

From: LISTS.ASU.EDU LISTSERV Server (16.0) [LISTSERV@asu.edu]
Sent: Saturday, May 28, 2011 6:10 PM
To: Shapard Wolf
Subject: File: "AAPORNET LOG0612"

Date: Fri, 1 Dec 2006 14:20:31 -0500
Reply-To: Joel Bloom <joeldbloom@GMAIL.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Joel Bloom <joeldbloom@GMAIL.COM>
Subject: Unofficial Alternative Conference Hotel
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=ISO-8859-1; format=flowed
Content-transfer-encoding: 7bit
Content-disposition: inline

Hi all!

For anyone interested in a hotel that's substantially lower-priced than the conference hotel, I found the Crowne Plaza Resort ANAHEIM-GARDEN GROVE for \$80 a night (Entertainment Discount -- you can pick up the book at a lot of local organizations or buy it online for \$35 online at entertainment.com) or around \$120 a night ("best available rate"). I just got in at the \$80/night rate on the executive level and there's no additional cost to add a second person.

Web info: <http://www.ichotelsgroup.com/>
Phone: *1 800 980 6429*

It's just a bit more than across the street from the conference hotel (which I'll admit looks way cool!). See both hotels on the Google satellite map:

<http://maps.google.com/maps?f=q&hl=en&q=12021+HARBOR+BLVD+Garden+Grove+ca&ie=UTF8&t=h&om=1&z=17&ll=33.788118,-117.915895&spn=0.004164,0.01075>

The conference hotel is the one just on the north side of Chapman Avenue with the 2 tennis courts and swimming pool up front. The Crowne Plaza is on the south side of the street, across a big parking lot, and is shaped kind of like a big letter "Y". Note the cross-walks.

Of course I have no idea how long those rates will hang on and I'm not endorsing the Crowne Plaza. But for those of us on a budget, lower-cost alternatives can be a huge help.

Now get the rest of those proposals in! Best,

-- Joel

--

Joel David Bloom, Ph.D.
The University at Albany, SUNY

Research Assistant Professor, Dept. of Political Science

Associate Director, Office of Institutional Research
Phone: (518) 437-4791
Cell: 541-579-6610
E-mail: jbloom@albany.edu
Web: <http://www.albany.edu/ir/>

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Fri, 1 Dec 2006 12:38:52 -0800
Reply-To: Liz Hamel <LizH@KFF.ORG>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Liz Hamel <LizH@KFF.ORG>
Subject: Join PAPOR next week in San Francisco
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="iso-8859-1"
Content-transfer-encoding: quoted-printable

Last reminder: The PAPOR Annual Conference is just a few days away -- =
December 7-8 in San Francisco at the Sir Francis Drake Hotel near Union =
Square.

You can register for PAPOR 2006 at the PAPOR website, www.papor.org or =
register at the conference. The conference schedule is posted on the =
website, along with details about the short course preceding the =
conference.

As always, the conference will feature in-depth analyses of recent =
elections and other events impacting public opinion. The recent Mexican =
presidential election will be the topic of this year's plenary session. =
Other sessions will study the 2006 midterm election, results in Western =
battleground states, immigration, and research methodology. A short =
course on multidimensional scaling will precede the opening session of =
the conference.

We hope to see you at PAPOR!

www.papor.org
Information and online registration

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.

Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Mon, 4 Dec 2006 09:59:43 -0600
Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike Flanagan <MFlanagan@GOAMP.COM>
Subject: Job Opportunity
Comments: To: AAPORNET@asu.edu
Comments: cc: "Salehi, Jennie A" <JSalehi@icfi.com>
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

=20

=20

=20

=20

Senior Survey Researcher

=20

ICF's Applied Organizational Research Team seeks a senior survey researcher to work in our Fairfax, VA headquarters. The successful candidate will design, conduct, analyze, and direct surveys for a variety of Federal clients (e.g., Department of Veterans Affairs, Department of Defense, and Transportation Security Administration). The surveys collect information that is used for performing social science research, making fiscal or policy decisions, and improving customer and employee satisfaction. Projects involve a variety of mediums to conduct surveys, such as the Internet, personal or telephone interviews, and mailed questionnaires.=20

=20

Candidate shall have: 1) demonstrated excellent analytic, conceptual, and quantitative/qualitative methodology skills and strong attention to detail; 2) demonstrated methodological research program which leads to regular peer reviewed publications; 3) advanced verbal and written communications skills and the ability to present effectively to small and large groups; 4) Ability to direct, supervise and train employees; 5) in-depth knowledge of survey sampling, weighting, design, analysis, and reporting; 6) mastery of statistical programs (e.g., SPSS). PhD preferred, Master's Degree required.

=20

If interested, please forward a cover letter and resume to:

=20

resumesjs@icfi.com

EOE/AA

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Mon, 4 Dec 2006 12:19:52 -0500
Reply-To: Ron Rapoport <rbrapo@WM.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Ron Rapoport <rbrapo@WM.EDU>
Subject: WEb survey packages
Comments: To: aapornet@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: 7bit

We, at William and Mary, are looking for a general purpose web survey package to adopt for the campus. We need the ability to keep up with multi-wave panels, have questions of different formats, branching, etc. Cost is also an issue.

If you have experience with these please get back to me.

ron

Ron Rapoport
Chair
Department of Government
College of William and Mary

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Mon, 4 Dec 2006 13:59:30 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Court turns down sex survey case review
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Court turns down sex survey case review
Associated Press

WASHINGTON - Parents who sued a California school district over a sex survey given to students lost a Supreme Court appeal Monday.

Justices declined to review an appeals court ruling that dismissed the suit against the Palmdale School District.

<http://www.fortwayne.com/mld/journalgazette/16161774.htm>

--=20
Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Mon, 4 Dec 2006 14:59:38 -0500
Reply-To: Allison Ackermann <Allison_Ackermann@ABTASSOC.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Allison Ackermann <Allison_Ackermann@ABTASSOC.COM>
Subject: targeting subgroups
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=US-ASCII

Hi,

I was wondering if anyone can point me to any methodological research that has been done on targeting/increasing participation among demographic subgroups in surveys. Of particular interest is research on RDD surveys and under-represented subgroups.

Thanks so much,
Ali Ackermann

Allison Castellano Ackermann, MS
Assistant Survey Director

Abt Associates, Inc
(301) 634-1718

This message may contain privileged and confidential information intended solely for the addressee. Please do not read, disseminate or copy it unless you are the intended recipient. If this message has been received in error, we kindly ask that you notify the sender immediately by return email and delete all copies of the message from your system. Thank you.

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Mon, 4 Dec 2006 17:19:24 -0500
Reply-To: "O'Brien, Eileen" <Eileen.OBrien@EIA.DOE.GOV>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "O'Brien, Eileen" <Eileen.OBrien@EIA.DOE.GOV>
Subject: DC-AAPOR STUDENT PAPER COMPETITION: Deadline December 15

(REMINDE
R)

Comments: To: AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain

Content-transfer-encoding: 7bit

(Apologies for the x-posting...)

Just a reminder to please consider submitting an entry to the 2006 DC-AAPOR Student Paper Competition-deadline DECEMBER 15!

The increase in award is generously sponsored by SRBI. We hope this is all the motivation you will need to consider submitting an entry and join your future colleagues (and employers?) at the national conference. Rules and contact information below...

--Eileen

DC-AAPOR STUDENT PAPER COMPETITION
Sponsored by SRBI

The Washington-Baltimore Chapter of the American Association for Public Opinion Research (DC-AAPOR) invites entries to its third annual Student Paper Competition. The competition is intended to recognize excellence in scholarly research by area students, and to encourage active student participation in the chapter.

CRITERIA

DC-AAPOR welcomes papers in any field related to the study of public opinion, broadly defined, including research on (a) theoretical issues in the formation and change of public opinion, (b) the theory and methods of survey or market research, and (c) the use of statistical techniques in the design, adjustment, or analysis of survey data. Papers should be approximately 15 to 25 pages in length, and will be judged based on the quality of research design, originality, significance, organization, and presentation. Past year winning paper and honorable mentions are available at <http://www.dc-aapor.org/spcresults.php> <<http://www.dc-aapor.org/spcresults.php>> .

ELIGIBILITY

The competition is open to all current graduate and undergraduate students, and to those who have received their degree within the last calendar year. Faculty co-authors are acceptable, with the stipulation that an eligible student must be first author. Eligibility is limited to students attending or graduated from an accredited college or university in Delaware, Maryland, Pennsylvania, Virginia, or Washington, DC, or to students whose primary residence is in one of those areas. Previous membership in DC-AAPOR is not required, but non-members must become members in order to be eligible (the student membership fee is \$6). Submitted papers may not have been published or presented elsewhere.

AWARD

The author(s) of the winning paper will be awarded a cash prize of \$1,000. For multiple student authors on a winning paper, the award will be divided among the eligible authors. Additionally, the author(s) of the winning paper will be awarded a guaranteed spot on the Conference Program to present their paper at the Annual Conference in Anaheim.

REVIEW COMMITTEE

The winning paper and honorable mentions will be selected by a review committee composed of survey and public opinion researchers drawn from the commercial, government, and nonprofit sectors. See <http://www.dc-aapor.org/studentpaper.php> <<http://www.dc-aapor.org/studentpaper.php>> for a complete list of review committee members.

PAPER SUBMISSION

To be considered for the award, please send an electronic copy of your paper to Eileen O'Brien at eileen.obrien@eia.doe.gov <<mailto:eileen.obrien@eia.doe.gov>> by December 15, 2006. Include your name, academic affiliation, mailing address, telephone number, and e-mail address. You will receive confirmation that your

paper has been received. The winning paper will be announced on or before
January
22, 2007.

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Tue, 5 Dec 2006 10:43:42 -0500
Reply-To: "Mulrow, Jeri M." <jmulrow@NSF.GOV>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Mulrow, Jeri M." <jmulrow@NSF.GOV>
Subject: Job Announcement - NSF Chief Statistician
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="US-ASCII"
Content-transfer-encoding: quoted-printable

Please post:

> JOB ANNOUNCEMENT: NATIONAL SCIENCE FOUNDATION
>=20
> CHIEF STATISTICIAN, AD-5/1529. Annual salary ranges from \$129,026 to
> \$152,000.
>=20
> The position is excluded from the bargaining unit. =20
>=20
> Permanent positions apply under NSF Announcement Number E20070026.
>=20
> One or two year visiting scientist appointments, Intergovernmental
> Personnel Act (IPA) assignments, or federal temporary appointments
> apply under NSF Announcement Number E20070027-Rotator.
>=20
> http://www.nsf.gov/about/career_opps/vacancies/scientific.jsp
>=20
> The Division of Science Resources Statistics (SRS) in the National
> Science Foundation (NSF) is one of the fourteen (14) major statistical
> agencies within the federal government. The primary objective of SRS
> is to develop statistical and analytical information on the U.S.
> science and engineering enterprise. The Chief Statistician provides
> statistical guidance and leadership to SRS staff in the areas of
> survey design and redesign, survey methodology, and mathematical
> statistics and is the Confidentiality Officer for SRS.=20
>=20
> Closing date: January 29, 2007
> =20
> * * * * *

> Jeri Mulrow
> Senior Mathematical Statistician
> Division of Science Resources Statistics
> National Science Foundation
> 4201 Wilson Blvd, Suite 965
> Arlington, VA 22230
> 703-292-4784
> * * * * *

>=20
>=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Tue, 5 Dec 2006 21:53:07 -0500
Reply-To: "Wolf, James G" <jamwolf@IUPUI.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Wolf, James G" <jamwolf@IUPUI.EDU>
Subject: Attitudes of Clinical Health Professionals about Research
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="US-ASCII"
Content-transfer-encoding: quoted-printable

Greetings!

=20

A physician at the IU Med Center is attempting to better understand the views of pediatric staff/faculty regarding research that is conducted on child patients in their care. Human subjects' rights and ethics in research are key issues of interest in his review.

=20

Please contact me off-list if you can point us in the right direction.

=20

Many thanks,

=20

Jim

=20

=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D-=3D=
-3D-=3D

Jim Wolf jamwolf@iupui.edu

Director, Survey Research Center at IUPUI

Clinical Associate Professor of Sociology

Indiana University School of Liberal Arts

719 Indiana Ave - Suite 260

Indianapolis, IN 46202

Voice: (317) 278-9230 Fax: (317) 278-2383

<http://src.iupui.edu>

=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Wed, 6 Dec 2006 17:20:30 +0100
Reply-To: braun@zuma-mannheim.de
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Michael Braun <braun@ZUMA-MANNHEIM.DE>
Organization: ZUMA
Subject: Call for Papers
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii; format=flowed
Content-transfer-encoding: 7bit

Dear Colleagues,

I would like to draw your attention to the following call for papers for the

Session on "Analysis Strategies for Cross-Cultural Research"
which will be held at the
European Survey Research Association (ESRA) Conference
June, 25-29, 2007
Prague, Czech Republic

Researchers are invited to submit proposals for papers for possible inclusion in a session concerned with the analysis of cross-cultural and cross-national survey data at the European Survey Research Association conference, June, 25-29, 2007 in Prague. Papers in this session will present analytic strategies for evaluating multiple-group measurement equivalence. This might include both innovative research designs (MTMM designs, cross-national factorial surveys) and the application of data-analytical strategies (structural equation modeling, multilevel

modeling, etc.). Proposals should be no more than 500 words in length and should be sent to the session organizers Michael Braun (braun@zuma-mannheim.de) and Timothy Johnson (timj@uic.edu) by January 31, 2007.

Please also send your abstract to the conference organizers at esra@sqp.nl, indicating that you have submitted to the session named above.

For more information about the conference see: <http://esra2007.vse.cz/home/>.

With best wishes,
Michael Braun

--

PD Dr. Michael Braun
Center for Survey Research and Methodology (ZUMA)
B 2.1
P.O. Box 12 21 55
D-68072 Mannheim

Tel: ++49-(0)621-1246-176
Fax: ++49-(0)621-1246-100
<http://www.gesis.org/>

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Thu, 7 Dec 2006 09:48:18 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Lean Left? Lean Right? News Media May Take Their Cues From Customers
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Lean Left? Lean Right? News Media May Take Their Cues From Customers=20
By AUSTAN GOOLSBEE
NY Times
<http://www.nytimes.com/2006/12/07/business/media/07scene.html?ref=3Dbusin=>
e
ss
Or
<http://tinyurl.com/y3kj67>

When Matt Lauer declared on the "Today" show last week that NBC would start referring to the conflict in Iraq as a "civil war," he inadvertently started his own civil war within the news media. Fox News refused to follow suit, saying that non-Iraqis were involved in the

fighting, "and that makes it something different." Accusations of partisanship arose all around. Yet newspapers around the country have been making decisions on this matter for months. The Los Angeles Times and The Christian Science Monitor have somewhat officially termed the conflict a civil war; The Washington Post has not.

Any politician will tell you that sometimes what we call things is the most political decision of all. Political consultants like Frank Luntz, a Republican, have become legendary for their way of spinning language to partisan advantage: "death tax" instead of "estate tax," "war on terror" instead of "war in Iraq." But most people expect spin from politicians. When they perceive partisan slant in the news itself, they typically interpret it as evidence of underlying bias by reporters or media owners.

But one of the most interesting things coming out of research on the economics of the media industry has been the notion that media slant may simply reflect business rather than politics.

New research by two University of Chicago economists, Matthew Gentzkow and Jesse M. Shapiro, entitled "What Drives Media Slant? Evidence From U.S. Daily Newspapers" (www.nber.org/papers/w12707.pdf) compiles some compelling and altogether unusual data to answer the question.

SNIP

No doubt, the battles over partisan language will continue. But to explain it, you need not try to find the inner politics of Matt Lauer, the ultimate ownership of the news media or even the facts on the ground in Iraq. A simpler approach would take a three-word phrase that never showed up on the partisan index: follow the money.

Austan Goolsbee is a professor of economics at the University of Chicago Graduate School of Business. E-mail: goolsbee@nytimes.com.

--=20

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html>

Vacation hold? Send email to listserv@asu.edu with this text:

set aapornet nomail

On your return send this: set aapornet mail

Please ask authors before quoting outside AAPORNET.

Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Thu, 7 Dec 2006 10:39:37 -0500

Reply-To: Jim Ellis <jmellis@VCU.EDU>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Jim Ellis <jmellis@VCU.EDU>
Subject: Re: Lean Left? Lean Right? News Media May Take Their Cues From Customers
Comments: To: AAPORNET@asu.edu
In-Reply-To: <3248A9B21DD5574785FE5E2C8E52168462B13B@exchange.local.artsience.com>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: 7bit

Just two cents here in a non-expert capacity. Interesting article, Leo. I don't necessarily think the Iraqi situation is comparable to other conflicts in history, but just playing the word game (and I apologize for playing word games about an active conflict in which people die every single day) -- There were non-Spaniards involved in the Spanish Civil War. And non-Russians involved in the Russian Civil War. I guess you could stretch the point if you wanted to include a few foreign nationals on hand for the American Civil War, or if you wanted to think about regiments that were heavily first-generation ethnic even though American citizens, some of which I believe communicated in their mother tongues (e.g., German, if I remember correctly). There were non-Britons (Hessians, Native Americans, French) involved in the American War of Independence, which was pretty much a civil war in many respects -- not only between British subjects and their king, but in the colonies among the Tory and Patriot subjects themselves. Maybe there is more to this discussion than I gather, but citing the involvement of non-Iraqis doesn't seem to be a criterion supported by past usage of the term civil war.

Jim Ellis
Virginia Commonwealth University

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@ASU.EDU] On Behalf Of Leo Simonetta
Sent: Thursday, December 07, 2006 9:48 AM
To: AAPORNET@ASU.EDU
Subject: Lean Left? Lean Right? News Media May Take Their Cues From Customers

Lean Left? Lean Right? News Media May Take Their Cues From Customers
By AUSTAN GOOLSBEE
NY Times
<http://www.nytimes.com/2006/12/07/business/media/07scene.html?ref=busines>
ss
Or
<http://tinyurl.com/y3kj67>

When Matt Lauer declared on the "Today" show last week that NBC would start referring to the conflict in Iraq as a "civil war," he inadvertently started his own civil war within the news media. Fox News refused to follow suit, saying that non-Iraqis were involved in the fighting, "and that makes it something different." Accusations of partisanship arose all around. Yet newspapers around the country have been making decisions on this matter for months. The Los Angeles Times and The Christian Science Monitor have somewhat officially termed the

conflict a civil war; The Washington Post has not.

Any politician will tell you that sometimes what we call things is the most political decision of all. Political consultants like Frank Luntz, a Republican, have become legendary for their way of spinning language to partisan advantage: "death tax" instead of "estate tax," "war on terror" instead of "war in Iraq." But most people expect spin from politicians. When they perceive partisan slant in the news itself, they typically interpret it as evidence of underlying bias by reporters or media owners.

But one of the most interesting things coming out of research on the economics of the media industry has been the notion that media slant may simply reflect business rather than politics.

New research by two University of Chicago economists, Matthew Gentzkow and Jesse M. Shapiro, entitled "What Drives Media Slant? Evidence From U.S. Daily Newspapers" (www.nber.org/papers/w12707.pdf) compiles some compelling and altogether unusual data to answer the question.

