, MICHAEL J.

DIR, STUDENT LIFE RESEARCH
MIAMI UNIVERSITY
130 WARFIELD HALL
OXFORD OH 45056
PH- (513) 529-6054

KELLER, RONALD L. (DR)

DEAN, ADMISSIONS + INSTNL RSCH
TAYLOR UNIVERSITY

UPLAND IN 46989
PH- (317) 998-2751 EXT 206

KELLOGG, THEODORE E. (DR)

PROF+DIR/COL OF EDUC,PLG+DEV
UNIVERSITY OF MINNESOTA
173 PILLSBURY DRIVE, SE
MINNEAPOLIS MN 55455
PH- (612) 376-3577

KELLS, HERBERT R. (DR)

PROFESSOR, HIGHER EDUCATION
RUTGERS UNIVERSITY
GSES ROOM 305
NEW BRUNSWICK NJ 08903
PH- (201) 932-8317

KELLY, WAYNE

ANALYST, OFF OF INSTNL RSCH
UNIVERSITY OF CALGARY
1017 EDUCATION TOWER
CALGARY, ALB, T2N 1N4 CANADA
PH- (403) 284-5070

KELSO, PAUL

COORDINATOR, STUDENT RESEARCH
UNIVERSITY OF NORTHERN IOWA
161 A BAKER HALL
CEDAR FALLS IA 50614
PH- (319) 273-2037

* KENNEDY, ROBERT L.

GRADUATE STUDENT
UNIV OF MISSOURI
- 2933 LEEWAY DRIVE, APT C
COLUMBIA MO 65201
PH- (314) 474-6816

KERLEE, DONALD D.

DIRECTOR, PLANNING RESEARCH
SEATTLE PACIFIC UNIVERSITY

SEATTLE WA 98119
PH- (206) 281-2135

KERR, JAMES L.

DIR, INSTITUTIONAL RESEARCH
NORTHERN KENTUCKY UNIVERSITY
SUITE H. NUNN HALL
HIGHLAND HEIGHTS KY 41076
PH- (606) 292-5330

KERR, MIDGE

RESEARCHER
MT HOOD COMMUNITY COLLEGE
26000 SE STARK STREET
GRESHAM OR 97030

KERR, WILLIAM D. (DR)

COORD, INSTITUTIONAL RSCH+PLNG
MATTATUCK COMMUNITY COLLEGE
750 CHASE PARKWAY
WATERBURY CT 06708
PH- (203) 575-8033

KERSTETTER, PHILIP P.

ASST TO VICE PRES FOR RESEARCH
GALLAUDET COLLEGE
7TH AND FLORIDA AVENUE, NE
WASHINGTON DC 20002
PH- (202) 651-5030

KETO, STEPHEN W.

CHIEF FISCAL OFFICER
STATE BOARD OF EDUCATION
650 W STATE ST,307 JORDAN BLDG
BOISE ID 83720
PH- (208) 334-2270

KIDDER, JAMES R.

ASST VICE PRES FOR ACAD AFFRS
UNIVERSITY OF NORTHERN COLO
- 1950 26TH AVENUE COURT
GREELEY CO 80631
PH- (303) 351-2023

KINNICK, MARY K. (CR)

KINNICK + ASSOCIATES
3405 SOUTHWEST CAROLINA
PORTLAND OR 97201
PH- (503) 246-8371

KINDRED, ALTON R.

ASST DEAN, INSTNL RSCH/ROOM 62
MANATEE JUNIOR COLLEGE
PO BOX 1849
BRADENTON FL 33506
PH- (813) 755-1511 EXT 333

KINTZER, SAM

DEAN, DIV OF ARTS AND SCIENCES
LANSING COMMUNITY COLLEGE
BOX 40010
LANSING MI 48914
PH- (517) 373-7090

KING, FRANCIS P. (DR)

SENIOR RESEARCH OFFICER
TIAA-CREF
730 THIRD AVENUE
NEW YORK NY 10017
PH- (212) 490-9006 EXT 2201

KIRBY, EMILY B. (DR)

VICE PRES, FACULTY + ACAD AFRS
HUDSON VALLEY COMMUNITY COL
VANDENBURGH AVENUE
TROY NY 12180
PH- (518) 283-1100 EXT 284

KING, JOHN M. (PROF)

ASST EXECUTIVE VICE PRESIDENT
UNIVERSITY OF VIRGINIA
102 LEVERING HALL
CHARLOTTESVILLE VA 22903
PH- (804) 924-3417

KIRCHOFF, CHARLENE

SR BDGT ANLST, OFF OF BDGT+PLNG
SYRACUSE UNIVERSITY
SKYTOP OFFICES
SYRACUSE NY 13210
PH- (315) 423-4214

KING, MARGO R.

STAFF COORDINATOR
UNIV OF CALIF-LOS ANGELES
GRADUATE SCHOOL OF EDUCATION
LOS ANGELES CA 90024
PH- (213) 825-1925

KIRSCHLING, WAYNE R. (DR)

DEPUTY CMSNR FOR HIGHER EDUC
INDIANA CMSN FOR HIGHER EDUC
143 WEST MARKET STREET
INDIANAPOLIS IN 46204
PH- (317) 232-1900

KING, NYCIA M. (DR)

PROF+ASST TO DEAN, COL PHARMACY
UNIVERSITY OF PUERTO RICO
- 1041 14TH ST, VILLA NEVAREZ
RIO PIEDRAS PR 00927
PH- (809) 763-0097

KISSEL, MARY ANN (DR)

RSCH ASSOC, INSTITUTIONAL RESE
UNIVERSITY OF PITTSBURGH
1801 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-6582

KING, VALARIE G. (DR)

DIR, INSTITUTIONAL RESEARCH
BETHUNE-COOKMAN COLLEGE
640 SECOND AVENUE
DAYTONA BEACH FL 32015
PH- (904) 255-1401 EXT 203

KISSLER, GERALD R. (DR)

ASSOCIATE DIRECTOR OF PLANNING
UNIV OF CALIF-LOS ANGELES
405 HILGARD AVE, 2107 MURPHY HL
LOS ANGELES CA 90024
PH- (213) 825-4390

KINKADE, LESTER D.

DIR, INSTITUTIONAL RSCH + PLNG
WHARTON COUNTY JUNIOR COLLEGE
911 BOLING HIGHWAY
WHARTON TX 77488
PH- (713) 532-4560 EXT 26

KLASSEN, DANIEL L.

DIR, OFF OF EDUCATIONAL RSCH
ST OLAF COLLEGE

NORTHFIELD MN 55057
PH- (507) 663-3061

KLAUK, ELIZABETH (MRS)

DIR. INSTITUTIONAL RESEARCH
SINCLAIR COMMUNITY COLLEGE
444 WEST THIRD STREET
DAYTON OH 45402
PH- (513) 226-2530

KNUPKE, HARRY J. (DR)

ASOC DEAN AC AFFS,COL COM HLTH
UNIV OF ALABAMA
PO BOX 6291
UNIVERSITY AL 35486
PH- (205) 349-7842 EXT 291

KLEIN, DOTTIE L.

ASST TO DIR. INSTNL RESEARCH
UNIV OF CONNECTICUT
U-135
STORRS CT 06268
PH- (203) 486-4239

KNOX, NANCY C. (DR)

DIRECTOR, INFORMATION SYSTEMS
OSCAR ROSE JUNIOR COLLEGE
6420 SE 15TH ST/ADMIN BUILDING
MIDWEST CITY OK 73110
PH- (405) 733-7448

KLEYLE, JAMES F.

DIR. INSTITUTIONAL RESEARCH
DUQUESNE UNIVERSITY
503 ADMINISTRATION BUILDING
PITTSBURGH PA 15219
PH- (412) 434-6064

KO, VIVIEN (MS)

RSCH ASOC, INSTNL RSCH
PEPPERDINE UNIVERSITY
1121 WEST 79TH STREET
LOS ANGELES CA 90044
PH- (213) 971-7530

KNAPP, ELIZABETH A. (MRS)

DIRECTOR, ANALYTIC STUDIES
SUNY AT BINGHAMTON
VESTAL PARKWAY EAST
BINGHAMTON NY 13901
PH- (607) 798-2366

KOJAKU, LAWRENCE K. (DR)

DIR. OFFICE OF INSTNL STUDIES
SUNY AT BUFFALO
407 CAPEN HALL
BUFFALO NY 14260
PH- (716) 636-2791

KNOOLE, L. L.

DIRECTOR, BUDGET OFFICE
PURDUE UNIVERSITY
FREEHAFER HALL
WEST LAFAYETTE IN 47907
PH- (317) 749-6283

KOKORSKY, EILEEN A. (MRS)

DIR. INSTITUTIONAL RESEARCH
PASSAIC CO COMMUNITY COLLEGE
COLLEGE BOULEVARD
PATERSON NJ 07509
PH- (201) 279-5000 EXT 404

KNOELL, DOROTHY M. (DR)

HIGHER EDUCATION SPECIALIST
CALIF POSTSECONDARY EDUC CMSN
1020 TWELFTH STREET
SACRAMENTO CA 95814
PH- (916) 322-8015

KOMINSKI, CAROL ANN

RESEARCH DESIGN SPECIALIST
CEDAR VALLEY COLLEGE
701 ELM STREET
LANCASTER TX 75134
PH- (214) 746-4057

KNOOP, SISTER CATHERINE T.

DIR. INSTITUTIONAL RESEARCH
MOUNT ST. MARY'S COLLEGE
12001 CHALON ROAD
LOS ANGELES CA 90049
PH- (213) 476-2237 EXT 239

KONING, WOUTER J.

HEAD, PLANNING STAFF
UNIVERSITY UTRECHT
PARKSTRAAT 34
UTRECT 3581 PL,THE NETHERLANDS

* KNOP, LINDA (MS)

RSCH ASST,RSCH ON LEARNG+TCHG
UNIVERSITY OF MICHIGAN
109 EAST MADISON
ANN ARBOR MI 48104
PH- (313) 763-0161

KOPF, KATHLEEN E.

ASSOCIATE FOR INSTNL RESEARCH
SUNY CENTRAL ADMINISTRATION
UNIVERSITY PLAZA, N-307
ALBANY NY 12246
PH- (518) 473-1030

KUZAK, ROGER L. (OR)

DIR, MANAGEMENT INFO SYSTEMS
UNIVERSITY OF SOUTH DAKOTA
STATE OFFICE BUILDING NUMBER 3
VERMILLION SD 57069
PH- (605) 677-5661

KRAETSCH, GAYLA ANNE (OR)

CRESAP,MCCORMICK + PAGET INC
1875 I STREET, NW
WASHINGTON DC 20006
PH- (202) 463-2800 EXT 837

KRAKOWER, JACK (OR)

SENIOR ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0385

KRAUSKOPF, HENRY K.

INSTITUTIONAL RSCH SPECIALIST
QUINNIPIAC COLLEGE
MT CARMEL AVENUE
HAMDEN CT 06518
PH- (203) 288-5251

KRIEGBAUM, RICHARD (OR)

DIRECTOR OF PLANNING
WHEATON COLLEGE

WHEATON IL 60187
PH- (312) 260-5085

KRISTJANSON, A. MARINO (OR)

DIRECTOR, NATIONAL PROGRAMS
ASSN OF UNIVS + COLS OF CANADA
151 SLATER STREET, 11TH FLOOR
OTTAWA, ONT, K1P 5N1 CANADA
PH- (613) 563-3509

KROECKEL, ROBERT P.

DIR, INSTITUTIONAL PLNG + RSCH
WILLIAM PATERSON COLLEGE
300 POMPTON ROAD
WAYNE NJ 07470
PH- (201) 595-2378

KUBANY, ALBERT J. (OR)

DIR, INSTITUTIONAL RESEARCH
GENERAL MOTORS INSTITUTE
1700 WEST THIRD AVENUE
FLINT MI 48502
PH- (313) 762-7862

KUHN, L. ROBERT, JR.

ASST DIR, INSTITUTIONAL RSCH
LOUISIANA STATE UNIV
311 T. BOYD HALL
BATON ROUGE LA 70803
PH- (504) 388-1231

KUHNS, EILEEN P. (OR)

COORD-EDUCATION ADMINISTRATION
CATHOLIC UNIVERSITY OF AMERICA
7000 TAKOMA AVENUE
WASHINGTON DC 20064
PH- (202) 635-5810

KUINDERSMA, R. S.

LANDBOUWHOGESCHOOL
SALVERBAPLEIN 11
6701 DB,WAGENINGEN,NETHERLANDS
PH- 8370/03050

* KULAGE, KARYN A.

RESEARCH ANALYST
STATE COMMUNITY COLLEGE
- 7703C CIRCLE DRIVE
ST LOUIS MO 63121
PH- (314) 385-8290

KUMAR, VASANT (OR)

COORD, RSCH, GRANTS +CONTRACTS
WISCONSIN INDIANHEAD VTAE DIST
PO BOX B
SHELL LAKE WI 54871
PH- (715) 468-2815

KUNKEL, PAUL E. (OR)

DIR, RESEARCH AND PLANNING
PARKLAND COLLEGE
2400 WEST BRADLEY AVENUE
CHAMPAIGN IL 61820
PH- (217) 351-2239

KUNTZ, ALLEN H.

PROFESSOR
SUNY AT BUFFALO
317 BALDY HALL
BUFFALO NY 14260
PH- (716) 636-2982

KURTZ, ERIC

DIRECTOR, ANALYTIC STUDIES
HARVARD UNIVERSITY
451 HOLYOKE CENTER
CAMBRIDGE MA 02138
PH- (617) 495-5217

KUTINA, KENNETH L. (OR)

SR ASSOC DEAN, SCH OF MEDICINE
CASE WESTERN RESERVE UNIV
2119 ABINGTON ROAD
CLEVELAND OH 44106
PH- (216) 368-2796

KVARNSTROM, MAUD

ASSISTANT HEAD OF SECTION
UNIVERSITY OF UPPSALA
PO BOX 256
S-75105, UPPSALA SWEDEN
PH- (46) 18-155400

KYTLE, JACKSON (OR)

DIRECTOR, RESEARCH + PLANNING
ANTIOCH UNIVERSITY
17 BATTERY PLACE, SUITE 332
NEW YORK NY 10004
PH- (212) 943-3420

KYZR-SHEELEY, BETTY JANE (OR)

INST RSCH SPEC.INSTNL STUDIES
UNIV OF WISCONSIN-EAU CLAIRE
SCHOFIELD 201
EAU CLAIRE WI 54701
PH- (715) 836-5354

* LA MAGDELEINE, DONALD R.

GRADUATE STUDENT, SOCIOLOGY
LOYOLA UNIVERSITY OF CHICAGO
- 1358 W JARVIS STREET
CHICAGO IL 60626

LABOSIER, R. E.

VICE PRESIDENT FOR BUS AFFAIRS
PACIFIC UNIVERSITY
2043 COLLEGE WAY
FOREST GROVE OR 97116
PH- (503) 357-6151 EXT 240

LACH, IVAN J. (OR)

ASSOC DIR, PLNG, RSCH + MIS
ILLINOIS COMM COLLEGE BOARD
3045 STEVENSON DRIVE
SPRINGFIELD IL 62718
PH- (217) 786-6010

LACKEY, JOHN W. (OR)

DIR, INSTITUTIONAL RESEARCH
SOUTHERN CALIFORNIA COLLEGE
55 FAIR DRIVE
COSTA MESA CA 92626
PH- (714) 556-3610 EXT 241

LADD, LAWRENCE R.

ASOC DEAN/FACLTY ARTS+SCIENCES
TUFTS UNIVERSITY
BALLOU HALL
MEDFORD MA 02155
PH- (617) 628-5000 EXT 408

LALL, SARLA E. (OR)

RSCH DIR, OFF OF RSCH + SURVEY
NATL DIV, UNITED METH CHURCH
475 RIVERSIDE DRIVE, ROOM 314
NEW YORK NY 10115
PH- (212) 678-6074

* LAMM, EARL S.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 348-1 PENNELL CIRCLE
TALLAHASSEE FL 32304
PH- (904) 575-2075

LAMPTON, PATRICIA P. (MRS)

ASST DIR,INST STUDIES+PLANNING
UNIVERSITY OF DAYTON
300 COLLEGE PARK
DAYTON OH 45469
PH- (513) 229-3833

LANDIS, LARRY M. (OR)

DIR, INSTITUTIONAL RESEARCH
DRAKE UNIVERSITY

DES MOINES IA 50311
PH- (515) 271-3751

LANDON, THELMA

RESEARCH OFFICER (PROGRAMS)
BRITISH COLUMBIA ACAD COUNCIL
209-26 BASTION SQUARE
VICTORIA, BC, CANADA V8W 1H9
PH- (608) 387-6095

LANDREMAN, URBAN E.

ASST TO DIR, INSTNL RSCH
COLLEGE OF SAINT THOMAS
2115 SUMMIT AVENUE
ST PAUL MN 55105
PH- (612) 647-5812

LANG, DANIEL W. (OR)

ASST VP/OFF OF VP,RSCH + PLNG
UNIVERSITY OF TORONTO
225 SIMCOE HALL
TORONTO, ONT, M5S 1A1 CANADA
PH- (416) 978-7116

LANGLEY, J. THOMAS

VICE PRESIDENT, ADMINISTRATION
ST FRANCIS XAVIER UNIVERSITY

ANTIGONISH, NS, B2G 1C0, CANADA
PH- (902) 867-2212

LANGLOIS, ELEANOR (MS)

PRINCIPAL ADMINISTRATV ANALYST
UNIV OF CALIF-BERKELEY
47 CAMPBELL/OFF OF INSTNL RSCH
BERKELEY CA 94720
PH- (415) 642-6523

LANGSTON, IRA W. (DR)

COORD, RSCH+TSTG/SCH-COL RLTNS
UNIV OF ILLINOIS
409 E CHALMERS, ROOM 310
CHAMPAIGN IL 61820
PH- (217) 333-1171

LANGSTON, PAUL DEE

RESEARCH ASSISTANT
UNIV OF ARKANSAS
- 2000 LAWSON
FAYETTEVILLE AR 72701
PH- (501) 575-5252

LANSING, DAVID

COORD OF ADMINISTRATIVE SERV
ROOSEVELT UNIVERSITY
430 S MICHIGAN
CHICAGO IL 60605
PH- (312) 341-3808

LAPPIN, ERNIE

DIRECTOR, PHYSICAL PLANNING
UNIVERSITY OF WATERLOO
UNIVERSITY AVENUE
WATERLOO, ONT, N2L 3G1, CANADA
PH- (519) 885-1211 EXT 2095

LARKIN, PAUL G. (DR)

DIR, INSTITUTIONAL RESEARCH
PRINCE GEORGES COMM COLLEGE
301 LARGO ROAD
LARGO MD 20870
PH- (301) 322-0723

LARSEN, SUZANNE W. (DR)

OFF OF INSTITUTIONAL RESEARCH
UNIV OF TENNESSEE
111 STUDENT SERVICES BUILDING
KNOXVILLE TN 37916
PH- (615) 974-4373

LASELL, MEL H.

ASSOCIATE DIR, INSTNL ANALYSIS
TEXAS A + M UNIVERSITY
106 BIZZELL HALL
COLLEGE STATION TX 77843
PH- (713) 845-3835

LASHER, WILLIAM F. (DR)

ASSOC VP FOR BDGT +INSTNL STDS
UNIV OF TEXAS AT AUSTIN
MAIN BUILDING
AUSTIN TX 78712
PH- (512) 471-3727

* LASSITER, KAREN L. (MS)

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 2711 BOATNER STREET
TALLAHASSEE FL 32304
PH- (904) 575-5541

LAU, PETER P. ( )

INSTITUTIONAL RESEARCH ANALYST
PASADENA CITY COLLEGE
1570 EAST COLORADO BLVD
PASADENA CA 91106
PH- (213) 578-7214

LAUGHLIN, J. STANLEY (DR)

INSTITUTIONAL RESEARCH
IDAHO STATE UNIVERSITY
BOX 8051
POCATELLO ID 83209
PH- (208) 236-3193

LAURCESCH, WILLIAM (DR)

ASSOC PROF/OFF, PROG RSCH+EVAL
UNIV OF MASSACHUSETTS
SCHOOL OF EDUCATION
AMHERST MA 01003
PH- (413) 545-2062

LAUZON, MARCEL

BUREAU DE RECHERCHE INSTNLL
UNIVERSITE LAVAL
CITE UNIVERSITAIRE
STE-FOY, QUE, G1K 7P4 CANADA
PH- (418) 656-2539

LAVALLEE, LISE (MS)

RSCH OFFICER, BUR RSCH INSTNL
UNIVERSITE DE MONTREAL
CP 6128, SUCC A
MONTREAL, QUE, H3C 3J7, CANADA
PH- (514) 343-6155

LAVERTY, RICHARD EDWARD

INSTNL RESEARCH ANALYST
UNIVERSITY OF VERMONT
E109 GIVEN BLD,COL OF MED
BURLINGTON VT 05402
PH- (802) 656-2160

LAWLESS, ROBERT W. (DR)

ASSOC CHNCLR, PLNG+RESRC ALLOC
UNIV OF HOUSTON
4800 CALHOUN- 206E
HOUSTON TX 77004
PH- (713) 749-2282

LAWRENCE, BEN (DR)

EXECUTIVE DIRECTOR
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0301

LAWRENCE, ROBERT G. (DR)

VICE PRES, ACADEMIC AFFAIRS
MOUNT VERNON NAZARENE COLLEGE
MARTINSBURG ROAD
MOUNT VERNON OH 43050
PH- (614) 397-1244 EXT 219

LAWTON, ROBERT E.

DIR, EDUCATIONAL RSCH + PLNG
BREVARD COMMUNITY COLLEGE
1519 CLEARLAKE ROAD
COCOA FL 32922
PH- (305) 632-1111 EXT 224

LAY, ROBERT

PROG DIR, ENROLLMENT MGMT RSCH
BOSTON COLLEGE
LYONS 106
CHESTNUT HILL MA 02167
PH- (617) 969-0100

LEAHEY, PIERRE

DOYEN, GESTION DES RESSOURCES
UNIV DU QUEBEC A MONTREAL
CP8888, SUCCURSALE A
MONTREAL, QUE, H3C 3P8, CANADA
PH- (514) 282-3057

LEE, CHOONG

RSCH ASSOC, OFF OF VICE CHANC
UNIV OF SC-SPARTANBURG
LIBRARY BUILDING 256
SPARTANBURG SC 29303
PH- (803) 578-1800 EXT 426/428

LEE, DONALD E.

DIR, INSTITUTIONAL RESEARCH
BOARD OF HE, GEN CONF OF SDA
6840 EASTERN AVENUE, NW
WASHINGTON DC 20012
PH- (202) 722-6000 EXT 335

LEE, HENRY

SENIOR PROGRAMMER/ANALYST
UNIVERSITY OF BRITISH COLUMBIA
OFFICE OF INSTNL ANLYS + PLNG
VANCOUVER, BC, CANADA, V6T 1W5

LEE, MARY ALICE

REGISTRAR
SEATTLE UNIVERSITY
COLUMBIA + EAST 12TH AVENUE
SEATTLE WA 98122

LEE, NANCY Y.

ASST DIR, INSTNL RESEARCH
ELIZABETH CITY STATE UNIV
PARKVIEW DRIVE
ELIZABETH CITY NC 27909
PH- (919) 335-3414

LEENEY, PETER

PLNG OFCR/OFF OF VP, RSCH+PLNG
UNIVERSITY OF TORONTO
SIMCOE HALL
TORONTO, ONT, M5S 1A1 CANADA
PH- (416) 978-5409

LEFAUVE, LINDA M.

DIR, INSTITUTIONAL RESEARCH
VILLA MARIA COLLEGE OF BUFFALO
240 PINE RIDGE ROAD
BUFFALO NY 14225
PH- (716) 896-0700 EXT 20

LEHMAN, LILLIAN Y. (DR)

REGISTRAR + DIR, INSTNL RSCH
UNIV OF NC AT CHAPEL HILL
02 SOUTH BUILDING-005-A
CHAPEL HILL NC 27514
PH- (919) 933-3071

LEISCHUCK, GERALD S. (DR)

DIR, INSTITUTIONAL ANALYSIS
AUBURN UNIVERSITY

AUBURN AL 36830
PH- (205) 826-4765

LELONG, DONALD C. (OR)

DIRECTOR
INSTITUTE OF HIGHER EDUC MGMT
201 W SEVENTH STREET, ROOM 020
AUSTIN TX 78701
PH- (512) 471-7737

LENING, SHARON FAGAN

DIR, INSTITUTIONAL STUDIES
UNIV OF CONNECTICUT HLTH CTR
AM039
FARMINGTON CT 06032
PH- (203) 674-2506

LENDENMANN, WERNER

ASSOC DIR, PLANNING + BUDGET
UNIV OF CALIF-SAN DIEGO
100 ADMIN COMPLEX, Q-006
LA JOLLA CA 92093
PH- (714) 452-3476

LENNING, OSCAR T. (OR)

ACADEMIC DEAN
ROBERTS WESLEYAN COLLEGE
2301 WESTSIDE DRIVE
ROCHESTER NY 14624
PH- (716) 594-9471

LESTER, JAMES WILLIAM (MSGR)

DIRECTOR, EDUCATIONAL SERVICES
SEMINARY OF ST VINCENT DE PAUL
PO BOX 460/S MILITARY TRAIL
BOYNTON BEACH FL 33435
PH- (305) 732-4424 EXT 37

LESTER, SISTER JEANETTE

INSTITUTIONAL RESEARCHER
SAINT MARY'S COLLEGE
LEMANS HALL
NOTRE DAME IN 46556
PH- (219) 284-4550

LETENDRE, EMILE J. (OR)

DIR, INSTITUTIONAL RESEARCH
MANHATTAN COLLEGE
RIVERDALE
BRONX NY 10471
PH- (212) 920-0390 EXT 390

LETOURNEAU, CLAUDE

AGENT DE RECHERCHE
UNIV DU QUEBEC
2875 BOULEVARD LAURIER
STE-FOY, QUE, G1V 2M3 CANADA
PH- (418) 657-2263

LEVASSEUR, PAUL M.

HEAD, IMHE PROGRAM
OECD (ORG, ECON CO-OP + DEVLP)
2 RUE ANDRE PASCAL
75775 PARIS FRANCE
PH- 524-92-64

LEVENTHAL, RICHARD C. (OR)

ASSISTANT PROFESSOR, MARKETING
METROPOLITAN STATE COLLEGE
1006 11TH STREET
DENVER CO 80204
PH- (303) 629-3229

LEVERENZ, THEO R.

270 ZANDALE DRIVE
LEXINGTON KY 40503

LEVY, SHELDON

ASST VICE PRES (ACAD PLANNING)
YORK UNIVERSITY
4700 KEELE STREET, S923 ROSS
DOWNSVIEW, ON, CANADA, M3J 1P3
PH- (416) 667-3020

LEWIS, JOHN (OR)

CHAIRPERSON, DEPT OF PSYCHOLOGY
WINONA STATE UNIVERSITY
8TH AND JOHNSON
WINONA MN 55987
PH- (507) 457-2161

LEWIS, MARGARET

ASSOCIATE DEAN OF STUDENTS
EAST CENTRAL OKLA STATE UNIV

ADA OK 74820

LEWIS, ROBERT I.

DIR, MANAGEMENT SYSTEMS + PLNG
UNIV OF ARKANSAS-LITTLE ROCK
33RD + UNIVERSITY AVENUES
LITTLE ROCK AR 72204
PH- (501) 569-3200

LEWISKI, RAYMOND L. (OR)

PERSONNEL RSCH PSYCHOLOGIST
COMMUNITY COLLEGE OF AIR FORCE
MAXWELL AFB, CCAF/XP, BLDG 830
MONTGOMERY AL 36112
PH- (205) 293-0003

LEX, ANDREA A. (OR)

RESEARCH ASSOCIATE
COMM COL OF ALLEGHENY COUNTY
610 SMITHFIELD STREET
PITTSBURGH PA 15222
PH- (412) 288-2094

LICHTENSTEIN, PAULINE

DIRECTOR, RESEARCH + PLANNING
HOFSTRA UNIVERSITY
1000 FULTON AVENUE
HEMPSTEAD NY 11550
PH- (516) 560-3520

LIECHTY, THORNTON A. (OR)

ASST TO THE CHANCELLOR
UNIV OF WISCONSIN CENTER SYS
602 STATE STREET
MADISON WI 53706
PH- (608) 262-1784

LIGHTFIELD, E. TIMOTHY (OR)

ASSOC VP, EDUCATIONAL SERVICES
FLORIDA JR COL AT JACKSONVILLE
210 NORTH MAIN STREET
JACKSONVILLE FL 32202
PH- (904) 358-1812 EXT 245

LIND, DOUGLAS A.

