# EDUC 863: Planning, Analysis, and Institutional Research
# Fall Semester 2023

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**she/hers**
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**Adjunct Instructor, CSHPE**

## What is this course about?

This course will provide you with a solid understanding of institutional research (IR) structures and roles within US higher education and also the broad set of ways IR work is practiced across institutions and outside of IR offices. We will discuss what IR professionals do and how their work connects to all aspects of higher education.

This course is designed for any graduate student with an interest in IR, other administrative research areas such enrollment management or student success, or who wants to know how data can inform decision-making in any part of the institution, as well as how state and national datasets are created, maintained, and accessed. There are no prerequisites and knowledge of statistical methods is not required.

## Why am I qualified to teach this course?

After earning my doctorate at the CSHPE in 2008, I was Director of Institutional Research and Analysis at Carnegie Mellon University in Pittsburgh for 12 years (structural IR) before returning to U-M as its first Director of Student Life Research (functional IR). I have been active in regional, national, and international professional IR organizations, both as a participant and a presenter.

## What should you call me?

You may call me Dr. Sutkus or Janel, whichever makes you most comfortable. However, you should not call me 'Professor.' Why not? Because in IR work, we are very precise with our language and how we use it to accurately measure and report institutional characteristics. 'Professor' is a rank held by faculty and is not a synonym for 'instructor,' which is the name of my appointment.

## What will I call you?

Whatever you ask me to call you. Please share the name you'd like to be called and your pronouns either during our first class session, or privately afterwards, whatever is best for you.

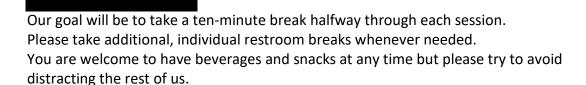**How will this course be taught / what are our learning objectives?**

I intend to teach this course in the same way we practice IR:
- We will emphasize being nimble and responsive to the conditions within and outside our institution, because sometimes an article in the Chronicle will lead to an avalanche of questions from across our campus.
- We will learn how to develop expertise about all of our institution's activities.
- We will learn how to help our clients frame their questions.
- We will not write long academic papers or take exams; instead we will focus on crafting 'data stories' that are heavy on visuals and can be quickly consumed by institutional decision-makers. I will demonstrate good examples of these throughout the course.
- We will learn how to anticipate what our stakeholders need to know and when they need to know it.
- We will become aware of the 'IR cycle' – when particular data points are collected and reported, along with other time-specific activities like enrollment and admission cycles or end-of-year assessment.
- We will learn what makes a good survey, because surveys are an efficient (although not always effective) way to collect data from students and everyone thinks they know how to make a good one.
- We will learn how to organize information so readers and listeners can easily follow our arguments.

**But, since this is a course and you are students, we will have flexibility that we typically don't have in the practice of IR.**

- Information on assignments will be provided well in advance of the deadline.
- The project will be scaffolded so formative assessment can be used to ensure an excellent final product.
- 'Ad hoc' requests are ubiquitous in IR, so there will be weekly 'ad hoc' prompts that will <u>not</u> be provided in advance and will be due the following week, but you will be able to choose which two prompts you complete each month (IOW, I will give a prompt each week from September 5 to November 28 and you will need to submit two from September, two from October and two from November). A typical prompt can be answered in fewer than two pages. These will all be based on IR-related topics that were reported in higher ed news the prior week.
- Unlike what happens in the real higher ed and IR work environments, my intention is to return your work with feedback within one week of when it was submitted.

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Our goal will be to take a ten-minute break halfway through each session.
Please take additional, individual restroom breaks whenever needed.
You are welcome to have beverages and snacks at any time but please try to avoid
distracting the rest of us.

**Office hours:**
I do not have regular drop-in hours. Please email to make an in-person or Zoom appointment.

**Other stuff:**
Please bring a laptop to each class session as we will be investigating several online data sources. Please let me know right away if you do not have regular access to a laptop so we can work something out.

You do not need to purchase any books for this course. All reading assignments will be provided as website links or PDF's in the course Google folder.

Since that practice of IR requires partnership with many University offices, we might take some walking 'field trips' to see U-M offices and meet with U-M staff. If you have concerns about infrequent 10-to-15-minute walks, please let me know so we can arrange something for you.