SNIP

No doubt, the battles over partisan language will continue. But to explain it, you need not try to find the inner politics of Matt Lauer, the ultimate ownership of the news media or even the facts on the ground in Iraq. A simpler approach would take a three-word phrase that never showed up on the partisan index: follow the money.

Austan Goolsbee is a professor of economics at the University of Chicago Graduate School of Business. E-mail: goolsbee@nytimes.com.

--

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Thu, 7 Dec 2006 08:33:21 -0800
Reply-To: Leora Lawton <lawton@TECHSOCIETY.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leora Lawton <lawton@TECHSOCIETY.COM>
Subject: 'low turnout okay'
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7bit

A letter to the editor in today's Contra Costa Times..I always l like reading these to see how other people think.

-leora

Low turnout OK

I've seen several letters to the editor lamenting the low voter turnout in the November election and elections in general, most recently from Ronald Entwistle (Times, Dec. 3).

In fact, low voter turnout is not really a problem at all. Most survey polls use (at best) a 2 percent sampling of a population to draw conclusions about the larger population.

A voter turnout of 25 percent gives an extremely accurate indication of how the larger population, the American public, is thinking.

Also, the people who do vote often do so because they feel strongly about something (e.g. the war) and have done their homework on the issues and wish to express their opinions.

As distasteful as it may sound, if 75 percent of the voting public chooses to stay home, it's OK because it is highly likely the other 25 percent will correctly express their views.

Mark Davis

Clayton

Dr. Leora Lawton
TechSociety Research
"Custom Social Science and Consumer Behavior Research"

2342 Shattuck Avenue PMB 362, Berkeley, CA 94704
(510) 548-6174; fax (510) 548-6175; cell (510) 928-7572
www.techsociety.com
Yahoo Messenger: leora_lawton

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Thu, 7 Dec 2006 10:09:12 -0800
Reply-To: Chuck Flacks <cflacks@CSUSM.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Chuck Flacks <cflacks@CSUSM.EDU>
Subject: Re: Lean Left? Lean Right? News Media May Take Their Cues From
Customers
Comments: To: Jim Ellis <jmellis@VCU.EDU>, AAPORNET@asu.edu
In-Reply-To: <[004501c71a15\\$ea068640\\$5cd9ac80@GRACELAN.prod.srl.vcu.edu](mailto:004501c71a15$ea068640$5cd9ac80@GRACELAN.prod.srl.vcu.edu)>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Hi folks,

Jim forgot to mention that many, many freed and current slaves participated in the American Civil War on both sides and none of them were considered Americans.=20

Chuck Flacks
SBRI
=20

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Jim Ellis
Sent: Thursday, December 07, 2006 7:40 AM
To: AAPORNET@asu.edu
Subject: Re: Lean Left? Lean Right? News Media May Take Their Cues From
Customers

Just two cents here in a non-expert capacity. Interesting article, Leo.
I don't necessarily think the Iraqi situation is comparable to other conflicts in history, but just playing the word game (and I apologize for playing word games about an active conflict in which people die every single day) -- There were non-Spaniards involved in the Spanish Civil War. And

non-Russians involved in the Russian Civil War. I guess you could stretch the point if you wanted to include a few foreign nationals on hand for the American Civil War, or if you wanted to think about regiments that were heavily first-generation ethnic even though American citizens, some of which I believe communicated in their mother tongues (e.g., German, if I remember correctly). There were non-Britons (Hessians, Native Americans, French) involved in the American War of Independence, which was pretty much a civil war in many respects -- not only between British subjects and their king, but in the colonies among the Tory and Patriot subjects themselves. Maybe there is more to this discussion than I gather, but citing the involvement of non-Iraqis doesn't seem to be a criterion supported by past usage of the term civil war.

Jim Ellis
Virginia Commonwealth University

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@ASU.EDU] On Behalf Of Leo Simonetta
Sent: Thursday, December 07, 2006 9:48 AM
To: AAPORNET@ASU.EDU
Subject: Lean Left? Lean Right? News Media May Take Their Cues From Customers

Lean Left? Lean Right? News Media May Take Their Cues From Customers=20
By AUSTAN GOOLSBEE
NY Times
<http://www.nytimes.com/2006/12/07/business/media/07scene.html?ref=3Dbusin=e>
ss
Or
<http://tinyurl.com/y3kj67>

When Matt Lauer declared on the "Today" show last week that NBC would start referring to the conflict in Iraq as a "civil war," he inadvertently started his own civil war within the news media. Fox News refused to follow suit, saying that non-Iraqis were involved in the fighting, "and that makes it something different." Accusations of partisanship arose all around. Yet newspapers around the country have been making decisions on this matter for months. The Los Angeles Times and The Christian Science Monitor have somewhat officially termed the conflict a civil war; The Washington Post has not.

Any politician will tell you that sometimes what we call things is the most political decision of all. Political consultants like Frank Luntz, a Republican, have become legendary for their way of spinning language

to partisan advantage: "death tax" instead of "estate tax," "war on terror" instead of "war in Iraq." But most people expect spin from politicians. When they perceive partisan slant in the news itself, they typically interpret it as evidence of underlying bias by reporters or media owners.

But one of the most interesting things coming out of research on the economics of the media industry has been the notion that media slant may simply reflect business rather than politics.

New research by two University of Chicago economists, Matthew Gentzkow and Jesse M. Shapiro, entitled "What Drives Media Slant? Evidence From U.S. Daily Newspapers" (www.nber.org/papers/w12707.pdf) compiles some compelling and altogether unusual data to answer the question.

SNIP

No doubt, the battles over partisan language will continue. But to explain it, you need not try to find the inner politics of Matt Lauer, the ultimate ownership of the news media or even the facts on the ground in Iraq. A simpler approach would take a three-word phrase that never showed up on the partisan index: follow the money.

Austan Goolsbee is a professor of economics at the University of Chicago Graduate School of Business. E-mail: goolsbee@nytimes.com.

--=20

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to:
aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to:
aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html>

Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Thu, 7 Dec 2006 13:40:03 -0500
Reply-To: Doug Henwood <dhenwood@PANIX.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Doug Henwood <dhenwood@PANIX.COM>
Subject: Re: 'low turnout okay'
Comments: To: aapornet aapornet <AAPORNET@asu.edu>
In-Reply-To: <200612071636.kB7Gaq8i002076@post7.inre.asu.edu>
MIME-version: 1.0 (Apple Message framework v752.2)
Content-type: text/plain; charset=US-ASCII; delsp=yes; format=flowed
Content-transfer-encoding: 7bit

On Dec 7, 2006, at 11:33 AM, Leora Lawton quoted:

> In fact, low voter turnout is not really a problem at all. Most
> survey polls
> use (at best) a 2 percent sampling of a population to draw
> conclusions about
> the larger population.
>
> A voter turnout of 25 percent gives an extremely accurate
> indication of how
> the larger population, the American public, is thinking.

So what's the state of the art these days on nonvoters?

Doug Henwood
Left Business Observer
38 Greene St - 4th fl.
New York NY 10013-2505 USA
<dhenwood@panix.com>
<<http://www.leftbusinessobserver.com>>

voice +1-212-219-0010
cell +1-917-865-2813

producer, Behind the News
Thursdays, 5-6 PM, WBAI, New York 99.5 FM
<<http://www.leftbusinessobserver.com/Radio.html>>
podcast: <<http://shout.lbo-talk.org/lbo/radio-feed.php>>

download my book Wall Street (for free!) at
<<http://www.wallstreetthebook.com>>

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Fri, 8 Dec 2006 11:05:31 -0600
Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike Flanagan <MFlanagan@GOAMP.COM>
Subject: Job Opportunity No. 1
Comments: To: AAPORNET@asu.edu
Comments: cc: pearlg@starrlit.com
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

IMMEDIATE OPENING

=20

Starr Litigation Services, Inc., a national litigation research and trial consulting firm has immediate opening for the following positions in our West Des Moines office

=20

RESEARCH ANALYST

=20

Seeking an entry level research analyst/consultant. Minimum education: Masters degree in social sciences or communication, PhD preferred. Candidate must have a strong background in research design, qualitative and quantitative research methods, higher-order statistics, and ability to generate research-driven strategic recommendations. Excellent written and oral communications required. Fast-paced, collegial environment, with opportunities for rapid advancement for the right candidate. Extensive travel including weekends a must. Send resume, references and two writing samples.

=20

Please send resumes and salary requirements to:

Gail Pearl, Vice President

Starr Litigation Services, Inc.

1201 Grand Ave.

West Des Moines, IA 50265

E-mail: pearlg@starrlit.com

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Fri, 8 Dec 2006 11:08:43 -0600
Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike Flanagan <MFlanagan@GOAMP.COM>
Subject: Job Opportunity No. 2
Comments: To: AAPORNET@asu.edu
Comments: cc: pearlg@starrlit.com
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

IMMEDIATE OPENING

=20

RESEARCH ASSISTANT POSITION=20

Starr Litigation Services, Inc, a national litigation research firm headquartered in Des Moines, Iowa has an opening for a research associate in the Des Moines office. Preferred candidate will have a background in research design, research analysis methods and statistics. Candidate must also demonstrate excellent written and oral communication skills. Minimum qualification required is a B.A. or B.S. with a Masters degree preferred. Social sciences or communication major preferred. Knowledge of SPSS and Microsoft Office Suite (Word, Excel, Powerpoint). Weekend travel required.

=20

Fast paced, collegial environment with opportunity for rapid advancement for the right person. Send resume and a writing sample to (Please no phone calls):

=20

Starr Litigation Services, Inc.

Gail J. Pearl, Vice President

1201 Grand Ave.

West Des Moines, IA 50265

Or

Email:pearlg@starrlit.com

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Fri, 8 Dec 2006 11:11:54 -0600

Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Mike Flanagan <MFlanagan@GOAMP.COM>

Subject: Job Opportunity No. 3

Comments: To: AAPORNET@asu.edu

Comments: cc: cheryl@sloverlinett.com

MIME-version: 1.0

Content-type: text/plain; charset="us-ascii"

Content-transfer-encoding: quoted-printable

Research Associate/Analyst - Slover Linett Strategies Inc.

=20

About Us

Slover Linett Strategies is a Chicago-based audience research and planning firm for cultural and educational organizations nationwide. We help museums, orchestras, universities and other mission-driven enterprises take a fresh look at their relationship with their constituents-current and potential-through qualitative and quantitative research. We also help their staffs and boards turn that insight into action through facilitated planning or visioning processes designed to articulate clear, compelling principles for identity and growth. We are a small, intellectually creative consultancy that has developed long-term relationships with leading local and national nonprofit institutions. Our Chicago clients include the University of Chicago, the Art Institute, the Chicago Symphony Orchestra, and Chicago Public Radio (WBEZ). Ongoing national engagements include the Walters Art Museum (Baltimore), the Cleveland Museum of Natural History, and the Philadelphia Orchestra.

=20

Job Description

The Research Associate/Analyst will work on all aspects of our qualitative and quantitative audience research projects, which primarily entail focus groups and surveys (mail, phone, web, and on-site intercepts). These studies are sometimes part of a larger, multi-mode research effort designed to inform strategic change and sometimes part of a single-mode, ongoing program to track audience trends and changes over time. =20

=20

The Research Associate/Analyst will work closely with the firm's senior associates in areas such as:

- * helping design research projects (defining objectives, prioritizing research questions, design of questionnaire/focus group discussion guide, sampling/recruiting methodology);
- * managing elements of those research projects (logistics, timelines, vendors, etc.);
- * analyzing and interpreting data (for quantitative research projects this would include data cleaning, weighting, statistical analysis using a broad range of techniques, and developing appropriate graphs, tables, and diagrams; for qualitative research projects it would include reviewing transcripts and identifying key themes);
- * writing research reports in both bulleted and narrative text formats.

=20

The Research Associate/Analyst will participate in client meetings as appropriate and may travel occasionally for client meetings and conferences.

=20

The Research Associate/Analyst will also participate in other office-related tasks, which are shared by all members of the team.

=20

Qualifications

=20

The ideal candidate will be a smart, energetic, and positive-spirited person with excellent research, analytical, and writing skills. A Masters involving statistical analysis or equivalent experience with

quantitative research is desired, as is expertise with SPSS. Candidates should also have some experience with qualitative research and be well-versed in Microsoft Word, PowerPoint, and Excel. Knowledge of the nonprofit cultural sector is a plus. =20

=20

The ideal candidate will also:

- * possess a positive, can-do attitude and relish new challenges;
- * be extremely well organized;
- * have a love of the arts and the nonprofit sector generally;=20
- * be a quick learner and able to work flexibly and independently;
- * enjoy the casual, creative atmosphere of this small business;
- * be able to maintain a big-picture view of each project even while getting the details right;
- * be comfortable presenting research findings to clients and at conferences.

=20

Compensation

Salary will be commensurate with experience. We offer excellent benefits. This is a full-time position.

=20

To Apply

Please e-mail a brief cover note and resume to Chloe Chittick at chloe@sloverlinett.com. We are not looking for writing or report samples at this time. Please, no phone calls. We look forward to hearing from you.

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Fri, 8 Dec 2006 11:17:44 -0600
Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike Flanagan <MFlanagan@GOAMP.COM>
Subject: Job Opportunity No. 4
Comments: To: AAPORNET@asu.edu
Comments: cc: chloe@sloverlinett.com, cheryl@sloverlinett.com
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

Research Coordinator - Slover Linett Strategies Inc.

=20

About Us

Slover Linett Strategies is a Chicago-based audience research and planning firm for cultural and educational organizations nationwide. We help museums, orchestras, universities and other mission-driven enterprises take a fresh look at their relationship with their constituents-current and potential-through qualitative and quantitative research. We also help their staffs and boards turn that insight into action through facilitated planning or visioning processes designed to articulate clear, compelling principles for identity and growth. We are a small, intellectually creative consultancy that has developed long-term relationships with leading local and national nonprofit institutions. Our Chicago clients include the University of Chicago, the Art Institute, the Chicago Symphony Orchestra, and Chicago Public Radio. Ongoing national engagements include the Walters Art Museum (Baltimore), the Cleveland Museum of Natural History, and the Philadelphia Orchestra.

=20

Job Description

We are seeking an all-around coordinator and organizer to assist our growing team and learn the ins and outs of the nonprofit world and the research profession. The Research Coordinator will play a wide range of supporting roles in all aspects of our business, including qualitative and quantitative audience research and the consulting work described above.

=20

The Research Coordinator will work closely with the firm's partners, senior associates, and analysts in areas such as:

- * coordinating logistics and materials for qualitative research projects, particularly focus groups;
- * preparing quantitative research data files for analysis by

other team members, including creating data entry files and doing some data entry;

- * conducting some field research, such as intercept interviews or surveys;

- * assisting in the analysis of both qualitative and quantitative research;

- * drafting and editing research reports in both bulleted and narrative text formats;

- * maintaining and expanding the firm's own marketing database and managing web and print communications with our client base;

- * managing routine office functions to help keep the office well-organized and running smoothly.

=20

The Research Coordinator will participate in client meetings as appropriate. Occasional travel may be required.

=20

Qualifications

The candidate must be well organized, possess strong analytical skills, and be an excellent writer. Work with statistical data is a plus but not required; we're looking for someone who wants to learn and grow in this field. Candidates should be well-versed in Microsoft Word, PowerPoint, and Excel and be able to quickly learn basic functions of a Windows-based statistical software package such as SPSS. A Bachelor's degree and a minimum of one year's work experience is required.

=20

The ideal candidate will also:

- * possess a positive, can-do attitude and relish new challenges;

- * love the arts and the nonprofit sector generally;=20

- * be a quick learner and able to work flexibly and independently;

- * enjoy the casual, creative atmosphere of this small business;

- * be able to maintain a big-picture view of each project even while getting the details right.

=20

Compensation

Salary will be commensurate with experience. In addition, we offer a competitive benefits package of vacation, holidays, sick days, health insurance, disability insurance, a retirement plan, and profit sharing.

=20

Hours

We are looking to fill a full-time position but are willing to consider part-time arrangements (e.g. 30 hours/week).

=20

To Apply

Please e-mail a brief cover note and resume to Chloe Chittick at chloe@sloverlinett.com. Please, no phone calls. We look forward to hearing from you.

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Fri, 8 Dec 2006 12:37:16 -0500
Reply-To: Colleen Porter <CPORTER@DENTAL.UFL.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Colleen Porter <CPORTER@DENTAL.UFL.EDU>
Subject: Re: Lean Left? Lean Right? News Media May Take Their Cues From Customers
Comments: To: AAPORNET@asu.edu
In-Reply-To: <[004501c71a15\\$ea068640\\$5cd9ac80@GRACELAN.prod.srl.vcu.edu](mailto:004501c71a15$ea068640$5cd9ac80@GRACELAN.prod.srl.vcu.edu)>
MIME-version: 1.0
Content-type: text/plain; charset=US-ASCII
Content-transfer-encoding: 7bit
Content-disposition: inline

>>> Jim Ellis <jmellis@VCU.EDU> 12/07/06 10:39 AM >>>
> Just two cents here in a non-expert capacity. Interesting article, Leo. I
> don't necessarily think the Iraqi situation is comparable to other conflicts
> in history, but just playing the word game --
>>>
> I guess you could stretch the point if

> you wanted to include a few foreign nationals on hand for the American Civil War, or if you wanted to think about regiments that were heavily first-generation ethnic even though American citizens, some of which I believe communicated in their mother tongues (e.g., German, if I remember correctly).

I don't know if Jim was saying "a few" foreign nationals with tongue in cheek, but when I wrote an editorial about the phenomenon of non-citizen soldiers back in 2003, I was surprised to learn just how many there were. About 500,000 soldiers in the Union army were foreign-born.

This source, and I don't know how reliable it is, says that 20% of the Union Army were non-citizens.
<http://www.immigrantvoting.org/material/misconceptions.html>

And of course the conscription of new immigrants on both sides of the Mason-Dixon line was pretty widespread. My favorite fictional Civil War hero, Maj. Abel Jones from Wales, talks about the Irish a lot (in the series of mysteries by Owen Parry).

Very interesting article, Leo, thanks for sharing.

Colleen

Colleen K. Porter, M.A.
Research Program Manager (Pain Lab)
University of Florida College of Dentistry
Community Dentistry and Behavioral Science
US Mail: PO Box 103628
FedEx: 1329 SW 16th St. (1329 Bldg.), Ste. 5180
Gainesville, Florida 32610-3628
(352) 273-5979, phone
(352) 273-5985, fax
cporter@dental.ufl.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Fri, 8 Dec 2006 13:42:02 -0500
Reply-To: Jim Ellis <jmellis@VCU.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Jim Ellis <jmellis@VCU.EDU>
Subject: Re: Lean Left? Lean Right? News Media May Take Their Cues From Customers
Comments: To: AAPORNET@asu.edu
In-Reply-To: <45795C7C020000360000127A@mail.dental.ufl.edu>
MIME-version: 1.0

Content-type: text/plain; charset=US-ASCII
Content-transfer-encoding: 7bit

Thanks, Colleen. I was hedging. A lot. I was actually thinking I remembered some British and perhaps French observers coming over, and they were my "foreign nationals." I was not up on the actual citizen status of a lot of the conscripts, and especially if they had already emigrated with the intent to become citizens, I thought that might be a little fuzzy. So I tried to go soft there, too.