ASSOCIATE PROFESSOR, CS + PM
UNIVERSITY OF TOLEDO
2801 WEST BANCROFT STREET
TOLEDO OH 43606
PH- (419) 537-2346

LINGENFELTER, PAUL E. (OR)

DEPUTY DIR, FISCAL AFFAIRS
ILLINOIS BOARD OF HIGHER EDUC
4 W OLD CAP SQ/500 REISCH BLDG
SPRINGFIELD IL 62701
PH- (217) 782-3632

LINHART, CYNTHIA A.

ASSISTANT FOR PLANNING
UNIVERSITY OF PITTSBURGH
OFFICE OF ADMINISTRATION
PITTSBURGH PA 15260
PH- (412) 624-4245

LINNELL, NAOMI

ASST DIR, COLLEGE + UNIV SERVS
AMERICAN LUTHERAN CHURCH
422 SOUTH FIFTH STREET
MINNEAPOLIS MN 55415
PH- (612) 330-3123

LINNELL, ROBERT H. (OR)

DIR, INSTITUTIONAL STUDIES
UNIV OF SOUTHERN CALIFORNIA
1012 36TH STREET
LOS ANGELES CA 90307
PH- (213) 743-5817

LINNEY, THOMAS J., JR. (OR)

EDUCATION POLICY FELLOW
ERIC CLEARINGHOUSE ON HI EDUC
OFFICE OF EDUCL RSCH + IMPRVMT
ALEXANDRIA VA 22314
PH- (202) 472-5756

LINTVEDT, DONALD R. (PROF)

DIR, OFF OF INSTITUTIONAL RSCH
UPSALA COLLEGE
KENBROOK HALL
EAST ORANGE NJ 07019
PH- (201) 266-7279

LITAKER, R. GREGORY (OR)

INSTITUTIONAL RESEARCH OFFICER
UNIVERSITY OF LOUISVILLE
103 ADMINISTRATIVE ANNEX
LOUISVILLE KY 40208
PH- (502) 588-6766

LITTEN, LARRY H.

ASSOCIATE DIRECTOR
CONSRTM ON FINANCING HIGHER ED
230 MAIN STREET, SUITE 500
CAMBRIDGE MA 02142
PH- (617) 253-5030

LITTLE, PHILIP L.

BUSINESS + FINANCIAL ANALYST
CLEMSON UNIVERSITY
206 SIKES HALL
CLEMSON SC 29631
PH- (803) 656-2422 EXT 2422

LITTRELL, ROBERT T. (OR)

DIR, INSTITUTIONAL RESEARCH
CALIF STATE UNIV-LONG BEACH
1250 BELLFLOWER BOULEVARD
LONG BEACH CA 90840
PH- (213) 498-4191

LITWIN, JAMES LEON (OR)

DIR, INSTITUTIONAL STUDIES
BOWLING GREEN STATE UNIVERSITY
313 OLD MUSIC BUILDING
BOWLING GREEN OH 43402
PH- (419) 372-2681

LIU, RICHARD

DIR, PLANNING + BUDGET ANLYS
EASTERN ILLINOIS UNIVERSITY
5508 NORTH ST LOUIS AVENUE
CHARLESTON IL 61920
PH- (217) 581-5023

LOSAK, JOHN (OR)

DEAN OF INSTITUTIONAL RESEARCH
MIAMI-DADE COMMUNITY COLLEGE
11011 SW 104 STREET
MIAMI FL 33176
PH- (305) 596-1238

LOBBAN, RAY K.

MANAGER, INFO ANLYS + SYSTEMS
UNIVERSITY OF WESTERN ONTARIO
RICHMOND ST,N/STEVSN-LAWSON,65
LONDON, ONT, N6A 5B8 CANADA
PH- (519) 679-3536

LOWTHER, MALCOLM A.

PROFESSOR OF EDUCATION
UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR MI 48109
PH- (313) 76?-2588

LOCKIE, R. D.

RESEARCH ASSOCIATE
UNIVERSITY OF GUELPH
ANALYSIS + PLANNING OFFICE
GUELPH- ONT, N1G 2W1 CANADA
PH- (519) 824-4120 EXT 2751

LOZIER, G. GREGORY (OR)

ASSOC DIR/OFF OF PLNG + BUDGET
PENN STATE UNIV
315 OLD MAIN
UNIVERSITY PARK PA 16802
PH- (814) 863-0405

LOLLI, ANTHONY (OR)

DIR, STUDENT INFO + RESEARCH
CORNELL UNIVERSITY
410 THURSTON AVE/ADMISSION OFF
ITHACA NY 14850
PH- (607) 256-6200

LUCAS, JOHN A. (OR)

DIR, PLANNING AND RESEARCH
WILLIAM RAINEY HARPER COLLEGE
ALGONQUIN + ROSELLE ROADS
PALATINE IL 60067
PH- (312) 397-3000 EXT 263

LONGMORE, MYRON J.

DIRECTOR OF RESEARCH
CAMERON UNIVERSITY
2800 WEST GORE BLVD
LAWTON OK 73505
PH- (405) 248-2200 EXT 263

LUCE, LARRY G. (OR)

DIR, FACILITIES PLNG + UTILZTN
NORTH TEXAS STATE UNIVERSITY
BOX 8483
DENTON TX 76203
PH- (817) 788-2005

LONSDALE, ALAN J.

C/O EDUCATIONAL DEPARTMENT
WESTERN AUSTRALIAN INST TECH
27 GILROY WAY
BESNUROIE, WA, AUSTRALIA, 6076

LUCIANO, SISTER ANN CARMEL

ASST PROFESSOR OF MATHEMATICS
WESTERN NEW ENGLAND COLLEGE
WILBRAHAM ROAD
SPRINGFIELD MA 01119
PH- (413) 782-3111 EXT 481

LOPEZ-DELGADILLO, HUMBERTO

DIR DEL AREA ACADEMICA, H Y CS
UNIV AUTONOMA DE GUADALAJARA
AV DE LA PATRIA 1201
GUADALAJARA, JALISCO MEXICO
PH- 41 33 03

LUDLOW, H. GLENN (OR)

ASST VICE PRES, ADMINISTRATION
INDIANA UNIVERSITY
BRYAN HALL, 115
BLOOMINGTON IN 47405
PH- (812) 337-8849

LORANG, WENDELL G.

ASSOC, INSTITUTIONAL RESEARCH
SUNY AT ALBANY
1400 WASHINGTON AVE, ADMIN 301
ALBANY NY 12222
PH- (518) 457-4621

LUECK, LOWELL A. (OR)

ASST DIR, INSTNL RSCH + PLNG
WESTERN ILLINOIS UNIVERSITY
SHERMAN 312
MACOMB IL 61455
PH- (309) 298-1185

LUKEY, GLENN H.

DUS AF OFCR/EVANS CTR FOR LRNG
COLLEGE OF THE VI-ST CROIX
PO BOX 2555, CHRISTIANSTED
ST CROIX VI 00820
PH- (809) 778-1620 EXT 125

LULLIES, STEFAN (DR)

REGIERUNGSDIREKTOR
BAVARIAN STATE INST RSCH HI ED

8000 MUNICH WEST GERMANY
PH- (089) 9214-2180

LUNA, CYNTHIA L. (DR)

ASSISTANT RESEARCH SCIENTIST
UNIVERSITY OF MICHIGAN
400 N INGALLS/3306 SCH OF NURS
ANN ARBOR MI 48197
PH- (313) 763-6634

LUNDAHL, CRAIG R. (DR)

DIRECTOR OF RESEARCH
WESTERN NEW MEXICO UNIVERSITY
LABORATORY/OFF BLDG, ROOM 142
SILVER CITY NM 88061
PH- (505) 538-6203

LUNNEY, GERALD H.

ASSOC DIRECTOR/DIR OF
COUNCIL OF IND KY COL + UNIV
BOX 668
DANVILLE KY 40422
PH- (606) 236-3533

LUSAIN, WILLIAM E. (DR)

DIRECTOR, PLANNING,MGMT + EVAL
UNIV OF ARKANSAS-PINE BLUFF
PO BOX 4134
PINE BLUFF AR 71601
PH- (501) 541-6564

LUSSIER, YVON

DIR/BUREAU, RECHERCHE INSTNLL
UNIV DU QUEBEC A MONTREAL
CP 8888, SUCC A
MONTREAL, QUE, H3C 3P8, CANADA
PH- (514) 282-7294

LYNCH, ROBERT C. (DR)

DIR, INSTITUTIONAL RESEARCH
CATONSVILLE COMMUNITY COLLEGE
800 SOUTH ROLLING ROAD
CATONSVILLE MD 21228
PH- (301) 455-4842

LYNCH, ROBERT D.

DIR, SPECIAL PROGRAM DEVELOP
LOCK HAVEN STATE COLLEGE
NORTH FAIRVIEW STREET
LOCK HAVEN PA 17745
PH- (717) 893-2322, 2495

LYONS, J. DOYLE

COORD, INSTITUTIONAL RESEARCH
NEW RIVER COMMUNITY COLLEGE
PO BOX 1127
DUBLIN VA 24084
PH- (703) 674-4121 EXT 270

LYONS, JOHN MICHAEL

ASSOC VP,ADMIN/INST STDS+SERVS
UNIV OF ALABAMA IN BIRMINGHAM
UNIVERSITY STATION
BIRMINGHAM AL 35294
PH- (205) 934-2304

LYONS, LINDA (DR)

DIR, INSTITUTIONAL RESEARCH
JERSEY CITY STATE COLLEGE
2039 KENNEDY BLVD
JERSEY CITY NJ 07305
PH- (201) 547-3305

MACCROSTIE, DALE (MS)

ANALYST, INSTNL ANLYS + PLNG
UNIVERSITY OF BRITISH COLUMBIA
6328 MEMORIAL RD/OLD ADMIN,140
VANCOUVER, BC, V6T 1W5, CANADA
PH- (604) 228-5611

MACDERMAID, DARRYL F.

DIR,RSRCS PLNG + ANLYTL STDS
QUEEN'S UNIVERSITY
215 RICHARDSON HALL
KINGSTON, ONT, K7L 3N6, CANADA
PH- (613) 547-6261

MACDONALD, TRACY L.

RESEARCH ASSISTANT
UNIVERSITY OF SASKATCHEWAN
210 ADMINISTRATION BUILDING
SASKATOON, SK, CANADA, S7N 0W0

MACGREGOR, IAN R. (DR)

VICE PRESIDENT, PLANNING
UNIVERSITY OF AKRON
BUCHTEL HALL
AKRON OH 44325
PH- (216) 375-7462

MACKAY, DONALD R.

DIRECTOR, DEVELOPMENT
BRANDON UNIVERSITY
270 18TH STREET
BRANDON, MAN, CANADA R7A 6A9
PH- (204) 728-9520 EXT 321

MACKINNON, ANNE-MARIE (MS)

EXECUTIVE ASSISTANT
ASSN OF ATLANTIC UNIVERSITIES
6080 YOUNG STREET, SUITE 702
HALIFAX, NS, B3K 5L2 CANADA
PH- (902) 453-2775

MACLEOD, JANET E.

RSCH ASST, INSTNL PLNG + RSCH
ROCHESTER INST OF TECH (NTID)
ONE LOMB MEMORIAL DRIVE
ROCHESTER NY 14623
PH- (716) 475-6507

MACMARTIN, JOHN B.

EXECUTIVE DIRECTOR
UNIVERSITIES GRANTS COMMISSION
226-530 CENTURY STREET
WINNIPEG, MB, CANADA R3H 0Y4
PH- (204) 775-0621

* MADDOX, VICTOR A. (DR)

GRADUATE STUDENT
UNIV OF SOUTHERN MISSISSIPPI
- RT 4, BOX 425, N LAKE SERENE
HATTIESBURG MS 39401
PH- (601) 266-7311

MAHAN, BEATRICE T. (MRS)

ASST DIR, INSTITUTIONAL RSCH
VA POLYTECH INST + STATE UNIV
129 SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-6003

* MAHMOUD, MOHAMMED MOSTAFA

GRAD STDT/CTR FOR RSCH, ED SCI
UNIVERSITY OF EDINBURGH
24 BUCCLEUCH PLACE
EDINBURGH, EH8 9JT SCOTLAND
PH- (031) 667-1011 EXT 6705

MAHONEY, HEIDI L. (DR)

ASSOC VP, FACLTY+STAFF RELATNS
SUNY COLLEGE AT BUFFALO
GROVER CLEVELAND HALL 505
BUFFALO NY 14222
PH- (716) 878-4312

MAKOWSKI, DAVID

SENIOR STAFF ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0329

MALONEY, MARY F. (DR)

VICE PRES FOR COMPUTER OPERTNS
ST JOHNS UNIVERSITY

JAMAICA NY 11439
PH- (212) 990-6561

MALTBY, E. SUZANNE

INTERIM DIR, INSTNL RESEARCH
CALIF STATE UNIV-LOS ANGELES
5151 STATE UNIVERSITY DRIVE
LOS ANGELES CA 90032
PH- (213) 224-2015

MANAHAN, RICHARD A. (DR)

VICE PRES, FINANCE + ADMIN
EAST TENNESSEE STATE UNIV
PO BOX 23, 060A
JOHNSON CITY TN 37614
PH- (615) 929-5301

MANDRYK, JOHN P.

DIR, INSTITUTIONAL RESEARCH
SUNY COLLEGE AT NEW PALTZ
HAB 805
NEW PALTZ NY 12561
PH- (914) 257-2277

MANERA, ANTHONY S.

PRESIDENT
VANCOUVER COMMUNITY COLLEGE
675 WEST HASTINGS STREET
VANCOUVER, BC, V6B 1N2, CANADA
PH- (604) 688-1111

MANGELSON, WAYNE L. (DR)

DIR, MANAGEMENT INFO SYSTEMS
KEARNEY STATE COLLEGE

KEARNEY NE 68847
PH- (308) 236-4426

MANN, RICHARD L. (DR)

DIR, INSTNL RSCH/INFO SYSTEMS
UNIVERSITY OF KANSAS
223 STRONG HALL
LAWRENCE KS 66045
PH- (913) 864-4060

MANNING, CHARLES N.

ASSOCIATE EXECUTIVE DIRECTOR
COLORADO CMSN ON HIGHER EDUC
1550 LINCOLN STREET, SUITE 207
DENVER CO 80203
PH- (303) 866-2725

MANNING, KENNETH

DIR, INSTITUTIONAL RESEARCH
INDIANA UNIVERSITY AT KOKOMO
2300 SOUTH WASHINGTON
KOKOMO IN 46901
PH- (317) 453200 EXT 225

MAPLES, CATHERINE C. (OR)

DIR, INSTITUTIONAL RESEARCH
JOHN C. CALHOUN STATE COMM COL
PO BOX 2216
DECATUR AL 35602
PH- (205) 350-9902

MAR, R. E.

MGR, BUSINESS INFO SYSTEMS
UNIVERSITY OF TORONTO
215 HURON STREET
TORONTO, ONT, M5S 1A1 CANADA
PH- (416) ?78-2220

MARBURGER, HAROLD J.

DIR, INSTITUTIONAL STUDIES
UNIV OF TEXAS SYSTEM
201 W 7TH ST,ASHBEL SMITH HALL
AUSTIN TX 78701
PH- (512) 471-1054

MARCH, WILLIAM A.

DIR, INSTITUTIONAL RESEARCH
COLUMBUS TECHNICAL INSTITUTE
BOX 1609
COLUMBUS OH 43216
PH- (614) 227-2475

MARCHAND, DALE P.

SENIOR CONSULTANT
SYSTEMS + COMPUTER TECHNOLOGY
4 COUNTRY VIEW ROAD
MALVERN PA 19355
PH- (215) 647-5930

MARCOTTE, PIERRE

AGENT DE RECHERCHE
UNIV DU QUEBEC
2875 BOULEVARD LAURIER
STE-FOY, QUE, G1V 2M3 CANADA
PH- (418) 657-2215

MARLOWE, LON D. (OR)

ASSISTANT TO THE PRESIDENT
COLUMBUS COLLEGE
ALGONQUIN DRIVE
COLUMBUS GA ?.904
PH- (404) 568-2029

MAROLIS, CLEMENT

RESPONSABLE DU BUREAU D'ETUDE
TELE-UNIVERSITE
214 AVENUE ST-SACREMENT
QUEBEC, PQ, CANADA G1N 4M6
PH- (418) 657-2262 EXT 200

MARSHALL, ALEX M.

DIR, PHYS PLNG + INFO ANALYSIS
UNIVERSITY OF WINDSOR
SUNSET AVENUE, WINDSOR HALL
WINDSOR, ONT, N9B 3P4 CANADA
PH- (519) 253-4232 EXT 472

MARTENS, FREDA R. M. (OR)

DEAN, PLANNING + INFO SERVICE
DUTCHESS COMMUNITY COLLEGE

RUBY NY 12475

MARTIN, JAMES S. III

ASST DIR, MANAGEMENT SYSTEMS
UNIVERSITY OF COLORADO
REGENT HALL, BOX 50
BOULDER CO 80309
PH- (303) 492-6294

MARTIN, MARY P. (OR)

INSTITUTIONAL RESEARCH ASSOC
UNIV OF MISSOURI
309 UNIVERSITY HALL
COLUMBIA MO 65201
PH- (314) 882-2311

MARTIN, SHELLEY F. J.

SECRETARY
LIVINGSTONE COLLEGE
701 WEST MONROE STREET
SALISBURY NC 28144
PH- (704) 633-7960 EXT 15

MARTORANA, S. V. (OR)

PROF, HI EDUC + RSCH ASSOCIATE
PENN STATE UNIV
322 POND LABORATORY
UNIVERSITY PARK PA 16802
PH- (814) 865-8367

* MASLAND, ANDREW T.

GRADUATE STUDENT
HARVARD UNIVERSITY
- 2 PEABODY TERRACE, 1003
CAMBRIDGE MA 02138
PH- (617) 661-8641

MASON, SUSAN (MRS)

ASST TO VICE PRES,PLNG + ANLYS
ALABAMA STATE UNIVERSITY
915 SOUTH JACKSON STREET
MONTGOMERY AL 36195
PH- (205) 832-6072 EXT 429

MASON, THOMAS R. (DR)

PRESIDENT
MIRA INCORPORATED
2222 PARK AVENUE
MINNEAPOLIS MN 55404
PH- (612) 872-1750

MASON, VICKI O. (MS)

RESEARCH ANALYST/ASSISTANT
TARRANT CO JUNIOR COLLEGE DIST
1400 ELECTRIC SERVICE BUILDING
FORT WORTH TX 76102
PH- (817) 336-7851 EXT 220

MASSENA, JAMES R.

DIRECTOR, COMPUTER CENTER
OAKWOOD COLLEGE
OAKWOOD ROAD
HUNTSVILLE AL 35806
PH- (205) 837-8671

MATAR, JOSEPH E. (DR)

DIR, INSTNL RSCH+MGMT INFO SYS
MARQUETTE UNIVERSITY
615 NORTH 11TH STREET
MILWAUKEE WI 53233
PH- (414) 224-7528

MATHEWSON, DOUGLAS A. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF NEVADA SYSTEM
405 MARSH AVENUE
RENO NV 89509
PH- (702) 784-4022

MATROSS, RONALD P. (DR)

RESEARCH ASSOCIATE
UNIVERSITY OF MINNESOTA
- 720 WASHINGTON AVE SE, 203
MINNEAPOLIS MN 55414
PH- (612) 373-4062

MATT, JOSEPH J.

ASST DIR,INSTNL STUDIES + PLNG
ARIZONA STATE UNIVERSITY
116 DIXIE GAMMAGE HALL
TEMPE AZ 85281
PH- (602) 965-2318

MATTHEWS, GERARD SEBASTIAN

COORD, INSTITUTIONAL RESEARCH
PEIRCE JUNIOR COLLEGE
1420 PINE STREET
PHILADELPHIA PA 19102
PH- (215) 545-6400 EXT 274

MATTHEWS, JANA B. (DR)

DIR, DIRECT ASSISTANCE NETWORK
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0345

MAWDITT, RICHARD M.

PRINCIPAL ADMIN OFFICER
UNIVERSITY OF BATH
CLAVERTON DOWN
BATH, BA2 7AY ENGLAND
PH- (0225) 61244 EXT 679

MAXEY, E. JAMES (DR)

ASST VP + DIR, INSTNL SERVICES
AMERICAN COLLEGE TESTING PROG
PO BOX 168
IOWA CITY IA 52243
PH- (319) 337-1100

MAYNARD, JIM

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF NEBRASKA-OMAHA
60TH AND DODGE
OMAHA NE 68182
PH- (402) 554-2367

MAZERO, T. JEAN (DR)

ASSISTANT TO THE PRESIDENT
WESTMORELAND COUNTY COMM COLL

YOUNGWOOD PA 15697
PH- (412) 925-4120

MCALLISTER, HARMON C. (DR)

DIR, OFF FOR INSTITUTIONL RSCH
WAYNE STATE UNIVERSITY
1261 MACKENZIE HALL
DETROIT MI 48202
PH- (313) 577-1960

MCCANDLESS, RICK

DIR, INSTNL SUPPORT SERVICES
BRITISH COLUMBIA MIN OF EDUC
PARLIAMENT BUILDINGS
VICTORIA, BC, V8V 2M4 CANADA

MCCARTHY, J.

ASST VICE-RECTOR, ADMIN
UNIVERSITY OF OTTAWA
550 CUMBERLAND
OTTAWA, ONT, K1N 6N5 CANADA
PH- (613) 231-3497

MCCARTHY, SISTER MARJORIE

DIR, INSTNL RSCH/355 ADMIN
COLLEGE OF MOUNT ST. VINCENT
RIVERDALE AVENUE + 263RD ST
RIVERDALE NY 10471
PH- (212) 549-8000 EXT 329

MCCARTY, LISA

DATA SPECIALIST
JOHNSON COUNTY COMMUNITY COLL
12345 COLLEGE AT QUIVIRA
OVERLAND PARK KS 66210
PH- (913) 888-8500

MCCLAIN, RUTH S. (DR)

DIR, INSTITUTIONAL RESEARCH
SALEM STATE COLLEGE
352 LAFAYETTE STREET
SALEM MA 01970
PH- (617) 745-0556 EXT 293

MCCOLLESTER, CHARLES W.

COORDINATOR, ANALYTICAL STUDIES
UNIVERSITY OF NOTRE DAME
OFF OF DEAN, ADMIN/ADMIN BG, 320
NOTRE DAME IN 46556
PH- (219) 283-7572

MCCONOCHIE, DANIEL O.

DIRECTOR OF RESEARCH
MD STATE BOARD FOR COMM COLLS
16 FRANCIS STREET
ANNAPOLIS MD 21401
PH- (301) 269-2881

MCCORD, MICHAEL T. (DR)

ASSOC DIR, INSTRCL + RSCH SERV
WEST GEORGIA COLLEGE
SANFORD HALL
CARROLLTON GA 30118
PH- (404) 834-1405

MCCORMACK, ROBERT L.

DIR, INSTITUTIONAL RESEARCH
SAN DIEGO STATE UNIVERSITY
CAMPUS INFORMATION SYSTEMS
SAN DIEGO CA 92182
PH- (714) 265-6846

MCCOY, MARILYN

DIR, PLANNING + POLICY DEVELOP
UNIVERSITY OF COLORADO SYSTEM
914 BROADWAY/CAMPUS BOX B-4
BOULDER CO 80309
PH- (303) 492-6208

MCCULLEN, KEVIN G.

DIR, PLNG + INSTITUTIONAL RSCH
JUNIATA COLLEGE
1700 MOORE STREET
HUNTINGDON PA 16652
PH- (814) 643-4310 EXT 281

MCDANIEL, WALTER A.

- 11 PINEWOOD LANE
SICKLERVILLE NJ 08081
PH- (609) 292-4857

MCDERMOND, MARIE V.

ASSISTANT CHANCELLOR
UNIV OF MASSACHUSETTS
309 WHITMORE ADMIN BUILDING
AMHERST MA 01003
PH- (413) 545-2141

MCFEETER, RUTH E. (MS)

ASSOC DEAN, COLL OF ARTS+SCIS
AMERICAN UNIVERSITY
MASSACHUSETTS + NEBRASKA AVES
WASHINGTON DC 20016
PH- (202) 686-2440

MCGEE, MARY L. (MS)

SENIOR ANALYST
SIMON FRASER UNIVERSITY

BURNABY, BC, V5A 1S6 CANADA
PH- (604) 291-3278

MCGINNES, R. DRUE

DEAN, FINANCE + PLANNING
MANSFIELD STATE COLLEGE

MANSFIELD PA 16933

MCGONAGLE, DAVID J. (DR)

REGISTRAR
CATHOLIC UNIVERSITY OF AMERICA
620 MICHIGAN AVENUE, NE
WASHINGTON DC 20064
PH- (202) 635-5300

MCLAUGHLIN, GERALD W. (OR)

ASSOC DIR, INSTITUTIONAL RSCH
VA POLYTECH INST + STATE UNIV
128 SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-7923

MCHENRY, CHARLOTTE SWALES (NS)

ASST PROFESSOR OF NURSING
UNIV OF SOUTHERN MISSISSIPPI
- 2902 HILLSIDE DRIVE
HATTIESBURG MS 39401
PH- (601) 266-4211 EXT 240

MCNALLY, JAMES L. (OR)

DIR, INSTITUTIONAL RESEARCH
SUNY COLLEGE AT GENESEO
ERWIN BUILDING, 220
GENESEO NY 14454
PH- (716) 245-5563

MCILWAY, DENNIS P.

DIRECTOR OF PUBLIC RELATIONS
MOUNT ALOYSIUS JUNIOR COLLEGE
WILLIAM PENN HIGHWAY
CRESSON PA 16630
PH- (814) 886-4131 EXT 71

MCNAMARA, PAUL S. (OR)

ASSOC DEAN, MGMT + PLANNING
HOUSATONIC COMMUNITY COLLEGE
510 BARNUM AVENUE
BRIDGEPORT CT 06608
PH- (203) 579-6458

MCINTOSH, NAOMI E. S.

HEAD, SURVEY RESEARCH DEPT
THE OPEN UNIVERSITY
WALTON HALL
MILTON KEYNES, MK7 6AA,ENGLAND
PH- 0908-63136

MCNERNEY, NANCY (NS)

DIR, INSTITUTIONAL RESEARCH
NIAGARA COUNTY COMMUNITY COL
+A+ BUILDING, ROOM 219
SANBORN NY 14132
PH- (716) 731-3271 EXT 120

MCINTYRE, KEITH L.

PRESIDENT
MOHAWK COLLEGE
BOX 2034
HAMILTON, ONT, L8N 3T2, CANADA
PH- (416) 389-4461 EXT 321

MEARS, G. L. (OR)

DIR:BUDGET +INSTNL STDIES DEPT
YOUNGSTOWN STATE UNIVERSITY
410 WICK AVENUE
YOUNGSTOWN OH 44555
PH- (216) 742-3130

MCKINLEY, WILLIAM E., JR.