Class attendance and active engagement in discussions are expected and are one-quarter of your final grade.

Please have the required readings completed by the beginning of class.
As you read, think of these questions and be ready to discuss:
- Why might this article have been selected?
- What is the overarching message you are getting from it?
- How does what you read connect to the five duties and functions of IR?
- Is this topic more relevant to a certain institutional type(s)?

No audio or video recording of the class activities is permitted.

Clarity and confirming/disabusing assumptions is critical in IR. In this class we will practice asking clarifying questions. If anything is unclear (syllabus, assignments, due dates, etc.), please ask me.

**THINGS THAT ARE VERY IMPORTANT TO ME**

**Supporting your Well-being:**

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- Nicole Holtzman is our embedded CAPS counselor in the Marsal School of Education. She is part of the CAPS (Counseling and Psychological Services) team. CAPS is a free, confidential service for enrolled students. They provide brief, shorter-term counseling and also have many resources including groups and workshops to share with students. You can contact her at nicholtz@umich.edu or schedule an appointment here

- For after-hours and urgent support call Counseling and Psychological Services(CAPS) at 734-764-8312 and press 0

- Dean of Students Office - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community

- Ginsberg Center for Community Service Learning - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world

- Maize and Blue Cupboard (MBC) - 734-936-2794; food pantry with groceries, kitchen and cooking supplies, personal and household items, and support

- Multi-Ethnic Student Affairs (MESA) - 734-763-9044; diversity and social justice through the lens of race and ethnicity

- Office of Student Conflict Resolution - 734-936-6308; offers multiple pathways for resolving conflict

- Office of the Ombuds - 734-763-3545; students can raise questions and concerns about the functioning of the university

- Services for Students with Disabilities (SSD) - 734-763-3000; accommodations and access to students with disabilities

- Sexual Assault Prevention and Awareness Center (SAPAC) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking

- Spectrum Center - 734-763-4186; support services for LGBTQ+ students

- Trotter Multicultural Center - 734-763-3670; intercultural engagement and inclusive leadership education initiatives

- [University Health Service (UHS)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night

- [Well-Being for U-M Students website](#) - searchable list of many more campus resources

- [Wolverine Wellness](#) - confidential; 734-763-1320;  provides wellness coaching, Collegiate Recovery Program, and much more

**As a full-time staff member in the Division of Student Life, I am <u>very</u> well-acquainted with these resources. If you need some guidance on where to start for your specific concern, or just want more information about one of these resources, please ask me.**


**Providing accommodations you might need to be successful:**

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact [Services for Students with Disabilities](#) at 734-763-3000 or ssdoffice@umich.edu.

For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

**I will do my best to provide accessible course content and instruction. If there is something I am not doing that you need to support your learning, please mention it to me.**

**Policies you should know, along with your rights and responsibilities as a student:**

Student Rights and Responsibilities

Rackham Graduate School Academic Policies

Marsal School of Education Incomplete Grade Policy


**Supporting your Religious, Spiritual, or Secular (RSS) worldview:**

University statement on conflicts between the academic and religious calendars

**I want to support your observation or celebration of holidays within your RSS worldview.**
**Please talk to me early if you will need to miss a class session for this reason.**


**Use of Generative Artificial Intelligence (GenAI):**

Learning how to use GenAI functions such as ChatGPT is important in higher education.
Used properly, GenAI could enhance our work; used improperly, it can border on plagiarism.
If you have used GenAI on anything you submit for EDUC 863, you must include an explanation of:

1) what was your original prompt

2) what are some examples of incorrect data GenAI provided to you

3) how did you rework and revise so your final document was both factually accurate and reflected your writing voice and style

**Course Engagement:**

This is a <u>very</u> small class and our success will rely on each of us – me included - being engaged in discussion and in-class activities. I intend to vary the content so each session includes group discussion, formal and informal presentations, in-class data activities, and other fun stuff.

Please be prepared to offer comments, observations, or ask questions about the readings for each class session. Just like in the practice of IR, others' perspectives and knowledge of a topic can enhance our own understanding so we will make room for everyone to talk and listen.

We will have a number of guest speakers joining the class. Please take full advantage of engaging in an intellectual way with these scholars and practitioners. Each of you should be prepared and will be expected to ask at least one question of each guest or to provide insightful comments about the content being discussed that week.