Jim

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@ASU.EDU] On Behalf Of Colleen Porter
Sent: Friday, December 08, 2006 12:37 PM
To: AAPORNET@ASU.EDU
Subject: Re: Lean Left? Lean Right? News Media May Take Their Cues From Customers

>>> Jim Ellis <jmellis@VCU.EDU> 12/07/06 10:39 AM >>>
> Just two cents here in a non-expert capacity. Interesting article, Leo. I
> don't necessarily think the Iraqi situation is comparable to other conflicts
> in history, but just playing the word game --

...
> I guess you could stretch the point if
> you wanted to include a few foreign nationals on hand for the American Civil
> War, or if you wanted to think about regiments that were heavily
> first-generation ethnic even though American citizens, some of which
I
> believe communicated in their mother tongues (e.g., German, if I
remember
> correctly).

I don't know if Jim was saying "a few" foreign nationals with tongue in cheek, but when I wrote an editorial about the phenomenon of non-citizen soldiers back in 2003, I was surprised to learn just how many there were. About 500,000 soldiers in the Union army were foreign-born.

This source, and I don't know how reliable it is, says that 20% of the Union Army were non-citizens.
<http://www.immigrantvoting.org/material/misconceptions.html>

And of course the conscription of new immigrants on both sides of the Mason-Dixon line was pretty widespread. My favorite fictional Civil War hero, Maj. Abel Jones from Wales, talks about the Irish a lot (in the series of mysteries by Owen Parry).

Very interesting article, Leo, thanks for sharing.

Colleen

Colleen K. Porter, M.A.
Research Program Manager (Pain Lab)
University of Florida College of Dentistry
Community Dentistry and Behavioral Science
US Mail: PO Box 103628
FedEx: 1329 SW 16th St. (1329 Bldg.), Ste. 5180
Gainesville, Florida 32610-3628
(352) 273-5979, phone
(352) 273-5985, fax
cporter@dental.ufl.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Fri, 8 Dec 2006 16:25:07 -0800
Reply-To: Chuck Flacks <cflacks@CSUSM.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Chuck Flacks <cflacks@CSUSM.EDU>
Subject: Any research on Latinos and rating scales?
Comments: To: aapornet@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

Hello,
=20

We have an odd finding. We conducted over 50% of our survey in Spanish with Latinos where people gave ratings on a zero to ten scale for a number of items they were given. The Latino respondents had a hugely disproportionate number of 10s for their answers. Their means on all items were in the 9.5 range. An interviewer said, "They don't get scales, they either give things a one or a ten." Is there any evidence out there to support this anecdotal finding?

=20

Chuck Flacks
Director, Business Development
Social & Behavioral Research Institute
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92069
Office: 760-750-3278
Cell: 858-229-9197
cflacks@csusm.edu

"If infinite light is the answer, why do we sleep in the dark?" -- Paul Simon

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Fri, 8 Dec 2006 19:24:10 -0600
Reply-To: alisu@email.com
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: =?iso-8859-1?Q?Alis=FA_Schoua-Glusberg?= <Alisu@EMAIL.COM>
Organization: Research Support Services
Subject: Re: Any research on Latinos and rating scales?
Comments: To: Chuck Flacks <cflacks@CSUSM.EDU>, AAPORNET@asu.edu
In-Reply-To: <86BF48E0F11BE44D99952F9FB349BC4B0FE98645@priority.csusm.edu>
MIME-version: 1.0
Content-type: text/plain; charset=iso-8859-1
Content-transfer-encoding: 7bit

Chuck, two things are known to happen with scales and Latino respondents. One is a tendency to give polarized answers. In 5-point scales such as strongly agree/somewhat agree/neither agree nor disagree/somewhat disagree/strongly disagree, you often elicit either "agree" or "disagree" and have to probe for the finer categories.

The other thing is more topic dependent and is the tendency toward the center of the scale or avoidance of extreme positive values when reporting about one's state of health, or one's ability to do something. So, topics where choosing the extreme might be seen as bragging.

Was this a face to face survey or by phone? Did you have a graphic scale that respondents were shown? Did it have labels or just numbers? All of these things matter. It is not accurate to say as a general statement that Latinos do not get scales. There is ample experience eliciting good data with scales with this population. As far as visuals, I have seen thermometers work well with Latinos too.

-----Original Message-----

From: AAPORNET [<mailto:AAPORNET@asu.edu>] On Behalf Of Chuck Flacks
Sent: Friday, December 08, 2006 6:25 PM
To: AAPORNET@asu.edu
Subject: Any research on Latinos and rating scales?

Hello,

We have an odd finding. We conducted over 50% of our survey in Spanish with Latinos where people gave ratings on a zero to ten scale for a number of items they were given. The Latino respondents had a hugely disproportionate number of 10s for their answers. Their means on all items were in the 9.5 range. An interviewer said, "They don't get scales, they either give things a one or a ten." Is there any evidence out there to support this anecdotal

finding?

Chuck Flacks
Director, Business Development
Social & Behavioral Research Institute
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92069
Office: 760-750-3278
Cell: 858-229-9197
cflacks@csusm.edu

"If infinite light is the answer, why do we sleep in the dark?" -- Paul Simon

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Sat, 9 Dec 2006 10:21:02 +0900
Reply-To: Christian Collet <ccollet@MAIL.DOSHISHA.AC.JP>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Christian Collet <ccollet@MAIL.DOSHISHA.AC.JP>
Subject: Re: Any research on Latinos and rating scales?
Comments: To: Chuck Flacks <cflacks@csusm.edu>
Comments: cc: AAPORNET@asu.edu
In-Reply-To: <86BF48E0F11BE44D99952F9FB349BC4B0FE98645@priority.csusm.edu>
MIME-version: 1.0
Content-type: text/plain; charset=UTF-8; format=flowed
Content-transfer-encoding: 7bit
Content-disposition: inline

There is a literature on what is termed "extreme response" or "extreme response style" appearing in public opinion, psychology, cross-cultural and marketing research journals. A search in JSTOR or Google Scholar using those terms should render a decent cross-section of it.

--
Christian Collet
Doshisha University
<http://www1.doshisha.ac.jp/~ccollet/>

On 12/9/06, Chuck Flacks <cflacks@csusm.edu> wrote:
> Hello,
>
> We have an odd finding. We conducted over 50% of our survey in Spanish

> with Latinos where people gave ratings on a zero to ten scale for a
> number of items they were given. The Latino respondents had a hugely
> disproportionate number of 10s for their answers. Their means on all
> items were in the 9.5 range. An interviewer said, "They don't get
> scales, they either give things a one or a ten." Is there any evidence
> out there to support this anecdotal finding?

>
> Chuck Flacks
> Director, Business Development
> Social & Behavioral Research Institute
> California State University San Marcos
> 333 S. Twin Oaks Valley Road
> San Marcos, CA 92069
> Office: 760-750-3278
> Cell: 858-229-9197
> cflacks@csusm.edu
> "If infinite light is the answer, why do we sleep in the dark?" -- Paul
> Simon

>
>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Unsubscribe? Send email to listserv@asu.edu with this text:
> signoff aapornet
> Please ask authors before quoting outside AAPORNET.
>

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Fri, 8 Dec 2006 17:45:46 -0800
Reply-To: Joel Moskowitz <jmm@UCLINK4.BERKELEY.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Joel Moskowitz <jmm@UCLINK4.BERKELEY.EDU>
Subject: Re: Any research on Latinos and rating scales?
Comments: To: AAPORNET <AAPORNET@asu.edu>
MIME-version: 1.0
Content-type: text/plain; charset=iso-8859-1; format=flowed
Content-transfer-encoding: quoted-printable

In 2000 we conducted a statewide telephone survey=20
in English and Spanish with adults in California=20
to assess HIV/AIDS knowledge, attitudes, beliefs and behaviors.

One attitude question employed a 0-10 scale:

"How concerned are you about HIV and AIDS as a=20
public health issue? On a scale of 0 to 10,=20
where 0 means you are not concerned at all and 10=20
means you are extremely concerned, how would you rate yourself?"

Among Hispanics interviewed in Spanish, 43% used the extreme categories (n=244; 20% = 0, 24% = 10). Among Hispanics interviewed in English, 37% used the extreme categories (n=207; 2% = 0; 35% = 10). Among non-Hispanics interviewed in English, 31% used the extreme categories (n=1275; 2% = 0; 29% = 10). As Hispanics (especially those who responded in Spanish) held many misconceptions about HIV/AIDS, it is possible that the above differences are real and not methodologic artifacts (see our published paper <http://heb.sagepub.com/cgi/content/abstract/1090198106288795v1>). Other reports on this survey can be found at: <http://cfch.berkeley.edu/reports/reports.html>.

Below are two relevant articles.

3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D

Marin Gerard, Marin Barbara VanOss. "Potential problems in interpreting data." in Marin, G. and Marin, B. (Eds). Research with Hispanic Populations. Applied Social Research Methods Series. Vol. 23. 1991.

Summary

Hispanics and Blacks tend to use extreme response categories when presented with Likert scales (p. 101). Less educated and less acculturated Hispanics exhibit stronger preference for extreme responses (p. 102). Some cultures may view extreme responses as more sincere.

One can accommodate for extreme response sets by collapsing extreme categories, or by using standardized (z-) scores with respondents or within instrument or analyze frequency distributions not just measures of central tendency.

Hispanics tend to engage in acquiescent response sets or =93yea-saying=94 especially those with less education, males, the aged, low SES, and less acculturated. Acquiescence may be a self-presentation strategy for individuals who are relatively powerless (p. 104) in addition to a cultural value. Analyze frequency distributions not just measures of central tendency.

Hispanics tend to provide socially-desirable responses =AD they are more willing to report they engage in socially desirable attitudes or behaviors but avoid reporting less desirable attitudes or behaviors (e.g., smoking, drinking to excess) (p. 105). This is more common with

low SES and less acculturation. The evidence is limited and mixed. It may be useful to develop measures of social desirability.

Some evidence exists for inaccurate reporting of behaviors among Hispanics. This is especially problematic when assessing sensitive or personally threatening behaviors or behaviors that are socially rejected (e.g., cigarette smoking). Validation checks and measures of reliability should be used to estimate under- or over-reporting.

Hispanics are more likely to provide incomplete responses and have higher rates of missing data (p. 109). This could be due to social desirability or face-saving and to difficulty in comprehending the questions. Conduct preliminary data analyses to examine patterns of missing data by language of interview and acculturation level.

Hispanics are less likely to self-disclose. This is not affected by acculturation level. Male and female Hispanics are more likely to self-disclose to a female Hispanic interviewer (p. 110). To enhance self-disclosure, use culturally appropriate instruments and research staff of similar ethnicity, but avoid using interviewers from the same community as respondents (p. 112).

Sabogal, Fabio; Binson, Diane; Catania, Joseph A. (Ed). *Researching Sexual Behavior: Methodological Issues for Hispanics*. In Bancroft, John (Ed). *Researching Sexual Behavior: Methodological Issues*. Bloomington, IN: Indiana University Press, 1997.

Telephone surveys have been used successfully in Hispanic populations. Compared to face-to-face interviews, telephone interviews may provide more accurate results but higher refusal rates especially among women. Once Hispanics are contacted, refusal rates are generally low.

Methods studies are rare.

Self-declared ethnic identity is one of the best methods to assess ethnicity and is considered the "gold standard." Many Hispanics respond "other" to the standard race question and provide their nationality to the Hispanic origin question. The Hispanic question should be separate from race in order to identify all Hispanics. The term "Hispanic" is preferred over "Latino" or "Spanish origin."

Nearly 90% of Hispanics are concentrated in 10 states.

60% of Hispanics in a national survey preferred to answer the questions in Spanish. 63% - 78% of Hispanics speak Spanish at home and 25% speak little or no English.

Spanish-speaking Hispanics have different attitudes and behaviors than English-speaking Hispanics.

The core cultural scripts of *simpatia* and *respeto*, a pattern of social interaction that promotes smooth, pleasant, and respectful social relations emphasizing positive behaviors in agreeable situations and avoiding confrontation may affect the validity of responses to sensitive questions. Hispanics tend to report socially desirable and acquiescent responses. High levels of "yea-saying" are common. Hispanics are more likely to use extreme response categories, particularly the positive end of agree-disagree scales. Hispanics score significantly higher on a lie-scale than non-Hispanic Whites. These response biases are stronger among Hispanics who are older, Mexican, Puerto Rican, or low SES.

Survey instruments that use "enhanced" items are supportive of non-normative or stigmatized behaviors yield increased data quality.

Survey instruments should be revised by internal and external panels of bilingual/bicultural experts, back-translated, decentered and extensively pretested. Cognitive research and "think-aloud" techniques should be utilized in pretesting.

Some research suggests that Hispanics are more likely to engage in response biases when they answer in English as opposed to Spanish.

Many Hispanics have low literacy levels in Spanish as well as English. This leads to lack of familiarity with questionnaires, tendency to think in concrete and immediate terms, difficulty with complex response scales, insufficient language fluency, difficulty recalling time periods and events, and comprehension difficulty with technical terms.

Hispanics are more likely to say that they were the eligible respondent when the "last birthday" or "next birthday" screening method was used regardless of their actual birthday as compared to a full household enumeration method.

Hispanics, especially women and low-acculturated,=20
were more likely to decline to answer sensitive=20
demographic and sex questions in a national AIDS survey.

>Date: Fri, 08 Dec 2006 16:25:07 -0800

>From: Chuck Flacks <cflacks@CSUSM.EDU>

>Subject: Any research on Latinos and rating scales?

>Sender: AAPORNET <AAPORNET@asu.edu>

>To: AAPORNET@asu.edu

>

>Hello,

>

>We have an odd finding. We conducted over 50% of our survey in Spanish

>with Latinos where people gave ratings on a zero to ten scale for a

>number of items they were given. The Latino respondents had a hugely

>disproportionate number of 10s for their answers. Their means on all

>items were in the 9.5 range. An interviewer said, "They don't get

>scales, they either give things a one or a ten." Is there any evidence

>out there to support this anecdotal finding?

>

>Chuck Flacks

>Director, Business Development

>Social & Behavioral Research Institute

>California State University San Marcos

>333 S. Twin Oaks Valley Road

>San Marcos, CA 92069

>Office: 760-750-3278

>Cell: 858-229-9197

>cflacks@csusm.edu

>"If infinite light is the answer, why do we sleep in the dark?" -- Paul

>Simon

>

>

>-----

>Archives: <http://lists.asu.edu/archives/aapornet.html> .

>Unsubscribe? Send email to listserv@asu.edu with this text:

>signoff aapornet

>Please ask authors before quoting outside AAPORNET.

>-----

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Sat, 9 Dec 2006 02:09:51 -0500

Reply-To: stephanie@berganalytics.com

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Stephanie Berg <stephanie@BERGANALYTICS.COM>

Organization: bergAnalytics

Subject: Rim weights/IPF

Comments: To: AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7bit

Can someone forward or point me to some articles/information on rim weights/iterative proportional fitting? Please reply off-list and thanks in advance.

stephanie berg
p 301.537.0817

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Sat, 9 Dec 2006 07:54:25 -0500
Reply-To: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>
Subject: Re: Any research on Latinos and rating scales?
Comments: To: Joel Moskowitz <jmm@UCLINK4.BERKELEY.EDU>, AAPORNET@asu.edu
In-Reply-To: <7.0.1.0.2.20061208165449.02758388@uclink4.berkeley.edu>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Joel et al,

Might the same patterns not also hold as educational attainment changes

-- lower educated persons being more likely to use the extreme scale scores (and 5, since many people think that 5 is the midpoint of a 0-10 scale), with those with higher educational attainment showing more variance in their scale score choices.

Thus, might the pattern associated with Latinos "disappear" or at least be reduced if one controlled for educational attainment?

PJL

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Joel Moskowitz

Sent: Friday, December 08, 2006 8:46 PM

To: AAPORNET@asu.edu

Subject: Re: Any research on Latinos and rating scales?

In 2000 we conducted a statewide telephone survey in English and Spanish with adults in California to assess HIV/AIDS knowledge, attitudes, beliefs and behaviors.

One attitude question employed a 0-10 scale:

"How concerned are you about HIV and AIDS as a public health issue? On a scale of 0 to 10, where 0 means you are not concerned at all and 10 means you are extremely concerned, how would you rate yourself?"

Among Hispanics interviewed in Spanish, 43% used the extreme categories (n=3D244; 20% =3D 0, 24% =3D 10). Among Hispanics interviewed in = English, 37%

used the extreme categories (n=3D207; 2% =3D 0; 35% =3D 10). Among non-Hispanics interviewed in English, 31% used the extreme categories (n=3D1275; 2% =3D 0; 29% =3D 10). As Hispanics (especially those who responded in Spanish) held many misconceptions about HIV/AIDS, it is possible that the above differences are real and not methodologic artifacts (see our published paper

<http://heb.sagepub.com/cgi/content/abstract/1090198106288795v1>

). Other reports on this survey can be found at:=20

<http://cfch.berkeley.edu/reports/reports.html> .

Below are two relevant articles.

=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D

Marin Gerard, Marin Barbara VanOss. "Potential problems in interpreting data." in Marin, G. and Marin, B. (Eds). Research with Hispanic Populations. Applied Social Research Methods Series. Vol. 23. 1991.

Summary

Hispanics and Blacks tend to use extreme response categories when presented with Likert scales (p.=20 101). Less educated and less acculturated Hispanics exhibit stronger preference for extreme responses (p. 102). Some cultures may view

extreme responses as more sincere.

One can accommodate for extreme response sets by collapsing extreme categories, or by using standardized (z-) scores with respondents or within instrument or analyze frequency distributions not just measures of central tendency.

Hispanics tend to engage in acquiescent response sets or "yea-saying" especially those with less education, males, the aged, low SES, and less acculturated. Acquiescence may be a self-presentation strategy for individuals who are relatively powerless (p. 104) in addition to a cultural value. Analyze frequency distributions not just measures of central tendency.

Hispanics tend to provide socially-desirable responses - they are more willing to report they engage in socially desirable attitudes or behaviors but avoid reporting less desirable attitudes or behaviors (e.g., smoking, drinking to excess) (p. 105). This is more common with low SES and less acculturation. The evidence is limited and mixed. It may be useful to develop measures of social desirability.

Some evidence exists for inaccurate reporting of behaviors among Hispanics. This is especially problematic when assessing sensitive or personally threatening behaviors or behaviors that are socially rejected (e.g., cigarette smoking). Validation checks and measures of reliability should be used to estimate under- or over-reporting.

Hispanics are more likely to provide incomplete responses and have higher rates of missing data (p. 109). This could be due to social desirability or face-saving and to difficulty in comprehending the questions. Conduct preliminary data analyses to examine patterns of missing data by language of interview and acculturation level.

Hispanics are less likely to self-disclose. This is not affected by acculturation level. Male and female Hispanics are more likely to self-disclose to a female Hispanic interviewer (p. 110). To enhance self-disclosure, use culturally appropriate instruments and research staff of similar ethnicity, but avoid using interviewers from the same community as respondents (p. 112).