DIR, RESOURCE ANALYSIS + PLNG
KENT STATE UNIVERSITY
FRANKLIN HALL, ROOM 306
KENT OH 44242
PH- (216) 672-7901

MEEK, VURNETTA G. (NS)

COORD, INSTITUTIONAL PLNG+RSCH
JARVIS CHRISTIAN COLLEGE
HIGHWAY 80
HAWKINS TX 75765
PH- (214) 769-2174 EXT 14

MCKINNEY, T. HARRY (OR)

PROF,DEPT OF ADMIN+HIGHER EDUC
MICHIGAN STATE UNIVERSITY
- 421 WHITEHILLS DRIVE
EAST LANSING MI 48823
PH- (517) 355-6614

MEEKER, RALPH D. (OR)

PLANNING COORDINATOR
ILLINOIS BENEDICTINE COLLEGE
5700 COLLEGE ROAD
LISLE IL 60532
PH- (312) 968-7270 EXT 241

MCKOWN, JOHNETTE

DIR, INSTITUTIONAL RESEARCH
PARIS JUNIOR COLLEGE
2400 CLARKSVILLE
PARIS TX 75460
PH- (214) 785-7661 EXT 109

MEHTA? ATHAN, ANI

PLANNING ASSOCIATE
CARNEGIE-MELLON UNIVERSITY
5000 FORBES AVENUE
PITTSBURGH PA 15213
PH- (412) 578-2125

MEHALLIS, MANTHA VLAHOS (DR)

DIR, INSTITUTIONAL RESEARCH
BROWARD COMMUNITY COLLEGE
225 EAST LAS OLAS BOULEVARD
FT LAUDERDALE FL 33301
PH- (305) 761-7480

MEIVES, SUSAN

SENIOR STAFF ASSOCIATE
UNIV OF WISCONSIN SYSTEM
1538 VAN HISE
MADISON WI 53711
PH- (608) 263-7918

MELCHIORI, GERLINDA S. (DR)

COORDINATOR, ACADEMIC AFFAIRS
UNIVERSITY OF MICHIGAN
2524 LSA
ANN ARBOR MI 48109
PH- (313) 764-8321

MELLON, ROBERT

PLANNER
STATE BD FOR TECH/COMP EDUC
1429 SENATE STREET
COLUMBIA SC 29201
PH- (803) 758-6721

MENGE, EDWARD, JR. (DR)

PLNG COORD, OFF OF PRESIDENT
FRANKLIN UNIVERSITY
201 SOUTH GRANT AVENUE
COLUMBUS OH 43215
PH- (614) 224-6237

* MENHENETT, R. O.

GRADUATE STUDENT
UNIV OF CALIF-LOS ANGELES
- 1650 CASALE ROAD
PACIFIC PALISADES CA 90272

MENTES-MOORE, MARJORIE A.

CO-DIR, OFF OF INSTNL RESEARCH
STRAYER COLLEGE
601 13TH STREET, NW
WASHINGTON DC 20036
PH- (202) 783-5180 EXT 74

MEREDITH, MARK (DR)

DIR, INSTITUTIONAL STUDIES
UNIVERSITY OF COLORADO SYSTEM
REGENT HALL 3A, CAMPUS BOX B-5
BOULDER CO 80309
PH- (303) 492-6294

MERNER, PAUL

RESEARCH ASSISTANT
CAMOSUN COLLEGE
1950 LANSDOWNE ROAD
VICTORIA, BC, CANADA V8P 5J2
PH- (604) 592-1281 EXT 249

MERTINS, PAUL F.

COLLEGE SURVEYS BRANCH
NATL CTR FOR EDUC STATISTICS
400 MARYLAND AVE SW, 905 PRES
WASHINGTON DC 20202
PH- (301) 436-6425

METCALF, LYNN W.

DATA MANAGEMENT + RSCH ANALYST
SC COMMISSION ON HIGHER EDUC
1429 SENATE STREET
COLUMBIA SC 29209
PH- (803) 758-2407

MEYER, EDWARD O. (DR)

ASST TO PRES FOR PLNG + RSCH
MADONNA COLLEGE
36600 SCHOOLCRAFT
LIVONIA MI 48150
PH- (313) 591-5043

MEZNEK, JAMES

DIR, INSTRUCTIONAL RESEARCH
SCHOOLCRAFT COLLEGE
18600 HAGGERTY ROAD
LIVONIA MI 48152
PH- (313) 591-6400 EXT 406

MICHAEL, ROBERT O.

SPC PROJ COORD,GA CAP INFO SYS
GEORGIA STATE UNIVERSITY
- 2336 BRIARWOOD HILLS DRIVE
ATLANTA GA 30319
PH- (404) 658-3100

MIDDAUGH, RICHARD W.

RESEARCH ANALYST
HILLSBOROUGH COMMUNITY COLLEGE
PO BOX 22127
TAMPA FL 33622
PH- (813) 879-7222 EXT 270

* MIKLICH, BEVERLY

GRADUATE STUDENT
CLAREMONT GRADUATE SCHOOL
- 3902 CALLE REAL
SAN CLEMENTE CA 92672
PH- (714) 496-3867

MILINUSIC, TOMISLAV FRANCOIS

INSTITUTIONAL ANALYST
ATHABASCA UNIVERSITY
14986- 121 A AVENUE
EDMONTON, AL, CANADA T5L 2W4
PH- (403) 452-9990 EXT 304

MILLER, ANNIE MAI

DIR, INSTITUTIONAL RSCH + PLNG
LANE COLLEGE
545 LANE AVENUE
JACKSON , TN 38301
PH- (901) 424-4600 EXT 273

MILLER, ELAINE KING (OR)

DIRECTOR, LEARNING CENTER
ROCHESTER COMMUNITY COLLEGE
HWY 14 EAST
ROCHESTER MN 55901
PH- (507) 285-7230

MILLER, JAMES L., JR. (OR)

PROF, HI ED/CTR FOR STDY,HI ED
UNIVERSITY OF MICHIGAN
2007 SCHOOL OF EDUCATION BLDG
ANN ARBOR MI 48109
PH- (313) 764-9472

MILLER, MAVERLYN G. (MS)

DIR, INSTITUTIONAL RESEARCH
ORANGE COUNTY COMMUNITY COLL
- RD 4 BOX 114
PLEASANT VALLEY NY 12569
PH- (914) 635-2714

MILLER, RANDAL P.

DIR, INSTITUTIONAL RESEARCH
ALLEGHENY COLLEGE

MEADVILLE PA 16335
PH- (814) 724-5374

MILLER, RICHARD EUGENE (OR)

DIR, INSTITUTIONAL ANALYSIS
PALMER COLLEGE OF CHIROPRACTIC
1000 BRADY STREET
DAVENPORT IA 52803
PH- (319) 324-1611 EXT 278

MILLER, RONALD H.

- 42 WEST 13TH STREET, APT 2-B
NEW YORK NY 10011
PH- (212) 928-7052

MILLER, VERNON A.

ASST VICE CHANC, ACAD AFFAIRS
UNIV OF ILLINOIS-CHICAGO CIR
PO BOX 4348
CHICAGO IL 60680
PH- (312) 996-5400

MILLS, EARL S. (DR)

DIR, INSTITUTIONAL RESEARCH
LIBERTY BAPTIST COLLEGE

LYNCHBURG VA 24506
PH- (804) 237-5961

MILLS, FRANK L. (DR)

INSTITUTIONAL RESEARCH OFFICER
COLLEGE OF THE VI
LIBRARY NO 201
ST THOMAS VI 00801
PH- (809) 774-1252 EXT 479

MILNER JAMES A. (DR)

DEAN OF THE COLLEGE
ATHENS STATE COLLEGE
BEATY STREET
ATHENS AL 35611
PH- (205) 232-1802 EXT 214

MIMS, R. SUE

DIR, OFF OF ACAD PLNG + ANLYS
UNIVERSITY OF MICHIGAN
6074 ADMINISTRATION BUILDING
ANN ARBOR MI 48109
PH- (313) 764-9254

MINNICK, KIRK F.

ASST DIR, RSCH + DATA MGMT
UNIVERSITY OF NEW MEXICO
UNM-TESTING DIVISION
ALBUQUERQUE NM 87131
PH- (505) 277-5345 EXT 0

MITCHEL, SUSAN M.

DIRECTOR, RESOURCE ANALYSIS
FLORIDA INTERNATIONAL UNIV
TAMIAMI TRAIL
MIAMI FL 33199
PH- (305) 552-2731

MIYAJI, ISAO

GRADUATE STUDENT
UNIVERSITY OF MINNESOTA
DEPARTMENT, MANAGEMENT SCIENCE
MINNEAPOLIS MN 55455

MIYATAKI, GLENN K. (DR)

SPECIAL ASST TO PRESIDENT
UNIVERSITY OF HAWAII
1294 KIKA STREET
KAILUA HI 96734
PH- (808) 968-8296

MLYNARCZYK, H. CHARL...

ASST TO PRES FOR INSTNL PLNG
SUNY COLLEGE AT POTSDAM
PIERREPONT AVENUE
POTSDAM NY 13676
PH- (315) 268-2945

MODEN, GARY O. (DR)

DIRECTOR, ANALYTICAL RESEARCH
OHIO UNIVERSITY
HANING HALL 216
ATHENS OH 45701
PH- (614) 594-6961 EXT 235

MOGILENSKY, EMMA S. (NS)

ASSOC FOR INSTITUTIONAL RSCH
SUNY CENTRAL ADMINISTRATION
UNIVERSITY PLAZA,BROADWAY/N309
ALBANY NY 12246
PH- (518) 473-1838

MOHAN, E. MARILYN (DR)

CONSULTANT
MINISTRY OF UNIVS,SCIENCE+COMM
756 FORT STREET
VICTORIA, BC, CANADA V6T 1W5
PH- (604) 224-5548

MOLINE, ARLETT E. (MS)

GRADUATE STUDENT
UNIVERSITY OF MINNESOTA
- 10455 MORRIS ROAD
MINNEAPOLIS MN 55437
PH- (612) 376-3577

MOLLER, PATRICIA SHARON (MS)

DIR. INSTITUTIONAL RESEARCH
UNION COLLEGE
1033 SPRINGFIELD AVENUE
CRANFORD NJ 07016
PH- (201) 276-2600

MOLLER, STIG

DIRECTOR, ADMINISTRATIONEN
AARHUS UNIVERSITET
NDR RINGGADE 1-3
8000 ARHUS C DENMARK

MOLLOY, SISTER MARILYN (DR)

ASSOCIATE DEAN
OUR LADY OF THE LAKE UNIV
411 SW 24TH
SAN ANTONIO TX 78285
PH- (512) 434-6711 EXT 297

MONICAL, DAVID G.

PRINC ANLST/LEGIS ED PLNG COMM
KANSAS LEGIS RESEARCH DEPT
STATE HOUSE, ROOM 545-N
TOPEKA KS 66612
PH- (913) 296-3181 EXT 4447

MONKS, ROBERT L. (DR)

DIRECTOR, CONTINUING EDUCATION
LOYOLA UNIVERSITY OF CHICAGO
820 NORTH MICHIGAN
CHICAGO IL 60620
PH- (312) 670-3014

MONTANELLI, RICHARD G., JR.

ASST DIRECTOR, ADMIN STUDIES
UNIV OF ILLINOIS
909 SOUTH SIXTH
CHAMPAIGN IL 61810
PH- (217) 333-3551

MONTGOMERY, DAVID C. (DR)

DIRECTOR, PLANNING + ANALYSIS
STATE UNIV SYSTEM OF FLORIDA
107 WEST GAINES STREET
TALLAHASSEE FL 32301
PH- (904) 488-6370

MONTGOMERY, JAMES R. (DR)

DIR, INSTITUTIONAL RESEARCH
VA POLYTECH INST + STATE UNIV
SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-6802

MOOK, SIDNEY A.

GRAD ASST, OFF OF INSTNL RSCH
MICHIGAN STATE UNIVERSITY
ADMINISTRATIVE BLDG, ROOM 333
EAST LANSING MI 48824
PH- (517) 355-2384

MOORE, CARL V.

DIR, INSTITUTIONAL RESEARCH
SHEPHERD COLLEGE

SHEPHERDSTOWN WV 25443
PH- (304) 876-2511 EXT 245

20-

MOORE, GARY E.

DIR, OFF OF SPACE MANAGEMENT
UNIVERSITY OF UTAH
BUILDING 124
SALT LAKE CITY UT 84112
PH- (801) 581-8246

MOORE, MARGARET L. (MRS)

COORD,PLANNING INFO +REPORTING
OLD DOMINION UNIVERSITY

NORFOLK VA 23508
PH- (804) 440-3080

MOORE, MARY G.

ASST TO PRES (FINANCE + PLNG)
MOUNT ST VINCENT UNIVERSITY
166 BEDFORD HIGHWAY
HALIFAX, NS, CANADA B3M 2J6
PH- (902) 443-4450

MORAN, CLEO (DR)

INSTITUTIONAL RESEARCH ASSOC
WAYNE STATE UNIVERSITY
1255 MACKENZIE HALL
DETROIT MI 48202
PH- (313) 577-1971

MORELANN, DEBORAH S.

INSTITUTIONAL RESEARCH ASST
WEST VIRGINIA UNIVERSITY
209 PURINTON HOUSE
MORGANTOWN WV 26506
PH- (304) 293-4986

MORGAN, C. WILLIAM

ASST VICE PRESIDENT,OPERATIONS
UNIVERSITY OF WINDSOR
WINDSOR HALL
WINDSOR, ON, CANADA N9B 3P4
PH- (519) 253-4232

MORGAN, DAVID M.

STAFF DIRECTOR
GOVS COMMITTEE ON POSTSEC EDUC
66 LUCKIE STREET,NW, SUITE 800
ATLANTA GA 30303
PH- (404) 656-2526

MORGAN, RUTH (DR)

ASSISTANT PROVOST
SOUTHERN METHODIST UNIVERSITY
220 PERKINS ADMIN BUILDING
DALLAS TX 75275
PH- (214) 692-3260

MORISHITA, ELMER

SR FISC ANLYST, INST ANLY+PLNG
UNIVERSITY OF BRITISH COLUMBIA
6328 MEMORIAL RD/OLD ADMIN,140
VANCOUVER, BC, V6T 1N5, CANADA
PH- (604) 228-5611

MORRIS, CATHY (DR)

RESEARCH ASSOC, INSTNL RSCH
MIAMI-DADE COMMUNITY COLLEGE
11011 SOUTHWEST 104TH STREET
MIAMI FL 33176
PH- (305) 596-1230

MORRISON, JAMES L.

PROFESSOR, EDUCATION
UNIV OF NC AT CHAPEL HILL
PEABODY HALL 037A
CHAPEL HILL NC 27514
PH- (919) 966-1354

MORRISON, SHERRY B. (MS)

DIR, RSCH/OFF OF STUDENT AFFRS
UNIV OF NC AT CHAPEL HILL
01 STEELE BUILDING 058A
CHAPEL HILL NC 27514
PH- (919) 966-4041

MORSE, P. KENNETH (DR)

COORD, MANAGEMENT PLANNING
MEDICAL COLLEGE OF GEORGIA
AD-117
AUGUSTA GA 30912
PH- (404) 828-2481

MORTIMER, KENNETH P. (DR)

PROFESSOR + DIRECTOR
PENN STATE UNIV
325 POND/CTR FOR STDY OF HI ED
UNIVERSITY PARK PA 16802
PH- (814) 865-6346

MOSELEY, BILL R.

VICE PRESIDENT, ADMIN AFFAIRS
PARIS JUNIOR COLLEGE

PARIS TX 75460
PH- (214) 785-7661 EXT 111

MOSMANN, CHARLES J. (DR)

ASSOCIATE VICE PRESIDENT
CALIF STATE UNIV-FULLERTON

FULLERTON CA 92634
PH- (714) 773-3989

MOSS, JUDITH

RESEARCH DIRECTOR
SAN FRANCISCO COMM COLL DIST
33 GOUGH STREET
SAN FRANCISCO CA 94103
PH- (415) 239-3061

MOULTON, WILBUR N.

BUDGET OFFICER
SANGAMON STATE UNIVERSITY
BUDGET OFFICE, PAC 595
SPRINGFIELD IL 62708
PH- (217) 786-6362

MOXLEY, C. ROBERT (OR)

VICE PRES FOR FINANCIAL AFFRS
BIRMINGHAM SOUTHERN COLLEGE
800 EIGHTH AVENUE WEST, BOX A-6
BIRMINGHAM AL 35254

MOXLEY, LINDA S.

ASST TO VP FOR STUDENT AFFAIRS
UNIV OF TEXAS AT ARLINGTON
BOX 19115
ARLINGTON TX 76019
PH- (817) 273-3361

MUFFO, JOHN A. (OR)

DIR. INSTITUTIONAL RESEARCH
CLEVELAND STATE UNIVERSITY
24TH AND EUCLID
CLEVELAND OH 44115
PH- (216) 687-4700

MULLER, JOHN B. (OR)

VICE PRES. ACADEMIC AFFAIRS
HILLSDALE COLLEGE
CENTRAL HALL
HILLSDALE MI 49242
PH- (517) 437-7341 EXT 216

MUNOZ, SISTER JOANNE MAURA

DIR. INSTITUTIONAL PLANNING
COL OF NOTRE DAME OF MARYLAND
4701 NORTH CHARLES STREET
BALTIMORE MD 21210
PH- (301) 435-0100 EXT 340

MURDOCK, JAMES L.

VICE CHANCELLOR, BUDGET + FIN
UNIVERSITY OF MICHIGAN-FLINT

FLINT MI 48503
PH- (313) 762-3327

MURPHY, MAUREEN (MS)

MICROMATICS, INC.
PO BOX 2723
NORMAN OK 73070
PH- (405) 364-5500

MURTY, K. RAJESWARI (OR)

- 212 W 91 ST/GREYSTONE HOTEL
NEW YORK NY 10024

MUZZIN, LINDA (MS)

SECRETARY/ANALYST
MCMASTER UNIVERSITY
GILMOUR HALL B109
HAMILTON, ONT. L8S 4L8, CANADA
PH- (416) 525-9140 EXT 4840

MYERS, DONALD E. (OR)

RESEARCH + PLANNING ASSOCIATE
UNIVERSITY OF ALASKA SYSTEM
OFFICE OF INSTITUTIONAL PLNG
FAIRBANKS AK 99701
PH- (907) 479-7958

MYERS, MICHAEL M.

OFFICE OF INSTNL ANALYSIS
UNIVERSITY OF VIRGINIA
- ROUTE 5, BOX 391P
CHARLOTTESVILLE VA 22901
PH- (804) 295-6025

MYLES-SANDERS, LESLIE (MS)

DIR. RESEARCH AND DEVELOPMENT
DELTA COLLEGE

UNIVERSITY CENTER MI 48710
PH- (517) 686-9205

MYRVIK, DONALD A. (OR)

ACADEMIC DEAN
SUOMI COLLEGE

HANCOCK MI 49930
PH- (906) 482-5300 EXT 232

NADEAU, GILLES G. (OR)

PROFESSOR, FACULTY OF EDUC
UNIVERSITE DE MONCTON

MONCTON, NB, E1A 3E9 CANADA
PH- (506) 858-4411

NANNINGA, SAM E., JR. (DR)

DIRECTOR,INSTITUTIONAL STUDIES
UNIVERSITY OF ALASKA-FAIRBANKS
303 TANANA DR/RM 1, BUNNELL BG
FAIRBANKS AK 99701
PH- (907) 479-7958

NANGLE, JOHN E. (DR)

ASSOC DIR, INSTITUTIONAL RSCH
WESTERN MICHIGAN UNIVERSITY
ADMINISTRATION BLDG, 2100
KALAMAZOO MI 49008
PH- (616) 383-8960

NARTONIS, DAVID K.

DIRECTOR, PLANNING - RESEARCH
PRINCIPIA COLLEGE

ELSAH IL 62028
PH- (618) 374-2131 EXT 200

NAUD, PAUL

COSTS ANALYST, SER DES FINANCS
UNIVERSITE LAVAL
PAVILLON BONENFANT
STE FOY, PQ, CANADA G1K 7P4
PH- (418) 656-3530

NAUGHER, JIMMIE R. (DR)

ASST DIR, ANALYTICAL STUDIES
NORTH TEXAS STATE UNIVERSITY
PO BOX 13826, NT STATION
DENTON TX 76203
PH- (817) 788-2085

NAYLOR, BILLY J. (DR)

DEAN OF INSTRUCTION
FREED-HARDEMAN COLLEGE
158 EAST MAIN STREET
HENDERSON TN 38340
PH- (901) 989-4611 EXT 182

NAYLOR, PAUL D.

GRAD RSCH ASST/OFF, INST RSCH
UNIV OF NC AT CHAPEL HILL
- 3508 HANFORD DRIVE
DURHAM NC 27707
PH- (919) 493-3782

NAYLOR, SALLY S. (DR)

DIRECTOR, PLANNING + RESEARCH
UNIVERSITY OF DUBUQUE
2650 UNIVERSITY AVENUE
DUBUQUE IA 52001
PH- (319) 589-3309

NEAL, VIETTA M. (MRS)

DIR, INSTITUTIONAL RESEARCH
JOHNSON C. SMITH UNIVERSITY
NEW SCIENCE HALL
CHARLOTTE NC 28216
PH- (704) 372-2370 EXT 295

NEIDLEIN, H. KARL

MGR, COST + RESOURCE STUDIES
RUTGERS UNIVERSITY
12 COLLEGE AVENUE
NEW BRUNSWICK NJ 08903
PH- (201) 932-7472

NELSON, CATHARINE J.

INSTITUTIONAL RESEARCH ANALYST
UNIVERSITY OF GEORGIA
310 NEW COLLEGE
ATHENS GA 30602
PH- (404) 542-8832

NELSON, KIM (DR)

EXEC ASSISTANT TO PRESIDENT
WINONA STATE UNIVERSITY
8TH AND JOHNSON
WINONA MN 55987
PH- (507) 457-2018

NESPOLI, LAWRENCE A.

DIR, RESEARCH, PLNG + FUNDING
HOWARD COMMUNITY COLLEGE
LITTLE PATUXENT PARKWAY
COLUMBIA MD 21044
PH- (301) 992-4811

NEUFELD, ROBERT W. (DR)

DIR, COMPUTER SERVICES
BETHEL COLLEGE
OFFICE OF INSTITUTIONAL RSCH
NORTH NEWTON KS 67117
PH- (316) 283-2500 EXT 324

NEVILLE, NANCY A. (MS)

ACTING DIR, CAREER EDUC RSCH
ROCHESTER INST OF TECH
ONE LOMB MEMORIAL DRIVE
ROCHESTER NY 14623
PH- (716) 475-2831

NEWELL, NORMAN H., JR.

DIR, INSTITUTIONAL RESEARCH
INDIANA U-PURDUE U, FT WAYNE
2101 COLISEUM BOULEVARD EAST
FORT WAYNE IN 46805
PH- (219) 482-5751

NEWLON, LORRAINE L.

ASSOC DIR, ADMISSIONS +RECORDS
CALIF STATE UNIV-NORTHRIDGE
ADMIN 111
NORTHRIDGE CA 91330
PH- (213) 885-3775

NEWTON, MCKINLEY (DR)

VICE PRES FOR GOVT RELATIONS
PHILANDER SMITH COLLEGE
812 W 13TH ST-PO BOX 2507
LITTLE ROCK AR 72203
PH- (501) 375-9845 EXT 75

NEWTON, ROBERT D.

ASST TO DIR, OFF OF PLNG+BUDGT
PENN STATE UNIV
304 OLD MAIN BUILDING
UNIVERSITY PARK PA 16802
PH- (814) 865-8491

NEYER, BETTY R.

RESEARCH ASSOCIATE
FLORIDA JR COL AT JACKSONVILLE
310 NORTH MAIN STREET
JACKSONVILLE FL 32202
PH- (904) 358-1012

NICELY, HOWARD P., JR. (DR)

DEAN-PLNG,RSCH + COMPUTER SRV
MIAMI-DADE COMMUNITY COLLEGE
11011 SW 104 STREET
MIAMI FL 33176
PH- (305) 596-1320

NICHOLS, JAMES O. (DR)

DIR,BUREAU OF INSTNL RSCH+PLNG
UNIVERSITY OF MISSISSIPPI
205 LYCEUM BUILDING
UNIVERSITY MS 38677
PH- (601) 232-7387

NICHOLS, W. EUGENE

DEAN OF STUDENT AFFAIRS
BRUNSWICK JUNIOR COLLEGE

BRUNSWICK GA 31523
PH- (912) 264-7262

NIGHTINGALE, ARTHUR F.

HEAD, COMPUTING + AUD VIS SRVS
THE POLYTECHNIC
QUEENSGATE
HUDDERSFIELD, HD1 3DH, ENGLAND
PH- 0484-22288 EXT 2013

NILSSON, THALY (DR)

VICE PRESIDENT OF PLANNING
UNIVERSITY OF UPPSALA
BOX 256
S-75105 UPPSALA SWEDEN
PH- (46) 18-155400 EXT 1253

NOE, NICHOLAS N. (DR)

ASSOCIATE DIRECTOR
NORTHERN ILLINOIS UNIVERSITY
LOWDEN HALL, OFF OF BDGT +PLNG
DEKALB IL 60115
PH- (815) 753-1506

NOEL, GUY L.

DIRECTOR, UNIVERSITY SERVICES
SAINT MARY+S UNIVERSITY
923 ROBIE STREET
HALIFAX, NS, CANADA B3H 3C3
PH- (902) 429-9780 EXT 210

NORMAN, HANS

HEAD OF SECTION
UNIVERSITY OF UPPSALA
PO BOX 256
S-75105 UPPSALA SWEDEN
PH- (46) 18-155400

NORMAN, MARTHA EMANUEL (MRS)

ASST DIR, INSTNL RESEARCH
GRAMBLING STATE UNIVERSITY
PO BOX 603
GRAMBLING LA 71245
PH- (318) 247-6941 EXT 456

NORRIS, DONALD M. (DR)

DIR, INSTITUTIONAL STUDIES
UNIV OF HOUSTON
4800 CALHOUN/203 E. CULLEN
HOUSTON TX 77004
PH- (713) 749-7552

NORRIS, RICHARD O.

COORD, INSTITUTIONAL STUDIES
UNIV OF WISCONSIN-MILWAUKEE
PO BOX 413
MILWAUKEE WI 53201
PH- (414) 963-4586

NORSTEDT, DANIEL ANDREW

ASSOC DIR, INSTNL STUDIES
UNIV OF WISCONSIN-EAU CLAIRE
OFF OF INSTITUTIONAL RESEARCH
EAU CLAIRE WI 54701
PH- (715) 836-4323

NOVELO, EBERTO

RESEARCHER/LIPES
NATL AUTONOMOUS UNIV OF MEXICO
APDO POST 9, ADMON CORREOS 130
MEXICO 20, DF MEXICO
PH- 550 59 13

NUNLEY, CHARLENE

DIR, PLANNING + MANAGEMENT
MONTGOMERY COLLEGE-ROCKVILLE
51 MANNAKEE STREET
ROCKVILLE MD 20850
PH- (301) 279-5016

NYLIN, WILLIAM C. (DR)

DIR-SYS,PROCEDURES+ INST RSCH
LAMAR UNIVERSITY
BOX 10020 LUS
BEAUMONT TX 77710
PH- (713) 838-8111

NYRE, GLENN F. (DR)

VICE PRESIDENT + EXEC DIRECTOR
EVALUATION AND TRAINING INST
12401 WILSHIRE BLVD, NO 304
LOS ANGELES CA 90025
PH- (213) 820-8521

O+BRIEN, MAUREEN B.

RESEARCH ASSOCIATE
ST MARY+S JUNIOR COLLEGE
2500 SOUTH SIXTH STREET
MINNEAPOLIS MN 55454
PH- (612) 332-5521 EXT 359

O+RIELLY, KATHLEEN A. (MS)

DIRECTOR, PUBLIC RELATIONS
DAVIS AND ELKINS COLLEGE

ELKINS WV 26241

O+SHEA, JOHN A. (DR)

RESEARCH OFFICER, INSTNL ANLYS
GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE
FAIRFAX VA 22030
PH- (703) 323-2567

* OERTER, JEAN

GRADUATE STUDENT
MISSISSIPPI STATE UNIVERSITY
OFF OF INSTITUTIONAL RESEARCH
MISSISSIPPI STATE MS 39762

OFFENBURGER, SISTER JOAN

DIR, INSTITUTIONAL RESEARCH
DONNELLY COLLEGE
1236 SANDUSKY
KANSAS CITY KS 66102
PH- (913) 621-6070 EXT 51

OGILVIE, ROBERT G.

DIRECTOR, COMPUTER SERVICES
AMERICAN UNIVERSITY
NEBRASKA + MASSACHUSETTS AVES
WASHINGTON DC 20016
PH- (202) 686-2277

OGREN, GARY

COORDINATOR, ACAD INFO SYSTEMS
UNIVERSITY OF MINNESOTA
100 CHURCH ST SE, 213 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 376-9090

OHMORI, TOA (MR)

SR STAFF, OFFICE OF PLANNING
MEIJI UNIVERSITY
1-1,KANDA SURUGADAI,CHIYODA-KU
TOKYO 101 JAPAN
PH- (03) 296-4076

OLAIZOLA, ANTONIO J.