You should get in the habit of reviewing a few higher ed news sites each week. This will be beneficial for all of your courses, not just this one. Here are a few sites you should review:

[The Chronicle of Higher Education](#)

[Inside Higher Ed](#)

[Higher Ed Dive](#)

[HEADLINES: Top Higher Education News for the Week](#)

[EDUCAUSE Review](#)

[Diverse: Issues in Higher Education](#)

We will have an in-class exercise early in the course that will give you some practice in determining what the IR alignments/relationships are with a topic in the news.

## EVALUATION

**Attendance, course engagement, and questions of guest experts**      **25 points**

**Ad hoc prompts**      **25 points**

    *Two per month X three months X four points*      *24 points*

    *Free point for everyone so the total = 100*      *1 point*

**Assignments**      **25 points**

    *IR Office Intro*

        *Paper*      *4 points*

        *Presentation*      *4 points*

    *Peer Trend Analysis*      *8 points*

    *Staff Climate Survey Story*

        *Slide Deck*      *5 points*

        *Presentation of Approach*      *4 points*

**Celebration of Learning – Defining the 'I' in IR**      **25 points**

    *Proposal*      *3 points*

    *Annotated outline*      *4 points*

    *Presentation*      *8 points*

    *Physical Artifact*      *10 points*

**TOTAL**      **100 points**

This course is worth 3 semester hours. All grades will be assigned as whole points, so there is no rounding. Final earned grades will be determined as follows:

| Points Earned | Grade Earned |
|---|---|
| 100 - 94 | A |
| 93 - 90 | A- |
| 89 - 87 | B+ |
| 86 - 83 | B |
| 82 - 80 | B- |
| 79 - 77 | C+ |
| 76 - 73 | C |
| 72 - 0 | Not acceptable for graduate level work |

**All completed assignments should be emailed to me at ▮▮▮▮▮▮▮▮▮ before class begins on the date they are due.**


## COURSE SCHEDULE AT-A-GLANCE

**Session 1, August 29:** Intro of Course and Participants, IR Storytelling, and Syllabus Review

**Session 2, September 5:** Where IR started and where it is now

**\*Session 3, September 12:** IR Offices, Leadership, and Staff Roles
**Assignment due before class begins: IR Office Intro (see pg 12)**
**In-class five-minute presentation: IR Office Intro (see pg 12)**

**Session 4, September 19:** Peer Comparisons and Benchmarking

**Session 5, September 26:** Research**,** Assessment, and Evaluation
**Assignment due before class begins: Peer Trend Analysis (see pg 15)**

**\*Session 6, October 3:** Measuring Student Success I: Enrollment and Course-taking Patterns
**Assignment due before class begins: Staff Climate Survey Story (see pg 17)**
**In-class five-minute presentation: Approach to Staff Climate Survey Story (see pg 17)**

**\*Session 7, October 10:** Planning
**Assignment due before class begins: Proposal for Defining the 'I' in IR (see pg 28)**

**FALL BREAK, October 17**

**\*Session 8, October 24:** How Leaders Use Information for Decision-making

**\*Session 9, October 31:** Measuring Student Success II: How College Affects Students
**Assignment due before class begins: Annotated outline for Defining the 'I' in IR (see pg 28)**

**Session 10, November 7:** Campus Climate Issues
**In-class, Individual ten-minute meetings about presentation outlines**

**Session 11, November 14:** Enrollment Management and Financial Aid

**Session 12, November 21:** Choose your own Adventure

**\*Session 13, November 28:** Data Equity and IR Ethics

**Session 14, December 5:** Where IR is going and Celebration of Learning
**Assignment due before class begins: Physical Artifact for Defining the 'I' in IR (see pg 28)**
**In-class ten-minute presentation: Defining the 'I' in IR (see pg 28)**

**You are expected to have at least one insightful question prepared for guest experts in each week marked with an asterisk.**

## COURSE SCHEDULE

**Session 1, August 29**

**Session Topic:**
Intro of Course and Participants, IR Storytelling, and Syllabus Review

**Session Objectives:**
In this session we will get to know each other, experience some storytelling about IR, demystify reading for grad school, and talk about our plans for the rest of the course.