Sabogal, Fabio; Binson, Diane; Catania, Joseph A.=20
Researching Sexual Behavior: Methodological Issues for Hispanics. In
Bancroft, John (Ed). Researching Sexual Behavior:=20
Methodological Issues. Bloomington, IN: Indiana University Press, 1997.

Telephone surveys have been used successfully in Hispanic populations. Compared to face-to-face interviews, telephone interviews may provide more accurate results but higher refusal rates especially among women. Once Hispanics are contacted, refusal rates are generally low.

Methods studies are rare.

Self-declared ethnic identity is one of the best methods to assess ethnicity and is considered the "gold standard." Many Hispanics respond "other"=20

to the standard race question and provide their nationality to the Hispanic origin question. The Hispanic question should be separate from race in order to identify all Hispanics. The term "Hispanic" is preferred over "Latino" or "Spanish origin."

Nearly 90% of Hispanics are concentrated in 10 states.

60% of Hispanics in a national survey preferred to answer the questions in Spanish. 63% - 78% of Hispanics speak Spanish at home and 25% speak little or no English.

Spanish-speaking Hispanics have different attitudes and behaviors than English-speaking Hispanics.

The core cultural scripts of *simpatia* and *respeto*, a pattern of social interaction that promotes smooth, pleasant, and respectful social relations emphasizing positive behaviors in agreeable situations and avoiding confrontation may affect the validity of responses to sensitive questions. Hispanics tend to report socially desirable and acquiescent responses. High levels of "yea-saying" are common. Hispanics are more likely to use extreme response categories, particularly the positive end of agree-disagree scales. Hispanics score significantly higher on a lie-scale than non-Hispanic Whites. These response biases are stronger among Hispanics who are older, Mexican, Puerto Rican, or low SES.

Survey instruments that use "enhanced" items that are supportive of non-normative or stigmatized behaviors yield increased data quality.

Survey instruments should be revised by internal and external panels of bilingual/bicultural experts, back-translated, decentered and extensively pretested. Cognitive research and "think-aloud" techniques should be utilized in pretesting.

Some research suggests that Hispanics are more likely to engage in response biases when they answer in English as opposed to Spanish.

Many Hispanics have low literacy levels in Spanish as well as English. This leads to lack of familiarity with questionnaires, tendency to think in concrete and immediate terms, difficulty with complex response scales, insufficient language fluency, difficulty recalling time periods and events, and comprehension difficulty with technical terms.

Hispanics are more likely to say that they were the eligible respondent when the "last birthday"=20 or "next birthday" screening method was used regardless of their actual birthday as compared to a full household enumeration method.

Hispanics, especially women and low-aculturated, were more likely to decline to answer sensitive demographic and sex questions in a national AIDS survey.

>Date: Fri, 08 Dec 2006 16:25:07 -0800
>From: Chuck Flacks <cflacks@CSUSM.EDU>
>Subject: Any research on Latinos and rating scales?
>Sender: AAPORNET <AAPORNET@asu.edu>
>To: AAPORNET@asu.edu
>
>Hello,
>
>We have an odd finding. We conducted over 50% of our survey in Spanish
>
>with Latinos where people gave ratings on a zero to ten scale for a=20
>number of items they were given. The Latino respondents had a hugely=20
>disproportionate number of 10s for their answers. Their means on all=20
>items were in the 9.5 range. An interviewer said, "They don't get=20
>scales, they either give things a one or a ten." Is there any evidence

>out there to support this anecdotal finding?

>
>Chuck Flacks
>Director, Business Development
>Social & Behavioral Research Institute
>California State University San Marcos
>333 S. Twin Oaks Valley Road
>San Marcos, CA 92069
>Office: 760-750-3278
>Cell: 858-229-9197
>cflacks@csusm.edu
>"If infinite light is the answer, why do we sleep in the dark?" -- Paul

>Simon

>
>
>-----
>Archives: <http://lists.asu.edu/archives/aapornet.html> .
>Unsubscribe? Send email to listserv@asu.edu with this text:
>signoff aapornet
>Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Sat, 9 Dec 2006 13:14:08 +0000
Reply-To: mmarcello@pursuantresearch.com
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Melissa Marcello <mmarcello@PURSUANTRESEARCH.COM>

Subject: Re: Any research on Latinos and rating scales?

Comments: To: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>, AAPORNET@asu.edu

In-Reply-To:

<D32ECDFCB22DEF40BDE938EA4584FBC20B28BEDF@NMR001OLDMSX02.enterpriseset.org>

MIME-version: 1.0

Content-type: text/plain

Content-transfer-encoding: base64

VghcmUgd2FzIGFuIGFydGlibGUgb24gc2NhbGVzIGFuZCBMYXRpbm8gcmVwc29uZGVudHMgaW4g
UXVpcmsncyBtYWdhemluZSBzZXZlcmFsIHllYXJzIGFnb34gIFRoZWlyIGFyY2hpdmVzIGFyZSBz
ZWFyY2hhYmxlIG9ubGluZSwgYW5kIGFyY2VzeyBpcyBmcmVlLiAgDQoNck1lbGlc2ENCiNlbnQg
ZnJvbSBteSBWZXJpem9uIFdpcmVsZXNzIEJsYWNRQmVycnkglA0KDQotLS0tLU9yaWdpbmFsIE11
c3NhZ2UtLS0tLQ0KRnJvbTogIkxhdnJha2FzLCBQYXVsIiA8UGF1bC5MYXZyYWthc0BOSUVMU0VO
TUVESUEuQ09NPg0KRGF0ZTogU2F0LCAwOSBEZWMgMjAwNiAwNzo1NDoyNSANCiRvOkFBUE9STkVU
QGFzdS5lZHUnciN1YmplY3Q6IFJlOjBBbnkgcmVzZWZyY2gg24gTGF0aW5vcyBhbmQgcmF0aW5n
IHnjYXxlcz8NCg0KSm9lCBldCBhbCwNCg0KTWlnaHQgdGhIHNBWUgcGF0dGVybnMg90IGFs
c28gaG9sZCBhcyBIZHVjYXRpb25hbCBhdHRhaW5tZW50IGNoYW5nZXMNCi0tIGxvd2VyIGVkdWNh
dGVkIHBlcnNvbMgYmVpbmcgW9yZSBsaWtlbHkgdG8gdXNlIHRoZSBleHRyZW1lIHnjYXxlDQpz
Y29yZXMgKGFuZCA1LCAzZW5jZSBtYW55IHBlb3BsZSB0aGluayB0aGF0IDUgaXMgdGhIIG1pZHBv
aW50IG9mIGEGMCoMA0Kc2NhbGUPLCB3aXR0IHR0b3NIHdpdGggaGlnaGVyIGVkdWNhdGlvbmFs
IGF0dGFpbm1lbnQgc2hvd2luZyBtb3JlDQp2YXJpYW5jZSBpbiB0aGVpciBzY2FsZSBzY29yZSBj
aG9pY2VzLg0KDQpUaHVzLCBtaWdodCB0aGUgcGF0dGVybiBhc3NvY2lhdGVkIHdpdGggTGF0aW5v
cyAiZGlzYXBwZWZyLiBvciBhdCBsZWZdA0KYmUgemVkdWNlZCBpZiBvbmUgY29udHJvbGxlZCBm
b3IgzWR1Y2F0aW9uYWwgYXR0YXludWVudD8NCg0KUEpMDQoNcklLS1PcmllnaW5hbCBNZXNz
YWdlLS0tLS0NckZyb206IEFBUE9STkVUIFtYVWsdG86QUFQT1JORVRAAXN1LmVkdV0gT24gQmVo
YXxmIE9mIEpvZWwgTW9za293aXR6DQpTZW50OiBGcmllkYXksIERlY2VtYmVyIDA4LCAyMDA2IDg6
NDYgUE0NCiRvOiBBQVBPUk5FVEBhc3UuZWR1DQpTdWJqZWNo0iBSZTogQW55IHJlc2VhcmNoIG9u
IEhdGlu3MgYW5kIHJhdGluZyBzY2FsZXM/DQoNckluIDlwMDAgd2UgY29uZHVjdGVkIGEGc3Rh
dGV3aWRlIHRlbgVwaG9uZSBzdXJ2ZXkgaW4gRw5nbGlzaCBhbmQgU3Bhbm1zaA0Kd2l0aCBhZHV
dHMgaW4gQ2FsaWZvcmluY29yZSB0byBhc3Nlc3MgSElWLFJRFRMga25vd2xlZGdlLCBhdHRpdHVkZXMs
DQpiZWxpZWZzIGFuZCBiZWdhdmVcnMuDQoNckl9uZSBhdHRpdHVkZSBxdWVzdGlvbiBlbXBsb3ll
ZCBhIDAtMTAgc2NhbGU6DQoNCiJlbnY29uY2VybmVklGFyZSB5b3UgYXJvdXQgSElWIGFuZCB
SURTIGFzIGEGcHVibGllIGhYX0aCBpc3N1ZT8gIE9uDQphIHnjYXxlIG9mIDAgdG8gMTAsIHdo
ZXJIIDAgbWVhbnMgeW91IGFyZSBub3QgY29uY2VybmVklGF0IGFsbcBhbmQgMTANCm1lYW5zIHlv
dSBhcmUgZXh0cmVtZWx5IGNvbmlcm5lZCwgaG93IHdvdWxklHlvdSBYXRlIHRlvdXJzZWxmPyIN
Cg0KQW1vbmegSGlzcGFuaWNzIGludGVydmlld2VkIGluIFNwYW5pc2gsIDQzJSB1c2VklHRoZSB
eHRyZW1lIGNhdGVnb3JpZXMNCihuPTI0NDsgMjAlID0gMCwgMjAlID0gMTApLiAgQWw1vbmegSGl
cGFuaWNzIGludGVydmlld2VkIGluE VuZ2xpc2gsIDM3JQ0KdXNlZCB0aGUgZXh0cmVtZSBjYXRl
Z29yaWVzIChuPTIwNzsgMiUgPSAwOyAzNSUgPSAxMCKuICBBbW9uZw0Kbm9uLUhpc3Bhbm1jcyBp
bnRlcnZpZXdZCBpbiBFbmdsaXNoLCAzMSUgdXNlZCB0aGUgZXh0cmVtZSBjYXRlZ29yaWVzDQoo
bj0xMjc1OyAyJSA9IDA7IDI5JSA9IDEwKS4gIEFzIEhpc3Bhbm1jcyAoZXNwZWNPYXxseSB0aG9z
ZSB3aG8NCnJlc3BvbmRlZCBpbiBTeGFuaXNoKSBoZS0aW5kIG1hbnkgbWlzY29uY2VwdGlvbnMgYXJp
dXQgSElWLFJRFRMsIGl0IGlzdQpw3NzaWJsZSB0aGF0IHRoZSBhYm92ZSBkaW50aW5kZWxmNlcyBh
cmUgemVhbCBhbmQg90IG1ldGhvZG9sb2dpYw0KYXJ0aWZlY3RzIChzZWUg3VyIHB1Ymxpc2hl
ZCBwYXBlc0KaHR0cDovL2hlYi5zYWdlcHVlLmNvbS9jZ2kvY29udGVudC9hYnN0cmFjdC8xMDkw
MTk4MTA2Mjg4Nzk1djcENCikUICBpZGhlcjYXZBvcnRzIG9uIHRoaXMgc3VydmV5IGNhbiBiZSBm
b3VuZCBhdDogDQpodHRwOi8vY2ZjaC5iZXJrZWxleS5lZHUvcmluZw3J0cy9yZXBvcnRzLmh0bWwg
Lg0KDQpCZWxvdyBhcmUgdHdvIHJlbgV2YW50IGFydGlibGVzLg0KDQo9PT09PT09PT09PT0N
Cg0KTWFyaW4gR2VyYXJlCBNYXJpbiBcYXJpYXJhIFZhbG9zcy4gIlBvdGVudGlibCBwcm9ibGVt
cyBpbiBpbnRlcnByZXRpbnRlc3RhdGEuLiAgW4gTWfyaW4sIEcuIGFuZCBNYXJpbiwQ4gKEV
cykuICBSZSNlYXJjaCB3aXR0IEhpc3Bhbm1jDQpQb3B1bGF0aW5vcy4gIEFwcGxpZWQgU29jaWFs
IFJlc2VhcmNoIE1ldGhvZHMgU2VyaWVzLiAgVm9sLiAgMjAlID05OTEuDQoNckl1bW1henkNCg0K
SGlzcGFuaWNzIGFuZCB0bGFja3MgdGVuZCB0byB1c2UgZXh0cmVtZSBjYXRlZ29yZSBjYXRlZ29y

bmQgcHJvdmkZSB0aGVpciBuYXRpb25hbG10eSB0byB0aGUNCkhp3BhbmljIG9yaWdpbiBxdWVz
dGlvbi4gIFRoZSBiAeXNwYW5pYyBxdWVzdGlvbiBzaG91bGQgYmUgc2VwYXJhdGUgZnJvbQ0KcmFj
ZSBpbjBvcmlRciB0byBpZGVudGhmeSBhbGwgSGlzcGFuaWNzLiAgVGhlIHRlcm0gIkhp3Bhbmlj
liBpcw0KcHJlZmVycmVklG92ZXIglkxhdGlubyIgb3IglInwYW5pc2ggb3JpZ2luLiINCg0KTmVh
cmx5IDkwJSBvZiBIAeXNwYW5pY3MgYXJlIGNvbmNlbnRyYXRlZCBpbjAxMCMbzdGF0ZXMuDQoNCjYw
JSBvZiBIAeXNwYW5pY3MgaW4gYSBuYXRpb25hbCBzdXJ2ZXkgeHJlZmVycmVklHRvIGFuc3dlciB0
aGUgcXVlc3Rpb25zDQppbiBTcGFuaXNoLiAgNjMlIC0gNzglIG9mIEhpc3BhbmljcyBzcGVhayBT
cGFuaXNoIGF0IGhvbWUgYW5kIDI1JSBzcGVhaw0KbG10dGxllIG9yIG5vIEVuZ2xpc2guDQoNCINw
YW5pc2gtc3BIYWtpbmcgSGlzcGFuaWNzIGhhdUgZGlmZmVyzW50IGF0dG10dWRlcyBhbmQgYmVo
YXZpb3JzIHRoYW4NCkVuZ2xpc2gtc3BIYWtpbmcgSGlzcGFuaWNzLg0KDQpUaGUgY29yZSBjdWx0
dXJhbCBzY3JpcHRzIG9mIHNpbXBhdGhIGFuZCByZXNwZXRvLCBhIHBhdHRlcm4gb2Yge29jaWFs
DQppbnRlcmFjdGlvbiB0aGF0IHByb21vdGVzIHNtb290aCwgcGxlYXNhbncsIGFuZCByZXNwZWNO
ZnVsIHNvY2lhbA0KcmVsYXRpb25zIGVtcGhhc2l6aW5nIHBvc2l0aXZlIGJlaGF2aW9ycyBpbjBh
Z3JlZWFibGUgc2l0dWF0aW9ucyBhbmQNCmF2b2lkaW5nIGNvbmZyb250YXRpb24gbWF5IGFmZmVj
dCB0aGUgdmFsaWRpdHkgb2YgemVzcG9uc2VzIHRvIHNlbnNpdG12ZQ0KcXVlc3Rpb25zLiAgSGlzc
cGFuaWNzIHRlbnQgdG8gemVwb3J0IHNvY2lhbGx5IGRlc2lyYWJsZSBhbmQgYWNxdWllc2NlbnQN
CnJlc3Bvbmlcy4gIEhpZ2ggbGV2ZWxzIG9mICJ5ZWEtc2F5aW5nliBhcmUgY29tbW9uLiAgSGlzc
cGFuaWNzIGFyZSBtb3JlDQpsaWtlbHkgdG8gdXNlIGV4dHJlbnWUgcmVzcG9uc2UgY2F0ZWdvcml
cywgcGFydGldWxhemx5IHRoZSBwb3NpdG12ZSBibmQNCm9mIGFncmVlLWRpc2FncmVlIHNjYWxl
cy4gIEhpc3BhbmljcyBzY29yZSBzaWduaWZpY2FudGx5IGhpZ2hlcilBvbiBhDQpsaWUtc2NhbGUg
dGhhbiBub24tSGlzcGFuaWMgV2hpdGVzLiAgVGhlc2UgcmVzcG9uc2UgYmlhc2VzIGFyZSBzdHJv
bmdlcg0KYW1vbmcgSGlzcGFuaWNzIHdobyBhcmUgb2xkZXIsIE1leGljYW4sIFB1ZXJ0byBSaWNh
biwgb3IgbG93IFNFUy4NCg0KU3VydmV5IGluc3RydW1lbnRzIHRoYXQgdXNlICJlbnhhbmNlZCIg
aXRlbXMgdGhhcCBhcmUgc3VwcG9ydG12ZSBvZg0Kbm9uLW5vcmlhdG12ZSBvciBzdGlnbWF0aXpl
ZCBiZWhhdmVcnMgeWllbGQgaW5jcmVhc2VklGRhdGEgcXVhbG10eS4NCg0KU3VydmV5IGluc3Ry
dW1lbnRzIHNob3VsZCBiZSBYXZpc2VklGJ5IGludGVybmlF5IGFuZCBlHRlcm5hbCBwYW5lbHMg
b2YNCmJpbGluZ3VhbC9iaWN1bHRlcmFsIGV4cGVydHMslGJhY2stdHJhbnNsYXRlZCwgZGVjZW50
ZXJlZCBhbmQNCmV4dGVuc2l2ZWx5IHByZXRlc3RlZC4gIENvZ25pdG12ZSBYXNlYXJjaCBhbmQg
InRoaW5rLWFsb3VklB0ZWNobmlxdWVzDQpzaG91bGQgYmUgdXRpbG16ZWQgIGluIHByZXRlc3Rpb
bmcuDQoNCINvbWUgcmVzZWVzY2gpc3VnZ2VzdHMgdGhhcCBlaXNwYW5pY3MgYXJlIG1vcmlhbmQg
ZWx5IHRvIGVuZ2FnZSBpbG0KcmVzcG9uc2UgYmlhc2VzIHdoZW4gdGhleSBhbnN3ZXIgaW4gRW5n
bGlzaCBhcyBvcHBvc2VklHRvIFNwYW5pc2guDQoNCk1hbnkgSGlzcGFuaWNzIGhhdUggbG93IGxp
dGVyYWN5IGxldmVscyBpbjBTcGFuaXNoIGFzIHdlbGwgYXMGpW5nbGlzaC4NCiRoXMGbGVhZHMg
dG8gbGFjayBvZiBmYW1pbGhcm10eSB3aXRoIHF1ZXN0aW9ubmFpcmVzLCB0ZW5kZW5jeSB0byB0
aGluaw0KaW4gY29uY3JldGUgYW5kIGltbWVkaWF0ZSB0ZXJteywZGlmZmljdWx0eSB3aXRoIGNv
bXBsZXggcmVzcG9uc2UNCnNjYWxlcywgaW5zdWZmaWNpZW50IGxhbmdlYWdlIGZsdWVuY3ksIGRp
ZmZpY3VsdHkgcmVjYWxsaW5nIHRpbWUgcGVyaW9kcw0KYW5kIGV2ZW50cywY29yZSB3aXNlbnRzI
bnNpb24gZGlmZmljdWx0eSB3aXRoIHRlY2huaWNhbCB0ZXJtey4NCg0KSGlzcGFuaWNzIGFyZSBt
b3JlIGxpa2VseSB0byBzYXkgeHhdCB0aGV5IHdlcmUgdGhlIGVsaWdpYmxllHJlc3BvbmlbnQN
CndoZW4gdGhlcjYXN0IGJpcnRoZGF5IiANCm9yICJuZXB0IGJpcnRoZGF5IiBzY3JlZW5pbmcg
bWV0aG9kIHdhecyB1c2VklHJlZ2FyZGxlc3Mgb2YgdGhlaXIgYWN0dWFsDQpiaXJ0aGRheSBhcyBj
b21wYXJlZCB0byBhIGZlbnGwgaG91c2Vob2xkIGVudW1lcmF0aW9uIG1ldGhvZC4NCg0KSGlzcGFu
aWNzLCBlc3BIY2lhbGx5IHdvdWVuIGFuZCbsb3ctYWNjdWx0dXJhdGVkLCB3ZXJlIG1vcmlhbmQg
ZWx5IHRvDQpkZWNsaW5lIHRvIGFuc3dlciBzZW5zaXRpdUgZGVtb2dyYXBoaWMgY29yZSB3aXNlbnRz
dWVzdGlvbnMgaW4gYSBuYXRpb25hbA0KQUeUyBzdXJ2ZXkuDQoNCg0KPkRhdGU6IEZyaSwgMDgg
RGVjIDFwMDYgMTY6MjU6MDcgLTA4MDANCj5Gcm9tOiBDAHVjayBgGFja3MgPGNmbGFja3NAQ1NV
U00uRURVPg0KPIN1YmplY3Q6IEFueSBYXNlYXJjaCBvbiBMYXRpbm9zIGFuZCByYXRpbmcge2Nh
bGVzPw0KPINlbnRlcjogQUFQT1JORVQgPEFBUE9STkVUQGZzdS5lZHU+DQo+VG86IEFBUE9STkVU
QGZzdS5lZHU+DQo+VG86IEFBUE9STkVUQGZzdS5lZHU+DQo+VG86IEFBUE9STkVUQGZzdS5lZHU+DQo+VG86IEFBUE9STkVU
ZHVjdGVkIG92ZXIglNtAlIG9mIG91ciBzdXJ2ZXkgaW4gU3BhbmlzaA0KDQo+d2l0aCBMYXRpbm9z
IHdoZXJlIHB3B3SbNlYXZlIHJhdGluZ3Mgb24gYSB6ZXJvIHRvIHRlbnRzY2F5ZSBmb3IgaYSA
Cj5udW1lZXIgb2YgaXRlbXMgdGhleSB3ZXJlIGdpdmVuLiAgVGhllExhdGlubyByZXNwb25kZW50
cyBoY29yZSBodWdlbHkgDQo+ZGlzcHJvcG9ydGlvbnF0ZSBudW1lZXIgb2YgMTBzIGZvciB0aGVp
ciBhbnN3ZXJzLiAgVGhlaXIgbWVhbnMgb24gY29yZSB3aXNlbnRzIHRlcmUgaW4gdGhllDkuNSBy