PROFESSOR
UNIV CENTRAL DE VENEZUELA
- APARTADO 47113-CARACAS 1041A
CARACAS, D F VENEZUELA
PH- 615059

* OLIVEIRA, MARIA RITA N. S.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 307-5 PENNELL CIRCLE
TALLAHASSEE FL 32304
PH- (904) 575-1521

OLOMON, JAMES P.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF MONTANA
UNIVERSITY HALL
MISSOULA MT 59801
PH- (406) 243-5661

OLSON, LEROY A. (DR)

PROF, LEARNING + EVAL SERVICE
MICHIGAN STATE UNIVERSITY
200 SOUTH KEDZIE HALL
EAST LANSING MI 48824
PH- (517) 355-3400

OLSWANG, STEVEN G.

ASST PROVOST, ACADEMIC AFFAIRS
UNIVERSITY OF WASHINGTON
348A ADMINISTRATION BLDG, AH-20
SEATTLE WA 98195
PH- (206) 543-6616

ORAHOOD, MARY ALYCE (MRS)

ASST DIR, INSTITUTIONAL STDIES
UNIV OF ARKANSAS-LITTLE ROCK
33RD AND UNIVERSITY AVENUE
LITTLE ROCK AR 72204
PH- (501) 569-3302

ORCUTT, RONALD L.

SYS ANLYST, PLNG MODEL ACTVTIES
EDUCOM
PO BOX 364
PRINCETON NJ 08540
PH- (609) 734-1875

* ORELLANA, ANDRES C.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 301-1 PENNELL CIRCLE
TALLAHASSEE FL 32304
PH- (904) 575-8942

ORLETT, SISTER JOHANNA

DIR, INSTITUTIONAL RESEARCH
COLLEGE OF SAINT TERESA
116 ST TERESA HALL
WINONA MN 55987
PH- (507) 454-2930 EXT 3/8

ORTEGA-ZAMORA, JESUS ANGEL (DR)

VICE PRESIDENT, PLANNING AFFRS
UNIVERSIDAD DE LAS AMERICAS
APDO 100, STA CATARINA MARTIR
CHOLULA, PUEBLA MEXICO
PH- (22) 47-05-99

ORTEN, CATHERINE G. B. (MS)

PROG SPECLST, ACAD PLNG + ANLYS
UNIVERSITY OF COLORADO
REGENT HALL 205
BOULDER CO 80309
PH- (303) 492-6631

ORTIZ, CINTRON FELIX L.

INSTNL DEV TITLE III PROJ DIR
CARIBBEAN UNIVERSITY COLLEGE
PO BOX 498
BAYAMON PR 00619
PH- (809) 780-0070 EXT 222

ORTS, CAROL O.

ASST TO PRESIDENT FOR PLANNING
WHEELING COLLEGE

WHEELING WV 26003
PH- (304) 243-2233

OSBORNE, GERALD E. (DR)

DIRECTOR, COUNSELING + TESTING
UNIV OF HOUSTON
4800 CALHOUN, STUDENT LIFE BG
HOUSTON TX 77004
PH- (713) 749-1736

OSSMAN, GEORGE H. (DR)

DIRECTOR OF PLANNING
UNIV OF MARYLAND-EASTERN SHORE

PRINCESS ANNE MD 21853
PH- (301) 651-2200 EXT 472

OSTAPIK, FRED

DIR, COMPUTER SRVCS+INSTL RSCH
SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVENUE
SAN FRANCISCO CA 94132
PH- (415) 469-1133

OTT, MARVIN JAMES (DR)

DIR, INSTITUTIONAL RESEARCH
WARTBURG COLLEGE

WAVERLY IA 50677
PH- (319) 352-1200 EXT 379

OTTO, DAVID J. (DR)

RSCH PROJ DIR, INST RSCH +PLNG
UNIVERSITY OF ALBERTA
1-16 UNIVERSITY HALL
EDMONTON, ALB, T6G 2J9, CANADA
PH- (403) 432-5295

OUTLAND, CHARLES

CONTROLLER
MURRAY STATE UNIVERSITY

MURRAY KY 42071
PH- (502) 762-4126

OVERALL, JESSE U., IV (DR)

DIR-DIV, INSTITUTIONAL STUDIES
UNIV OF SOUTHERN CALIFORNIA
1012 W 36TH ST (LDS ANNEX)
LOS ANGELES CA 90007
PH- (213) 743-6503

OVERSTREET, J. DOUGLAS (OR)

MGR, RSCH, SPEC PROJ+REPORTING
FAIRLEIGH DICKINSON UNIVERSITY
BANCROFT HALL/OFF OF INFO SRVS
TEANECK NJ 07666
PH- (201) 692-2060

PALMER, JANET F.

REGISTRAR + DIR, ACADEMIC INFO
SKIDMORE COLLEGE

SARATOGA SPRINGS NY 12866
PH- (518) 584-5000 EXT 211,212

OVERVAAG, HARALD

UNIVERSITY DIRECTOR
UNIVERSITY OF TROMSOE
PO BOX 635
9001 TROMSOE NORWAY

PALMER, THOMAS J.

SPECIALIST
MICHIGAN STATE UNIVERSITY
OFF OF INSTITUTIONAL RESEARCH
EAST LANSING MI 48823
PH- (517) 355-1526

OWEN, JOSHUA I.

DIR, INST OF ADMINISTRATION
UNIVERSITY OF NEW SOUTH WALES
PO BOX 1
KENSINGTON, NSW 2033,AUSTRALIA
PH- (02) 661-4144

PALOLA, ERNEST G. (OR)

PROFESSOR
SUNY EMPIRE STATE COLLEGE
28 UNION AVENUE
SARATOGA SPRINGS NY 12866
PH- (518) 587-2100 EXT 216

OWEN, STEPHEN P. (OR)

STAFF ASSOCIATE, SYSTEM ADMIN
UNIV OF WISCONSIN SYSTEM
1220 LINDEN DR/1540 VAN HISE
MADISON WI 53706
PH- (608) 262-2022

PALTENGHI, JEAN-JACQUES (OR)

ADVISOR OF THE PRESIDENT
FEDERAL INST OF TECHNOLOGY
12 AVE FNAISSE
LAUSANNE, 1006 SWITZERLAND
PH- 021. 279923

OYLER, GARY W.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF UTAH
408 PARK BUILDING
SALT LAKE CITY UT 84112
PH- (801) 581-6940

PANNABECKER, DONALD L. (OR)

PROVOST
BLUFFTON COLLEGE

BLUFFTON OH 45817
PH- (419) 358-8015

PAEK, KIM C.

SR ADMIN ANLYST, BUDGET + PLNG
UNIV OF CALIF-RIVERSIDE
900 UNIVERSITY AVE/3144 ADM BG
RIVERSIDE CA 92521
PH- (714) 787-3243

PARIZEAU, CLAUDE (HS)

AGENT DE RECHERCHE
UNIVERSITE DE MONTREAL
CP 6128/BUREAU, RECH INSTN'
MONTREAL, QUE, H3C 3J7, CANADA
PH- (514) 343-6155

PAGE-VALIN, LOUISE (HS)

RESEARCH OFFICER
UNIVERSITY OF OTTAWA
551 CUMBERLAND, ROOM 111
OTTAWA, ON, CANADA K1N 6N5
PH- (613) 231-4245

PARK, ELDON E.

ASSOC PROGRAM DIRECTOR, GRE
EDUCATIONAL TESTING SERVICE

PRINCETON NJ 08541
PH- (609) 921-9000

* PALLETT, WILLIAM H.

GRADUATE STUDENT
KANSAS STATE UNIVERSITY
215 FAIRCHILD/OFF OF ED RESRCS
MANHATTAN KS 66502
PH- (913) 532-5712

PARKER, CHARLES A.

DIR, INSTITUTIONAL PLNG + RSCH
ROCHESTER INST OF TECH (NTID)
ONE LOMB MEMORIAL DRIVE
ROCHESTER NY 14623
PH- (716) 475-6709

PARKINSON, TERRANCE H. R.

VICE PRES. FINANCE + SERVICES
UNIVERSITY OF WINDSOR
SUNSET AVE, WINDSOR HALL TOWER
WINDSOR, ON, CANADA N9B 3P4
PH- (519) 253-4232 EXT 311

PARRISH, RICHARD M.

DIR. INSTITUTIONAL RESEARCH
OCEAN COUNTY COLLEGE
COLLEGE DRIVE CN 2001
TOMS RIVER NJ 08753
PH- (201) 255-4000 EXT 275

PASCARELLA, ERNEST T. (DR)

ASSOC PROF/OFF. EVAL RESEARCH
UNIV OF ILLINOIS-CHICAGO CIR
BOX 4348
CHICAGO IL 60680
PH- (312) 996-4893

PASCHKE, BARBARA

RESEARCH ASSISTANT
UNIVERSITY OF KANSAS
BOX 2211
LAWRENCE KS 66045

PASKVAN, BARBARA F. (MS)

ASSISTANT TO THE PROVOST
MANSFIELD STATE COLLEGE
- RD 2 BOX 260A
MANSFIELD PA 16933
PH- (717) 662-4207

PATRICK, PAUL D.

DIR. INSTITUTIONAL RESEARCH
BETHANY NAZARENE COLLEGE
6729 NW 39TH EXPRESSWAY
BETHANY OK 73008
PH- (405) 789-6400 EXT 330

PATTENAUDE, RICHARD L.

ASST VICE PRES, ACADEMIC PLNG
SUNY AT BINGHAMTON

BINGHAMTON NY 13901
PH- (607) 798-4001

PAUL, CAROL A. (DR)

ASST VICE PRES FOR ACAD PLNG
FAIRLEIGH DICKINSON UNIVERSITY
MONTROSS AVENUE
RUTHERFORD NJ 07070

PEEPLES, RUSSELL C.

DIR. RSCH.FED PROGS (EMERITUS)
EDISON COMMUNITY COLLEGE
- 1072 BREVITY LANE
FORT MYERS FL 33907
PH- (813) 481-0237

PEEVELY, GARY L. (DR)

SUPERINTENDENT
ROGERSVILLE ELEM CITY SCHOOL
116 BROADWAY
ROGERSVILLE TN 37857

PELTIER, LYNN M.

ASST DIR. INSTITUTIONAL RSCH
MICHIGAN STATE UNIVERSITY
326 ADMINISTRATION BUILDING
EAST LANSING MI 48824
PH- (517) 355-5052

PENROD, JAMES I.

VICE PRESIDENT/SYSTEMS + PLNG
PEPPERDINE UNIVERSITY
24255 PACIFIC COAST HIGHWAY
MALIBU CA 90265
PH- (213) 456-4173 EXT 173

PERE, PETER J. (DR)

ASSOCIATE CHANCELLOR
UNIV OF WISCONSIN-EXTENSION
- 410 OZARK TRAIL
MADISON WI 53705
PH- (608) 263-2775

PERRY, RICHARD R. (DR)

ASSOC VICE PRES, ACADEMIC AFRS
UNIVERSITY OF TOLEDO
2801 WEST BANCROFT
TOLEDO OH 43606

PERRY, RICHARD S. (DR)

DIR, DIV OF MGMT + PLNG SERVS
OREGON DEPT OF HIGHER EDUC
PO BOX 3175
EUGENE OR 97403
PH- (503) 686-4154 EXT 4154

PERUSSE, RICHARD

DIRECTOR GENERAL
CONF OF RECT + PRINC-QUE UNIVS
CP 124, SUCC PLACE DESJARDINS
MONTREAL, QUE, H5B 1B3, CANADA
PH- (514) 288-8524

PETERS, LINDA (MS)

DIR. RSCH + INSTITUTIONAL STDS
ST CLAIR COL. APPL ARTS + TECH
2000 TALBOT ROAD WEST
WINDSOR, ON, CANADA N9A 6S4
PH- (519) 966-1656

PHELPS, CARROLL C. (MRS)

ASSISTANT TO THE PRESIDENT
BIRMINGHAM SOUTHERN COLLEGE
PO BOX A-2, 800 8TH AVENUE WEST
BIRMINGHAM AL 35254
PH- (205) 328-5250 EXT 337

PETERS, WILT E. (DR)

DIR. INSTITUTIONAL RESEARCH
FINDLAY COLLEGE
1000 N MAIN ST/OLD MAIN ADMIN
FINDLAY OH 45840
PH- (419) 422-8313 EXT 324

PHILLIPS, DAVID B.

PRESIDENT
F2PT LTD.
634 6 AVENUE SW
CALGARY, ALB. T2P 0S4 CANADA
PH- (403) 232-1641

PETERSON, MARVIN W. (DR)

DIR+PROF/CTR FOR STDY OF HI ED
UNIVERSITY OF MICHIGAN
2007 SEB
ANN ARBOR MI 48109
PH- (313) 764-9472

PHIPPS, RONALD A. (DR)

DIR. ACADEMIC PLANNING + RSCH
ALASKA CMSN ON POSTSEC EDUC
POUCH F, STATE OFFICE BLDG
JUNEAU AK 99801
PH- (907) 465-2855

PETERSON, RICHARD E. (DR)

SENIOR RESEARCH PSYCHOLOGIST
EDUCATIONAL TESTING SERVICE
1947 CENTER STREET
BERKELEY CA 94704
PH- (415) 849-0950

PICOT, W. GARNETT

RESEARCH ANALYST
STATISTICS CANADA
EDUCATION DIVISION
OTTAWA, ON, CANADA K2G 0N7
PH- (613) 995-0711

PETERSON, SYLVESTER (DR)

ASST TO THE PRES. ADMIN + PLNG
KENTUCKY STATE UNIVERSITY
STUDENT CENTER, GOLD ROOM
FRANKFORT KY 40601
PH- (502) 564-6327

PIERCE, GEORGE A.

DIRECTOR OF PLANNING
SEATTLE UNIVERSITY
COLUMBIA + EAST 12TH AVENUE
SEATTLE WA 98122
PH- (206) 626-6640

PETGLAS, JEAN PIERRE

ASST V-RECTOR, PHYS RESOURCES
CONCORDIA UNIVERSITY
1455 DE MAISONNEUVE BLVD. WEST
MONTREAL, QUE. H3G 1M8, CANADA
PH- (514) 879-2860

PINCHBECK, BRIAN R. (DR)

ACADEMIC ANALYST
UNIVERSITY OF ALBERTA
1-16 UNIVERSITY HALL
EDMONTON, AB, CANADA T6G 2J9
PH- (403) 432-5295

PETTIT, JOSEPH (DR)

VICE PRES, PLNG + INSTNL RSCH
GEORGETOWN UNIVERSITY
HEALY HALL, ROOM 200
WASHINGTON DC 20057
PH- (202) 625-4141

PINEL, YVON

ANLYST-PROGRAMMER, BUREAU IR
UNIVERSITE DE MONTREAL
CP 6128 SUCC A
MONTREAL, QUE. H3C 3J7, CANADA
PH- (514) 343-6195

PHAY, JOHN E. (DR)

DIR. IR-UNIV OF MISS (EMERITUS)

- 1017 BENBOW CIRCLE, NO 8
OXFORD MS 38655
PH- (601) 234-4989

PLATT, BARBARA (MS)

ASST DIR, PLANNING+BDGT ANLYS
EASTERN ILLINOIS UNIVERSITY
113 OLD MAIN
CHARLESTON IL 61920
PH- (217) 581-5023

PLATT, KATHLEEN S.

PLNG ANLYST,COL ARTS+ SCIENCES
CORNELL UNIVERSITY
164 GOLDWIN SMITH HALL
ITHACA NY 14853
PH- (607) 256-7335

PLENGE, PETER

HEAD OF ADMINISTRATION
AALBORG UNIVERSITY CENTRE
POSTBOX 159
9100 AALBORG DENMARK
PH- (DK) 08159111 EXT 250

PLESSIS, ROLAND M

SYSTEMS MANAGER
EMILY CARR COL OF ART + DESIGN
1399 JOHNSTON STREET
VANCOUVER, BC, CANADA, V6H 3R9
PH- (604) 687-2345

PLOUGH, THOMAS R. (OR)

EXECUTIVE DEAN+ PROF SOCIOLOGY
EISENHOWER COLLEGE
ONE LONG MEMORIAL DRIVE
SENECA FALLS NY 13148
PH- (315) 568-7261

POGANY, JACK R.

PLANNING ASSOCIATE
GEORGETOWN UNIVERSITY
205 HEALY
WASHINGTON DC 20057
PH- (202) 625-4515

POIANI, EILEEN L. (OR)

ASST TO PRESIDENT/PROF OF MATH
SAINT PETER'S COLLEGE
KENNEDY BOULEVARD
JERSEY CITY NJ 07306
PH- (201) 333-4400 EXT 500

POLAND, WILLIAM

ASSOC DEAN, GRADUATE SCHOOL
OHIO STATE UNIVERSITY
230 NORTH OVAL MALL
COLUMBUS OH 43210
PH- (614) 422-1946

POMRENKE, VELMA (OR)

RSCH ASSOC + COORD, TEAM LEADR
UNIVERSITY OF AKRON
166 FIR HILL, ROOM 206
AKRON OH 44313

POPIK, ROBERTA S. (OR)

POLICY ANALYST
NORTHWESTERN UNIVERSITY
REBECCA CROWN CENTER, RM 2-649
EVANSTON IL 60201
PH- (312) 492-7400

PORIS, MARILYN

DIR, INSTITUTIONAL RESEARCH
LONG ISLAND UNIV- C W POST CTR

GREENVALE NY 11548
PH- (516) 299-2722

PORTER, JOHN L.

FINANCIAL OFFICER
SASKATCHEWAN UNIVERSITIES CMSN
2302 ARLINGTON AVENUE
SASKATOON,SASK,S7J 3L3, CANADA
PH- (306) 373-0334

PORTER, MARTHA L. (OR)

DIRECTOR OF RESEARCH
TENN STATE UNIV +COMM COLL SYS
1161 MURFREESBORO ROAD
NASHVILLE TN 37217
PH- (615) 741-4821

PORTER, RANDALL (OR)

COORD, PROG PLNG + INSTNL RSCH
UNIV OF CALIF-SAN FRANCISCO
1355 THIRD AVENUE
SAN FRANCISCO CA 94143
PH- (415) 666-2911

POTTER, ARTHUR G., III

DIRECTOR, PEDAGOGICAL SERVICES
CHAMPLAIN REGIONAL COLLEGE
PO BOX 5000
SHERBROOKE, QUE,J1H 5N1,CANADA
PH- (819) 563-9661

POTTS, EDWIN J. (OR)

DIR, INSTITUTIONAL RESEARCH
WESTMONT COLLEGE
955 LA PAZ ROAD
SANTA BARBARA CA 93108
PH- (805) 969-5051 EXT 210

POULTON, NICK L. (OR)

DIRECTOR, UNIVERSITY PLANNING
WESTERN MICHIGAN UNIVERSITY

KALAMAZOO MI 49008
PH- (616) 383-6157

POUNDS, HASKIN R. (OR)

VICE CHANCELLOR FOR PLANNING
UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, SW
ATLANTA GA 30334
PH- (404) 656-2213

POWELL, RANDALL R. (OR)

ASSOC DIR,RESEARCH +DATA SERVS
MISSOURI DEPT OF HIGHER EDUC
600 MONROE
JEFFERSON CITY MO 65101
PH- (314) 751-2361

POWERS, DAVID R.

VICE PRES FOR ACADEMIC AFFAIRS
GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE
FAIRFAX VA 22030
PH- (703) 323-2654

PRATER, BARBARA (OR)

DIR, INSTITUTIONAL STUDIES
UNIV OF TEXAS AT EL PASO
ADMINISTRATION BUILDING, 318
EL PASO TX 79968
PH- (915) 747-5207

PRATHER, JAMES E.

RESEARCH ASSOCIATE
GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA GA 30303
PH- (404) 658-2570

PRATT, LINDA K. (OR)

ASSOC DIR FOR RESEARCH + EVAL
NORTH CAROLINA CENTRAL UNIV
- 122 RADCLIFFE CIRCLE
DURHAM NC 27713
PH- (919) 683-6067

PRAUSNITZ, WALTHER G. (OR)

DIRECTOR, LIBERAL ARTS STUDIES
CONCORDIA COLLEGE
CURRICULUM EVALUATION
MOORHEAD MN 56560
PH- (218) 299-4211

PREISS, ELWOOD J.

DEAN, STUDENT ADMIN SERVICES
UNIV OF TEXAS AT ARLINGTON
PO BOX 19179
ARLINGTON TX 76019
PH- (817) 273-2104

PRENDERGAST, DAVID BRENT

DIRECTOR, RESEARCH + ANALYSIS
TRITON COLLEGE
2000 FIFTH AVENUE
RIVER GROVE IL 60171
PH- (312) 456-0300 EXT 556

PRENDERGAST, PATRICIA (OR)

DIR, INSTITUTIONAL RESEARCH
NORTH ADAMS STATE COLLEGE
CHURCH STREET
NORTH ADAMS MA 01247
PH- (413) 664-4511 EXT 226

PRESLEY, JENNIFER B. (OR)

ASSISTANT DIRECTOR, RESEARCH
CONNECTICUT BOARD OF HIGHER ED
61 WOODLAND STREET
HARTFORD CT 06105
PH- (203) 566-7211

PRIEDE, JANIS

RSCH ASCC, OFF OF BUDGET +PLNG
NORTHERN ILLINOIS UNIVERSITY
LOWDEN HALL, ROOM 107
DEKALB IL 60115
PH- (815) 753-1506

PRIELIPP, ELIZABETH N. (MS)

DIR, INSTITUTIONAL RESEARCH
BETHANY COLLEGE

LINDSBORG KS 67456
PH- (913) 227-3311 EXT 130

PRINTUP, ROGER (OR)

MANAGER, RECORDS + RESEARCH
SYRACUSE UNIVERSITY
103 STEELE HALL
SYRACUSE NY 13210
PH- (315) 423-3756

PRITCHETT, MERRILL R.

UNIVERSITY OF BALTIMORE
1420 NORTH CHARLES STREET
BALTIMORE MD 21201

PROBST, ROBERT L. (MSGR)

DIR, INSTITUTIONAL RESEARCH
COLLEGE OF SAINT THOMAS
2115 SUMMIT AVENUE, ROOM 21A
ST PAUL MN 55105
PH- (612) 647-5329

PROCTOR, GEORGE I. (OR)

DIR, INSTITUTIONAL RESEARCH
SONOMA STATE UNIVERSITY
1701 EAST COTATI AVENUE
ROHNERT PARK CA 94928
PH- (707) 664-2182

RAAB, MARJORIE K. (OR)

ASSOCIATE DEAN OF INSTRUCTION
NASSAU COMMUNITY COLLEGE
OFF OF INSTITUTIONAL RESEARCH
GARDEN CITY NY 11530
PH- (516) 222-7477

PROSCHEK, ERVIN C. (OR)

ASST DEAN, FACULTY OF MEDICINE
UNIVERSITE DE MONTREAL
CP 6207 STATION A
MONTREAL, QUE, H3C 3T7, CANADA
PH- (514) 343-6392

RABINOVITCH, JOSEPH

DIRECTOR OF PERSONNEL
VANIER CCL OF GEN + VOC EDUC
821 STE CROIX BOULEVARD
ST LAURENT, QUE,H4L 3X9,CANADA
PH- (514) 333-3827

PRUITT, WILLIAM N. (OR)

DIR, PLANNING,MANAGEMENT +EVAL
VOORHEES COLLEGE
VOORHEES ROAD
DENMARK SC 29042
PH- (803) 793-3351 EXT 7215

RAJASEKHARA, KODSAPPA (OR)

DIR, INSTNL RESEARCH + GRANTS
DUNDALK COMMUNITY COLLEGE
7200 SOLLERS POINT ROAD
BALTIMORE MD 21222
PH- (301) 282-6700 EXT 212

PRULL, RICHARD W. (OR)

RESEARCH PSYCHOLOGIST
RHODE ISLAND COLLEGE
600 MT PLEASANT AVENUE
PROVIDENCE RI 02908
PH- (401) 456-8094

RANGCHAIKUL, YAVADEE (OR)

ASSOCIATE PROFESSOR
CHULALONGKORN UNIVERSITY
FACULTY OF ED/DEPT OF ED RSCH
BANGKOK, 5 THAILAND
PH- 2527033

PURCELL, TERRY (OR)

DIR, INSTITUTIONAL RESEARCH
PITTSBURG STATE UNIVERSITY

PITTSBURG KS 66762
PH- (316) 231-7000 EXT 213

RAPISANO, LOUISE MARGARITE

RESEARCH ASSOCIATE II
UNIV OF TEXAS AT EL PASO
OFF OF INSTITUTIONAL STUDIES
EL PASO TX 79968
PH- (915) 747-5207

PURCELL, THOMAS D. (OR)

ASSOC DIR, INSTITUTIONAL RSCH
STHN ILLINOIS UNIV-CARBONDALE
GENERAL CLASSROOM BUILDING
CARBONDALE IL 62901
PH- (618) 536-2304

RAU, SISTER MARY JAMES (OR)

DIR, INSTITUTIONAL RESEARCH
AQUINAS COLLEGE
1607 ROBINSON ROAD, SE
GRAND RAPIDS MI 49506
PH- (616) 459-8281 EXT 313

PYLE, THOMAS W. (OR)

DIR, INSTITUTIONAL RESEARCH
EASTERN WASHINGTON UNIVERSITY
PLANNING + BUDGETING SERVICES
CHENEY WA 99004
PH- (509) 359-2445

RAUCH, SISTER DOLORES

DIR, INSTITUTIONAL RESEARCH
MOUNT MARY COLLEGE
2900 MENOMONEE RIVER PARKWAY
MILWAUKEE WI 53222
PH- (414) 258-4810 EXT 261

* QUERO-MUNOZ, LILA J.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 382-4 PENNELL CIRCLE
TALLAHASSEE FL 32304
PH- (904) 575-8404

REAP, MARGARET C. (OR)

DIR, INSTITUTIONAL RESEARCH
NORTH HARRIS COUNTY COLLEGE
2700 W. W. THORNE DRIVE, A-135
HOUSTON TX 77073
PH- (713) 443-6640 EXT 393

RECTOR, DAVID

DIRECTOR OF COMPUTER SERVICES
NORTHEAST MISSOURI STATE UNIV
AH 107
KIRKSVILLE MO 63501
PH- (816) 665-5121 EXT 7171

REDMON, THOMAS (DR)

ASSISTANT DIRECTOR
THE COLLEGE BOARD
17 EXEC PARK DR, NE, SUITE 200
ATLANTA GA 30329
PH- (404) 636-9465

REDMOND, PATRICIA (MS)

COORD, INSTITUTIONAL RESEARCH
HOOD COLLEGE

FREDERICK MD 21701
PH- (301) 663-3131 EXT 394

REED, JEFFREY GARTH (DR)

ASST PROFESSOR, DEPT OF PSYCH
SUNY COLLEGE AT GENESEO
COLLEGE OF ARTS + SCIENCE
GENESEO NY 14454
PH- (716) 245-5200

REED, LILLIE E. MCMURTRY (DR)

DIR, INSTITUTIONAL RESEARCH
MILES COLLEGE
5500 AVENUE G
BIRMINGHAM AL 35005
PH- (205) 923-2771 EXT 270

REICHARD, DONALD J. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF NC AT GREENSBORO
304 MOSSMAN ADMIN BUILDING
GREENSBORO NC 27412
PH- (919) 379-5980

REID, JOHN Y. (DR)

DIR, CTR FOR STUDY OF HGR EDUC
UNIVERSITY OF TOLEDO
2801 WEST BANCROFT
TOLEDO OH 43606
PH- (419) 537-4112

REINER, JOHN R. (DR)

DIR, INSTNL RESEARCH + STUDIES
STHN ILLINOIS UNIV-EDWARDSVLLE
BOX 59A
EDWARDSVILLE IL 62026
PH- (618) 692-3415

REMILLARD, JAMES R. (DR)

ASST PROVOST FOR INSTNL RSCH
ILLINOIS INST OF TECHNOLOGY
3300 SOUTH FEDERAL STREET
CHICAGO IL 60616
PH- (312) 567-3031

RENKO, JOHN M.

DIR, INSTITUTIONAL RESEARCH
AUBURN UNIVERSITY

MONTGOMERY AL 36193
PH- (205) 279-9110 EXT 499

RENDER, CHARLES R.