**Reading:**
University of Maryland -- Reading Tips for Graduate Students

University of Nebraska-Lincoln -- Reading Strategically

University of San Francisco -- Sink or Skim: Top Ten Tips for Reading in Grad School

**Session 2, September 5**

**Session Topic:**
Where IR started and where it is now

**Session Objectives:**
Institutional research (IR) is unique to institutions of higher education. In this session we will learn some history of IR and how the nature, functions, and activities within IR have changed over the past sixty years.

**Reading (read in this order):**
Suslow (1972) A Declaration on Institutional Research

Terenzini (1999) On the Nature of Institutional Research and the Knowledge and Skills It Requires

Terenzini (2013) On the Nature of Institutional Research Revisited

Swing and Ross (2016) A New Vision for Institutional Research

Read pages 3-6 only:
Swing and Ross (2016) Statement of Aspirational Practice for Institutional Research

AIR (2017) Duties and Functions of Institutional Research

AIR (2017) How the Duties and Functions of Institutional Research were Created

Skim the Association for Institutional Research website to learn about IR's professional organization

**Assignment due by the beginning of Session 3 (September 12):**
Search the website of your undergraduate institution (not U-M) and determine whether it has an IR office. If it doesn't, choose another college or university (not U-M) that has an IR office.

Create a two-page introduction to this office. Include things like:
- what kind of work do they do?
- number of staff, their titles; who leads; and to whom do they report?
- where does the office sit in the college/university structure?
- do they define their office mission or vision?

Describe your office as a story, or a narrative, not just a list of facts. Think of how the people in that office would describe their work. This introduction can be text, charts, photos, or anything you like, as long as it tells a story about the office, and is interesting and enjoyable to read and hear.

**Email to me at** ▮▮▮▮▮▮▮▮▮▮▮ **by the beginning of Session 3 (September 12). During that session, you will have 5 minutes to introduce this office to me and your classmates. Four points will be based on your written work and four points on your presentation.**

**Session 3, September 12**

**Session Topic:**
IR Offices, Leadership, and Staff Roles

**Session Objectives:**
Being an IR professional (or someone who does IR-type work in a non-IR office) requires general knowledge of higher education, a deep and broad understanding of the structures and functions of their institution, and specific skills and abilities. In this session we will examine the organizational structure, staff, and leadership of IR offices, where they are located in various types of higher education institutions, IR work, and the skills people who do IR need to be successful.

**Reading:**
Knight, Moore, and Coperthwaite (1999) Knowledge, Skills, and Effectiveness in Institutional Research

Volkwein (1999) The Four Faces of IR

Kroc (2015) The Role of the IR Office Collaborating Across the Institution

Lillibridge, Swing, Jones, and Ross (2016) Defining Institutional Research: Findings from a National Study of IR Work Tasks (A Focus on Senior IR/IE Leaders)
*Read pages 2-5, then choose 2-3 task groups from pages 6-37 (Accreditation, Assessment, Committee Work, etc.) to get a sense of the types of responsibilities in those areas.*

Skim these briefs from the 2021 survey of IR Offices
   Staff Roles, FTE, and Characteristics
   Leadership and Management
   Executive Leadership for the Data and Analytics Function
   IR Office Work
   IR Office Reporting Relationships
   Data Literacy, Capacity, and Maturity

**Guest Expert:**
Tracy Pattok
Associate Director, Institutional Research
U-M Office of Budget, Planning, and Analysis

**Session 4, September 19**

**Session Topic:**
Peer Comparisons and Benchmarking

**Session Objectives:**
Institutional researchers need to understand not only their own institution, but also how it compares to a set of peers. In this session we will review several national and institutional data sources that are used to compare institutions. We will also examine the ways in which institutions are classified, which permits the creation of similar peer sets.