Might the same patterns not also hold as educational attainment changes -- lower educated persons being more likely to use the extreme scale scores (and 5, since many people think that 5 is the midpoint of a 0-10 scale), with those with higher educational attainment showing more variance in their scale score choices.

Thus, might the pattern associated with Latinos "disappear" or at least be reduced if one controlled for educational attainment?

PJL

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Joel Moskowitz
Sent: Friday, December 08, 2006 8:46 PM
To: AAPORNET@asu.edu
Subject: Re: Any research on Latinos and rating scales?

In 2000 we conducted a statewide telephone survey in English and Spanish with adults in California to assess HIV/AIDS knowledge, attitudes, beliefs and behaviors.

One attitude question employed a 0-10 scale:

"How concerned are you about HIV and AIDS as a public health issue? On a scale of 0 to 10, where 0 means you are not concerned at all and 10 means you are extremely concerned, how would you rate yourself?"

Among Hispanics interviewed in Spanish, 43% used the extreme categories (n=3D244; 20% =3D 0, 24% =3D 10). Among Hispanics interviewed in English, 37%

used the extreme categories (n=3D207; 2% =3D 0; 35% =3D 10). Among non-Hispanics interviewed in English, 31% used the extreme categories (n=3D1275; 2% =3D 0; 29% =3D 10). As Hispanics (especially those who responded in Spanish) held many misconceptions about HIV/AIDS, it is possible that the above differences are real and not methodologic artifacts (see our published paper

<http://heb.sagepub.com/cgi/content/abstract/1090198106288795v1>

). Other reports on this survey can be found at:=20

<http://cfch.berkeley.edu/reports/reports.html> .

Below are two relevant articles.

=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D=3D

Marin Gerard, Marin Barbara VanOss. "Potential problems in interpreting data." in Marin, G. and Marin, B. (Eds). Research with Hispanic Populations. Applied Social Research Methods Series. Vol. 23. 1991.

Summary

Hispanics and Blacks tend to use extreme response categories when presented with Likert scales (p.=20101). Less educated and less acculturated Hispanics exhibit stronger

preference for extreme responses (p. 102). Some cultures may view extreme responses as more sincere.

One can accommodate for extreme response sets by collapsing extreme categories, or by using standardized (z-) scores with respondents or within instrument or analyze frequency distributions not just measures of central tendency.

Hispanics tend to engage in acquiescent response sets or "yea-saying" especially those with less education, males, the aged, low SES, and less acculturated. Acquiescence may be a self-presentation strategy for individuals who are relatively powerless (p. 104) in addition to a cultural value. Analyze frequency distributions not just measures of central tendency.

Hispanics tend to provide socially-desirable responses - they are more willing to report they engage in socially desirable attitudes or behaviors but avoid reporting less desirable attitudes or behaviors (e.g., smoking, drinking to excess) (p. 105). This is more common with low SES and less acculturation. The evidence is limited and mixed. It may be useful to develop measures of social desirability.

Some evidence exists for inaccurate reporting of behaviors among Hispanics. This is especially problematic when assessing sensitive or personally threatening behaviors or behaviors that are socially rejected (e.g., cigarette smoking). Validation checks and measures of reliability should be used to estimate under- or over-reporting.

Hispanics are more likely to provide incomplete responses and have higher rates of missing data (p. 109). This could be due to social desirability or face-saving and to difficulty in comprehending the questions. Conduct preliminary data analyses to examine patterns of missing data by language of interview and acculturation level.

Hispanics are less likely to self-disclose. This is not affected by acculturation level. Male and female Hispanics are more likely to self-disclose to a female Hispanic interviewer (p. 110). To enhance self-disclosure, use culturally appropriate instruments and research staff of similar ethnicity, but avoid using interviewers from the same community as respondents (p. 112).

Sabogal, Fabio; Binson, Diane; Catania, Joseph A.=20
Researching Sexual Behavior: Methodological Issues for Hispanics. In
Bancroft, John (Ed). Researching Sexual Behavior:=20
Methodological Issues. Bloomington, IN: Indiana University Press, 1997.

Telephone surveys have been used successfully in Hispanic populations. Compared to face-to-face interviews, telephone interviews may provide more accurate results but higher refusal rates especially among women. Once Hispanics are contacted, refusal rates are generally low.

Methods studies are rare.

Self-declared ethnic identity is one of the best methods to assess ethnicity and is considered the "gold standard." Many Hispanics respond "other"=²⁰ to the standard race question and provide their nationality to the Hispanic origin question. The Hispanic question should be separate from race in order to identify all Hispanics. The term "Hispanic" is preferred over "Latino" or "Spanish origin."

Nearly 90% of Hispanics are concentrated in 10 states.

60% of Hispanics in a national survey preferred to answer the questions in Spanish. 63% - 78% of Hispanics speak Spanish at home and 25% speak little or no English.

Spanish-speaking Hispanics have different attitudes and behaviors than English-speaking Hispanics.

The core cultural scripts of *simpatia* and *respeto*, a pattern of social interaction that promotes smooth, pleasant, and respectful social relations emphasizing positive behaviors in agreeable situations and avoiding confrontation may affect the validity of responses to sensitive questions. Hispanics tend to report socially desirable and acquiescent responses. High levels of "yea-saying" are common. Hispanics are more likely to use extreme response categories, particularly the positive end of agree-disagree scales. Hispanics score significantly higher on a lie-scale than non-Hispanic Whites. These response biases are stronger among Hispanics who are older, Mexican, Puerto Rican, or low SES.

Survey instruments that use "enhanced" items that are supportive of non-normative or stigmatized behaviors yield increased data quality.

Survey instruments should be revised by internal and external panels of bilingual/bicultural experts, back-translated, decentered and extensively pretested. Cognitive research and "think-aloud" techniques should be utilized in pretesting.

Some research suggests that Hispanics are more likely to engage in response biases when they answer in English as opposed to Spanish.

Many Hispanics have low literacy levels in Spanish as well as English. This leads to lack of familiarity with questionnaires, tendency to think in concrete and immediate terms, difficulty with complex response scales, insufficient language fluency, difficulty recalling time periods and events, and comprehension difficulty with technical terms.

Hispanics are more likely to say that they were the eligible respondent when the "last birthday"=²⁰ or "next birthday" screening method was used regardless of their actual birthday as compared to a full household enumeration method.

Hispanics, especially women and low-aculturated, were more likely to decline to answer sensitive demographic and sex questions in a national AIDS survey.

>Date: Fri, 08 Dec 2006 16:25:07 -0800
>From: Chuck Flacks <cflacks@CSUSM.EDU>
>Subject: Any research on Latinos and rating scales?
>Sender: AAPORNET <AAPORNET@asu.edu>
>To: AAPORNET@asu.edu
>
>Hello,
>
>We have an odd finding. We conducted over 50% of our survey in Spanish

>with Latinos where people gave ratings on a zero to ten scale for a=20
>number of items they were given. The Latino respondents had a hugely=20
>disproportionate number of 10s for their answers. Their means on all=20
>items were in the 9.5 range. An interviewer said, "They don't get=20
>scales, they either give things a one or a ten." Is there any evidence

>out there to support this anecdotal finding?

>
>Chuck Flacks
>Director, Business Development
>Social & Behavioral Research Institute
>California State University San Marcos
>333 S. Twin Oaks Valley Road
>San Marcos, CA 92069
>Office: 760-750-3278
>Cell: 858-229-9197
>cflacks@csusm.edu
>"If infinite light is the answer, why do we sleep in the dark?" -- Paul

>Simon

>
>
>-----
>Archives: <http://lists.asu.edu/archives/aapornet.html> .
>Unsubscribe? Send email to listserv@asu.edu with this text:
>signoff aapornet
>Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to:
aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Please ask authors before quoting outside AAPORNET.

Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Sat, 9 Dec 2006 17:51:06 +0000

Reply-To: Elizabeth Liddle <liddle.elizabeth@GOOGLEMAIL.COM>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Elizabeth Liddle <liddle.elizabeth@GOOGLEMAIL.COM>

Subject: Re: Any research on Latinos and rating scales?

Comments: To: "Lavrakas, Paul" <Paul.Lavrakas@nielsenmedia.com>

Comments: cc: AAPORNET@asu.edu

In-Reply-To:

<D32ECDFCB22DEF40BDE938EA4584FBC20B28BF00@NMR001OLDMSX02.enterprisesnet.org>

MIME-version: 1.0

Content-type: text/plain; charset=ISO-8859-1; format=flowed

Content-transfer-encoding: 7bit

Content-disposition: inline

FWIW, I have recently been looking at a large survey of UK children, whose parents were asked to complete a behaviour scale with 10 items, each scored on a five point scale. A score of 2 indicated that the child was "about average" for their age. A score of 3 indicated that the child was "a little better average", and a score of 4 that the child was "a lot better average". A score of 1 indicated that the child was "a little worse than average" and a score of 0 that the child was "a lot worse than average".

The distribution of the scores was interesting. The mode was at 20, i.e. with a mean score of 2 ("about average") as you'd expect. But there were many more scores above 20 than below, suggesting that parents were much more prepared to consider their child above average than below - or perhaps rather that parents regarded "average" as equivalent to "normal" - i.e. not pathological, and "above average" as "better than some kids who are still normal kids".

What was also interesting was that the older the child, the more the parents were prepared to use the higher scores - the more willing they seemed to be to consider their child "better than average", even though the questions explicitly asked for comparisons between the child and his/her age peers. This was a slight but systematic, monotonic effect throughout the age range (5 -16), but the general shape of the distribution - fat tails at the high end, thin tails at the low end - was true for every age band.

There were some ethnic differences in scoring. Parents of Indian children tend to score their children higher than parents of white or black children did, and parents of Bangladeshi/Pakistani children tended to score them lower. "Hispanic" wasn't a category, of course, being the UK.

Lizzie

On 12/9/06, Lavrakas, Paul <Paul.Lavrakas@nielsenmedia.com> wrote:

>
> You are correct and I was incorrect. I was careless in thinking of 1-10
> scales which are often used and for which many people think 5 is the
> midpoint, when actually it's 5.5. But with the 0-10 scale, 5.0 actually
> is the midpoint. Sorry.

>
> -----Original Message-----

> From: Cynthia Nelson [mailto:TI0CCN1@wpo.cso.niu.edu]
> Sent: Saturday, December 09, 2006 9:42 AM
> To: AAPORNET@asu.edu; Lavrakas, Paul
> Subject: Re: Any research on Latinos and rating scales?

>
> All right, I give,,with 5 points on either side of 5 on a 0-10 point
> scale, why isn't 5 the midpoint?
> Cynthia Nelson

>
> >>> "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM> 12/09/06 6:54 AM
> >>>

> Joel et al,

>
> Might the same patterns not also hold as educational attainment changes
> -- lower educated persons being more likely to use the extreme scale
> scores (and 5, since many people think that 5 is the midpoint of a 0-10
> scale), with those with higher educational attainment showing more
> variance in their scale score choices.

>
> Thus, might the pattern associated with Latinos "disappear" or at least
> be reduced if one controlled for educational attainment?

>
> PJL

>
>
> -----Original Message-----

> From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Joel Moskowitz
> Sent: Friday, December 08, 2006 8:46 PM
> To: AAPORNET@asu.edu
> Subject: Re: Any research on Latinos and rating scales?

>
> In 2000 we conducted a statewide telephone survey in English and Spanish
> with adults in California to assess HIV/AIDS knowledge, attitudes,
> beliefs and behaviors.

>
> One attitude question employed a 0-10 scale:

>
> "How concerned are you about HIV and AIDS as a public health issue? On
> a scale of 0 to 10, where 0 means you are not concerned at all and 10
> means you are extremely concerned, how would you rate yourself?"

>
> Among Hispanics interviewed in Spanish, 43% used the extreme categories
> (n=244; 20% = 0, 24% = 10). Among Hispanics interviewed in English, 37%
> used the extreme categories (n=207; 2% = 0; 35% = 10). Among
> non-Hispanics interviewed in English, 31% used the extreme categories
> (n=1275; 2% = 0; 29% = 10). As Hispanics (especially those who

- > responded in Spanish) held many misconceptions about HIV/AIDS, it is
- > possible that the above differences are real and not methodologic
- > artifacts (see our published paper
- > <http://heb.sagepub.com/cgi/content/abstract/1090198106288795v1>
- >). Other reports on this survey can be found at:
- > <http://cfch.berkeley.edu/reports/reports.html> .

> Below are two relevant articles.

> =====

- > Marin Gerard, Marin Barbara VanOss. "Potential problems in interpreting
- > data." in Marin, G. and Marin, B. (Eds). Research with Hispanic
- > Populations. Applied Social Research Methods Series. Vol. 23. 1991.

> Summary

- > Hispanics and Blacks tend to use extreme response categories when
- > presented with Likert scales (p.
- > 101). Less educated and less acculturated Hispanics exhibit stronger
- > preference for extreme responses (p. 102). Some cultures may view
- > extreme responses as more sincere.

- > One can accommodate for extreme response sets by collapsing extreme
- > categories, or by using standardized (z-) scores with respondents or
- > within instrument or analyze frequency distributions not just measures
- > of central tendency.

- > Hispanics tend to engage in acquiescent response sets or "yea-saying"
- > especially those with less education, males, the aged, low SES, and less
- > acculturated. Acquiescence may be a self-presentation strategy for
- > individuals who are relatively powerless (p. 104) in addition to a
- > cultural value. Analyze frequency distributions not just measures of
- > central tendency.

- > Hispanics tend to provide socially-desirable responses - they are more
- > willing to report they engage in socially desirable attitudes or
- > behaviors but avoid reporting less desirable attitudes or behaviors
- > (e.g., smoking, drinking to excess) (p. 105). This is more common with
- > low SES and less acculturation. The evidence is limited and mixed. It
- > may be useful to develop measures of social desirability.

- > Some evidence exists for inaccurate reporting of behaviors among
- > Hispanics. This is especially problematic when assessing sensitive or
- > personally threatening behaviors or behaviors that are socially rejected
- > (e.g., cigarette smoking). Validation checks and measures of
- > reliability should be used to estimate under- or over-reporting.

- > Hispanics are more likely to provide incomplete responses and have
- > higher rates of missing data (p. 109). This could be due to social
- > desirability or face-saving and to difficulty in comprehending the
- > questions. Conduct preliminary data analyses to examine patterns of
- > missing data by language of interview and acculturation level.

- > Hispanics are less likely to self-disclose. This is not affected by
- > acculturation level. Male and female Hispanics are more likely to
- > self-disclose to a female Hispanic interviewer (p. 110). To enhance
- > self-disclosure, use culturally appropriate instruments and research
- > staff of similar ethnicity, but avoid using interviewers from the same
- > community as respondents (p. 112).
- >
- > -----
- >
- > Sabogal, Fabio; Binson, Diane; Catania, Joseph A.
- > Researching Sexual Behavior: Methodological Issues for Hispanics. In
- > Bancroft, John (Ed). Researching Sexual Behavior:
- > Methodological Issues. Bloomington, IN: Indiana University Press, 1997.
- >
- > Telephone surveys have been used successfully in Hispanic populations.
- > Compared to face-to-face interviews, telephone interviews may provide
- > more accurate results but higher refusal rates especially among women.
- > Once Hispanics are contacted, refusal rates are generally low.
- >
- > Methods studies are rare.
- >
- > Self-declared ethnic identity is one of the best methods to assess
- > ethnicity and is considered the "gold standard." Many Hispanics respond
- > "other"
- > to the standard race question and provide their nationality to the
- > Hispanic origin question. The Hispanic question should be separate from
- > race in order to identify all Hispanics. The term "Hispanic" is
- > preferred over "Latino" or "Spanish origin."
- >
- > Nearly 90% of Hispanics are concentrated in 10 states.
- >
- > 60% of Hispanics in a national survey preferred to answer the questions
- > in Spanish. 63% - 78% of Hispanics speak Spanish at home and 25% speak
- > little or no English.
- >
- > Spanish-speaking Hispanics have different attitudes and behaviors than
- > English-speaking Hispanics.
- >
- > The core cultural scripts of simpatia and respeto, a pattern of social
- > interaction that promotes smooth, pleasant, and respectful social
- > relations emphasizing positive behaviors in agreeable situations and
- > avoiding confrontation may affect the validity of responses to sensitive
- > questions. Hispanics tend to report socially desirable and acquiescent
- > responses. High levels of "yea-saying" are common. Hispanics are more
- > likely to use extreme response categories, particularly the positive end
- > of agree-disagree scales. Hispanics score significantly higher on a
- > lie-scale than non-Hispanic Whites. These response biases are stronger
- > among Hispanics who are older, Mexican, Puerto Rican, or low SES.
- >
- > Survey instruments that use "enhanced" items that are supportive of
- > non-normative or stigmatized behaviors yield increased data quality.
- >
- > Survey instruments should be revised by internal and external panels of
- > bilingual/bicultural experts, back-translated, decentered and

- > extensively pretested. Cognitive research and "think-aloud" techniques
- > should be utilized in pretesting.
- >
- > Some research suggests that Hispanics are more likely to engage in
- > response biases when they answer in English as opposed to Spanish.
- >
- > Many Hispanics have low literacy levels in Spanish as well as English.
- > This leads to lack of familiarity with questionnaires, tendency to think
- > in concrete and immediate terms, difficulty with complex response
- > scales, insufficient language fluency, difficulty recalling time periods
- > and events, and comprehension difficulty with technical terms.
- >
- > Hispanics are more likely to say that they were the eligible respondent
- > when the "last birthday"
- > or "next birthday" screening method was used regardless of their actual
- > birthday as compared to a full household enumeration method.
- >
- > Hispanics, especially women and low-aculturated, were more likely to
- > decline to answer sensitive demographic and sex questions in a national
- > AIDS survey.