DIR, INSTITUTIONAL ANALYSIS
GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE
FAIRFAX VA 22030
PH- (703) 323-2132

RENY, PAUL M.

RSCH AGENT, SCIENCES DE L'EDUC
UNIVERSITE LAVAL
PORTE 1742
STE-FOY, QUE, G1K 7P4 CANADA
PH- (418) 656-5505

RENZ, DAVID O.

GRADUATE STUDENT
UNIVERSITY OF MINNESOTA
- 137 BEDFORD SE
MINNEAPOLIS MN 55414
PH- ~~(612) 378-0864~~

REYNARD, J. DAVID

DIR, INSTITUTIONAL RSCH + PLNG
DELAWARE STATE COLLEGE
205 GROSSLEY HALL
DOVER DE 19901
PH- (302) 678-5201 OR 5202

RICE, GARY A. (DR)

PRESIDENT
DECISION INFORMATION SERVICES
6905 CHINOOK DRIVE
YAKIMA WA 98908

RICH, STUART L.

DIR, INSTITUTIONAL RESEARCH
GEORGETOWN UNIVERSITY
37TH + O STREETS,NW /205 HEALY
WASHINGTON DC 20057
PH- (202) 625-4515

RICHARD, HAROLD G. (DR)

DIR, INSTITUTIONAL RSCH + STDS
STHN ILLINOIS UNIV-CARBONDALE
2179 FANER BUILDING
CARBONDALE IL 62901
PH- (618) 536-2384

RICHARDS, RUSSELL G.

DIR, INSTITUTIONAL RESEARCH
UTAH SYSTEM OF HIGHER EDUC
807 E SOUTH TEMPLE, SUITE 204
SALT LAKE CITY UT 84102
PH- (801) 533-5617

* RICHARDS, SUZANNE

GRAD STUDENT/DOCTORAL OFFICE
UNIV OF CALIF-LOS ANGELES
GRADUATE SCHOOL OF MANAGEMENT
LOS ANGELES CA 90024
PH- (213) 477-1368

RICHARDSON, JUDY MCEWEN (DR)

RESEARCH CONSULTANT

- 540 BORDER LANE
MCMINNVILLE OR 97128
PH- (503) 472-3657

RICHARDSON, ROSS A.

DIRECTOR, MARKETING SERVICES
HUMBER COLL OF APPLD ARTS/TECH
205 HUMBER COLL BLVD, BOX 1900
REXDALE, ONT, M9W 5L7 CANADA
PH- (416) 675-3111 EXT 541

RICHBURG, JAMES R.

VICE PRESIDENT, INSTNL SERVCS
VALENCIA COMMUNITY COLLEGE
PO BOX 3028
ORLANDO FL 32802
PH- (305) 299-5000 EXT 205

RICHEY, MICHELE

ASST,BUDGT PLNG-VP ACAD AFFRS
BRADLEY UNIVERSITY

PEORIA IL 61625
PH- (309) 676-7611

RICKS, MARY F.

OFF OF INSTITUTIONAL RESEARCH
PORTLAND STATE UNIVERSITY
PO BOX 751
PORTLAND OR 97207
PH- (503) 229-3432

RIDGE, JOHN WM. (DR)

DIR, INSTITUTIONAL STUDIES
UNIV OF WISCONSIN-EAU CLAIRE
SCHOFIELD HALL
EAU CLAIRE WI 54701
PH- (715) 836-5167

* RIES, JOANNE B. (MS)

GRADUATE STUDENT/RSCH ASSOC
UNIVERSITY OF KENTUCKY
DEPT BEHAV SCI, MED CTR MN633
LEXINGTON KY 40502
PH- (606) 233-5803

RIGGON, JOYCE R.

ASST DIR, INSTNL STUDIES +PLNG
NORTHEASTERN ILLINOIS UNIV
5500 NORTH ST LOUIS AVENUE
CHICAGO IL 60625
PH- (312) 583-4050 EXT 277

RILEY, JANET

ASST TO V-CHANC FOR ACAD AFFRS
UNIVERSITY OF KANSAS
127 STRONG HALL
LAWRENCE KS 66045
PH- (913) 864-4455

RINSLAND, ROLAND DEL. (DR)

ASSISTANT DEAN + REGISTRAR
COLUMBIA UNIVERSITY TCHRS COLL
525 WEST 120TH STREET
NEW YORK NY 10027
PH- (212) 678-4057

* RITSCHEL, ROBERT E.

GRADUATE RESEARCH ASSISTANT
UNIV OF ILLINOIS-URBANA-CHAMPN
2136 MUSIC BUILDING
URBANA IL 61801
PH- (217) 333-1027

RIVERS, VERNON G.

VICE PRES, INSTITUTIONAL RSCH
COLLEGE OF CHARLESTON
RANDOLPH HALL
CHARLESTON SC 29401
PH- (803) 792-5708

ROARK, WILLIAM F. (DR)

DIR, INSTITUTIONAL RESEARCH
GEORGIA SOUTHWESTERN COLLEGE

AMERICUS GA 31709
PH- (912) 928-1366

ROBB, PATRICIA S.

RESEARCH ANALYST, INSTNL RSCH
CALIF STATE UNIV + COL SYSTEM
400 GOLDEN SHORE
LONG BEACH CA 90802
PH- (213) 590-5607

ROBBINS, GENE A.

ASST PROVOST FOR ACAD ADMN SRV
CUNY-QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING NY 11367
PH- (212) 520-7001

ROBERTSON, LEON B.

VICE PRESIDENT, BUDGET + PLNG
UNIVERSITY OF UTAH
408 PARK BUILDING
SALT LAKE CITY UT 84112
PH- (801) 581-6948

ROBINSON, GORDON N.

DIR. INSTITUTIONAL RESEARCH
SAINT AUGUSTINE'S COLLEGE
1315 OAKWOOD AVENUE
RALEIGH NC 27610
PH- (919) 828-4451 EXT 397

ROBINSON, LORA H. (DR)

DIR. INSTITUTIONAL STDS + RSCH
ST CLOUD STATE UNIVERSITY
OFF OF VICE PRES. ACAD AFFAIRS
ST CLOUD MN 56301
PH- (612) 255-3117

ROBINSON, TOM

DIR. INSTITUTIONAL RESEARCH
MISSOURI WESTERN STATE COLLEGE
4525 DOWNS DRIVE
ST JOSEPH MO 64507
PH- (816) 271-4274

ROCHA, EVANGELINE H. (MS)

DIR. OFF OF INSTITUTIONAL RSCH
BROWN UNIVERSITY
BOX 1912
PROVIDENCE RI 02912
PH- (401) 863-2386

ROELFS, PAMELA J.

RSCH ASSOC/OFF OF INSTNL RSCH
UNIV OF CONNECTICUT
U-135
STORRS CT 06268
PH- (203) 486-4248

ROESLER, ELMO D. (DR)

DIRECTOR, PLANNING +EVALUATION
VIRGINIA COMMUNITY COLLEGE SYS
PO BOX 1558/7 N EIGHTH STREET
RICHMOND VA 23212
PH- (804) 786-4272

ROGERS, EVAN

VISITING SCHOLAR
CHARLES F KETTERING FOUNDATION
- 5335 FAR HILLS AVENUE
DAYTON OH 45429
PH- (513) 434-7300

ROLF, CAROL J.

INFORMATION SYSTEMS COORD
UNIVERSITY OF SOUTH FLORIDA
4202 FOWLER AVENUE, ADM 226
TAMPA FL 33620
PH- (813) 974-2154

ROMER, DIANA H. (MRS)

- 184 SPRING STREET
AMHERST MA 01002
PH- (413) 253-7748

ROONEY, BARBARA J. (MS)

INSTITUTIONAL RESEARCH COORD
GLOUCESTER COUNTY COLLEGE
TANYARD ROAD/DEPTFORD TOWNSHIP
SEWELL NJ 08080
PH- (609) 468-5000

ROSE, HOMER C., JR. (DR)

SR RSCH ASSOC, ACAD PLNG+ANLYS
UNIVERSITY OF MICHIGAN
FLEMING BUILDING, 6TH FLOOR
ANN ARBOR MI 48109

ROSE, RICHARD

ASST RESEARCHER, INSTNL RSCH
MISSISSIPPI VALLEY STATE UNIV
MVSU BOX 72
ITTA BENA MS 38941
PH- (601) 254-9041 EXT 5396

ROSEN, LYNN S. (DR)

VICE PRESIDENT
RESOURCE CONTROL SYSTEMS, INC
PO BOX 22224
BEACHWOOD OH 44122
PH- (216) 932-6626

ROSENGREN, DAVID E.

UNIVERSITY REGISTRAR
NEW SCHOOL FOR SOCIAL RESEARCH
66 WEST TWELFTH STREET
NEW YORK NY 10011
PH- (212) 741-5762

ROSENTHAL, DANIEL

DIR, INSTITUTIONAL STUDIES
STOCKTON STATE COLLEGE

POMONA NJ 08240
PH- (609) 652-1776 EXT 227

ROSENTHAL, WILLIAM H. (DR)

ASSOCIATE PROFESSOR
MICHIGAN STATE UNIVERSITY
OFFICE OF INST RSCH, ADMIN BLDG
EAST LANSING MI 48824
PH- (517) 355-2393

ROSS, LINDA A. (MS)

DIR, INSTITUTIONAL RESEARCH
SALISBURY STATE COLLEGE
HOLLOWAY HALL 274
SALISBURY MD 21801
PH- (301) 546-3261 EXT 207

ROSS, NANCY MCDUFF (MS)

INSTITUTIONAL RESEARCH OFFICER
TULANE UNIVERSITY
GIBSON HALL, ROOM 316
NEW ORLEANS LA 70118
PH- (504) 865-4191

ROSS, NAOMI (DR)

UNIV OF ILLINOIS-MEDICAL CTR
1737 W POLK, 484 AOB BUILDING
CHICAGO IL 60612

ROSS, ROBERT A. (DR)

COORD, INSTITUTIONAL RSCH+PLNG
PIEDMONT VIRGINIA COMM COLLEGE
ROUTE 6, BOX 1A
CHARLOTTESVILLE 22901
PH- (804) 977-3900 85

ROSSMANN, JACK E. (DR)

VICE PRESIDENT, ACAD AFFAIRS
MACALESTER COLLEGE

ST PAUL MN 55105
PH- (612) 696-6160

ROSSMEIER, JOSEPH G. (DR)

DIR, PLNG RESEARCH + MGMT SERV
NORTHERN VIRGINIA COMM COLLEGE
8333 LITTLE RIVER TURNPIKE
ANNANDALE VA 22003
PH- (703) 323-3106

ROWSE, GLENWOOD L.

ASSOCIATE IN HIGHER EDUCATION
NEW YORK STATE EDUCATION DEPT
CULTURAL EDUC CENTER, 5B44
ALBANY NY 12230
PH- (518) 474-5891

ROY, LORENZO M.

DIR, BUREAU DE RECHERCHES INST
UNIVERSITE LAVAL
PORTE 1734
STE-FOY, QUE, G1K 7P4 CANADA
PH- (418) 656-5342

RUDDOCK, MARYANN STEELE

RSCH ASSOC/OFF, PLNG+INST RSCH
ST EDWARDS UNIVERSITY
3001 SOUTH CONGRESS AVENUE
AUSTIN TX 78704
PH- (512) 444-2621 EXT 223

RUDY, BARBARA A. (MS)

ASST DIR, ANALYTICAL SERVICES
BOSTON UNIVERSITY
147 BAY STATE ROAD
BOSTON MA 02215
PH- (617) 353-2256

RUEDA, WELEY A. (MS)

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
2325 WEST PENSACOLA, 186
TALLAHASSEE FL 32304
PH- (904) 576-9594

RUFI, JOHN D.

BUDGET + PLANNING ANALYST
UNIVERSITY OF DENVER
OFFICE OF THE CHANCELLOR
DENVER CO 80208
PH- (303) 753-2986

RUGG, EDWIN A. (DR)

ASSOC DIR, INSTNL RSCH + PLNG
UNIVERSITY OF MISSISSIPPI
205 LYCEUM BUILDING
UNIVERSITY MS 38655
PH- (601) 232-7387

RUMPF, DAVID L.

COORD, INSTITUTIONAL STUDIES
UNIV OF MASSACHUSETTS
309 WHITMORE ADMIN BLDG
AMHERST MA 01003
PH- (413) 545-2141

RUNNER, HERBERT H.

ADMIN ASST TO EXEC VICE PRES
BOISE STATE UNIVERSITY
1910 UNIVERSITY DRIVE
BOISE ID 83725
PH- (208) 385-1613

RUSK, JAMES J. (OR)

ANALYST
UNIVERSITY OF ARIZONA
ADMINISTRATION BUILDING 103
TUCSON AZ 85721
PH- (602) 626-4024

RUSSELL, C. NEIL (OR)

MGR,PROG DEV+EVAL,COMM COL DIV
MANITOBA DEPT OF EDUCATION
214-930 CENTURY STREET
WINNIPEG, MAN, R3C 0V8, CANADA
PH- (204) 775-0599

* RUSSELL, MARTHA GARRETT (MS)

GRADUATE STUDENT
UNIVERSITY OF MINNESOTA
- 452 UPTON AVENUE SOUTH
MINNEAPOLIS MN 55405
PH- (612) 374-1310

RUSSELL, ROBERT E.

MGR,SYS+ADMN/PRGMS,STORS,OPRTN
UNIVERSITY OF MICHIGAN
3609 VARSITY DRIVE
ANN ARBOR MI 48109
PH- (313) 763-3968

RUST, JERRY H., JR. (OR)

DIR, PLNG, SYSTEMS+INSTNL RSCH
EAST TENNESSEE STATE UNIV
BOX 23980A
JOHNSON CITY TN 37601
PH- (615) 929-5349

RUSTAD, SUSAN

MANAGER, INFORMATION SERVICES
MINNESOTA HGHR EDUC COORD BD
550 CEDAR ST
ST PAUL MN 55101
PH- (612) 296-3974

RYAN, BARBARA J. (OR)

ASST VICE PRESIDENT FOR ADMIN
CENTRAL STATE UNIVERSITY
100 NORTH UNIVERSITY DRIVE
EDMOND OK 73034
PH- (405) 341-2980 EXT 516

RYLAND, JANE N. (MS)

DIRECTOR
SHEEO/NCES NETWORK
737 29TH STREET
BOULDER CO 80303
PH- (303) 449-4955

SALLEY, CHARLES D. (OR)

ASST PROF, BUS/DIV,BUS+SOC SCI
QUEENS COLLEGE
1900 SELWYN AVENUE/BOX 437
CHARLOTTE NC 28274
PH- (704) 332-7121 EXT 231

SANDERS, CHARLES R., JR.

ASST V-CHANC,PLNG,BD OF REGENT
UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, SW
ATLANTA GA 30334

SANDERS, JACK

SPACE ADMINISTRATOR
EASTERN ILLINOIS UNIVERSITY
OFFICE PLANNING + BUDGET ANLYS
CHARLESTON IL 61920
PH- (217) 581-9023

SANFORD, TIMOTHY R. (OR)

ASSOC DIR, INSTITUTIONAL RSCH
UNIV OF NC AT CHAPEL HILL
02 SOUTH BUILDING 005A
CHAPEL HILL NC 27514
PH- (919) 933-3071

SATERFIEL, THOMAS H. (OR)

PROG LEADER/BUREAU, EDUC RSCH
MISSISSIPPI STATE UNIVERSITY
BOX 9369
MISSISSIPPI STATE MS 39762
PH- (601) 325-3717

SATHRE, COLLEEN O'BRIEN (OR)

ACTNG POLICY +PLANNING ANALYST
UNIVERSITY OF HAWAII AT MANOA
2900 CAMPUS RD,HAWAII HALL 205
HONOLULU HI 96822
PH- (808) 948-7874

SATTERELLI, JIM E.

DEAN
JACKSON COMMUNITY COLLEGE
2111 EMMONS ROAD
JACKSON MI 49201
PH- (517) 787-0800 EXT 153

SATTERFIELD, WILLARD C.

COORD,OCCUP INFO/STDT FOLLOWUP
SAN ANTONIO COLLEGE
1300 SAN PEDRO AVENUE
SAN ANTONIO TX 78284
PH- (512) 733-2330

SAUNDERS, LAURA E.

DIR, PLANNING + CAPITAL BUDGET
UNIVERSITY OF WASHINGTON
170 ADMINISTRATION AF-30
SEATTLE WA 98195
PH- (206) 543-6277

SAUPE, JOE L. (DR)

UNIV DIR, INSTITUTIONAL RSCH
UNIV OF MISSOURI
309 UNIVERSITY HALL
COLUMBIA MO 65211
PH- (314) 882-2311

SAVELA, MARY B.

PLANNING ANALYST
SEATTLE UNIVERSITY
BROADWAY AND MADISON
SEATTLE WA 98122
PH- (206) 626-6080

SAVENIJE, BAS

PLANNING OFFICER
UNIVERSITY UTRECHT
PLANNING DEPARTMENT, DRIFT 8
3512BS,UTRECHT,THE NETHERLANDS
PH- 030-315641

* SAXON, LUCILLE

GRADUATE STUDENT
CATHOLIC UNIVERSITY OF AMERICA
- 3209 FALLSTAFF ROAD
BALTIMORE MD 21215
PH- (301) 358-2919

SCHAEFER, GEORGE A.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF NEW HAVEN
300 ORANGE AVENUE
WEST HAVEN CT 06516
PH- (203) 934-6321

SCHAFF, SISTER MARIANNE

DIR, INSTNL RESEARCH + RECORDS
MARY COLLEGE
APPLE CREEK ROAD
BISMARCK ND 58501
PH- (701) 255-4681 EXT 302

SCHAFFER, JIM

DIR, CAREER PLNG + PLACEMENT
ORAL ROBERTS UNIVERSITY
7777 SOUTH LEWIS
TULSA OK 74171
PH- (918) 492-6161 EXT 2036

SCHELLHARDT, THOMAS G.

DIR, ANALYTICAL STUDIES
PURDUE UNIVERSITY
FREEHAFER HALL
WEST LAFAYETTE IN 47907
PH- (317) 749-6284

SCHIETINGER, E. F. (DR)

DIRECTOR OF RESEARCH
SOUTHERN REGIONAL EDUC BOARD
130 SIXTH STREET, NW
ATLANTA GA 30313
PH- (404) 875-9211 EXT 274

SCHMIDTLEIN, FRANK A. (DR)

ASSISTANT TO THE CHANCELLOR
UNIV OF MARYLAND-COLLEGE PARK
MAIN ADMINISTRATION BLDG, 1109
COLLEGE PARK MD 20742
PH- (301) 454-4702

SCHNEIDER, LYDIA E. (MS)

ACADEMIC PLANNER, ACAD SUPPORT
CALIF STATE UNIV-NORTHRIDGE
ADMINISTRATION 306B
NORTHRIDGE CA 91330
PH- (213) 885-3280

SCHNIREL, JAMES R.

PRESIDENT
UTAH TECH COLLEGE AT SALT LAKE
4600 SOUTH REDWOOD ROAD
SALT LAKE CITY UT 84107
PH- (801) 967-4226

SCHOEN, JANE

DIRECTOR OF RESEARCH
UNION FOR EXPERMNTG COLS+UNIVS
PO BOX 85315
CINCINNATI OH 45201
PH- (513) 621-64444

SCHUENECKER, CRAIG V.

RESEARCH ASSOCIATE
MINNESOTA HGHR EDUC COORD BD
550 CEDAR STREET, SUITE 400
ST PAUL MN 55101
PH- (612) 296-9703

SCHOFIELD, JOHN CHARLES

DIR, INSTITUTIONAL RESEARCH
PITT COMMUNITY COLLEGE
PO BOX 7607
GREENVILLE NC 27834
PH- (919) 756-3130 EXT 262

SCHOMBERG, STEVEN F. (OR)

ASST DIR/UNIVERSITY COLLEGE
UNIVERSITY OF MINNESOTA
117 PLEASANT ST,SE, 155 WALTER
MINNEAPOLIS MN 55455
PH- (612) 373-4638

SCHULTE, BILL M. (OR)

DIR, PLNG + INSTITUTIONAL RSCH
EMPORIA STATE UNIVERSITY
1200 COMMERCIAL
EMPORIA KS 66801
PH- (316) 343-1200 EXT 427

SCHULTZE, L. WALTER (OR)

DIR, INSTITUTIONAL STUDIES
SUNY COLLEGE AT FREDONIA
- 80 BIRCHWOOD DRIVE
FREDONIA NY 14063
PH- (716) 673-3187

SCHWABE, ROBERT A. (OR)

DIR, INSTITUTIONAL RESEARCH
CALIF STATE COL-SAN BERNARDINO
5500 STATE COLLEGE PKWY,LC-526
SAN BERNARDINO CA 92407
PH- (714) 887-7291

SCHWARTZ, GERALD A.

- 411 WEST 49TH AVENUE
VANCOUVER, BC, CANADA, V5Y 2Z9
PH- (604) 324-8611

SCHWARTZ, MARTIN W.

ASSISTANT TO THE PRESIDENT
CAMDEN COUNTY COLLEGE
PO BOX 200
BLACKWOOD NJ 08012
PH- (609) 227-7200 EXT 351

SCHWARTZ, STEPHEN P. (OR)

COORD, PLANNING + RESEARCH
WEST LOS ANGELES COLLEGE
4800 FRESHMAN DRIVE
CULVER CITY CA 90230
PH- (213) 836-7110 EXT 323

SCHWEIGER, HELMUT J. (OR)

DIR, RESEARCH + ACADEMIC PLNG
MARITIME PROV HIGHER EDUC CMSN
BOX 6000, 450 KINGS PLACE
FREDERICTON,NB,CANADA, E3B 5H1
PH- (506) 455-5046

SCIGLIANO, JOHN A.

DIR, CENTER FOR HIGHER EDUC
KENT STATE UNIVERSITY
WHITE HALL, 405
KENT OH 44240
PH- (216) 672-2294

SCOTT, GLORIA RANDLE (OR)

VICE PRESIDENT
CLARK COLLEGE
240 CHESTNUT STREET SW
ATLANTA GA 30314
PH- (404) 681-3080 EXT 100

SCOTT, MONICA R. (MRS)

DIR, PLNG + INSTITUTIONAL RSCH
COLLEGE OF CHARLESTON
66 GEORGE STREET
CHARLESTON SC 29401
PH- (803) 792-5579

SCOTT, PATSY F.

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF TOLEDO
2801 WEST BANCROFT
TOLEDO OH 43606
PH- (419) 537-2152

SCOTT, SHERRILL BERRY (MRS)

TITLE III COORDINATOR
LANE COLLEGE
545 LANE AVENUE/201 ADMIN BLDG
JACKSON TN 38301
PH- (901) 424-4600 EXT 240

SCULLY, SISTER JANE

PRESIDENT
CARLOW COLLEGE
3333 FIFTH AVENUE
PITTSBURGH PA 15213
PH- (412) 578-6123

SEAGREN, ALAN T. (OR)

~~UNIVERSITY OF NEBRASKA~~
3035 HOLDREGE
LINCOLN NE 68510

SEARS, JOHN F.

DIR. PLANNING, MANAGEMENT+EVAL
LOYOLA UNIVERSITY

NEW ORLEANS LA 70118
PH- (504) 865-3523

SEDIVY, ROBERT R.

DIRECTOR, RESOURCE MANAGEMENT
LOYOLA COLLEGE
4501 NORTH CHARLES STREET
BALTIMORE MD 21210
PH- (301) 323-1010 EXT 349

SEE, KEVIN

BUSINESS MGR, ADMIN SERVICES
GRIFFITH UNIVERSITY
NATHAN
BRISBANE, QSLND 4111,AUSTRALIA
PH- 275-7166

SEELBINDER, BEN M. (OR)

DIR, RECORDS + INSTNL RESEARCH
WAKE FOREST UNIVERSITY
7346 REYNOLDA STATION
WINSTON-SALEM NC 27109
PH- (919) 761-5244

SEELEY, JOHN A. (OR)

PRESIDENT
FORMATIVE EVAL RSCH ASSOCIATES
216 EAST HURON
ANN ARBOR MI 48104
PH- (313) 994-9060

SEITCHIK, STEVEN H.

REGISTRAR/DIR. INSTNL RESEARCH
KING'S COLLEGE
133 NORTH RIVER STREET
WILKES-BARRE PA 18711
PH- (717) 826-5870

SELIN, LARRY R.

INSTITUTIONAL RESEARCH
SOUTHWEST MISSOURI STATE UNIV

SPRINGFIELD MO 65802
PH- (417) 836-5274

SENKE, CHARLES W. (OR)

ASSOCIATE ACADEMIC DEAN
WESTMAR COLLEGE

LE MARS IA 51031
PH- (712) 546-7081

SEMROW, JOSEPH J. (OR)

ASSOCIATE DIRECTOR
NORTH CTRL ASSN OF COLS + SCHS
159 NORTH DEARBORN STREET
CHICAGO IL 60601

SENDROW, TERRY (MS)

UNIVERSITY SYSTEMS PLANNER
TEMPLE UNIVERSITY
BROAD + MONTGOMERY/715 CARNELL
PHILADELPHIA PA 19122
PH- (215) 787-1987

SENN, DAVID F.

ACTING DIR. INSTITUTIONAL RSCH
UNIVERSITY OF LOUISVILLE

LOUISVILLE KY 40292
PH- (502) 588-6766

SEWELL, ANN CLINTON

DIR. INSTITUTIONAL RESEARCH
TEXAS CHRISTIAN UNIVERSITY
PO BOX 32894
FORT WORTH TX 76129
PH- (817) 921-7793

SHALE, DOUGLAS G. (OR)

HEAD, INSTITUTIONAL STUDIES
ATHABASCA UNIVERSITY
14515-122 AVENUE
EDMONTON, ALB. T5L 2W4 CANADA
PH- (403) 452-9990 EXT 340

SHAMBURGER, MILLER L.

SUPERVISOR, RSCH +PUBLICATIONS
BD TRUSTEES, STATE COLS +UNIVS
PO BOX 44307
BATON ROUGE LA 70804
PH- (504) 342-6950

SHANKS, MICHAEL A. R.

ADMINISTRATIVE OFFICER
UNIVERSITY OF NEW BRUNSWICK
PO BOX 4400
FREDERICTON,NB,CANADA, E3B 5A3
PH- (506) 453-4526

SHAO, HSI-PING (OR)

DIRECTOR OF RESEARCH
WILKES COLLEGE
169 SOUTH FRANKLIN STREET
WILKES-BARRE PA 18766
PH- (717) 824-4651

SHARP, ALEXANDER E.

VICE PRES FOR FINANCIAL AFFRS
UNIVERSITY OF CHICAGO
5801 SOUTH ELLIS AVENUE,AD 501
CHICAGO IL 60637
PH- (312) 753-1780

SHAW, COLIN S.

CEDAR VALLEY COLLEGE
3030 N DALLAS AVENUE
LANCASTER TX 75134

SHAW, GEORGE W.

DIRECTOR, PLANNING
SAN FRANCISCO COMM COLL DIST
33 GOUGH STREET
SAN FRANCISCO CA 94103
PH- (415) 239-3046

SHEEDER, RICHARD D.