**Reading:**
Review the Common Data Set Website and download a copy of the CDS to learn what is measured

Review the six Carnegie Classification methodologies

Miller and Shedd (2000) The History and Evolution of IPEDS

Review IPEDS Use The Data

Review the US Department of Education College Scorecard including the About the Data tab

**Viewing** (IPEDS Tutorials):
IPEDS Overview Tutorial | AIR
Data Center | AIR

**Assignment due to me at** ██████████████ **by the beginning of Session 5 (September 26):**
You are an institutional researcher at Western Michigan University. The Director of Admissions has asked you to create a peer comparisons report of WMU and five similar regional institutions. She is interested in understanding how WMU compares on these metrics:
- undergraduate tuition, room, board, and fees
- the percent and dollar amount of core revenues spent on instruction
- the average amount of grant or scholarship aid received by full-time, first-time, degree or certificate-seeking undergraduate students
- the average per-undergraduate-borrower cumulative principal in private alternative loans
- median earnings after graduation
  and
- the percent of graduates who are making progress on repaying their student loans

She asked for a comparison of six institutions on the most recent year of available data, as well as a look at WMU's trend on each metric over the last five years.

Use the tools available to you to choose the five peer institutions and create the comparisons. Be sure to explain your reasons for choosing your particular peer set, as well as to cite the data source for each, any data notes or limitations, and the year the data represent.

In addition to the data visualizations, tell her what patterns you observed and how they might make a cohesive story she can tell to prospective students. Do this in a report of no more than 5 pages.

**Session 5, September 26**

**Session Topic:**
Research, Assessment, and Evaluation

**Session Objectives:**
Research, assessment, and evaluation are variations on the same theme and each is an important function within institutions of higher education. IR professionals play a pivotal role in conducting these activities. In this session we will examine the differences between research, assessment, and evaluation, how they are conducted, and how they can be used to promote institutional goals.

**Reading:**

[How to Differentiate Assessment, Research, and Evaluation](#)

Terenzini (2010) Assessment With Open Eyes

Balzer and Kniess (2017) Challenges and Barriers

Ramirez, Lacey, Duprey, and Jones (2020) NCES Sample Surveys: A Practical Primer for New Users Practitioners and Policymakers

Skim this (it's quite good and someday you will want to read all of it):
Urban Institute (2021) Do No Harm Guide

**Assignment due by the beginning of Session 6 (October 3):**
You are an institutional researcher at the University of Michigan and the chair of the staff council has asked you to create a summary of this report: [2021 University of Michigan - Staff Campus Climate Report](#). He is not comfortable with statistical methods and wants a 'story' he can tell to his constituents. He is most interested in actionable results and is aware it is not your role to suggest future actions, just to highlight the type of findings that could be acted upon.

Please create a side deck of no more than 10 slides, including title slide, and a single slide describing the survey background and methods, and a single slide that summarizes the story (major takeaways, critical findings, etc.). Consider your ultimate audience (U-M staff) – what would you need to know about them to determine the best way to create this deck? Who could you ask to provide context? We will see an example of this type of slide deck (using the student campus climate report) in class.

**Email to me at** ▮▮▮▮▮▮▮▮▮▮▮ **by the beginning of Session 6 (October 3). During that session, you will have 5 minutes to describe to me and your classmates how you went about deciding which findings you would include in your story. Five points will be based on your slide deck and four points will be based on your description of how you approached the presentation.**

**Session 6, October 3**

**Session Topic:**
Measuring Student Success I: Enrollment and Course-taking Patterns

**Session Objectives:**
As we learned in an earlier session, AIR suggests a new model for IR is focused on student success. In the first of two sessions on measuring student success, we will focus on traditional and ubiquitous measures of success – retention and graduation – both overall and disaggregated by student demographics. We will also discuss research on course-taking patterns as predictors of success and more recent attention on using IR to understand and narrow equity gaps.

**Reading:**
[5 Experts Weigh in on Education Equity Gaps | EAB](#)

California State System (2021) Graduation Initiative 2025 Equity Goals and Priorities

Clasemann and Boon (2020) Seeking Patterns in Swirl and Drift: Retention, Persistence, and Transfer

Taylor and Martineau (2020) Creating IR and Faculty Partnerships Toward the Shared Goal of Student Success

Turk and Taylor (2020) Institutional Research in Support of Student Success at Our Nation's Most Diverse and Inclusive Institutions

**Guest Expert:**
Timothy A. McKay, PhD
[Arthur F. Thurnau Professor of Physics, Astronomy, Education, and Associate Dean for Undergraduate Education](#)
and
[U-M SEISMIC (Sloan Equity and Inclusion in STEM Introductory Courses) Director](#)

**Session 7, October 10**

**Session Topic:**
Planning

**Session Objectives:**
Planning takes many forms within institutions of higher education. In this section we will review some models that frame planning activities and gain practical insights into how they are applied in institutional settings.