>>Date: Fri, 08 Dec 2006 16:25:07 -0800
>>From: Chuck Flacks <cflacks@CSUSM.EDU>
>>Subject: Any research on Latinos and rating scales?
>>Sender: AAPORNET <AAPORNET@asu.edu>
>>To: AAPORNET@asu.edu

>>Hello,

>>We have an odd finding. We conducted over 50% of our survey in Spanish

>>with Latinos where people gave ratings on a zero to ten scale for a
>>number of items they were given. The Latino respondents had a hugely
>>disproportionate number of 10s for their answers. Their means on all
>>items were in the 9.5 range. An interviewer said, "They don't get
>>scales, they either give things a one or a ten." Is there any evidence

>>out there to support this anecdotal finding?

>>Chuck Flacks
>>Director, Business Development
>>Social & Behavioral Research Institute
>>California State University San Marcos
>>333 S. Twin Oaks Valley Road
>>San Marcos, CA 92069
>>Office: 760-750-3278
>>Cell: 858-229-9197
>>cflacks@csusm.edu

>>"If infinite light is the answer, why do we sleep in the dark?" -- Paul

>>Simon

>>

>>

>>

> >-----
> >Archives: <http://lists.asu.edu/archives/aapornet.html> .
> >Unsubscribe? Send email to listserv@asu.edu with this text:
> >signoff aapornet
> >Please ask authors before quoting outside AAPORNET.

>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Unsubscribe? Send email to listserv@asu.edu with this text:
> signoff aapornet
> Please ask authors before quoting outside AAPORNET.

>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to:
> aapornet-request@asu.edu

>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to:
> aapornet-request@asu.edu

>

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Sun, 10 Dec 2006 07:25:19 -0500
Reply-To: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>
Subject: Unassigned Nonresponse and Measurement Entries for Sage
Encyclopedia of Survey Research Methods
Comments: To: AAPORNET@asu.edu
Comments: cc: "Smarr, Jody" <Jody.Smarr@NielsenMedia.com>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Dear Colleagues,
=20

Below is a list of as yet unassigned Nonresponse-related entries and Measurement-related entries for the Encyclopedia of Survey Research Methods that Sage Publications and I will greatly appreciate having you consider to write. Sage plans to publish the two-volume encyclopedia by 2008. I am serving as editor, with Allyson Holbrook, Edith de Leeuw, and Peter Miller serving as advisors for these subject areas on the editorial board. There will be more than 600 entries related to survey research methodology in the Sage encyclopedia.

Any one person could agree to write more than one entry. In addition to

each contributor having her/his name associated with each entry they write, Sage is offering a \$50 book purchase certificate for anyone who contributes at least 1,001 words in total, a \$100 certificate if the total word count is at least 2,001 words but not more than 4,000 words, and a set of the two-volume encyclopedia (valued at approx. \$350) for anyone who writes more than 4,000 words. The word count for each entry in the list below is somewhat flexible and I am very willing to adjust it if a contributor contacts me. The due date for these entries that are less than 1,000 words is 12/31/06 and for entries with longer word counts it is 01/30/07.=20

Anyone who is qualified and willing to write at least one of these entries should contact me directly (paul.lavrakas@nielsenmedia.com) with the entry or list of entries they agree to write.=20

In writing an entry, each contributor should keep in mind that the primary audience is students and staff who are not expert in the field of survey research. Examples related to survey research that illustrate the points the contributor is making are fully encouraged.=20

Once we know who is willing to write which of these entries, my managing editor, Jody Smarr, will send the formal invitation for that entry to that person. As part of that formal invitation, Sage sends the invited contributor (via the internet) much more detail about the format and level of writing that is appropriate for the Encyclopedia.=20

Thank you for considering this invitation and please feel free to send it along to others who are qualified but who are not members of AAPORnet.

PJL=20

=20

UNASSIGNED NONRESPONSE-RELATED ENTRIES

=20

Cooperation	NR	650=09
Ignorable nonresponse	NR	900=09
Incentives	NR	2200=09
Maintaining interaction	NR	900=09
Noncontact rate	NR	350=09
Noncooperation	NR	350=09
Noncooperation rate	NR	650=09
Nonignorable Nonresponse	NR	650=09
Response rates	NR	2200=09
Tailoring	NR	900=09
Unit nonresponse	NR	1100=09
Unlisted household	NR	350=09
Within Unit Coverage Error	NR	900=09

=20

=20

UNASSIGNED MEASUREMENT-RELATED ENTRIES

=20

Bogus question	MEAS	550
----------------	------	-----

Bounding	MEAS	900=09
Check all that apply	MEAS	650=09
Closed-ended question	MEAS	900=09
Coder variance	MEAS	650=09
Coding	MEAS	900=09
Comprehension	MEAS	650=09
Construct	MEAS	550=09
Context effect	MEAS	650=09
Demographic measure	MEAS	550=09
Double negative	MEAS	550=09
Encoding	MEAS	650=09
Field coding	MEAS	650=09
Guttman scale	MEAS	650=09
Half-open interval	MEAS	900=09
Index of consistency	MEAS	900=09
Interval measure	MEAS	550=09
Judgment	MEAS	650=09
Loading	MEAS	650=09
Mail questionnaire	MEAS	900=09
Navigational errors	MEAS	900=09
Positivity bias	MEAS	650
Pre-coded Question	MEAS	900=09
Psychographic measure	MEAS	900=09
Questionnaire	MEAS	3800=09
Questionnaire design	MEAS	2200=09
Questionnaire-related error	MEAS	2200=09
Radio buttons	MEAS	350=09
Random order	MEAS	550=09
Random start	MEAS	550=09
Ranking	MEAS	900=09
Rating	MEAS	900=09
Ratio measure	MEAS	550=09
Reactivity	MEAS	550=09
Reference period	MEAS	650=09
Replication	MEAS	550=09
Reporting	MEAS	650=09
Respondent fatigue	MEAS	550=09
Response	MEAS	650=09
Response alternatives	MEAS	900=09
Retrieval	MEAS	900=09
Self-administered questionnaire	MEAS	650=09
Semantic Differential scale	MEAS	900=09
Split-half	MEAS	650=09
True value	MEAS	900=09

=09
=09

Archives: <http://lists.asu.edu/archives/aapornet.html>

Vacation hold? Send email to listserv@asu.edu with this text:

set aapornet nomail

On your return send this: set aapornet mail

Please ask authors before quoting outside AAPORNET.

Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Mon, 11 Dec 2006 07:22:21 -0500
Reply-To: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Lavrakas, Paul" <Paul.Lavrakas@NIELSENMEDIA.COM>
Subject: UPDATED POSTING - Unassigned Nonresponse, Measurement,
Operations,
Ethics and Survey-Industry Entries for Sage Encyclopedia of
Survey Research Methods
Comments: To: AAPORNET@asu.edu
Comments: cc: "Smarr, Jody" <Jody.Smarr@NielsenMedia.com>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Dear Colleagues,

Thanks to each of you who responded to my original posting yesterday.
(And for those of you who did respond but who I do not know well, thanks
for proving information about your survey research methods background.)
=20

Below is the listings of as yet unassigned Nonresponse-related (Updated
from yesterday), Measurement-related (Updated from yesterday),
Operations-related, Ethics-related entries, and Survey Industry-related
entries for the Encyclopedia of Survey Research Methods that Sage
Publications and I will greatly appreciate having you consider to write.

Sage plans to publish the two-volume encyclopedia by 2008. I am serving
as editor, with Allyson Holbrook, Michael Link, Edith de Leeuw, Peter
Miller, and Linda Piekarski serving as advisors for these subject areas
on the editorial board. In total, there will be more than 600 entries
related to survey research methodology in the Sage encyclopedia.

Any one person could agree to write more than one entry. In addition to
each contributor having her/his name associated with each entry they
write, Sage is offering a \$50 book purchase certificate for anyone who
contributes at least 1,001 words in total, a \$100 certificate if the
total word count is at least 2,001 words but not more than 4,000 words,
and a set of the two-volume encyclopedia (valued at approx. \$350) for
anyone who writes more than 4,000 words. The word count for each entry
in the list below is somewhat flexible and I am very willing to adjust
it if a contributor contacts me. The due date for these entries that are
less than 1,000 words is 12/31/06 and for entries with longer word
counts it is 01/30/07.=20

Anyone who is qualified and willing to write at least one of these
entries should contact me directly (paul.lavrakas@nielsenmedia.com) with
the entry or list of entries they agree to write.=20

In writing an entry, each contributor should keep in mind that the
primary audience is students and staff who are not expert in the field
of survey research. Examples related to survey research that illustrate
the points the contributor is making are fully encouraged.=20

Once we know who is willing to write which of these entries, my managing editor, Jody Smarr, will send the formal invitation for that entry to that person. As part of that formal invitation, Sage sends the invited contributor (via the internet) much more detail about the format and level of writing that is appropriate for the Encyclopedia.=20

Thank you for considering this invitation and please feel free to send it along to others who are qualified but who are not members of AAPORnet.

PJL=20

UNASSIGNED NONRESPONSE-RELATED ENTRIES

=20

Incentives	NR	2200=09
Maintaining Interviewer-Respondent interaction	NR	900=09
Noncooperation	NR	350=09
Tailoring	NR	900=09
Within Unit Coverage Error	NR	900=09

=20

=20

UNASSIGNED MEASUREMENT-RELATED ENTRIES

=20

Bogus question	MEAS	550
Bounding	MEAS	900=09
Coder variance	MEAS	650=09
Coding	MEAS	900=09
Comprehension	MEAS	650=09
Construct	MEAS	550=09
Encoding	MEAS	650=09
Field coding	MEAS	650=09
Guttman scale	MEAS	650=09
Half-open interval	MEAS	900=09
Index of consistency	MEAS	900=09
Judgment	MEAS	650=09
Loading	MEAS	650=09
Mail questionnaire	MEAS	900=09
Navigational errors	MEAS	900=09
Pre-coded Question	MEAS	900=09
Psychographic measure	MEAS	900=09
Ranking	MEAS	900=09
Rating	MEAS	900=09
Ratio measure	MEAS	550=09
Reactivity	MEAS	550=09
Reference period	MEAS	650=09
Reporting	MEAS	650=09
Response	MEAS	650=09
Response alternatives	MEAS	900=09
Split-half	MEAS	650=09
True value	MEAS	900=09

=09

UNASSIGNED ETHICS-RELATED ENTRIES

Beneficence	ETH	650
Cell Suppression	ETH	550
Certificate of confidentiality	ETH	350
Common Rule	ETH	900
Debriefing	ETH	650
Deception	ETH	650
Disclosure	ETH	900
Disclosure Avoidance	ETH	550
Disclosure limitation	ETH	550
Ethical principles	ETH	1700
Minimal risk	ETH	650
Privacy	ETH	550
Protection of Human Subjects	ETH	1700
Voluntary participation	ETH	650

UNASSIGNED OPERATIONS-RELATED ENTRIES

Contactability	OP	350
Field	OP	900
Interviewer debriefing	OP	900
Nonverbal behavior	OP	550
Number verification	OP	350
Optical character recognition	OP	550
Supervisor	OP	650
Survey costs	OP	900
Video computer-assisted self-interviewing (VCASI)	OP	550

UNASSIGNED SURVEY INDUSTRY-RELATED ENTRIES

American Statistical Association Section on Survey Research Methods (ASA-SRMS)	SI	900
Bureau of Labor Statistics (BLS)	SI	900
Cochran, W.G.	SI	550
Crossely, Archibald	SI	550
Current Population Survey (CPS)	SI	900
Hansen, Morris	SI	550
Journal of survey methodology	SI	900
Roper, Elmo	SI	550
Sheatsley, Paul	SI	550
Statistics Canada	SI	900
Statistics Sweden	SI	900
Survey sponsor	SI	900
Telemarketing	SI	550
U.S. Bureau of the Census	SI	900

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

=====
Date: Mon, 11 Dec 2006 09:26:51 -0600
Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike Flanagan <MFlanagan@GOAMP.COM>
Subject: December issue of Public Opinion Pros is up
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

Dear AAPOR members -=20

=20

The December issue of Public Opinion Pros is now posted to our website
at=20

=20

www.PublicOpinionPros.com <<http://www.publicopinionpros.com/>>=20

=20

This month's issue features a look at the role of swing voters in the
2006 midterm elections by Will Lester, an experiment in the measurement
of racial attitudes by David Wilson, and a comparison by Al Richman of
Muslim and non-Muslim foreign publics on Americans, U.S.
counterterrorism efforts and the Iraq War, and Iranian nuclear arms.
Sheldon Appleton comments on the commentators' (mis)analyses of the
November vote, and, just to prove nothing is sacred, the editor indulges
in an extended rant against Rudolph the Red-Nosed Reindeer, accessible
to nonsubscribers at

=20

http://www.publicopinionpros.com/from_editor/2006/dec/editor.asp

=20

We are presently scheduling content for our spring issues, and invite
article submissions and proposals. Please contact the editor directly at

=20

editor@PublicOpinionPros.com.

=20

We hope to hear from you soon, and wish you all very happy holidays.

=20

Best wishes -

=20

Lisa

=20

Lisa Ferraro Parmelee, Ph.D.
Manager, LFP Editorial Enterprises, LLC
Editor, Public Opinion Pros
www.PublicOpinionPros.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Mon, 11 Dec 2006 15:53:39 -0500
Reply-To: Claire Wilson <cwilson@INSIGHTPOLICYRESEARCH.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Claire Wilson <cwilson@INSIGHTPOLICYRESEARCH.COM>
Subject: web survey software
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7bit

I am looking for recommendations on web survey software packages. A search of the archives provided me with some leads, but I am guessing some of the information is likely to be outdated. I found one source with comparative information but would be interested in getting feedback on users' direct experiences with one or more packages. Recommendations can be sent to me offline and if others are interested in the results I would be happy to share whatever information I receive.

Thanks in advance.

Claire Wilson, Ph.D.
Executive Director of Programs
Insight Policy Research
1655 North Fort Myer Drive
Suite 680
Arlington, VA 22209
703.373.6647

<http://www.insightpolicyresearch.com>

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Mon, 11 Dec 2006 13:32:50 -0800

Reply-To: draughon.research@insightbb.com

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: "Katherine Draughon, PhD, MPH" <draughon.research@INSIGHTBB.COM>

Subject: Looking for examples of withdrawing student surveys, etc.

MIME-version: 1.0

Content-type: text/plain; charset=iso-8859-1

Content-transfer-encoding: 8bit

I am looking for examples of exit surveys given students who are withdrawing, without graduating, from their college/university (these could be in person, phone, mail, etc).

Also, I would be interested if anyone has done focus groups with university students regarding

a) why they stayed at a particular schools (these would be groups of currently enrolled students) and

b) why students left/dropped out/withdrew (these would be students no longer at the university). Focus group guides and/or reports would be useful to me.

Any help is appreciated. You may contact me directly at draughon.research@insightbb.com

Thank you - Kat Draughon

Dr. Katherine "Kat" Draughon

Draughon Research, LLC
www.draughonresearch.com

draughon.research@insightbb.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Mon, 11 Dec 2006 16:54:25 -0500

Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>

Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Frank Luntz in England
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

How a celebrity pollster created Cameron

Nick Cohen

Sunday December 10, 2006

The Observer=20

<http://politics.guardian.co.uk/columnist/story/0,,1968792,00.html>

Or

<http://tinyurl.com/vodd7>

SNIP

Through no fault of his own, show-business made Cameron leader of the opposition. David Davis had the strongest base among activists and MPs. The opinion polls declared Kenneth Clarke the frontrunner among the wider public. Neither man was a clear election winner, however. Cameron came from nowhere because Newsnight commissioned a focus group run by American pollster Frank Luntz that appeared to prove that the young politician could become extraordinarily popular and the Conservatives believed him. The desperation of the Tories in 2005 produced an election without precedent. The findings of a focus group drove a hitherto obscure politician to the leadership of a major political party. Not a focus group hired by party managers anxious to uphold the best interests of their cause, but by a broadcaster as interested in entertainment as reputable market research.

By the standards of the old-fashioned journalists who looked down their noses at Frost, Luntz was an astonishing pollster for Newsnight to commission. He had spent much of the previous decade helping the Republicans find smarmy ways to spin tax cuts for the rich and dismiss global warming as scaremongering.

Samantha Bee, of American TV's Daily Show, persuaded him to parade his devious talents on camera when she gave him controversial phrases to translate.

Bee: 'Drilling for oil.'

Luntz: 'I would say "responsible exploration for energy".'

Bee: 'Logging.'

Luntz: 'I would say "healthy forests".'

Bee: 'Manipulation.'

Luntz: 'Explanation and education.'

Add to that the reprimand Luntz received from the American Association for Public Opinion Research for his unsubstantiated claim that 60 per cent of Americans supported the Republicans' Contract with America and

you seem to be left with a mediocre propagandist the BBC would never allow near its programmes in normal circumstances.

SNIP

--=20

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Mon, 11 Dec 2006 15:59:42 -0600
Reply-To: Mario Callegaro <mca@UNLSERVE.UNL.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mario Callegaro <mca@UNLSERVE.UNL.EDU>
Subject: Call for papers on mobile phones usage in survey research,
ESRA conference June 2007
Comments: To: AAPORNET <AAPORNET@asu.edu>
MIME-version: 1.0
Content-type: text/plain; charset=ISO-8859-1; format=flowed
Content-transfer-encoding: 7bit

The second conference of the European Survey Research Association (ESRA) will be held June 25-29, 2007 in Prague, Czech Republic.

A large variety of topics will be discussed, among which are sampling, nonresponse, measurement of social science concepts, evaluation of survey quality, cross-cultural research, research designs, analysis of survey data, missing data, data collection, mode effects in surveys, etc.