RESEARCH + PLANNING ASSOCIATE
PENN STATE UNIV
304 OLD MAIN
UNIVERSITY PARK PA 16802
PH- (814) 865-8491

SHEEHAN, BERNARD S. (OR)

DIR. INSTITUTIONAL RESEARCH
UNIVERSITY OF CALGARY
1017 EDUCATION TOWER
CALGARY, ALB. T2N 1N4 CANADA
PH- (403) 284-5877

SHEIKHOLESLAMI, RAMIN

MGR, EMP STANDARDS + PRACTICES
CONRAIL
SIX PENN CENTER, RM 1010
PHILADELPHIA PA 19104
PH- (219) 977-4572

SHELDON, PHILIP B. (OR)

ASST DIR, OFF OF INSTNL RSCH
VA POLYTECH INST + STATE UNIV
129 SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-7926

SHELDON, SHEILA

ASSOC SEC, SENATE/UNIV SECRTRT
MCGILL UNIVERSITY
845 SHL BROOKE STREET WEST
MONTREAL, QUE, H3A 2T5, CANADA
PH- (514) 392-5456

SHEN, HSIAO S. (OR)

RESEARCH ASSOCIATE
PIEDMONT TECHNICAL COLLEGE
EMERALD ROAD
GREENWOOD SC 29646
PH- (803) 223-8357 EXT 713

SHERIDAN, JUDITH E. (HS)

PROG DEV SPECIALIST/RSCH + DEV
CAMDEN COUNTY COLLEGE
PO BOX 200
BLACKWOOD NJ 08012
PH- (609) 227-7200 EXT 351

SHIRAZI, ANNMARIE (OR)

DIR. INSTITUTIONAL RESEARCH
SOUTH OKLAHOMA CITY JUNIOR COL
7777 SOUTH MAY AVENUE
OKLAHOMA CITY OK 73159
PH- (405) 682-1611 EXT 213

SHOEMAKER, DANIEL P. (OR)

ASST PROF/OFF OF INSTNL RSCH
MICHIGAN STATE UNIVERSITY
323 ADMINISTRATION BUILDING
EAST LANSING MI 48824
PH- (517) 353-9151

SHOLTYS, PHYLLIS A. (OR)

DIR. PLANNING + RESEARCH DEPT
CANISIUS COLLEGE
2001 MAIN STREET
BUFFALO NY 14208
PH- (716) 883-7000 EXT 966

SIAU, CARLOS

RESEARCH ASSISTANT
VRIJE UNIVERSITEIT BRUSSEL
PLEINLAAN, 2
BRUSSELS, B-1050 BELGIUM
PH- 02-6485540

SIBLEY, WILLIAM M. (OR)

CHAIRMAN
SASKATCHEWAN UNIVERSITIES COMM
2302 ARLINGTON AVENUE
SASKATOON,SASK,S7J 3L3, CANADA
PH- (306) 373-0333 EXT 22

SIBOLSKI, ELIZABETH (MS)

PLANNING ANALYST
AMERICAN UNIVERSITY
OFFICE OF BUDGET AND PLANNING
WASHINGTON DC 20016
PH- (202) 686-2134

SILVA FILHO, RENATO PIRES

ADMINISTRATIVE DIRECTOR
UNIV ESTADUAL DE CAMPINAS
DIRECTORIA GERAL DA ADMIN
CAMPINAS, SP 13100 BRAZIL
PH- (0192) 39130-R327

SILVERS, SUZANNE ELLEN

COORD, RSCH + ANALYTICAL STDS
METROPOLITAN TECH COMM COLLEGE
PO BOX 3777
OMAHA NE 68103
PH- (402) 449-8417 EXT 7

SINHA, O. R.

DIRECTOR OF PLANNING
MASSACHUSETTS INST OF TECH
77 MASSACHUSETTS AVE JE
CAMBRIDGE MA 02139
PH- (617) 253-5031

SIMMONS, FAYE (MRS)

ASSOC FOR INSTITUTIONAL RSCH
SUNY COLLEGE AT POTSDAM
PIERREPONT AVENUE
POTSDAM NY 13676
PH- (315) 268-2944

SIMON, DONALD J. (DR)

DIRECTOR, INFORMATION SYSTEMS
UNIV OF SOUTHWESTERN LOUISIANA
USL BOX 41770
LAFAYETTE LA 70504
PH- (318) 264-6927

SIMON, LOU ANNA KIMSEY (DR)

ASST PROVOST FOR GEN ACAD ADMN
MICHIGAN STATE UNIVERSITY
423 ADMINISTRATION BUILDING
EAST LANSING MI 48824

SIMPSON, WILLIAM A. (DR)

ASSOCIATE PROFESSOR
MICHIGAN STATE UNIVERSITY
OFF OF INSTITUTIONAL RESEARCH
EAST LANSING MI 48824
PH- (517) 353-8864

SIMS, L. M. (DR)

ASST TO PRES FOR PLNG+RSRC DEV
JEFFERSON STATE JUNIOR COLLEGE
2601 CARSON ROAD
BIRMINGHAM AL 35215

SINNOTT, PATRICK M.

ASST DIR,FIN+HUMAN RSCRCS PLNG
TUSKEGEE INSTITUTE
215 KRESGE CENTER
TUSKEGEE INSTITUTE AL 36088
PH- (205) 727-8514

SIRCUS, GERALD

DIR, INSTNL RSCH + EVALUATION
BERGEN COMMUNITY COLLEGE
400 PARAMUS ROAD
PARAMUS NJ 07652
PH- (201) 447-1500 EXT 711

SKREDEN, SVEIN ARNE

ASSISTANT UNIVERSITY DIRECTOR
UNIVERSITY OF BERGEN
MUSE PL 7
5000 BERGEN NORWAY

SKUBAL, JACQUELINE (MS)

OFF OF INSTNL PLNG + BUDGETING
UNIV OF MASSACHUSETTS-BOSTON
HARBOR CAMPUS
BOSTON MA 02125
PH- (617) 287-1900 EXT 2403

SLOVACEK, SIMEON PETER

DIR, INSTITUTIONAL RESEARCH
CORNELL UNIVERSITY
B-7 DAY HALL
ITHACA NY 14853
PH- (607) 256-7540

SMART, JOHN C. (DR)

ASST DEAN, GRADUATE SCHOOL
VA POLYTECH INST + STATE UNIV
111 DICKEY HALL
BLACKSBURG VA 24061
PH- (703) 961-6691

SMITH, ALAN P. D.

DIRECTOR OF PLANNING
CAPILANO COLLEGE
2055 PURCELL WAY
N VANCOUVER,BC,CANADA, V7J 3H5
PH- (604) 986-1911 EXT 226

227

SMITH, ALVIN W.

ASST DIR, INSTITUTIONAL RSCH
VA POLYTECH INST + STATE UNIV
1270 SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-7922

SMITH, EDWIN R. (DR)

ASST VICE PRES, ADMINISTRATION
WEST VIRGINIA UNIVERSITY
104 STEWART HALL
MORGANTOWN WV 26506
PH- (304) 293-2269/2514

SMITH, GLYNTON (MISS)

DIR, INSTITUTIONAL RESEARCH
GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA GA 30303
PH- (404) 658-2570

SMITH, GORDON W.

RSCH ASSOC/DIV OF INSTNL RSCH
CALIF STATE UNIV + COL SYSTEM
400 GOLDEN SHORE
LONG BEACH CA 90802
PH- (213) 590-5607

SMITH, J. STEPHEN (DR)

ASST VICE PRES, HEALTH AFFAIRS
UNIV OF ALABAMA IN BIRMINGHAM
102-C MORTIMER JORDON HALL
BIRMINGHAM AL 35294
PH- (205) 934-3405

SMITH, J. WILLIAM (DR)

ASSOC DEAN FOR ADMINISTRATION
UNIVERSITY OF PITTSBURGH
GRAD SCHOOL OF PUBLIC HEALTH
PITTSBURGH PA 15261
PH- (412) 624-3012

SMITH, JEFF ELWOOD

DIR, INSTITUTE ON DESEGREGATION
NORTH CAROLINA CENTRAL UNIV

DURHAM NC 27707
PH- (919) 683-6433

SMITH, KEN (DR)

CHAIRMAN, BUDGET COMMITTEE
UNIVERSITY OF SASKATCHEWAN
225 ADMINISTRATION BUILDING
SASKATOON, SK, CANADA, S7N 0W0
PH- (306) 343-5873

SMITH, KIRKER

COORDINATOR, OFFICE OF SENATE
UNIV OF ILLINOIS-CHICAGO CIR
BOX 4348/2714 UNIVERSITY HALL
CHICAGO IL 60680
PH- (312) 996-2926

SMITH, MARIANNE M. (MS)

ASST EDUCATION COORDINATOR
ARGONNE NATIONAL LABORATORY
- 120 LESLIE LANE
BOLINGBROOK IL 60439
PH- (312) 739-6617

SMITH, NORMAN S. (DR)

ASST VICE PRES, PLNG + DEVELOP
COL OF MEDICINE+DENTISTRY-N.J.
100 BERGEN STREET
NEWARK NJ 07103
PH- (201) 456-4120

SMITH, RICHARD I.

DIR, INSTITUTIONAL RESEARCH
COLLEGE OF SAINT BENEDICT

ST JOSEPH MN 56374
PH- (612) 363-5301

SMITH, SANDRA S. (DR)

PRINC ADM ANLYST-BUD,ANLYS,PLG
UNIV OF CALIF-BERKELEY
247 UNIVERSITY HALL
BERKELEY CA 94720
PH- (415) 642-4695

SMITH, W. A. S. (DR)

SPEC CONSULTANT, OFF VP (ACAD)
UNIVERSITY OF CALGARY
2500 UNIVERSITY DRIVE/ARTS 100
CALGARY, ALB T2N 1N4 CANADA
PH- (403) 284-5464

SMITH, WAYNE E. (DR)

PRINCIPAL ADMIN ANALYST
UNIV OF CALIF-LOS ANGELES
PLANNING OFFICE
LOS ANGELES CA 90024
PH- (213) 825-3297

SNEGOSKI, SISTER CAROLYN

DIR, INSTITUTIONAL PLNG + RSCH
COLLEGE OF SAINT MARY
1901 SOUTH 72ND STREET
OMAHA NE 68124
PH- (402) 393-8800 EXT 206

SNOWDEN, BARRY L.

COMMISSIONER, RELOCATION PLNG
ATHABASCA UNIVERSITY
- 12352 149TH STREET
EDMONTON, ALB. T5L 1G9, CANADA
PH- (403) 452-9990

SNYDER, CHERIE L. (DR)

DIRECTOR, RESEARCH INSTITUTE
INTER AMERICAN UNIV OF P.R.
GPO BOX 3255
SAN JUAN PR 00936

SNYDER, DAVID E. (DR)

- CASILLA 6012
LIMA 100 PERU

SOJONKY, AUDREY (MRS)

EXECUTIVE DIRECTOR
EDUCATIONAL RSCH INST OF BC
400-515 WEST 10TH AVENUE
VANCOUVER, BC, CANADA, V7V 2A4
PH- (604) 873-3801 EXT 15

SOLIS, ENRIQUE JR. (DR)

VICE PRES, COLLEGE DEVELOPMENT
EL PASO COUNTY COMM COLL DIST
PO BOX 20500
EL PASO TX 79998
PH- (915) 594-2152

SOMMER, ROBERT A. (DR)

PRESIDENT AND GENERAL MANAGER
COMPUTER RESOURCE SERVICES, INC
6501 NORTH BLACK CANYON
PHOENIX AZ 85015
PH- (602) 242-5121

SONG, LING (MISS)

DIR, INSTITUTIONAL RESEARCH
COUNTY COLLEGE OF MORRIS
HENDERSON HALL, ROOM 126
RANDOLPH NJ 07801
PH- (201) 361-5000 EXT 226

SORIA-NICASTRO, OSCAR (DR)

RESEARCH DIRECTOR
IASEI-AJIJIC INST ON INTL EDUC
AV PATRIA 2201-AP POSTAL 1-440
GUADALAJARA, JAL MEXICO
PH- 41-50-51 EXT 2202

SOUTHAM, NEIL

DIRECTOR, SYSTEMS SERVICES
UNIVERSITY OF REGINA
OFFICE OF THE VICE PRESIDENT
REGINA, SASK, S4S 0A2 CANADA
PH- (306) 584-4681

SOUTHERN, LEE

EXEC ASSISTANT TO THE CHAIRMAN
UNIVERSITIES COUNCIL OF BC
500 - 805 WEST BROADWAY
VANCOUVER, BC, CANADA V5Z 1K1
PH- (604) 872-8245

SPANGLER, RONALD K.

RESEARCH ASSISTANT
UNIVERSITY OF KANSAS MED CTR
39TH +RAINBOW BLVDS,133 SUDLER
KANSAS CITY KS 66103
PH- (913) 588-1415

SPECKEEN, FRED J. (DR)

PRESIDENT
FAIRVIEW COLLEGE
BOX 3000
FAIRVIEW, ALTA, T0H 1L0, CANADA
PH- (403) 835-2213

SPENCER, DOUGLAS D.

OFFICE OF RESOURCE ANALYSIS
FLORIDA INTERNATIONAL UNIV
10700 SW 8TH STREET
MIAMI FL 33199
PH- (305) 552-2731

SPENCER, RICHARD L. (DR)

VICE PRESIDENT
DELAWARE COUNTY COMM COLLEGE
PLANNING, MANAGEMENT, RESEARCH
MEDIA PA 19063
PH- (215) 353-5400 EXT 400

SPENCER, TOM

ASSOCIATE DIRECTOR
ARKANSAS DEPT OF HIGHER EDUC
1301 WEST SEVENTH STREET
LITTLE ROCK AR 72201
PH- (501) 371-1441

SPERBER, WILLIAM E.

COORD, PLNG + PROJECTION ANLYS
MICHIGAN STATE UNIVERSITY
OFF OF INSTITUTIONAL RESEARCH
EAST LANSING MI 48824
PH- (517) 355-6625

SPICKELNIER, JAMES L.

GRADUATE STUDENT
UNIVERSITY OF MINNESOTA
211 BURTON HALL
MINNEAPOLIS MN 55455
PH- (612) 647-0407

STAMPEN, JACOB (OR)

SR RESEARCH FOR POLICY ANLYS
AMER ASSN OF STATE COLS, UNIVS
ONE DUPONT CIRCLE, SUITE 700
WASHINGTON DC 20036

SPILDE, HEIDI L. (MS)

ASST INSTNL RESEARCH OFFICER
SOUTH DAKOTA STATE UNIVERSITY
ADMIN BLDG, ROOM 323
BROOKINGS SD 57007
PH- (605) 688-4920

STANDAHL, JERRY J. (OR)

INSTITUTIONAL RESEARCH COORD
PAUL D. CAMP COMMUNITY COLLEGE
PO BOX 737
FRANKLIN VA 23851
PH- (804) 562-2171 EXT 220

SPINAR, LEO H. (OR)

DIR, PLANNING, PROGRAM & BUDGET
SOUTH DAKOTA STATE UNIVERSITY
323 AD BUILDING
BROOKINGS SD 57007
PH- (605) 688-4920

STANDLEY, BURGESS P.

DIRECTOR OF PLANNING
MASSACHUSETTS GENERAL HOSPITAL
WEST END HOUSE, SECOND FLOOR
BOSTON MA 02114
PH- (617) 726-8616

SPINO, LOUIS H.

DIRECTOR, ANALYTIC STUDIES
SUNY COLLEGE AT BROCKPORT
611 ADMINISTRATION BUILDING
BROCKPORT NY 14420
PH- (716) 395-2288

STANESKI, R. A.

OFF OF UNIV PLANNING & ANALYSIS
OLD DOMINION UNIVERSITY

NORFOLK VA 23508
PH- (804) 440-3040

ST-PIERRE, JACQUES (OR)

VICE PRESIDENT, PLANNING
UNIVERSITE DE MONTREAL
CP 6128 MONTREAL
MONTREAL, QUE, H3C 3J7 CANADA
PH- (514) 343-7565

STANLEY, MARCIA A. (MS)

ASST TO VP, BUDGET & PLANNING
FRANKLIN AND MARSHALL COLLEGE
PO BOX 3003
LANCASTER PA 17604
PH- (717) 291-3971

STAHL, JOHN D.

DIR, INSTITUTIONAL RESEARCH
EASTERN MENNONITE COLLEGE
854 HILLSIDE AVENUE
HARRISONBURG VA 22801
PH- (703) 433-2771 EXT 134

STARK, JOAN S. (OR)

DEAN, SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN
EAST & SOUTH UNIVERSITY AVES
ANN ARBOR MI 48109
PH- (313) 764-9470

STAHL, WAYNE K. (OR)

COORD, INSTITUTIONAL REPORTS
COLLEGE OF LAKE COUNTY
19351 WEST WASHINGTON STREET
GRAYSLAKE IL 60030
PH- (312) 223-6601

STARKE, ROJEAN

PROJECT COORD, COORDINATING BRD
TEXAS COLLEGE & UNIV SYSTEM
PO BOX 12788 CAPITOL STATION
AUSTIN TX 78711
PH- (512) 475-8165

STANAN, E. MICHAEL

DIR, CAMPUS COMPUTING SERVICES
UNIV OF MISSOURI-COLUMBIA
305 JESSE HALL
COLUMBIA MO 65201
PH- (314) 882-0205

STARKEY, ROBERT W.

ANALYTICAL STUDIES OFFICER
UNIV OF CALIF-SAN DIEGO
100 ADMIN COMPLEX, Q-006
LA JOLLA CA 92093
PH- (714) 452-3476

STARKS, GAIL

STUDENT DATA ANALYST
UNIV OF WISCONSIN-PARKSIDE
BOX 2000
KENOSHA WI 53141
PH- (414) 553-2416

SWARR, EMILY A. (MS)

EDITOR
CLAREMONT GRADUATE SCHOOL
COLL STDNT PERSONNEL ABSTRACTS
CLAREMONT CA 91711
PH- (714) 621-8090 EXT 3984

STAUB, A. KAY (MS)

DIR, INSTITUTIONAL RESEARCH
UNIV OF ALABAMA
PO BOX 6255
UNIVERSITY AL 35486
PH- (205) 348-7200

STECKLEIN, JOHN E. (OR)

PROFESSOR, PSYCH FOUNDATIONS
UNIVERSITY OF MINNESOTA
178 PILLSBURY AVE/330 BURTON
MINNEAPOLIS MN 55455
PH- (612) 376-3207

STEELE, FLORENCE H. (MRS)

VICE PRES, INSTNL RSCH + ADMIN
FRANCIS MARION COLLEGE
PO BOX 7500
FLORENCE SC 29501
PH- (803) 669-4121 EXT 221

STEELE, MATT (OR)

ASSOC DIR, INSTITUTIONAL RSCH
UNIVERSITY OF MIAMI
227 ASHE BUILDING
MIAMI FL 33124
PH- (305) 284-3330

STEIN, JUNE B.

COUNSELOR-RESEARCH
MINNEAPOLIS COMMUNITY COLLEGE
1501 HENNEPIN AVENUE, C214
MINNEAPOLIS MN 55403
PH- (612) 341-7047

STEIN, RONALD H. (OR)

ASSISTANT TO THE PRESIDENT
SUNY AT BUFFALO
511 CAPEN HALL
BUFFALO NY 14260
PH- (716) 636-2901

STEINER, LEILA J.

GRADUATE STUDENT
UNIV OF MISSOURI
304 HILL HALL
COLUMBIA MO 65211
PH- (314) 882-8231

STELTER, MERVYN WALTER (OR)

DIR, UNIV PLANNING + ANALYSIS
NORTH TEXAS STATE UNIVERSITY
BOX 13026
DENTON TX 76203
PH- (817) 788-2300

STENQUIST, LEE B

CHIEF ADMINISTRATIVE OFFICER
WESTERN SUDAN AGRI RSCH PROJ
BOX 119, US EMB, KHARTOUM, SUDAN
APO NEW YORK NY 09668
PH- (801) 750-1844 OR 1847

STEPHENS, BARBARA P. (MS)

INST DATA COORD/DIV, ED RSCH+DEV
MEDICAL COLLEGE OF GEORGIA
LANEY-WALKER BOULEVARD, AA 115
AUGUSTA GA 30912
PH- (404) 828-2703

STEPHENSON, WALTER TERRY

DIR, INSTITUTIONAL RESEARCH
SPARTANBURG METHODIST COLLEGE

SPARTANBURG SC 29301
PH- (803) 576-3911 EXT 20

STERNS, A. A. (OR)

DIR, PR PLG+ANLYS, U OF GA (RET)

- 784 BERKELEY STREET
BOCA RATON FL 33431
PH- (305) 997-7285

STEVENS, JOHN A.

VICE PRESIDENT FOR ADMIN
RHODE ISLAND SCHOOL OF DESIGN
2 COLLEGE STREET
PROVIDENCE RI 02903
PH- (401) 331-3511

STEVENSON, MIKE R. (OR)

DIRECTOR, RESEARCH + COMPUTING
MT HOOD COMMUNITY COLLEGE
26000 SE STARK STREET
GRESHAM OR 97030
PH- (503) 667-7298

STEWART, CLIFFORD T. (DR)

DEAN, ACADEMIC AFFAIRS
ADELPHI UNIVERSITY
LEVERMORE HALL-106
GARDEN CITY NY 11530
PH- (516) 294-8700 EXT 7286-7

STORRAR, SANDRA J.

DIR, ADVIS + SCHED/ARTS + SCI
GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA GA 30303
PH- (404) 658-2291

STEWART, JEWEL H. (DR)

ASSOC DIR FOR RESEARCH + PLNG
MISSOURI DEPT OF HIGHER EDUC
600 MONROE
JEFFERSON CITY MO 65101
PH- (314) 751-2361

STRASSER, LETA (MS)

ASST DIR, INSTITUTIONAL RSCH
COMMUNITY COLL OF PHILADELPHIA
34 SOUTH 11TH STREET/30A
PHILADELPHIA PA 19107
PH- (215) 972-7236

STEWART, JODY (MS)

DIR, INSTITUTIONAL STUDIES
ILLINOIS STATE UNIVERSITY
9 REYNOLDS COURT
NORMAL IL 61761
PH- (309) 436-8393 EXT 267

STRAUMANIS, ERIC R. (DR)

DIRECTOR, INTERIM TERM
DENISON UNIVERSITY
337 NORTH PEARL STREET
GRANVILLE OH 43023
PH- (614) 587-0810 EXT 573

STINSON, WILLIAM D.

RESEARCH ANALYST
TENNESSEE STATE UNIVERSITY
3500 CENTENNIAL BOULEVARD
NASHVILLE TN 37203
PH- (615) 251-1441

STREAMS, EDITH DUBOSE (DR)

ASSISTANT TO THE PRESIDENT
WESTMINSTER COLLEGE
OLD MAIN 163
NEW WILMINGTON PA 16142
PH- (412) 946-8761 EXT 219

STOCKER, ERICH FRANZ

ASSISTANT TO THE PRESIDENT
ARMSTRONG STATE COLLEGE
11935 ABERCORN EXTENSION
SAVANNAH GA 31406
PH- (912) 927-5267

STRENGLEIN, DENISE (MS)

DATA BASE COORDINATOR
UNIVERSITY OF SOUTH FLORIDA
ADM 214
TAMPA FL 33620
PH- (813) 974-2498

STOKER, HOWARD W. (DR)

PROFESSOR OF EDUCATION
FLORIDA STATE UNIVERSITY
307 STONE BUILDING
TALLAHASSEE FL 32306
PH- (904) 644-4583

STRICKLAND, DEBORAH COLLINS

GRAD TEACH ASST/OFF, INST RSCH
VA POLYTECH INST + STATE UNIV
215 JEFFERSON STREET
BLACKSBURG VA 24060
PH- (703) 951-3546

STONE, MARSHA R. (MS)

ASSISTANT REGISTRAR
MERCER UNIVERSITY

MACON GA 31207
PH- (912) 745-6811 EXT 325

STRITTMATTER, JOHN F.

ACTG DIR, INSTITUTIONAL RSCH
INDIANA UNIV OF PENNSYLVANIA
230 SUTTON HALL
INDIANA PA 15705
PH- (412) 357-3001 + 2242

STORDAHL, KALMER E. (DR)

DIR, INSTITUTIONAL RESEARCH
NORTHERN MICHIGAN UNIVERSITY

MARQUETTE MI 49855
PH- (906) 227-2290

STRONG, ROBERT W.

DIR, OFF OF PLNG + INSTNL RSCH
ST EDWARDS UNIVERSITY
3001 SOUTH CONGRESS AVENUE
AUSTIN TX 78704
PH- (512) 444-2621 EXT 220

STROTHER, ROSMARIE

ASSOC DIR, PLANNING + BUDGET
UNIV OF MASSACHUSETTS
304 WHITMORE ADMIN BUILDING
AMHERST MA 01003
PH- (413) 545-2141

STROUD, ELIZABETH T.

COORD, INSTITUTIONAL DATA
UNIVERSITY OF IOWA
111 JESSUP HALL
IOWA CITY IA 52242
PH- (319) 353-4507

STUART, DOUGLAS A. (DR)

DIR, INSTITUTIONAL ANALYSIS
MICHIGAN TECHNOLOGICAL UNIV

HOUGHTON MI 49931
PH- (906) 487-2253

STUBBS, PAUL

ASST TO DEAN, ACADEMIC PLNG
JOHN ABBOTT COLLEGE
BOX 2000
ST ANNE-BELLEVU,PQ,CAN,H9X 3L9
PH- (514) 457-6610 EXT 298

STUBBS, ROY, JR.

ASSOCIATE DIRECTOR, PLANNING
LANE COLLEGE
545 LANE AVENUE
JACKSON TN 38301
PH- (901) 424-4600 EXT 205

STUCKY, DUANE (DR)

DIR, INSTITUTIONAL RSCH + PLNG
UNIV OF MISSOURI-COLUMBIA
111 JESSE HALL
COLUMBIA MO 65211
PH- (314) 882-7594

STURTZ, ALAN J. (DR)

INSTITUTIONAL RESEARCH OFFICER
UNIVERSITY OF LOUISVILLE
103A ADMINISTRATIVE ANNEX
LOUISVILLE KY 40292
PH- (502) 588-6766

SUDMANT, WALTER

SENIOR ANALYST
SIMON FRASER UNIVERSITY

BURNABY, BC, V5A 1S6 CANADA
PH- (604) 291-4525

SUELZLE, HERBERT M.

ADMINISTRATIVE VICE CHANCELLOR
UNIV OF CALIF-SAN FRANCISCO
1355 THIRD AVENUE
SAN FRANCISCO CA 94143
PH- (415) 666-2911

SULLIVAN, GEORGE E.

DIR, DATA SYSTEMS/INSTNL RSCH
PROVIDENCE COLLEGE
ALBERTUS 20
PROVIDENCE RI 02918
PH- (401) 865-2345

SULLIVAN, SISTER MARY LOUISE

DIR, INSTITUTIONAL RESEARCH
SAINT MARY COLLEGE

LEAVENWORTH KS 66048
PH- (913) 682-5151 EXT 267

SUSKIE, LINDA A. (MRS)

DIR, INSTITUTIONAL RESEARCH
SUNY COLLEGE AT OSWEGO

OSWEGO NY 13126
PH- (315) 341-2395

SUTTLE, J. LLOYD (DR)

DIR, INSTITUTIONAL RESEARCH
YALE UNIVERSITY
451 COLLEGE STREET
NEW HAVEN CT 06520
PH- (203) 436-2735

SUTTON, DOROTHY F.

RSCH ASSOC, OFF OF INSTNL RSCH
UNIV OF NC AT GREENSBORO

GREENSBORO NC 27403
PH- (919) 379-5930

SUTTON, JOSEPH T. (DR)

VICE PRES, PLANNING+OPERATIONS
UNIV OF ALABAMA
BOX 6156
UNIVERSITY AL 35486
PH- (205) 348-5184

SVENSSON, AKE G. (DR)

UNIVERSITY DIRECTOR OF STUDIES
UMEA UNIVERSITET
UTBILDNINGSBYRAN
901 87 UMEA SWEDEN
PH- (090) 16 53 52

SHAW, P. MICHAEL (DR)

DIR, UNIVERSITY STUDIES GROUP
UNIVERSITY OF SASKATCHEWAN

SASKATOON, SK, CANADA, S5N 0W8
PH- (306) 343-4235

SHARK, PHILIP C. (DR)

DIR, INSTITUTIONAL RESEARCH
SUNY COLLEGE AT CORTLAND
PO BOX 2000
CORTLAND NY 13045
PH- (607) 753-2511

SHIRSKY, RONALD (DR)

ASST CHAIRMAN
RYERSON POLYTECHNICAL INST
50 GOULD STREET
TORONTO, ON, CANADA M2B 1E8
PH- (416) 595-5052

SLUTZ, JOSEPH J.

DIRECTOR OF RESEARCH
TEXAS COLLEGE + UNIV SYSTEM
PO BOX 12788-CAPITOL STATION
AUSTIN TX 78711
PH- (512) 475-2891

TABACHNECK, ARTHUR S.

ASSOC DIR, OFF OF INSTNL RSCH
CHARLES S. MOTT COMMUNITY COL
1401 EAST COURT STREET
FLINT MI 48503
PH- (313) 762-0288

TALANO, GERARDO (DR)

DIR, INST DE INVESTIGACNS EDUC
UNIVERSIDAD SIMON BOLIVAR
APDO 80659
CARACAS 1080A VENEZUELA

TALBOT, THOMAS B.