**Reading:**
Peterson (1999) Analyzing Alternative Approaches to Planning

Skim each of the pages for SCUP's six focus areas:
Planning Type Focus Areas
and review Campus Planning, Institutional Effectiveness Planning, and Student Affairs Planning

Review U-M's:
Strategic Plan | Diversity, Equity & Inclusion | University of Michigan

**Viewing:**
What is higher education integrated planning?
Watch the webinar on Integrated Planning located at the bottom of the page

Guest experts:
Mike Moss, CAE
President, Society for College and University Planning
Josh Humbel
Associate Director Learning Programs, Society for College and University Planning

**FALL BREAK, October 17**

**Session 8, October 24**

**Session Topic:**
How Leaders Use Information for Decision-making

**Session Objectives:**
Institutional researchers are often called on to provide advice to decision- and policy-makers. In this session we will examine some of the issues that arise in these circumstances and how you might navigate your way through the complexities that can arise.

**Reading:**
Leimer (2011) First, Get Their Attention: Getting Your Results Used

Breslin (2021) Pandemic promises: Interrogating espoused data-informed decision-making

Gagliardi and Johnson (2021) The Evidence Imperative: Reflections on How Volatility and Data Are Reshaping the Relationship Between IR and College and University Presidents

Hill (2023) What Administrators Don't Get About Data

**Guest Expert:**
Christopher Baldwin, PhD
Senior Fellow
National Center for Inquiry and Improvement

**Session 9, October 31**

**Session Topic:**
Measuring Student Success II: How College Affects Students

**Session Objectives:**
Much happens to students while enrolled in college and there is an extensive literature on the effect of college on students' outcomes and lives. IR professionals are often called upon to share their knowledge of how specific areas of higher ed are related to certain outcomes. In this session we will read a chapter that synthesizes what is known about how college affects students. This will provide awareness of studies that examine how student experiences and environmental factors affect student progress and completion.

**Reading:**
Mayhew, Rockenbach, Bowman, Seifert, and Wolniak (2016)
Chapter 10: How College Affects Students

**Guest Expert:**
Matt Mayhew, PhD
William Ray and Marie Adamson Flesher
Professor of Educational Administration at The Ohio State University

**Session 10, November 7**

**Session Topic:**
Campus Climate Issues

**Session Objectives:**
Issues about the campus atmosphere and environment (referred to as climate) are often studied by IR professionals. In this session we will read about what climate is, how people's perceptions of it can be measured, and the types of climate that are often studied.

**Reading:**
Shenkle, Snyder, and Bauer (1998) Measures of Campus Climate

U-M ADVANCE (2015) Influence-Voice and Bias-Exclusion among U-M Tenure-track Faculty

Sutkus, Gilbride-Brown, and Hippensteel (2018) Carnegie Mellon University VOICES Study of Inclusion and Climate Experiences

Sutkus (2019) Comparison of AAU and CMU Findings of the AAU Sexual Assault and Misconduct Survey

McKinley and Dunnagan (2021) The Role of Institutional Research in Advancing Diversity, Equity, and Inclusion Efforts

**Session 11, November 14**

**Session Topic:**
Enrollment Management and Financial Aid

**Session Objectives:**
Strategic enrollment management (EM) is a critical function for institutions of higher education and IR professionals are increasingly playing a role in setting enrollment targets, developing strategies to hit these targets, and conducting sophisticated analyses to help promote institutional objectives. In this session we will examine what EM is about, the conceptual frameworks that underpin EM, and how IR professionals use theory and research methods in the conduct of EM.

**Reading:**
Hossler (2015) Origins of Strategic Enrollment Management

Bontrager (2004) Enrollment Management: An Introduction to Concepts and Structures

DesJardins and Bell (2006) Using Economic Concepts to Inform Enrollment Management

**Session 12, November 21**

**Session Topic:**
Choose your own adventure: Finance and Endowment, Space and Facilities Usage, Faculty Trajectories, and Research Activity

Early in the course we will vote on which of these other topics you'd like to discuss and I will provide relevant readings.