For this conference we are organizing a session on mobile phone usage in survey research. The papers presented shall provide an overview of the experiences with mobile phone surveys in different countries. Particularly, implications of mobile phone surveys for various dimensions of the total survey error and data quality shall be discussed.

Please send abstracts of around 250 (max. 500) words to the session organizers by May 1, 2007.

Further Information on the Conference can be found on the conference homepage
<http://esra.sqp.nl/esra/conferences/2007/>

Please send abstracts to both session organizers

Mario Callegaro (University of Nebraska, Lincoln. USA):

mca@unlserve.unl.edu

Marek Fuchs (University of Kassel, Germany): marek.fuchs@uni-kassel.de

apologies for cross posting

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

=====
Date: Tue, 12 Dec 2006 11:28:49 +0000
Reply-To: Iain.NOBLE@DFES.GSI.GOV.UK
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Iain Noble <Iain.NOBLE@DFES.GSI.GOV.UK>
Subject: Re: Frank Luntz in England
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

I'm=20afraid=20the=20last=20bit=20about=20who=20the=20BBC=20would=20hire=20=20is=20long=20out=20of=20date.

Iain=20Noble=20

>-----Original=20Message-----

>From:=20AAPORNET=20[mailto:AAPORNET@asu.edu]=20On=20Behalf=20Of=20Leo=20S=20imonetta

>Sent:=202011=20December=202006=2021:54

>To:=20AAPORNET@asu.edu

>Subject:=20Frank=20Luntz=20in=20England

>
>How=20a=20celebrity=20pollster=20created=20Cameron

>
>
>
>Add=20to=20that=20the=20reprimand=20Luntz=20received=20from=20the=20Ameri=20can=20Association

>for=20Public=20Opinion=20Research=20for=20his=20unsubstantiated=20claim=20=20that=2060=20per

>cent=20of=20Americans=20supported=20the=20Republicans'=20Contract=20with=20=20America=20and

>you=20seem=20to=20be=20left=20with=20a=20mediocre=20propagandist=20the=20=20BBC=20would=20never

>allow=20near=20its=20programmes=20in=20normal=20circumstances.

>
>SNIP

>
>
>
>--

>Leo=20G.=20Simonetta
>Director=20of=20Research
>Art=20&=20Science=20Group,=20LLC
>6115=20Falls=20Road,=20Suite=20101
>Baltimore=20MD=20=2021209

>

>-----

>Archives:=20http://lists.asu.edu/archives/aapornet.html=20.
>Unsubscribe?=20Send=20email=20to=20listserv@asu.edu=20with=20this=20text:=

>signoff=20aapornet
>Please=20ask=20authors=20before=20quoting=20outside=20AAPORNET.

>

>PLEASE=20NOTE:=20THE=20ABOVE=20MESSAGE=20WAS=20RECEIVED=20FROM=20THE=20IN=20TERNET.

>On=20entering=20the=20GSI,=20this=20email=20was=20scanned=20for=20viruses=20by=20the

Government=20Secure=20Intranet

>(GSI)=20virus=20scanning=20service=20supplied=20exclusively=20by=20Cable=20=&=20Wireless

in=20partnership=20with

>MessageLabs.

>In=20case=20of=20problems,=20please=20call=20your=20organisational=20IT=20=20Helpdesk.

>The=20MessageLabs=20Anti=20Virus=20Service=20is=20the=20first=20managed=20=20service=20to

achieve=20the=20CSIA

>Claims=20Tested=20Mark=20(CCTM=20Certificate=20Number=202006/04/0007),=20=20the=20UK

Government=20quality

>mark=20initiative=20for=20information=20security=20products=20and=20services.=20=20For

more=20information=20about

>this=20please=20visit=20www.cctmark.gov.uk

The=20original=20of=20this=20email=20was=20scanned=20for=20viruses=20by=20=20Government=20Secure=20Intranet=20(GSI)=20=20virus=20scanning=20service=20s=20applied=20exclusively=20by=20Cable=20&=20Wireless=20in=20partnership=20wit=20h=20MessageLabs.

On=20leaving=20the=20GSI=20this=20email=20was=20certified=20virus=20free.

The=20MessageLabs=20Anti=20Virus=20Service=20is=20the=20first=20managed=20=20service=20to=20achieve=20the=20CSIA=20Claims=20Tested=20Mark=20(CCTM=20Cer=20tificate=20Number=202006/04/0007),=20the=20UK=20Government=20quality=20mar=20k=20initiative=20for=20information=20security=20products=20and=20services.=

=20=20For=20more=20information=20about=20this=20please=20visit=20www.cctma=20rk.gov.uk

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Please ask authors before quoting outside AAPORNET.

Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Tue, 12 Dec 2006 15:15:34 -0600

Reply-To: Smith-Tom <smitht@NORC.UCHICAGO.EDU>

Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Smith-Tom <smitht@NORC.UCHICAGO.EDU>
Subject: Conference Call
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

=20

CALL FOR INVITED PAPERS=20

International Conference on Survey Methods in Multinational,=20

Multiregional and Multicultural Contexts (3MC)

June 25 - 29, 2008

Berlin, Germany=20

As part of an ongoing effort to promote quality in multipopulation surveys and to raise the level of methodological expertise in various applied fields of comparative survey research, an International Conference on Survey Methods in Multinational, Multiregional and Multicultural Contexts will be held June 25 - 29, 2008 in Berlin, Germany.=20

=20

This conference will bring together researchers and survey practitioners concerned with survey methodology and practice in comparative contexts. It will provide a unique opportunity to discuss and present research that contributes to our understanding of survey needs and methods in cross-cultural and cross-national contexts. Conference contributions will help document current best practices and stimulate new ideas for further research and development.

We invite all interested researchers and practitioners to submit abstracts to be considered for Invited Papers. An accompanying edited volume presenting state-of-the-art research and practice will be published with John Wiley & Sons. The expectation is that Invited Papers become chapters in the edited volume.=20

Abstracts should be between 700- 1000 words. The deadline for submitting abstracts is Friday, 2 March, 2007. They can be submitted at the CSDI * website (<http://www.csdi-workshop.org> <<http://www.csdi-workshop.org/>>); there you will find a link to the 2008 3MC conference under EVENTS.

If you have questions related to submitting an abstract, please contact Janet Harkness at the University of Nebraska-Lincoln, jharkness2@unl.edu and copy to eu-centre@zuma-mannheim.de.=20

Unless advised otherwise, we will pass on abstracts which cannot be accepted as Invited Papers to have them considered as Contributed Papers

at the conference. The first individual call for Contributed Papers at the conference will follow in late spring, 2007.

*CSDI is the acronym for the International Workshop for Comparative Survey Design and Implementation, which heads the initiative for this conference. CSDI meets every year for an annual workshop. More information is available on the CSDI website (see above).

PRELIMINARY OUTLINE OF CONFERENCE SESSIONS=20

The following is a list of possible topics under large headings planned for the conference sessions and the monograph. These may be expanded and re-organized, depending on submissions. Some overlap of sub-themes at this preliminary stage is intentional. Those submitting abstracts are not required to indicate where they think their abstract might "fit".=20

Theory and Methodology for Comparative Studies

- * Theories of comparability=20
- * Evidence-based approaches to comparability=20

Models of Study Designs, Organizations, and Goals

- * social surveys: values, opinions, behaviors=20
- * establishment surveys=20
- * cohort studies and panels=20
- * labor force surveys=20
- * short term economic indicators=20
- * marketing surveys=20
- * social indicators=20
- * aggregation of regional data=20
- * human capital and competencies=20
- * health surveys=20
- * cognition, education and personality instruments=20
- * international web studies=20
- * mandatory surveys=20

Multilingual, Multicultural Issues

- * global measurement and local cultures=20
- * institutions, gatekeepers, respondents=20
- * communication across and between cultures=20
- * language and measurement=20
- * instrument comparability=20
- * written and oral forms of instrument translation=20
- * developing and testing multilingual instruments=20
- * forms of instrument adaptation=20
- * monitoring translation quality=20
- * official version approval=20

Instrument Design

- * instrument design models=20
- * instrument development and pretesting strategies=20

- * accommodating language and culture in questionnaire design=20
 - * question content and format,=20
 - * question meaning and context=20
 - * response processes; response, disclosure and culture=20
 - * data collection modes and design=20
 - * visualization, navigation and presentation=20

Study Implementation, Quality and Improvement

- * quality assurance and quality control=20
- * survey operations and error structures (process data)=20
- * infrastructures and management issues=20
- * external and internal design tensions=20
- * standardization and local realizations (what can vary and what cannot)=20
- * input and output harmonization procedures=20
- * assessing survey measurement capability=20
- * sampling=20
- * expertise and standards=20
- * applications of ISO standard on market opinion and social research=20
- * resources and funding (studies, monitoring, and methods)=20
- * data capture and data processing=20
 - * coding=20
 - * estimation and weighting=20
 - * editing and imputation=20

Knowledge Management and Dissemination

- * knowledge management in surveys=20
- * documentation as design and process quality tool=20
- * classifications=20
- * survey process data=20
- * metadata, paradata, context data=20
- * archives and databases=20
 - * dissemination=20
 - * public use data files=20

Analysis and Validation

- * measurement strategies=20
- * measurement difficulties=20
- * measurement models=20
- * units of analysis=20
- * bias and error=20
- * house effects (countries and houses)=20
- * response conversion=20
- * secondary analysis and analysts=20
- * meta-analysis=20

Data Collection in Complex Comparative Contexts

- * organizing and building fielding structures=20
- * ethics=20
- * recruiting, assigning, and training interviewers=20
- * sample management=20
- * collecting data=20

- * nomadic populations=20
- * rural populations=20
- * undocumented populations and accommodations=20
- * conflict-torn and fragile states=20
- * ethnic minority populations=20
- * populations on reservations, in refugee camps, etc.=20

Data Collection Programs and Surveys and Data Access in Developing Countries

- * data access=20
- * capacity-building=20
- * educational indicators=20
- * health indicators=20
- * economic indicators=20
- * social indicators=20
- * epidemiological studies=20
- * governance indicators=20
- * political indicators=20
- * attitudinal indicators=20
- * price comparison indicators=20
- * using informational databases=20

CONFERENCE ORGANIZING COMMITTEE=20

=20

Siobhan Carey
Lars Lyberg

Department for International Development
Sweden

Statistics

London, UK
Stockholm, Sweden

Brad Edwards
Peter Ph Mohler

Westat, Inc.
ZUMA

Rockville, USA
Mannheim, Germany

Janet Harkness (Chair)
Beth-Ellen Pennell

University of Nebraska-Lincoln, Lincoln, USA
Michigan

and ZUMA, Mannheim, Germany
USA

Timothy Johnson
Tom W. Smith

Survey Research Laboratory, University of
Opinion Research Center at

Illinois at Chicago
the University of Chicago

Chicago, USA
Chicago, USA

Denise Lievesley
Fons van de Vijver

Health and Social Care Information Centre
University

UK Department of Health
Tilburg, Netherlands

Leeds, UK

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Tue, 12 Dec 2006 18:29:38 -0500
Reply-To: JAnnSelzer@AOL.COM
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "J. Ann Selzer" <JAnnSelzer@AOL.COM>
Subject: Honesty
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="US-ASCII"
Content-transfer-encoding: 7bit

University of

Ann Arbor,

National

Tilburg

A radio producer asked me who I might know who could speak about how accurate polls are when testing female and black candidates for president. I thought I'd ask the list. JAS

J. Ann Selzer, Ph.D.
Selzer & Company
520 42nd Street
Des Moines, Iowa 50312
515.271.5700

Use this e-mail address for purposes of this list; for other business, use
JASelzer@SelzerCo.com

Visit our website at: www.SelzerCo.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Tue, 12 Dec 2006 19:53:45 -0500
Reply-To: Joel Bloom <joeldbloom@GMAIL.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Joel Bloom <joeldbloom@GMAIL.COM>
Subject: Pollster.com Nominated for Weblog Award
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=ISO-8859-1; format=flowed
Content-transfer-encoding: 7bit
Content-disposition: inline

OK, it's an odd category (Best of the Top 1751 - 2500 Blogs) but our colleagues Mark Blumenthal and Charles Franklin have been nominated for The Weblog Awards. Not that I would ever dream of suggesting for whom you should vote, but I can guarantee you haven't heard of anyone else in the category ;)

It's listed as "Pollster":

http://2006.weblogawards.org/2006/12/best_of_the_top_1751_2500_blogs.php

Voting closes Friday at midnight.

--
Joel David Bloom, Ph.D.
The University at Albany, SUNY

Research Assistant Professor, Dept. of Political Science
Associate Director, Office of Institutional Research
Phone: (518) 437-4791

Cell: 541-579-6610
E-mail: jbloom@albany.edu
Web: <http://www.albany.edu/ir/>

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Wed, 13 Dec 2006 08:58:50 -0500
Reply-To: "Langer, Gary E" <Gary.E.Langer@ABC.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Langer, Gary E" <Gary.E.Langer@ABC.COM>
Subject: Peyton Craighill
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

Peyton M. Craighill, former project director at the Pew Research Center in Washington, has joined ABC News as assistant director of polling.=20

Peyton managed and analyzed survey research projects on political trends, social values and international public opinion in his more than five years at Pew. He holds a master's degree in public policy with a concentration in survey research methodology from Rutgers University, where he studied under former AAPOR President Cliff Zukin. An AAPOR member since 2000, he's served as co-chair of the Heritage Committee and as program chair of DC-AAPOR. He replaces Jon Cohen, past president of PAPOR, who's moved on from ABC News to direct polling at the Washington Post.

Peyton can be reached at peyton.m.craighill@abc.com, (212) 456-2622.
Please join me in welcoming him to ABC News.

Gary Langer
Director of Polling, ABC News
President, NYAAPOR

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Wed, 13 Dec 2006 11:07:30 -0500
Reply-To: Auden Thomas <adt121@PSU.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Auden Thomas <adt121@PSU.EDU>
Subject: Position Opening - Penn State Harrisburg
Comments: To: "AAPORNET@ASU. EDU" <AAPORNET@asu.edu>

MIME-version: 1.0

Content-type: text/plain; charset="us-ascii"

Content-transfer-encoding: 7bit

Penn State Harrisburg is accepting applications for a Field Operations Coordinator with the Center for Survey Research at the Harrisburg Campus.

Position will coordinate interviewer staff and technology to ensure high quality, on-time data collection at the Center for Survey Research (CSR). Recruit, select, train, and supervise part-time interviewers at CSR's 20-seat telephone call center and statewide in face-to-face data collection efforts. Design and conduct formal and informal training courses. Train part-time shift supervisors. Generate project statistics and productivity reports. Recommend design, material, and equipment changes to improve work efficiency. Participate in Center for Survey Research staff meetings and assist with various other survey research duties as assigned.

Candidates should have excellent communication, interpersonal, and organizational skills and able to work both independently and as a team member. Familiarity with Microsoft Office Suite, Voxco Interviewer CATI and CAPI software desired. Experience in survey research, training, and supervisory responsibilities are also desirable. Some travel and extensive evening (3 weekday evenings until 9 p.m.) and weekend hours (one weekend day) are required. More information about the Center for Survey Research is available online at <http://csr.hbg.psu.edu/>. Requirements include a Master's degree or equivalent knowledge with 3 months to 1 year of experience. NOTE: THIS IS A FIXED-TERM APPOINTMENT FUNDED THROUGH JUNE 30, 2007 WITH A POSSIBILITY OF REFUNDING.

To apply, send a cover letter, resume and references (in duplicate) to: Mrs. Hundertmark, Penn State Harrisburg, 777 W. Harrisburg Pike, Box A -24038, Middletown, PA 17057-4898. Applications must be received no later than January 11, 2007. Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

Auden D. Thomas, Ph.D.
Director, Center for Survey Research
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898
Office: 717-948-6435
Fax: 717-948-6306
E-mail: adt121@psu.edu
<<http://csr.hbg.psu.edu/>> <http://csr.hbg.psu.edu/>

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail

On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Wed, 13 Dec 2006 14:24:12 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Re: Honesty
Comments: To: AAPORNET@asu.edu
In-Reply-To: <c23.c067254.32b09562@aol.com>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

I don't do political polls anymore (thank heavens) but it seems to me this question, as asked, is unanswerable.

Since there has never been a major party presidential candidate who was female or black this cannot be answered directly. I guess you could look at the accuracy of polls before primaries involving minority candidates but the people who vote in those are not like those who vote in a general election. The best bet might be to look at executive positions at the state level and senate races where there would be abundant albeit tangential evidence.

--=20
Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209
=20

> -----Original Message-----
> From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of J. Ann Selzer
> Sent: Tuesday, December 12, 2006 6:30 PM
> To: AAPORNET@asu.edu
> Subject: Honesty
>=20
> =20
> =20
> =20
> A radio producer asked me who I might know who could speak=20
> about how accurate polls are when testing female and black=20
> candidates for president. I thought I'd ask the list. JAS
>=20
>=20
>=20
> =20
> J. Ann Selzer, Ph.D.
> Selzer & Company
> 520 42nd Street
> Des Moines, Iowa 50312

> 515.271.5700
>=20
> Use this e-mail address for purposes of this list; for other=20
> business, use JASelzer@SelzerCo.com
>=20
> Visit our website at: www.SelzerCo.com
>=20
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to:=20
> aapornet-request@asu.edu
>=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Wed, 13 Dec 2006 14:29:59 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Re: Honesty
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Whoops - make that major party presidential nominee rather than candidate.

--=20
Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209
=20

> -----Original Message-----
> From: Leo Simonetta=20
> Sent: Wednesday, December 13, 2006 2:24 PM
> To: AAPORNET@asu.edu
> Subject: RE: Honesty
>=20
> I don't do political polls anymore (thank heavens) but it=20
> seems to me this question, as asked, is unanswerable.
>=20
> Since there has never been a major party presidential=20
> candidate who was female or black this cannot be answered=20

> directly. I guess you could look at the accuracy of polls=20
> before primaries involving minority candidates but the people=20
> who vote in those are not like those who vote in a general=20
> election. The best bet might be to look at executive=20
> positions at the state level and senate races where there=20
> would be abundant albeit tangential evidence.
>=20

> --
> Leo G. Simonetta
> Director of Research
> Art & Science Group, LLC
> 6115 Falls Road, Suite 101
> Baltimore MD 21209
>=20
>=20

>> -----Original Message-----

>> From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of J. Ann Selzer
>> Sent: Tuesday, December 12, 2006 6:30 PM
>> To: AAPORNET@asu.edu
>> Subject: Honesty

>>=20
>>=20
>>=20
>>=20

>> A radio producer asked me who I might know who could speak=20
>> about how accurate polls are when testing female and black=20
>> candidates for president. I thought I'd ask the list. JAS
>>=20
>>=20
>>=20
>>=20

>> J. Ann Selzer, Ph.D.
>> Selzer & Company
>> 520 42nd Street
>> Des Moines, Iowa 50312
>> 515.271.5700
>>=20

>> Use this e-mail address for purposes of this list; for other=20
>> business, use JASelzer@SelzerCo.com
>>=20
>> Visit our website at: www.SelzerCo.com
>>=20

>> -----
>> Archives: <http://lists.asu.edu/archives/aapornet.html> .
>> Please ask authors before quoting outside AAPORNET.
>> Unsubscribe?-don't reply to this message, write to:=20
>> aapornet-request@asu.edu
>>=20
>=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail

On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Wed, 13 Dec 2006 15:12:23 -0500
Reply-To: Ward Kay <wkay@ADIRONDACK-INC.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Ward Kay <wkay@ADIRONDACK-INC.COM>
Organization: Adirondack Communications
Subject: Public Opinion and Public Policy
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7bit

This year's AAPOR theme is ideal for me and I'm looking forward to seeing what is presented. I am currently getting my Ph.D. in Public Policy. As a longtime AAPOR member, my goal is to link Public Opinion to public policy. A large field of public opinion research is geared toward electoral politics and another large field of public opinion research is mass communications. But linking public opinion to policy is a much smaller field (I've found a nice book by Michael Chard about public opinion and the Clinton health care plan and about a dozen articles). I know a lot work is done on a contract base with policy work - because I've done a lot of it, it just may not end up in the literature (but perhaps presented at conferences?)