DIR, INSTITUTIONAL RESEARCH
GENESEE COMMUNITY COLLEGE
COLLEGE ROAD
BATAVIA NY 14020
PH- (716) 343-0055 EXT 296

TALMADGE, JAMES T.

COORDINATOR OF REPORTS
SEMINOLE COMMUNITY COLLEGE

SANFORD FL 32771
PH- (305) 323-1450 EXT 274

TANTILLO, CHARLES

VICE PRESIDENT FOR EDUCAL SRVS
STOCKTON STATE COLLEGE

POMONA NJ 08240

TARRANT, DON H.

ASST DIR, EDUCATIONL RESOURCES
KANSAS STATE UNIVERSITY
FAIRCHILD HALL, 215
MANHATTAN KS 66502
PH- (913) 532-5712

TATA, CHESTER JR.

RESEARCH ASSOCIATE
UNIV OF TEXAS AT ARLINGTON
UTA BOX 19115
ARLINGTON TX 76019
PH- (817) 273-3361

TATHAM, ELAINE L. (DR)

DIR, INSTITUTIONAL RESEARCH
JOHNSON COUNTY COMMUNITY COLL
COLLEGE BOULEVARD AT QUIVIRA
OVERLAND PARK KS 66210
PH- (913) 888-8500 EXT 444

TAYLOR, ALTON L. (DR)

PROFESSOR/DIR, SUMMER SESSION
UNIVERSITY OF VIRGINIA
193 MINOR HALL
CHARLOTTESVILLE VA 22903
PH- (804) 924-3371

TAYLOR, BARBARA

ASSOCIATE DIRECTOR
UNIV OF MARYLAND-COLLEGE PARK
- 16921 SYLVAN DRIVE
MITCHELLVILLE MD 20716
PH- (301) 454-5226

TAYLOR, DESMOND D.

DEAN, INSTITUTIONAL PLNG + RSC
RUSDEN STATE COLLEGE
662 BLACKBURN ROAD
CLAYTON, VIC 3168 AUSTRALIA
PH- (03) 544-8544 EXT 236

TAYLOR, JAMES L. (DR)

ASSISTANT TO THE PRESIDENT
TEMPLE JUNIOR COLLEGE
2600 SOUTH FIRST
TEMPLE TX 76501
PH- (817) 773-9961 EXT 218

TAYLOR, JOHN G., JR. (DR)

MGR, OFF OF STATISTICS+REPORTS
TEXAS TECH UNIVERSITY
PO BOX 4300
LUBBOCK TX 79409
PH- (806) 742-2100

TERWILLIGER, EDITH R. (DR)

ASSOC CHAIR,DEPT OF EDUC PSYC
UNIV OF ILLINOIS
1310 SOUTH 6TH/210 EDUC BLDG
CHAMPAIGN IL 61820
PH- (217) 333-2245

TAYLOR, ROGER K.

DIR, OFF OF SPACE MANAGEMENT
UNIVERSITY OF PITTSBURGH
3501 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-6500

TERWILLIGER, JOHN E. (DR)

DIR, ADMINISTRATIVE STUDIES
UNIV OF ILLINOIS
909 SOUTH 6TH STREET
CHAMPAIGN IL 61820
PH- (217) 333-3554

TAYLOR, WILLIAM T.

RESEARCH ASSOCIATE
NORTHERN ILLINOIS UNIVERSITY
OFFICE OF BUDGET + PLANNING
DEKALB IL 60115
PH- (815) 753-1506

TESTERMAN, JACK D. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF SOUTHWESTERN LOUISIANA
USL BOX 42331
LAFAYETTE LA 70504
PH- (318) 264-6837

TEDDER, DONALD R.

DIRECTOR, SYSTEMS RESEARCH
BD OF GOV OF ST COL + UNIV
544 ILES PARK PLACE
SPRINGFIELD IL 62718
PH- (217) 782-6392

TETLOW, AMBER R.

INTERNATL PLNG SIMULATIONS,LTD
962 PACIFIC DRIVE
DELTA, BC, CANADA V4M 2K3
PH- (604) 943-8102

TEETER, DEBORAH J. (MS)

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF KANSAS
BOX 2211
LAWRENCE KS 66045
PH- (913) 864-4412

TETLOW, WILLIAM L. (DR)

DIR, INSTITUTIONAL ANLYS +PLNG
UNIVERSITY OF BRITISH COLUMBIA
6328 MEMORIAL RD/OLD ADMIN 140
VANCOUVER, BC, V6T 1W5, CANADA
PH- (604) 228-5611

TEICHLER, ULRICH C. (DR)

PROF/DIR, CTR FOR HGR ED +WORK
GESAMTHOCHSCHULE KASSEL
HENSCHELSTR 2
D-3500 KASSEL GERMANY
PH- (0561) 8042415 OR 8042417

THAVARNYONG, SOMCHAI

DIR, COMPUTER SERVICE CENTER
CHULALONGKORN UNIVERSITY
PHAYATHAI ROAD
BANGKOK 5 THAILAND
PH- 2516965

TERENZINI, PATRICK T. (DR)

DIR, INSTITUTIONAL RESEARCH
SUNY AT ALBANY
1400 WASHINGTON AVE/ADMIN 301
ALBANY NY 12222
PH- (518) 457-4621

THEOPHILIDES, CHRISTOS (DR)

ASSISTANT FOR INSTNL RESEARCH
SUNY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY NY 12222
PH- (518) 457-4621

TERRASS, STUART M.

RESEARCH ASSOCIATE
UNIVERSITY OF AKRON
OFFICE OF ASST TO PRESIDENT
AKRON OH 44325
PH- (216) 375-7000

. MAS, ALICE H.

ASST DIR, EDUCATIONAL RESEARCH
ST OLAF COLLEGE

NORTHFIELD MN 55057
PH- (507) 663-3391

THOMAS, CHARLES R.

EXECUTIVE DIRECTOR
CAUSE
737 29TH STREET
BOULDER CO 80303
PH- (303) 449-4430

THOMPSON, AMANDA M. (MS)

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF TULSA
600 SOUTH COLLEGE, AA D
TULSA OK 74104
PH- (918) 592-6000 EXT 2302

THOMAS, GAYLA BOYD (MS)

PME ANALYST
TENNESSEE STATE UNIVERSITY
PO BOX 535
NASHVILLE TN 37203
PH- (615) 251-1441

THOMPSON, HUGH L. (DR)

CHANCELLOR
INDIANA UNIVERSITY AT KOKOMO
2300 SOUTH WASHINGTON
KOKOMO IN 46901
PH- (317) 453-2000 EXT 225

THOMAS, LEON L. (DR)

ASSOC DEAN, INSTITUTIONAL RSCH
CALIF STATE UNIV + COL SYSTEM
400 GOLDEN SHORE
LONG BEACH CA 90802
PH- (213) 590-5613

THOMPSON, ROBERT K.

VICE PROVOST FOR PLNG + BDGTNG
UNIVERSITY OF WASHINGTON
105 ADMINISTRATION AF-30
SEATTLE WA 98195
PH- (206) 543-6412

THOMAS, PAUL L. (DR)

DIR, INSTITUTIONAL RESEARCH
AUSTIN COLLEGE

SHERMAN TX 75090
PH- (214) 892-9101 EXT 371

* THOMPSON, TERENCE J.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 1804 CHULI NENE
TALLAHASSEE FL 32301
PH- (904) 877-9562

THOMAS, RICHARD K. (DR)

DIRECTOR, STUDENT RECORDS
STOCKTON STATE COLLEGE

POMONA NJ 08240
PH- (609) 652-1776 EXT 235

THONGUTAI, UTOMPORN (DR)

ASSOC PROF, FACULTY OF EDUCATN
CHULALONGKORN UNIVERSITY
PHAYA THAI ROAD
BANGKOK 5 THAILAND

THOMAS, THOMAS R.

DIR, UNIV COMPUTING SERVICES
UNIVERSITY OF VERMONT
230 WATERMAN BUILDING
BURLINGTON VT 05405
PH- (802) 656-3316

THRASHER, GERALD R., JR. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF MARYLAND-SYSTEM
- 10401 SWEETBRIAR PARKWAY
SILVER SPRING MD 20903
PH- (301) 853-3600 EXT 610

THOMAS, VERN R.

DIR, INSTITUTIONAL STUDIES
DIXIE COLLEGE
ADMINISTRATION BUILDING
ST GEORGE UT 84770
PH- (801) 673-4811 (EXT 278)

TIFFANY, DAVID H. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIVERSITY OF SOUTH ALABAMA
307 UNIVERSITY BLVD, AD 230
MOBILE AL 36688
PH- (205) 460-6447

THOMES, SHIRLEY M. (MS)

COORD, INSTITUTIONAL RESEARCH
UNIVERSITY OF SOUTH FLORIDA
ADM 214
TAMPA FL 33620
PH- (813) 974-2450

TILTON, BETTY

COORD, INSTITUTIONAL RESEARCH
FLORIDA STATE UNIVERSITY
310 WESCOTT BUILDING
TALLAHASSEE FL 32306
PH- (904) 644-4203

TINGOE, RICK

ASSOCIATE DIRECTOR, PLANNING
CALIF STATE UNIV-LONG BEACH
1250 BELLFLOWER BOULEVARD
LONG BEACH CA 90840
PH- (213) 498-5462

TINN, NEIL H. (DR)

PROF + DIRECTOR, INFO SYS PLNG
UNIVERSITY OF PITTSBURGH
3533 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-6767

TINSHER, VERONICA S. (MS)

DIRECTOR, MANAGEMENT STUDIES
UNIV OF SOUTHERN CALIFORNIA
ADMINISTRATION 150
LOS ANGELES CA 90007
PH- (213) 743-2561

TINNING, FRED C. (DR)

ASST DEAN, PLNG/COL, OSTEO MED
MICHIGAN STATE UNIVERSITY
A310 EAST FEE HALL
EAST LANSING MI 48824
PH- (517) 353-8610

TISDALE, HENRY N.

INSTITUTIONAL RESEARCH ASST
DELAWARE STATE COLLEGE

DOVER DE 19901
PH- (302) 736-5201

TOBIN, ROBERT W.

DIRECTOR, PLANNING + RESEARCH
NORTH SHORE COMMUNITY COLLEGE
3 ESSEX STREET
BEVERLY MA 01915
PH- (617) 927-4850 EXT 165

TODD, WILLIAM H. (DR)

RSCH ANLYST/OFF,INST RSCH+PLNG
UNIVERSITY OF NEBRASKA-LINCOLN
506 ADMINISTRATION BUILDING
LINCOLN NE 685[illegible]
PH- (402) 472-2097

TOM, MICHAEL E.

CMPTR SPEC,OFF INST RSCH+ANLYS
UNIVERSITY OF HAWAII AT MANOA
1633 BACHMAN PLACE, SA2 RM6
HONOLULU HI 96822
PH- (808) 948-6317

TONN, JOAN C. (DR)

ASSOC PROF, MANAGEMENT PROGRAM
UNIV OF MASSACHUSETTS-BOSTON
HARBOR CAMPUS
BOSTON MA 02125
PH- (617) 287-1900

TOOMBS, WILLIAM (DR)

DIR, CTR FOR STUDY OF HGR EDUC
PENN STATE UNIV
32[illegible] POND LABORATORY
UNIVERSITY PARK PA 16802
PH- (814) 865-6347

T[illegible]KING, JAMES R. (DR)

SENIOR ASSOCIATE
NCHEMS
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0386

TORPE, JEANNE M. (MS)

ASST TO ACADEMIC VICE PRES
UNIVERSITY OF SANTA CLARA

SANTA CLARA CA 95053
PH- (408) 984-4534

TORRENCE, LOIS E. (DR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF CONNECTICUT
U135 BEACH BUILDING
STORRS CT 06268
PH- (203) 486-4248

TORRES, JOSE D. (DR)

DIRECTOR, EDUCATIONAL RESEARCH
HOCKING TECHNICAL COLLEGE
ROUTE ONE
NELSONVILLE OH 45781
PH- (614) 753-3591

TRABKA, LINDA N. (MS)

COORDINATOR, MANAGEMENT INFO
FAIRFIELD UNIVERSITY
NORTH BENSON ROAD
FAIRFIELD CT 06430
PH- (203) 255-5411 EXT 2774

TRACZ, GEORGE S. (DR)

ASSOCIATE PROFESSOR
ONTARIO INST FOR STUDIES IN ED
252 BLOOR STREET WEST
TORONTO, ONT, M5S 1V6 CANADA
PH- (416) 923-6641 EXT 348

TRAVIS, STEPHANIE A.

SENIOR BUDGET ANALYST
UNIV OF CALIF
2200 UNIVERSITY HALL, 217
BERKELEY CA 94501
PH- (415) 642-2041

TREECE, PAUL R. (DR)

ASST TO PRES/INST STUDIES OFCR
CENTRAL OHIO TECHNICAL COLLEGE
UNIVERSITY DRIVE
NEWARK OH 43055
PH- (614) 366-1351 EXT 222

TREMBLAY, LARRY J. (DR)

COORD, RESEARCH +DATA ANALYSIS
LOUISIANA BOARD OF REGENTS
161 RIVERSIDE MALL
BATON ROUGE LA 70801
PH- (504) 342-4253

TREMBLAY, LISE

AGENT RECHERCHE,BUR RCH INSTL
UNIVERSITE DE MONTREAL
CP 6128, SUCC A
MONTREAL, QUE, H3C 3J7, CANADA
PH- (514) 343-6155

TROTIER, BERNARD

EXEC DIR,COMM + EXTRNL LIAISON
QUEEN'S UNIVERSITY

KINGSTON, ONT, K7L 3N6, CANADA
PH- (613) 547-2640

TRUFANT, JOHN E. (DR)

ASSOCIATE DEAN
RUSH UNIVERSITY
600 SOUTH PAULINA
CHICAGO IL 60612
PH- (312) 942-7120

TRUMAN, BOB

ASST DIR, OPERATIONS ANALYSIS
UNIVERSITY OF WATERLOO

WATERLOO, ONT, N2L 3G1, CANADA
PH- (519) 885-1211 EXT 3722

TUCKER, CASEY A. (DR)

COORD, INSTITUTIONAL STUDIES
BALL STATE UNIVERSITY
EAST QUAD 107
MUNCIE IN 47306
PH- (317) 285-1420

TULLY, G. EMERSON (DR)

SENIOR EDUCATIONAL SPECIALIST
AMERICAN COLLEGE TESTING PROG
1311 EXEC CTR DR/ELLIS,STE 229
TALLAHASSEE FL 32301
PH- (904) 878-2729

TURCK, MERTON J. (DR)

ADMIN ASST, ADMISSIONS+RECORDS
TENNESSEE TECHNOLOGICAL UNIV
BOX 5000
COOKEVILLE TN 38501
PH- (615) 528-3317

TURNER, SAMUEL E. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
WESTERN ILLINOIS UNIVERSITY
900 WEST ADAMS
MACOMB IL 61455
PH- (309) 298-1165

TURRISI, ILONA (MRS)

DIRECTOR, BUDGET + ANALYSIS
FLORIDA STATE UNIVERSITY
310 WESTCOTT BUILDING
TALLAHASSEE FL 32306
PH- (904) 644-4203

TWADDELL, GERALD E. (REV)

DIR, INSTITUTIONAL RESEARCH
THOMAS MORE COLLEGE
2771 TURKEYFOOT ROAD
FT MITCHELL KY 41017
PH- (606) 341-9400

TWEDDALE, R. BRUCE

BUDGET + RESEARCH ANALYST
GRAND VALLEY STATE COLLEGES
LAKE MICHIGAN HALL
ALLENDALE MI 49401
PH- (616) 895-6611 EXT 273

TYLER, EDWARD C.

ED SPEC,STAFF+FAC TRNG DIV,DOT
US ARMY INFNTRY SCH-FT BENNING
- 3700 BUENA VISTA RD, APT 130
COLUMBUS GA 31900
PH- (404) 687-8460

UHL, NORMAN P. (DR)

PROF, EDUCATIONAL PSYCHOLOGY
MOUNT ST VINCENT UNIVERSITY

HALIFAX, NS, CANADA B3M 2J6

* ULLIAN, JOHN A.

GRADUATE STUDENT
UNIVERSITY OF MINNESOTA
- 371 SOUTH SARATOGA STREET
ST PAUL MN 55105

ULRICH-NIMS, PEGGY

DIR, INSTITUTIONAL PLNG +ANLYS
CORNELL UNIVERSITY
B-7 DAY HALL
ITHACA NY 14853
PH- (607) 256-7540

UNDERWOOD, SANDRA J.

HIGHER EDUC PROJECT ADMIN
CLEMSON UNIVERSITY
206 SIKES HALL
CLEMSON SC 29631
PH- (803) 656-2422

UNGLAUBE, JAMES M.

ASSOC DIR,DEPT FOR HIGHER EDUC
LUTHERAN CHURCH IN AMERICA
231 MADISON AVENUE
NEW YORK NY 10016
PH- (212) 481-9801

UPDEGROVE, DANIEL A.

DIR, PLANNING MODEL ACTIVITIES
EDUCOM
PO BOX 364
PRINCETON NJ 08540
PH- (609) 734-1875

USSERY, ROBERT M.

DIR, INSTITUTIONAL RESEARCH
EAST CAROLINA UNIVERSITY
FIFTH STREET
GREENVILLE NC 27834
PH- (919) 757-6200

VADEN, SANDRA D.

DIRECTOR, PLANNING + RESEARCH
CUMBERLAND COUNTY COLLEGE
PO BOX 517
VINELAND NJ 08360
PH- (609) 691-8690 EXT 40

VALIGA, MICHAEL J.

PROG SPEC, INSTNL SRVCS UNIT
AMERICAN COLLEGE TESTING PROG
PO BOX 168
IOWA CITY IA 52243
PH- (319) 337-1102

VAN AKEN, PETER T.

VICE PRES, ADMINISTRATIVE AFRS
BRANDEIS UNIVERSITY

WALTHAM MA 02254
PH- (617) 647-2253

VAN ALARCON, PHILIP L.

DIR, INSTITUTIONAL RESEARCH
SOMERSET COUNTY COLLEGE
PO BOX 3300
SOMERVILLE NJ 08876
PH- (201) 526-1200 EXT 275

VAN ETK, JANE (DR)

DIR, INSTITUTIONAL RESEARCH
EASTERN MONTANA COLLEGE
1500 NORTH 30TH STREET
BILLINGS MT 59101
PH- (406) 657-2260

VAN GOETHEM, KAREL F. M.

DIRECTOR
UNIV INSTELLING ANTWERPEN
UNIVERSITEITSPLEIN 1
WILRIJK,ANTWERPEN BELGIUM 2610
PH- (031) 28.25.28 EXT 107

VANASSE, DIANE

INST RSH OFFCR,GRAD SCH BUS AD
UNIVERSITE DE MONTREAL
5255 AVE DECELLES, RM 4069
MONTREAL, QUE, H3T 1V6, CANADA
PH- (514) 343-4547

VANZO, ROBERT A.

ASST TO DIR, INST RSCH+STUDIES
STHN ILLINOIS UNIV-EDWARDSVLLE
RENDL 3247, BOX 59A
EDWARDSVILLE IL 62026
PH- (618) 692-3415

* VAQUERIZO, MANUEL

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 1327 HIGH ROAD, Q-7
TALLAHASSEE FL 32304
PH- (904) 224-3541

VARGO, CAROL L.

INSTITUTIONAL STUDIES ANALYST
YOUNGSTOWN STATE UNIVERSITY
DEPT, BUDGET + INSTNL STUDIES
YOUNGSTOWN OH 44555
PH- (216) 742-3130

VAUGHAN, WALTER N.

SECRETARY OF SENATE
UNIVERSITY OF GUELPH
UNIVERSITY CENTRE
GUELPH, ONT, N1G 2W1 CANADA
PH- (519) 824-4120 EXT 2114

VELASCO-PEREZ, NESTOR (OR)

DEAN OF MEDICAL SCHOOL
UNIV AUTONOMA DE GUADALAJARA
APDO POSTAL 1-440
GUADALAJARA, JALISCO MEXICO
PH- 33-11-43

VENTON, J. P.

VICE PRESIDENT, ADMIN +FINANCE
WILFRID LAURIER UNIVERSITY
75 UNIVERSITY AVENUE WEST
WATERLOO, ONT, N2L 3C5, CANADA
PH- (519) 884-1970

VENUTI, SUSAN J. (HS)

DATA MANAGEMENT SPECIALIST
DELAWARE COUNTY COMM COLLEGE
MGMT SYSTEMS,PLANNING,RESEARCH
MEDIA PA 19063
PH- (215) 353-5400 EXT 406

VERGONA, RONALD

STATISTICAL ANALYST
UNIVERSITY OF PITTSBURGH
1801 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-6767

VERITY, DENNIS H.

DIR. DEVELOPMENT + INSTNL RSCH
ST LOUIS COMMUNITY COLLEGE
5801 WILSON AVENUE
ST LOUIS MO 63110
PH- (314) 644-9636

VERMEEGEN, THEO G. H.

HEAD,DEPT GENERAL+LEGAL AFFRS
UNIVERSITY OF LIMBURG
PO BOX 616
6200,MD MAASTRICHT,NETHERLANDS
PH- 043-888270

VICK, KEN

DIRECTOR, INFORMATION SYSTEMS
CLARKSON COLLEGE OF TECHNOLOGY

POTSDAM NY 13676
PH- (315) 268-6493

VIDACOVICH, EDMUND A.

REGISTRAR
LOUISIANA STATE UNIV MED CTR
1440 CANAL ST, SUITE 1516
NEW ORLEANS LA 70112
PH- (504) 568-4829

VIEHLAND, DENNIS W.

RESEARCH ASSISTANT
WICHE
PO DRAWER P
BOULDER CO 80302
PH- (303) 497-0223

VINES, ROBERT (OR)

ASST DIR, ANALYTICAL RESEARCH
OHIO UNIVERSITY

ATHENS OH 45701
PH- (614) 594-6961 EXT 230

* VINSCHHALER, JEANE C.

GRADUATE STUDENT
MICHIGAN STATE UNIVERSITY
- 4434 OAKWOOD DRIVE
OKEMOS MI 48864
PH- (517) 349-3618

VIRUNURM, V. RICHARD (OR)

DIR, INFORMATION PROCESSING
PENSACOLA JUNIOR COLLEGE
1000 COLLEGE BOULEVARD
PENSACOLA FL 32504
PH- (904) 476-5410 EXT 350

* VIVAS, DAVID A.

GRADUATE STUDENT
FLORIDA STATE UNIVERSITY
- 201 WINN CAY DRIVE
TALLAHASSEE FL 32305
PH- (904) 385-5266

VOELKEL, RICHARD E.

CO-DIR, OFF OF INSTNL RESEARCH
STRAYER COLLEGE
601 13TH STREET, NW
WASHINGTON DC 20005
PH- (202) 783-5180

WOJTISEK, JAMES R.

DEAN FOR INSTITUTIONAL RSCH
COLLEGE OF LAKE COUNTY
1935 WEST WASHINGTON STREET
GRAYSLAKE IL 60030
PH- (312) 223-6601 EXT 221

WAGGAMAN, JOHN S. (DR)

ASSOC PROF, HIGHER EDUCATION
FLORIDA STATE UNIVERSITY
- 2408 MIRANDA AVENUE
TALLAHASSEE FL 32304
PH- (904) 644-4706

WAGNER, ROBERT B.

DIR, INSTITUTIONAL RESEARCH
ARAPAHOE COMMUNITY COLLEGE
5900 SOUTH SANTA FE DRIVE
LITTLETON CO 80120
PH- (303) 794-1550 EXT 305

WALKER, J. KENNETH

ASSOC DIR FOR FINANCIAL RSCH
KENTUCKY CNCL ON HIGHER EDUC
1050 US 127 SOUTH
FRANKFORT KY 40601
PH- (502) 564-7580

WALL, JOANN

TITLE III COORDINATOR
TABOR COLLEGE
400 SOUTH JEFFERSON
HILLSBORO KS 67063
PH- (316) 947-3121

WALL, WILLIAM R. (DR)

DIRECTOR OF OPERATIONS
UNIVERSITY OF MANITOBA
204 ADMINISTRATION BUILDING
WINNIPEG, MAN, R3T 2N2, CANADA
PH- (204) 474-8204

WALLACE-MULECKI, LYNDA (MS)

INSTITUTIONAL RESEARCH COORD
MOUNT ROYAL COLLEGE
4825 RICHARD ROAD, SW
CALGARY, AB, CANADA T3E 6K6
PH- (403) 246-6302

WALLACE, CAROL C. (MS)

COORD, INSTITUTIONAL RESEARCH
COLLEGE OF DUPAGE
22ND & LAMBERT ROAD
GLEN ELLYN IL 60137
PH- (312) 858-2800 EXT 2250

WALLACE, SID R.

AST TO DEAN-ADM,U CALGARY(RET)

- 284 POINT MCKAY TERRACE NW
CALGARY, AB, CANADA T3B 4V6
PH- (403) 259-2341

WALLER, JEROME H. (DR)

DIR, INSTITUTIONAL RESEARCH
BEREA COLLEGE
CPO 2335
BEREA KY 40404
PH- (606) 986-9341 EXT 450

WALLERI, R. DAN (DR)

INSTITUTIONAL RESEARCHER
MT HOOD COMMUNITY COLLEGE
26000 SE STARK STREET
GRESHAM OR 97030
PH- (503) 667-7146

WALLHAUS, PENNY

ASST DIRECTOR, RESEARCH SERVS
ILLINOIS COMM COLLEGE BOARD
RR 2, BOX 10
DAWSON IL 62520
PH- (217) 786-6014

WALLHAUS, ROBERT A. (DR)

DEP DIR, ACAD & HEALTH AFFAIRS
ILLINOIS BOARD OF HIGHER EDUC
4 W OLD CAP SQ/500 REISCH BLDG
SPRINGFIELD IL 62701
PH- (217) 782-3442

WALSH, EDWARD M. (DR)

DIRECTOR
NATIONAL INST FOR HIGHER EDUC

LIMERICK IRELAND
PH- 061-43644 EXT 256

WANG, JASON

RESEARCH ASSOCIATE
UNIVERSITY OF OTTAWA
550 CUMBERLAND
OTTAWA, ONT, K1N 6N5 CANADA
PH- (613) 231-5597

WANGSOTORN, TONG-IN (DR)

VICE RECTOR,PLNG & DEVELOPMENT
SUKHOTHAI THAMMATHIRAT OPEN UN
UN AFFAIRS 86,320 SRI AYUDHYA
BANGKOK THAILAND
PH- 281-4816

WARD, MATT R.

ASSISTANT DIRECTOR, SOIP:PME
TUSKEGEE INSTITUTE
WILCOX B
TUSKEGEE INSTITUTE AL 36088

WARD, WILFRED A.

MGR, OFFICE OF INSTNL ANALYSIS
MCMASTER UNIVERSITY
GILMOUR HALL ^109
HAMILTON, O.C, L8S 4L8, CANADA
PH- (416) 525-9140 EXT 4707

WARNER, JEAN T. (MS)

INSTITUTIONAL RESEARCH ANALYST
OKLAHOMA STATE UNIV
301 WHITEHURST
STILLWATER OK 74078
PH- (405) 624-6897

WARRACK, BARRY

SENIOR RESEARCH ANALYST
PROVINCE OF MANITOBA
11 SPEYSIDE AVENUE
WINNIPEG, MAN, R3R 2P2, CANADA
PH- (204) 786-0249

WARREN, HELEN

SPECIAL ASST, OFF OF PROVOST
POLYTECHNIC INST OF NEW YORK
333 JAY STREET
BROOKLYN NY 11201
PH- (212) 643-5113

WARREN, HELEN B. (DR)

SENIOR PLANNING ANALYST
PENN STATE UNIV
315 OLD MAIN
UNIVERSITY PARK PA 16802
PH- (814) 863-0485

WARREN, TIM

INSTITUTIONAL RSCH SPECIALIST
UNIVERSITY OF MISSISSIPPI
205 LYCEUM BUILDING
UNIVERSITY MS 38677
PH- (601) 232-7307

WARRINGTON, WILLARD G. (DR)

DIR, UNDERGRADUATE UNIV DIV
MICHIGAN STATE UNIVERSITY
BESSEY HALL, 201
EAST LANSING MI 48824
PH- (517) 353-3243

WARWAR, ZUHAIR

EXECUTIVE MANAGER
UNIV ESTADUAL DE CAMPINAS
CTR DE ESTUDOS EM ADMIN UNIV
CAMPINAS, SP 13100 BRAZIL
PH- (0192) 39-2422

WASHBURN, BILL H. (DR)

REGISTRAR
UNIVERSITY OF SANTA CLARA
820 ALVISO STREET
SANTA CLARA CA 95053
PH- (408) 984-4333

WASHINGTON, CARL E. (DR)

DIR, INSTITUTIONAL RSCH + PLNG
TOUGALOO COLLEGE
MANSION
TOUGALOO MS 39174
PH- (601) 956-4941 EXT 291

WASHINGTON, PHILLIP H.