**Session 13, November 28**

**Session Topic:**
Data Equity and IR Ethics

**Session Objectives:**

As IR professionals are collectors and distributors of institutional data and users of state and national datasets, we need to think about issues of data democratization (enabling everyone in an institution to work with data or make data-informed decisions) and data equity (using an equity lens to consider whether collection and distribution methods reinforce stereotypes, exacerbate bias, or undermine social justice in other ways). In this session will discuss the tension between our data governance responsibilities with our desire for data democratization. We will also discuss ethical challenges and the

**Viewing:**
[Data Don't Speak for Themselves](#)

**Reading:**
Appel (2019) A Statement for a New Era The Association for Institutional Research Statement of Ethical Principles

AIR (2019) Statement of Ethical Principles

Cubarrubia (2020) Navigating Institutional Culture in Ensuring the Ethical Use of Data in Support of Student Success and Institutional Effectiveness

Hubbard, Freda, and Swanagan (2021) Data Governance 101: IR's Critical Role in Data Governance

Urban Institute (2022) Do No Harm Guide: Additional Perspectives on Data Equity

**Guest Expert:**
Carson Byrd, PhD
[Associate Research Scientist, CSHPE](#)

**Session 14, December 5**

**Session Topic:**
Where IR is going
and
Celebration of Learning – Defining the 'I' in IR

**Session Objectives:**
We have arrived! In this session we look forward to where IR might be going, then we celebrate all you have learned by hearing how you would use what we discussed this semester to design your approach to an IR role in the future.

**Reading:**
Johnson and Simon (2018) Future-Proofing Institutional Research Skills in an Evolving Digital Age

Gagliardi and Johnson (2020) Transformational IR for Student Success

**Celebration of Learning:**
Our final session will be a celebration of learning in which each of you will give a summary presentation:
**Defining the 'I' in IR.**

The 'I' = you and the 'I' = institutional.

No matter where you work in higher education, you will need to understand your work, the setting you work in, and your stakeholders (students, staff, faculty, families, alumni, and so on). Some of us do institutional research; some of us consume others' institutional research.

Most of us came to a higher ed grad program having worked in higher ed in a professional or student capacity. If we hadn't worked in higher ed, we certainly would have experienced it as a student. These experiences often lead us to interests we want to pursue, investigate, research, or examine in our studies or as professionals after we graduate.

For this presentation, you will imagine yourself in your first post-graduation role where you will be responsible for IR related to your work, both so you can understand your work better and your institutional leadership and stakeholders can understand it better. Your goal is to describe your approach to your IR work in this new role.

You will need to determine these:
- what kind of role are you in?
- will you be doing IR as a structure or as a function?
- within your role, what is/are your topic(s) of interest?
- what is your institutional type?

Then, consider these questions (guidelines, not requirements):
- what is the relevance of my area(s) of interest to IR work?
- how does my institutional type inform how I do this work?
- what skills do I have that will contribute to my success in doing IR work?
- what skills do I need to acquire or strengthen to be successful in doing IR work?
- within my topic(s) of interest, what are the differences and similarities between academic research and institutional research?
- what questions do I need to answer to better understand my work?
- where are the data I need to understand my area of interest at my institution?
- where are the data I need to understand my area of interest at peer institutions?
- with which institutional offices will I need/want to collaborate?
- what is in the academic literature that I could replicate or test with my institutional audiences?
- and anything else that seems relevant to you

**Presentation scaffold and deadlines:**
1) A one-page presentation proposal is due before class begins on October 10 (3 points).

2) An annotated presentation outline is due before class begins on October 31 (4 points).
During class on November 7, you will each have a ten-minute discussion of your outline with me.

3) A presentation artifact (some physical representation of your project) is due before class begins on December 5 (10 points)

4) You will present your work during class on December 5 (8 points). Please be prepared with a 10-minute presentation, after which we will have 5 minutes for questions. You can present in any way you like, with or without slides. Creativity is encouraged, as long as you approach the work in a scholarly manner and with rigor. This means your project should be informed by class content (articles, discussions, guest experts, activities) and additional reading and exploration you do on your own. I encourage you to treat your presentation as a single story or narrative, but one that might have distinct chapters. Your goal – just like in IR – is to present in a way that makes it easy for the audience to identify and retain key takeaways.