DIR, INSTITUTIONAL RESEARCH
LOUISIANA TECH UNIVERSITY
BOX 5196, TECH STATION
RUSTON LA 71272
PH- (318) 257-2238

WASILESKI, JOHN S. (DR)

DIR, INSTITUTIONAL RESEARCH
PEPPERDINE UNIVERSITY
7901 S VERMONT AVENUE
LOS ANGELES CA 90044
PH- (213) 971-7530 EXT 530

WASSERMAN, SARAH W. (MS)

ASST TO VICE PRES, ACAD AFFRS
UNIVERSITY OF MINNESOTA
100 CHURCH ST SE,213 MORRILL
MINNEAPOLIS MN 55455
PH- (612) 373-2033

WATKIN, DAVID G.

RECORDS + INSTNL RSCH OFFICER
PENN STATE UNIV-CAPITOL CAMPUS
MIDDLETOWN PA 17057
PH- (717) 948-6020

WATTAMANIUK, WALTER J. (DR)

SENIOR ANALYST
SIMON FRASER UNIVERSITY
BURNABY, BC, V5A 1S6 CANADA
PH- (604) 291-3600

WATTS, GLENN H.

DIR, BUDGET, PLNG + ANALYSIS
UNIV OF WISCONSIN-MADISON
171 BASCOM HALL
MADISON WI 53706
PH- (608) 263-2509

WATTS, ROYCE V.

ASSOCIATE DIRECTOR
LOUISIANA STATE UNIV
SYSTEM NETWORK COMPUTER CENTER
BATON ROUGE LA 70803
PH- (504) 388-1831

WEISS, JANIS H. (OR)

COORD, INSTITUTIONAL RESEARCH
NORTH HENNEPIN COMMUNITY COL
7411-85TH AVENUE NORTH
MINNEAPOLIS MN 55445
PH- (612) 425-4541 EXT 206

WEATHERFORD, SIDNEY (OR)

DIR, INSTITUTIONAL RESEARCH
UNIV OF SOUTHERN MISSISSIPPI
SOUTHERN STATION BOX 5167
HATTIESBURG MS 39401
PH- (601) 266-7311

WELCH, ROBERT E.

DIRECTOR, RESEARCH + PLANNING
TRIDENT TECHNICAL COLLEGE
PO BOX 10367
CHARLESTON SC 29411
PH- (803) 572-6206

WEBB, RANDALL J. (OR)

DIR, INSTITUTIONAL RESEARCH
SOUTHEASTERN LOUISIANA UNIV
PO BOX 498, UNIVERSITY STATION
HAMMOND LA 70402
PH- (504) 549-2077

WELDON, HERBERT K.

DIRECTOR, SPECIAL STUDIES
INDIANA CMSN FOR HIGHER EDUC
143 WEST MARKET STREET
INDIANAPOLIS IN 46204
PH- (317) 232-1900

WEBER, MARGARET B.

PROFESSIONAL ASSOCIATE
EDUCATIONAL TESTING SERVICE
250 PIEDMONT AVE, SUITE 2020
ATLANTA GA 30308

WELDON, M. JILL (NS)

DIRECTOR OF RESEARCH
BC POST-SEC ED ENRL FORCST COM
UN BC,6328 MEMORIAL/140 OLD AD
VANCOUVER, BC, CANADA, V6N 3W2
PH- (604) 228-4815

WEBSTER, BARBARA J. (OR)

DIR, INSTITUTIONAL RESEARCH
GAINESVILLE JUNIOR COLLEGE

GAINESVILLE GA 30501
PH- (404) 536-5226 EXT 272

WELLS, JULIA E. (NS)

TITLE III COORD/INST RSCH OFCR
MORRIS COLLEGE

SUMTER SC 29150
PH- (803) 775-9371 EXT 220

WEED, TERRY LYNN

GRADUATE STUDENT
UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION, 2007
ANN ARBOR MI 48109

WELSH, THOMAS M.

SYSTEMS ANLYST,INSTNL ANALYSIS
GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE
FAIRFAX VA 22030
PH- (703) 323-2591

WEGENER, JEROME O. (OR)

REGISTRAR/DIR, INSTNL RESEARCH
CHRISTIAN BROTHERS COLLEGE
650 EAST PARKWAY SOUTH
MEMPHIS TN 38104
PH- (901) 278-0100 EXT 203

WELSH, WILLIAM

RESEARCH ASSOCIATE
ROCHESTER INST OF TECH (NTID)
ONE LOMB MEMORIAL DRIVE
ROCHESTER NY 14603
PH- (716) 475-6479

WEILER, WILLIAM C.

ASSOC DIR, MGMT INFO DIVISION
UNIVERSITY OF MINNESOTA
412 MORRILL HALL
MINNEAPOLIS MN 55455
PH- (612) 376-7469

WENDELN, RONALD A. (OR)

SPECIAL ASST TO THE PRESIDENT
DYKE COLLEGE
1375 EAST SIXTH STREET
CLEVELAND OH 44144
PH- (216) 696-9000 EXT 22

WENZEL, GUSTAVE G.

CHAIR, RESEARCH DEPARTMENT
MIAMI-DADE COMMUNITY COLLEGE
11380 NW 27TH AVENUE
MIAMI FL 33167
PH- (305) 685-4593

> WEST, ELMER D.

- 1511 LIVE OAK DRIVE
SILVER SPRING MD 20910
PH- (301) 585-0301

WESTEN, RISDON J.

DIR, IR-USAF ACADEMY (RET)

- STAR ROUTE, 1441 PULVER ROAD
LAKE GEORGE CO 80827
PH- (303) 748-3725

WHEATLEY, KIMBAL L. (OR)

DIR, PLNG + INSTNL RSCH-1002
WEBER STATE COLLEGE

OGDEN UT 84408
PH- (801) 626-6903

WHEELER, HOLLIS C.

PLANNING ASSISTANT
UNIV OF MASSACHUSETTS
309 OFF OF PLANNING + BUDGET
AMHERST MA 01003
PH- (413) 545-2141

WHEELESS, VIRGINIA EMAN (OR)

ASSOC DIR, INSTITUTIONAL RSCH
WEST VIRGINIA UNIVERSITY
PURINTON HOUSE
MORGANTOWN WV 26506
PH- (304) 293-4906

WHITE, BARD F.

DIR, THREE COLLEGE COMPUTR CTR
AMHERST COLLEGE
BOX 261, STATION 2
AMHERST MA 01002
PH- (413) 542-2506

WHITE, RICHARD E. (OR)

PROFESSOR, HIGHER EDUCATION
UNIVERSITY OF TOLEDO
COLLEGE OF EDUCATION
TOLEDO OH 43606
PH- (419) 537-2491

WHITE, ROBERT RANDALL

RSCH ANLYST, RESOURCE ANLYSIS
FLORIDA INTERNATIONAL UNIV
TAMIAMI TRAIL
MIAMI FL 33199
PH- (305) 552-2731

WHITESEL, R. G. (OR)

DEAN, INSTITUTIONAL RESEARCH
CALIF STATE UNIV + COL SYSTEM
400 GOLDEN SHORE, SUITE 204
LONG BEACH CA 90802
PH- (213) 590-5611

WHITNEY, CHESTER B. (OR)

DIR, INSTITUTIONAL RESEARCH
AUGUSTANA COLLEGE

SIOUX FALLS SD 57197
PH- (605) 336-4114

WIJESINGHE-PITTER, GITA S. (OR)

RESEARCH ASSOCIATE
FLORIDA A + M UNIVERSITY
403 NEW ADMINISTRATION BLDG
TALLAHASSEE FL 32307
PH- (904) 599-3758

WILDER, DAVID H. (OR)

DIRECTOR, COUNSELING SERVICE
BUCKNELL UNIVERSITY
5 BOTANY BUILDING
LEWISBURG PA 17837
PH- (717) 524-1604

WILGAR, JAMES W. F.

REGISTRAR
WILFRID LAURIER UNIVERSITY
75 UNIVERSITY AVENUE WEST
WATERLOO, ONT, N2L 3C5, CANADA
PH- (519) 884-1970 EXT 350

WILKIN, F. DAVID

DIRECTOR, RESEARCH + PLANNING
THORNTON COMMUNITY COLLEGE
15800 SOUTH STATE STREET
SOUTH HOLLAND IL 60473
PH- (312) 596-2000 EXT 210

WILLIAMS, JOHN A. (TONY)

ASST DIR, INSTITUTIONAL RSCH
XAVIER UNIVERSITY OF LOUISIANA
7325 PALMETTO STREET
NEW ORLEANS LA 70125
PH- (504) 486-7411 EXT 234

WILLIAMS, MCKINLEY

DIR, INSTITUTIONAL ANALYSIS
PERALTA COMM COLLEGE DISTRICT
300 GRAND AVENUE
OAKLAND CA 94710
PH- (415) 834-5500

WILLIAMS, SHIRLEY L.

DIRECTOR, PLANNING + BUDGET
CLARK COLLEGE
240 CHESTNUT STREET, SW
ATLANTA GA 30314
PH- (404) 681-3080 EXT 172

WILLIAMSON, H. J. (DR)

DEAN OF EDUCATION
STATE COL OF VICTORIA-FRANKSTN
EDUC RSCH + PLNG SERVICES UNIT
FRANKSTON, VIC,3199, AUSTRALIA
PH- (03) 550-3676

WILLIAMSON, LINDA B. (MRS)

RSCH ANALYST, OFF OF INST RSCH
VA POLYTECH INST + STATE UNIV
129 SMYTH HALL
BLACKSBURG VA 24061
PH- (703) 961-7925

WILLIAMSON, WANDA (MS)

DIRECTOR, RESEARCH + PLANNING
UNIV OF WISCONSIN CENTER SYS
602 STATE STREET
MADISON WI 53706
PH- (608) 263-7936

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ROOM 2-15 UNIVERSITY HALL
EDMONTON, ALB, T6G 2J9, CANADA
PH- (403) 432-5675

WILMOT, CHARLES H.

ASSOC FOR RESOURCE PLANNING
CALIF STATE UNIV + COL SYSTEM
400 GOLDEN SHORE
LONG BEACH CA 90802
PH- (213) 590-5535

WILSON, ALAN R.

ANALYST/STATISTICIAN
UNIVERSITY OF VICTORIA
BOX 1700
VICTORIA, BC, V8W 1Y1 CANADA
PH- (604) 477-6911

WILSON, JEREMY R.

ASSOCIATE PROVOST
NORTHWESTERN UNIVERSITY
1902 SHERIDAN ROAD
EVANSTON IL 60201
PH- (312) 492-7040

WILSON, KENNETH M.

RESEARCH PSYCHOLOGIST
EDUCATIONAL TESTING SERVICE
DIV OF EDUCATIONAL RSCH + EVAL
PRINCETON NJ 08540
PH- (609) 734-5391

WILSON, REBECCA L.

RESEARCH ASSISTANT
UNIV OF ALABAMA IN BIRMINGHAM
UNIVERSITY STATION
BIRMINGHAM AL 35294
PH- (205) 934-2304

WILSON, RICHARD F. (DR)

ASST VICE CHANC FOR ACAD AFFRS
UNIV OF ILLINOIS-URBANA-CHAMPN
801 S WRIGHT ST,107 COBLE HALL
CHAMPAIGN IL 61820
PH- (217) 333-2353

WING, PAUL

COORD, RESEARCH + INFO SYSTEMS
NEW YORK STATE EDUCATION DEPT
CULTURAL ED BLDG, 5B44
ALBANY NY 12230
PH- (518) 474-5091

WINKELMANN, FRANZ CARL

TREASURER/EAST THEATRE
UNIVERSITY OF DUBLIN
TRINITY COLLEGE
DUBLIN 2 IRELAND
PH- (01) 772941 EXT 1323

WINKWORTH, JOHN MICHAEL

DIR, INSTITUTIONAL RESEARCH
MANKATO STATE UNIVERSITY
INSTNL RESEARCH+EVALUATION, 75
MANKATO MN 56001
PH- (507) 389-6624

WINSTEAD, PHILIP C. (DR)

COORD, INSTITUTIONAL PLANNING
FURMAN UNIVERSITY
POINSETT HIGHWAY
GREENVILLE SC 29613
PH- (803) 294-2024

WINTER, ROBERT (DR)

EXEC DIR FOR PLANNING + ANLYS
FLORIDA INTERNATIONAL UNIV
TAMIAMI CAMPUS, 575 PC
MIAMI FL 33199
PH- (305) 552-216_

WINZEMER, JUDITH A. (DR)

RESEARCH ASSOCIATE
FAIRLEIGH DICKINSON UNIVERSITY
BANCROFT HALL, INFO SERVICES
TEANECK NJ 07666
PH- (201) 692-2862

WISE, CYNTHIA J.

ADM ASST TO VP FOR ACAD AFFRS
BAYLOR UNIVERSITY
BOX 379
WACO TX 76798
PH- (817) 755-3601

WISE, FRED M.

COORD, MANAGEMENT INFORMATION
OLD DOMINION UNIVERSITY
PO BOX 6173
NORFOLK VA 23508
PH- (804) 440-3000

WISHART, PATRICIA C. (MS)

VICE PRESIDENT
ASSOC COLLEGES OF THE MIDWEST
18 S MICHIGAN AVE, SUITE 1010
CHICAGO IL 60603
PH- (312) 263-5000

WITHROW, LINDA K. (MRS)

COORDINATOR, RESEARCH + BUDGET
BLACK HAWK COLLEGE
6600 34TH AVENUE
MOLINE IL 61265
PH- (309) 796-1311 EXT 306

WITMER, DAVID R. (DR)

ASSISTANT CHANCELLOR
UNIV OF WISCONSIN-LA CROSSE
1725 STATE STREET
LA CROSSE WI 54601
PH- (608) 785-8009

WITTEN, CHARLES H. (DR)

ASSOC PROF, HIGHER EDUCATION
UNIV OF SC
COLLEGE OF EDUCATION
COLUMBIA SC 29208
PH- (803) 777-4213

WITTSTRUCK, JOHN R. (DR)

ASSOCIATE DIRECTOR
NEB COORD CMSN FOR POSTSEC ED
PO BOX 95005
LINCOLN NE 68509
PH- (402) 471-2847

WOLF, DWIGHT S. (DR)

ASST TO VICE PRES, ACAD AFFRS
UNION COLLEGE
BECKER HALL 210
SCHENECTADY NY 12308
PH- (518) 370-6103

WOLF, FREDERICK

ASSOC COORD, SCHEDULES + SPACE
PURDUE UNIVERSITY
ENAD 320
WEST LAFAYETTE IN 47907
PH- (317) 494-8766

WOLF, MICHAEL E.

ASST TO THE ACADEMIC VICE PRES
NEW MEXICO STATE UNIVERSITY
HADLEY HALL, BOX 3004
LAS CRUCES NM 88003
PH- (505) 646-2542

WONG, S. GODWIN (DR)

SPEC ASST TO V CHNCLR,ACAD AFR
UNIV OF CALIF
ROOM 115-S
SAN FRANCISCO CA 94143
PH- (415) 666-5093

WOOD, COY B.

ASST DIR, PERSONNEL SERVICES
UNIV OF ALABAMA
PO BOX 6163
UNIVERSITY AL 35486
PH- (205) 348-6693

WOOD, FREDDIE H. (DR)

ASSISTANT TO THE PRESIDENT
TROY STATE UNIVERSITY
UNIVERSITY AVENUE
TROY AL 36081
PH- (205) 566-3000 EXT 114

WOOD, KENNETH L.

DIR, INSTITUTIONAL STDS + PLNG
WESTERN CAROLINA UNIVERSITY
CULLOWHEE NC 28723
PH- (704) 227-7239

WOODARD, ROBERT L. (DR)

DIR, IR-IND UNIV OF PENN (RET)

302 SOUTH BEN FRANKLIN ROAD
INDIANA PA 15701
PH- (412) 463-0754

WOODBERRY, PETER N.

ASST DEAN, ACADEMIC MANAGEMENT
COMMUNITY COLL OF RHODE ISLAND
400 EAST AVENUE
WARWICK RI 02886
PH- (401) 825-2147

WOODING, LUCILLE (MRS)

DIR, INSTITUTIONAL RESEARCH
BARRINGTON COLLEGE
MIDDLE HWY
BARRINGTON RI 02806
PH- (401) 246-1200 EXT 202

WOODLEY, ALAN

RESEARCH FELLOW
THE OPEN UNIVERSITY
WALTON HALL
MILTON KEYNES, ENGLAND, MK7 6AA
PH- 0908 653137

WOODS, JOHN A.

DIRECTOR OF ANALYSIS
UNIV OF CALIF
2200 UNIVERSITY AVENUE
BERKELEY CA 94704
PH- (415) 642-2128

WOODS, NANCY A.

DIR, INSTNL + MANAGEMT STUDIES
KALAMAZOO VALLEY COMM COLLEGE
6767 WEST O AVENUE
KALAMAZOO MI 49009
PH- (616) 372-5335

WOODWARD, CHRISTINE D. (MS)

INSTITUTE OF AGRI +NATURAL RES
UNIVERSITY OF NEBRASKA-LINCOLN
ADMINISTRATION BUILDING 318
LINCOLN NE 68583

WORLEY, MICHAEL L.

DIR, INSTITUTIONAL RSCH + PLNG
UNIVERSITY OF KANSAS MED CTR
39TH AND RAINBOW BOULEVARDS
KANSAS CITY KS 66103
PH- (913) 588-5115

WRIGHT, DOUGLAS J.

DIRECTOR, PLANNING +EVALUATION
UNIV OF HOUSTON
4800 CALHOUN BLVD,204 E CULLEN
HOUSTON TX 77004
PH- (713) 749-7200

WROBLEWSKI, SISTER AILEEN MARIE

C/O OFF OF INSTITUTIONAL RSCH
VILLA MARIA COLLEGE OF BUFFALO
240 PINE RIDGE ROAD
BUFFALO NY 14225
PH- (716) 896-0700 EXT 20

WULFSBERG, ROLF M. (DR)

CHIEF STATISTICIAN
CHILTON RESEARCH SERVICES
400 MARYLAND AVENUE, SW
RADNOR PA 19089
PH- (215) 687-8200 EXT 2653

WURSTER, CAROL L.

ANALYTICAL STUDIES
SUNY COLLEGE AT OLD WESTBURY
BOX 210
OLD WESTBURY NY 11568
PH- (516) 876-3237

WYANT, HELEN S. (MS)

DIR, STUDENT TESTING +RESEARCH
SUNY AT BUFFALO
316 HARRIMAN LIBRARY
BUFFALO NY 14214
PH- (716) 831-3709

WYNN, G. RICHARD (DR)

VICE PRES FOR BUSINESS AFFAIRS
EARLHAM COLLEGE

RICHMOND IN 47374
PH- (317) 962-6561 EXT 460

WYSOCKI, ROBERT K. (DR)

SENIOR ACADEMIC PLANNER
UNIV OF WISCONSIN-WHITEWATER
800 WEST MAIN
WHITEWATER WI 53190
PH- (414) 472-1027

YAMASHITA, SUZANNE

INSTITUTIONAL ANALYST
UNIVERSITY OF HAWAII
1633 BACHMAN PLACE, SA 2 RM 4
HONOLULU HI 96822
PH- (808) 948-8185

YANCEY, BERNARD (DR)

RESEARCH ASSOCIATE
UNIV OF TEXAS AT AUSTIN
STUDENT SERVICES BLDG 2.102F
AUSTIN TX 78712
PH- (912) 471-1281

YANG, SHU-O W. (DR)

ASST DIR/OFF,HUMAN RSRC UTILZN
KENT STATE UNIVERSITY
114 MERRILL HALL
KENT OH 44242
PH- (216) 672-2838

YANIKOSKI, RICHARD A.

DIR, INSTITUTIONAL RESEARCH
DEPAUL UNIVERSITY
25 EAST JACKSON BLVD, RM 1561
CHICAGO IL 60604
PH- (312) 321-7695

YANULAVICH, STELLA

ADMINISTRATIVE ASSISTANT
STHN ILLINOIS UNIV-CARBONDALE
OFF OF INSTNL RSCH + STUDIES
CARBONDALE IL 62901
PH- (618) 5[illegible] 2384

YARNELL, VICKI L.

RESEARCH VEOS PROJECT MANAGER
DALLAS COUNTY COMM COLL DIST
3030 N DALLAS/CEDAR VALLEY COL
LANCASTER TX 75134
PH- (214) 746-4855

YATES, FRANK H., JR. (DR)

ASST DIR, INSTITUTIONAL RSCH
MIDDLE TENNESSEE STATE UNIV
111 COPE ADMINISTRATION BLDG
MURFREESBORO TN 37132
PH- (615) 898-2854

YEAGER, ALFRED H.

[illegible]RCH ASSISTANT
[illegible]SITY OF SOUTH ALABAMA
[illegible]VERSITY BLVD, AD 230
[illegible] AL 36688
P[illegible] (205) 460-6447

YEAGER, JOHN L. (DR)

DEPUTY SR VICE CHANCLR, ADMIN
UNIVERSITY OF PITTSBURGH
1817 CATHEDRAL OF LEARNING
PITTSBURGH PA 15260
PH- (412) 624-[illegible]45

YOUNG, JAMES H. (DR)

DIR, INSTITUTIONAL DEVELOPMENT
PITT COMMUNITY COLLEGE
PO DRAWER 7007
GREENVILLE NC 27834
PH- (919) 756-3130

YOUNG, JAMES THOMAS

MID-MANAGEMENT COORDINATOR
CARL ALBERT JUNIOR COLLEGE
PO BOX 606
POTEAU OK 74953
PH- (918) 647-2124 EXT 217

YOUNG, MICHAEL E.

DIRECTOR, PLANNING STUDIES
OHIO STATE UNIVERSITY
68 ADMINISTRATION BUILDING
COLUMBUS OH 43210
PH- (614) 422-9990

YOUNG, RODNEY W.

DIRECTOR, TESTING DIVISION
UNIVERSITY OF NEW MEXICO

ALBUQUERQUE NM 87131
PH- (505) 277-5345

ZELLNER, LOU TURNER

SENIOR BUDGET PLANNER
UNIV OF WISCONSIN SYSTEM
1220 LINDEN DR, 1510 VAN HISE
MADISON WI 53706
PH- (608) 262-2734

ZELNICK, SERGE

ASST TO ACAD DEAN/COLL REGISTR
JOHN ABBOTT COLLEGE
PO BOX 2000
ST ANNE-BELLEVU,PQ,CAN,H9X 3L9
PH- (514) 457-3586

ZIEGENHAGEN, EDUARD A.

DIR, INSTITUTIONAL RESEARCH
SUNY AT BINGHAMTON

BINGHAMTON NY 13902

ZIEGLER, JEROME M.

DEAN
CORNELL UNIVERSITY
NYS COLLEGE OF HUMAN ECOLOGY
ITHACA NY 14853
PH- (607) 256-2138

ZIMMER, JOHN F. (OR)

VICE PRESIDENT
EDUCATIONAL MGMT SERVICES, INC
6510 WEST 77TH ST, SUITE 180
MINNEAPOLIS MN 55435
PH- (612) 831-1819

ZREBIEC, LOUIS

ASSOC DIRECTOR, INSTNL STUDIES
SUNY AT BUFFALO
487 CAPEN HALL
AMHERST NY 14260
PH- (716) 636-2791

ZWAGERMAN, LYNN R.

RESEARCH ANALYST
IOWA STATE UNIVERSITY
215 BEARDSHEAR HALL
AMES IA 50011
PH- (515) 294-1181

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TROY STATE UNIVERSITY
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TUSKEGEE INSTITUTE
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WARD, MATT R.

UNIV OF ALABAMA
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UNIVERSITY OF SOUTH ALABAMA
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YEAGER, ALFRED H.

ALASKA

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SOUTHERN ARKANSAS UNIVERSITY
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UNIV OF ARKANSAS
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CALIFORNIA

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KNOELL, DOROTHY M. (DR)

CALIF STATE COL-SAN BERNARDINO
SCHWABE, ROBERT A. (DR)

CALIF STATE POLYTECH UN-POMONA
FRIEDMAN, STUART M. (DR)

CALIF STATE UNIV + COL SYSTEM
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SMITH, GORDON W.
THOMAS, LEON L. (DR)
WHITESEL, R. G. (DR)
WILMOT, CHARLES M.

CALIF STATE UNIV-FRESNO
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CALIF STATE UNIV-FULLERTON
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CALIF STATE UNIV-LONG BEACH
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CALIF STATE UNIV-LOS ANGELES
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CALIF STATE UNIV-NORTHRIDGE
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NORTHROP UNIVERSITY
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PASADENA CITY COLLEGE
LAU, PETER P. (DR)

PEAT MARWICK MITCHELL + CO
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PEPPERDINE UNIVERSITY
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PENROD, JAMES I.
WASILESKI, JOHN S. (DR)

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OSTAPIK, FRED

SONOMA STATE UNIVERSITY
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PROCTOR, GEORGE L. (DR)

SOUTHERN CALIFORNIA COLLEGE
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UNIV OF CALIF
JEGERS, PETER
TRAVIS, STEPHANIE A.
WONG, S. GODWIN (DR)
WOODS, JOHN A.

UNIV OF CALIF-BERKELEY
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LANGLOIS, ELEANOR (MS)
SMITH, SANDRA S. (DR)

UNIV OF CALIF-DAVIS
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UNIV OF CALIF-IRVINE
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FRISCH, SUE M.

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KISSLER, GERALD R. (DR)
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UNIV OF CALIF-RIVERSIDE
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UNIV OF CALIF-SAN DIEGO
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STARKEY, ROBERT W.

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Arkansas	21	(10)	New Brunswick	06	(04)
California	79	(41)	Nova Scotia	05	(04)
Colorado	44	(17)	Ontario	53	(22)
Connecticut	21	(13)	Quebec	41	(16)
Delaware	02	(01)	Saskatchewan	11	(03)
District of Columbia	38	(17)			
Florida	76	(20)	CANADA (total)	194	(84)
Georgia	50	(29)			
Hawaii	09	(04)			
Idaho	07	(06)	Australia	09	(08)
Illinois	92	(47)	Belgium	04	(03)
Indiana	18	(12)	Brazil	03	(01)
Iowa	18	(11)	Denmark	05	(05)
Kansas	25	(15)	England	07	(06)
Kentucky	26	(13)	Finland	01	(01)
Louisiana	25	(17)	France	02	(02)
Maine	04	(04)	Germany	04	(04)
Maryland	29	(21)	Greece	01	(01)
Massachusetts	45	(25)	Hong Kong	01	(01)
Michigan	72	(31)	Iceland	01	(01)
Minnesota	61	(28)	Indonesia	01	(01)
Mississippi	18	(07)	Ireland	06	([illegible])
Missouri	29	(16)	Japan	01	(01)
Montana	04	(04)	Jordan	01	(01)
Nebraska	14	(11)	Mexico	08	(06)
Nevada	03	(03)	Netherlands	07	(04)
New Hampshire	02	(02)	Norway	02	(02)
New Jersey	47	(27)	Peru	01	--
New Mexico	09	(04)	Saudi Arabia	01	(01)
New York	123	(74)	Scotland	01	(01)
North Carolina	34	(21)	Sweden	05	(03)
North Dakota	03	(03)	Switzerland	02	(02)
Ohio	59	(33)	Thailand	04	(02)
Oklahoma	20	(16)	Venezuela	03	(03)
Oregon	20	(13)			
Pennsylvania	60	(33)	OTHER COUNTRIES (total)	81	(65)
Rhode Island	08	(06)			
South Carolina	32	(21)			
South Dakota	05	(03)	AIR MEMBERSHIP (total)	26	(1006)
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)			
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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