So, I'll ask the AAPORnet crowd -- got any good references linking public opinion research with policy (outside of electoral politics)? Reports with direct policy implications would be good. At the sub-national level is fine. You can e-mail directly and spare the membership the details.

Thanks,

Ward Kay

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Wed, 13 Dec 2006 15:53:23 -0500
Reply-To: martin plissner <plissner@VERIZON.NET>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: martin plissner <plissner@VERIZON.NET>

Comments: To: aapornet@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7bit

For what it's worth, on November 5, 1996, CBS and CNN exercised their option to order a special question on the Voter News Service exit poll by having voters in the survey asked who they would have chosen if the candidates on the ballot had been Colin Powell as the Republican, Bill Clinton as the Democrat and Ross Perot as the Reform party candidate. The result:

Powell: 48%

Clinton: 36%

Perot: 8%

Martin Plissner

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Wed, 13 Dec 2006 16:01:53 -0500
Reply-To: martin plissner <plissner@VERIZON.NET>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: martin plissner <plissner@VERIZON.NET>
Subject: FW:
Comments: To: aapornet@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: quoted-printable

=20

=20

-----Original Message-----

From: martin plissner [<mailto:plissner@verizon.net>]=20
Sent: Wednesday, December 13, 2006 3:53 PM
To: 'aapornet@asu.edu'
Subject:=20

=20

For what it's worth, on November 5, 1996, CBS and CNN exercised their =
option
to order a special question on the Voter News Service exit poll by =
having
voters in the survey asked who they would have chosen if the candidates =
on
the ballot had been Colin Powell as the Republican, Bill Clinton as the
Democrat and Ross Perot as the Reform party candidate. The result:

=20

Powell: 48%

Clinton: 36%

Perot: 8%

=20

Martin Plissner

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Thu, 14 Dec 2006 10:47:22 +0200
Reply-To: elihu katz <mskatz@MSCC.HUJI.AC.IL>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: elihu katz <mskatz@MSCC.HUJI.AC.IL>
Subject: Re: Public Opinion and Public Policy
Comments: To: Ward Kay <wkay@ADIRONDACK-INC.COM>, AAPORNET@asu.edu
In-Reply-To: <[002801c71ef3\\$008438e0\\$6701a8c0@Ward](mailto:002801c71ef3$008438e0$6701a8c0@Ward)>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Also Segal, Levy, Said and Katz, Negotiating Jerusalem; also Liebman =
and
Katz, eds., The Jewishness of Israelis, both SUNY Press. Good luck =
elihu
katz

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Ward Kay
Sent: Wednesday, December 13, 2006 10:12 PM
To: AAPORNET@asu.edu
Subject: Public Opinion and Public Policy

This year's AAPOR theme is ideal for me and I'm looking forward to =
seeing
what is presented. I am currently getting my Ph.D. in Public Policy. As =
a
longtime AAPOR member, my goal is to link Public Opinion to public =
policy. A
large field of public opinion research is geared toward electoral =
politics
and another large field of public opinion research is mass =
communications.
But linking public opinion to policy is a much smaller field (I've found =
a
nice book by Michael Chard about public opinion and the Clinton health =
care
plan and about a dozen articles). I know a lot work is done on a =
contract
base with policy work - because I've done a lot of it, it just may not =
end
up in the literature (but perhaps presented at conferences?)

=20

So, I'll ask the AAPORnet crowd -- got any good references linking =
public
opinion research with policy (outside of electoral politics)? Reports =
with
direct policy implications would be good. At the sub-national level is =
fine.
You can e-mail directly and spare the membership the details.

=20

Thanks,

Ward Kay

=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text: set =
aapornet
nomail On your return send this: set aapornet mail Please ask authors =
before
quoting outside AAPORNET. Problems?-don't reply to this message, write =
to:
aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Thu, 14 Dec 2006 10:47:22 +0200
Reply-To: elihu katz <mskatz@MSCC.HUJI.AC.IL>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: elihu katz <mskatz@MSCC.HUJI.AC.IL>
Subject: Re: Public Opinion and Public Policy
Comments: To: Ward Kay <wkay@ADIRONDACK-INC.COM>, AAPORNET@asu.edu
In-Reply-To: <002801c71ef3\$008438e0\$6701a8c0@Ward>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Try Sarah? IGO's new book on polling from an historian's point of view. Haven't yet seen it myself, but might be good. Her earlier work was on Kinsey methodology and policy. Elihu katz

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Ward Kay
Sent: Wednesday, December 13, 2006 10:12 PM
To: AAPORNET@asu.edu
Subject: Public Opinion and Public Policy

This year's AAPOR theme is ideal for me and I'm looking forward to =
seeing
what is presented. I am currently getting my Ph.D. in Public Policy. As =
a
longtime AAPOR member, my goal is to link Public Opinion to public =
policy. A
large field of public opinion research is geared toward electoral =
politics
and another large field of public opinion research is mass =
communications.
But linking public opinion to policy is a much smaller field (I've found =
a
nice book by Michael Chard about public opinion and the Clinton health =
care
plan and about a dozen articles). I know a lot work is done on a =
contract
base with policy work - because I've done a lot of it, it just may not =
end
up in the literature (but perhaps presented at conferences?)

=20

So, I'll ask the AAPORnet crowd -- got any good references linking =
public
opinion research with policy (outside of electoral politics)? Reports =
with
direct policy implications would be good. At the sub-national level is =
fine.
You can e-mail directly and spare the membership the details.

=20

Thanks,

Ward Kay

=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text: set =
aapornet
nomail On your return send this: set aapornet mail Please ask authors =
before
quoting outside AAPORNET. Problems?-don't reply to this message, write =
to:
aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Thu, 14 Dec 2006 10:47:22 +0200
Reply-To: elihu katz <mskatz@MSCC.HUJI.AC.IL>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: elihu katz <mskatz@MSCC.HUJI.AC.IL>
Subject: Re: Public Opinion and Public Policy
Comments: To: Ward Kay <wkay@ADIRONDACK-INC.COM>, AAPORNET@asu.edu
In-Reply-To: <[002801c71ef3\\$008438e0\\$6701a8c0@Ward](mailto:002801c71ef3$008438e0$6701a8c0@Ward)>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Also Shamir and Shamir on survey research and Israeli policy toward =
occupied
territories, elihu

-----Original Message-----

From: AAPORNET [<mailto:AAPORNET@asu.edu>] On Behalf Of Ward Kay
Sent: Wednesday, December 13, 2006 10:12 PM
To: AAPORNET@asu.edu
Subject: Public Opinion and Public Policy

This year's AAPOR theme is ideal for me and I'm looking forward to =
seeing
what is presented. I am currently getting my Ph.D. in Public Policy. As =
a
longtime AAPOR member, my goal is to link Public Opinion to public =
policy. A
large field of public opinion research is geared toward electoral =

politics
and another large field of public opinion research is mass =
communications.
But linking public opinion to policy is a much smaller field (I've found =
a
nice book by Michael Chard about public opinion and the Clinton health =
care
plan and about a dozen articles). I know a lot work is done on a =
contract
base with policy work - because I've done a lot of it, it just may not =
end
up in the literature (but perhaps presented at conferences?)

=20

So, I'll ask the AAPORnet crowd -- got any good references linking =
public
opinion research with policy (outside of electoral politics)? Reports =
with
direct policy implications would be good. At the sub-national level is =
fine.
You can e-mail directly and spare the membership the details.

=20

Thanks,

Ward Kay

=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text: set =
aapornet
nomail On your return send this: set aapornet mail Please ask authors =
before
quoting outside AAPORNET. Problems?-don't reply to this message, write =
to:
aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Thu, 14 Dec 2006 09:56:37 -0500
Reply-To: Steven Kull <skull@PIPA.ORG>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Steven Kull <skull@PIPA.ORG>
Subject: Re: Public Opinion and Public Policy
Comments: To: elihu katz <mksatz@MSCC.HUJI.AC.IL>, AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain; format=flowed; charset=iso-8859-1; reply-type=original

Content-transfer-encoding: 7bit

For in-depth information on public opinion on international policy issues, in countries around the world as well as the US, see WorldPublicOpinion.org.

----- Original Message -----

From: "elihi katz" <mkskatz@MSCC.HUJI.AC.IL>

To: <AAPORNET@asu.edu>

Sent: Thursday, December 14, 2006 3:47 AM

Subject: Re: Public Opinion and Public Policy

> Also Segal, Levy, Said and Katz, Negotiating Jerusalem; also Liebman and
> Katz, eds., The Jewishness of Israelis, both SUNY Press. Good luck elihu
> katz

>

> -----Original Message-----

> From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Ward Kay

> Sent: Wednesday, December 13, 2006 10:12 PM

> To: AAPORNET@asu.edu

> Subject: Public Opinion and Public Policy

>

>

> This year's AAPOR theme is ideal for me and I'm looking forward to seeing
> what is presented. I am currently getting my Ph.D. in Public Policy. As a
> longtime AAPOR member, my goal is to link Public Opinion to public policy.

> A

> large field of public opinion research is geared toward electoral politics
> and another large field of public opinion research is mass communications.

> But linking public opinion to policy is a much smaller field (I've found a

> nice book by Michael Chard about public opinion and the Clinton health
> care

> plan and about a dozen articles). I know a lot work is done on a contract

> base with policy work - because I've done a lot of it, it just may not end

> up in the literature (but perhaps presented at conferences?)

>

>

>

> So, I'll ask the AAPORnet crowd -- got any good references linking public
> opinion research with policy (outside of electoral politics)? Reports

> with

> direct policy implications would be good. At the sub-national level is

> fine.

> You can e-mail directly and spare the membership the details.

>

>

>

> Thanks,

>

> Ward Kay

>

>

>

>

>

>
>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html>
> Vacation hold? Send email to listserv@asu.edu with this text: set aapornet
> nomail On your return send this: set aapornet mail Please ask authors
> before
> quoting outside AAPORNET. Problems?-don't reply to this message, write to:
> aapornet-request@asu.edu

>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Unsubscribe? Send email to listserv@asu.edu with this text:
> signoff aapornet
> Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Thu, 14 Dec 2006 10:39:28 -0500
Reply-To: Philip Meyer <pmeyer@EMAIL.UNC.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Philip Meyer <pmeyer@EMAIL.UNC.EDU>
Subject: Re: Public Opinion and Public Policy
Comments: To: Steven Kull <skull@PIPA.ORG>
Comments: cc: AAPORNET@asu.edu
In-Reply-To: <[0a0401c71f90\\$112e30e0\\$6d01a8c0@steve](mailto:0a0401c71f90$112e30e0$6d01a8c0@steve)>
MIME-version: 1.0
Content-type: TEXT/PLAIN; charset=US-ASCII; format=flowed

Ole Holsti's "Public Opinion and American Foreign Policy" was revised in 2004.

Another Chapel Hill author, Jim Stimson, published "Tides of Consent: How Public Opinion Shapes American Politics" that same year.

Philip Meyer, Knight Chair in Journalism
University of North Carolina at Chapel Hill
Voice: 919 962-4085 Fax: 919 962-1549
Cell: 919 906-3425 URL: www.unc.edu/~pmeyer

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

Date: Thu, 14 Dec 2006 10:20:54 -0500

Reply-To: Colleen Porter <CPORTER@DENTAL.UFL.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Colleen Porter <CPORTER@DENTAL.UFL.EDU>
Subject: Re: Public Opinion and Public Policy
Comments: To: Ward Kay <wkay@ADIRONDACK-INC.COM>, AAPORNET@asu.edu
In-Reply-To: <002801c71ef3\$008438e0\$6701a8c0@Ward>
MIME-version: 1.0
Content-type: text/plain; charset=US-ASCII
Content-transfer-encoding: 7bit
Content-disposition: inline

>>> Ward Kay <wkay@ADIRONDACK-INC.COM> 12/13/06 3:12 PM >>>
> So, I'll ask the AAPORnet crowd -- got any good references linking
public
> opinion research with policy (outside of electoral politics)?

In the health care arena, I really appreciated, "Informing American
Health Care Policy: The Dynamics of Medical Expenditure and Insurance
Surveys, 1977-1996," by Renate Wilson and Ross Arnett.

Some of the chapters are pretty methodolical, but overall it makes the
case for linking research to policy development--and vice versa.

Colleen

Colleen K. Porter, M.A.
Research Program Manager (Pain Lab)
University of Florida College of Dentistry
Community Dentistry and Behavioral Science
US Mail: PO Box 103628
FedEx: 1329 SW 16th St. (1329 Bldg.), Ste. 5180
Gainesville, Florida 32610-3628
(352) 273-5979, phone
(352) 273-5985, fax
cporter@dental.ufl.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====

Date: Thu, 14 Dec 2006 10:58:09 -0500
Reply-To: Colleen Porter <CPORTER@DENTAL.UFL.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Colleen Porter <CPORTER@DENTAL.UFL.EDU>
Subject: telephone surveys of specifically named persons
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=US-ASCII
Content-transfer-encoding: 7bit
Content-disposition: inline

I am interested in hearing how others handle response rate calculations for telephone surveys of specifically named persons. We mostly use the final disposition codes for RDD studies as outlined in Standard Definitions, but add codes for various kinds of ineligibility, and I wonder how others do it.

My preference (when there is space) is to report the broad categories of dispositions, and let users of the data calculate whichever rate they prefer. With listed studies in particular, the number of "named persons" who turn out to be ineligible is of interest, yet it may not be stated anywhere if only a rate is provided.

If you reply directly, I'll do a summary for the list.

Colleen

(Of course this is not as pressing as my other dilemma: For Christmas we send Florida Gator clothes to our grandchildren, to remind them of their heritage and get them accustomed to wearing orange and blue. But one child's mother happens to be a grad student at The Ohio State University. I'm thinking that maybe this year we should send something more neutral?)

Colleen K. Porter, M.A.
Research Program Manager (Pain Lab)
University of Florida College of Dentistry
Community Dentistry and Behavioral Science
US Mail: PO Box 103628
FedEx: 1329 SW 16th St. (1329 Bldg.), Ste. 5180
Gainesville, Florida 32610-3628
(352) 273-5979, phone
(352) 273-5985, fax
cporter@dental.ufl.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Thu, 14 Dec 2006 11:49:32 -0500
Reply-To: Francois Petry <Francois.Petry@POL.ULAVAL.CA>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Francois Petry <Francois.Petry@POL.ULAVAL.CA>
Subject: Public Opinion and Public Policy
Comments: To: Ward Kay <wkay@ADIRONDACK-INC.COM>, AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=iso-8859-1; format=flowed
Content-transfer-encoding: 8BIT

Two recent books on public opinion and policy in Canada are:

Page, Christopher. The Roles of Public Opinion Research in Canadian Government. University of Toronto Press, 2006.

Ponting, J. Rick. The Nisga'a Treaty. Polling Dynamics and Political Communication in Comparative Context. Broadview Press, 2006.

Both rely heavily on interviews with pollsters and policy officials. The Ponting study is about polling and communication to "sell" a policy (a treaty with a native tribe in B.C.) to the public. It shares similarities with works about polling in the context of electoral politics. There is also a chapter about polling with respect to Indigenous issues in Australia.

The Page book is more about the use of public opinion research (POR) in policy making, and less about political communication, although the author argues that the main use of POR is government communication, at least in Canada. The argument is probably correct in the policy arenas that are examined in the book (constitutional renewal; gun control).

François

François Pétry, PhD francois.petry@pol.ulaval.ca
Centre d'analyse des politiques publiques
Département de science politique
Université Laval, Québec (Québec) G1k 7P4

téléphone 418 656-2131 (2875)
télécopieur 418 656 7861
<<http://www.capp.ulval.ca>>

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====

Date: Thu, 14 Dec 2006 14:55:29 -0700
Reply-To: TimothyJames Beebe <beebe.timothy@MAYO.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: TimothyJames Beebe <beebe.timothy@MAYO.EDU>
Subject: Mailed survey response rates

Hi,

I sent a message relating to the above to you all last year and received useful feedback but wondered if there may be more recent information lurking out there somewhere. Does anyone know of, or have, information pertaining to recent trends in mailed survey response rates? I'm mainly interested in health-related surveys but information about any type of mailed survey would suffice and something I can cite would be preferred.

In my mind, an ideal analysis in this realm would mirror that of Asch et al. (Asch DS, Jedrziewski MK, Christakis NA. Response rates to surveys published in medical journals. J Clin Epidemiol 1997; 50: 1129-1136.) who

found response rates of around 60% in surveys conducted in the late 1980s and early 1990s. Admittedly, this is not necessarily a trend analysis but more of a statement of current rates circa 1990 or so. I need something that more convincingly reflects contemporary trends.

Can anyone provide some evidence of what current mailed survey response rates are and/or how they may be turning downward or upward in recent years? Thanks in advance for consideration and response.

Regards,

Tim

Timothy J. Beebe, Ph.D.

Associate Professor of Health Services Research
Mayo Clinic College of Medicine

Director, Survey Research Center
Department of Health Sciences Research

Mayo Clinic
200 First Street SW
Rochester, MN 55905
Tel: (507) 538-4606
Fax: (507) 284-1180
E-mail: beebe.timothy@mayo.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Fri, 15 Dec 2006 10:10:43 -0500
Reply-To: Eric Plutzer <exp12@PSU.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Eric Plutzer <exp12@PSU.EDU>
Subject: Public Opinion and Public Policy (shameless self promotion)
Comments: To: AAPORNET <AAPORNET@asu.edu>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii; format=flowed

Hi Ward,

Michael Berkman and I published a book about 12 months ago that shows how local preferences for public school spending is reflected in the actual spending levels (controlling for the ability to pay), and under what conditions the voice of the people is most clearly reflected in policy outputs.

You can search for "Ten Thousand Democracies" at any major research library or retailers such as Abe or Amazon. You can read the first chapter at <http://press.georgetown.edu/detail.html?id=1589010760>

under the heading of "Sample Content".

There is additional interesting work being done at the local level by Percival, Johnson, and Neiman -- all at U Cal, Riverside.

Eric

Eric Plutzer
Department of Political Science
Penn State University
Voice: 814/865-6576
<http://polisci.la.psu.edu/faculty/plutzer/>

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Fri, 15 Dec 2006 12:13:50 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Expert Panel Proposes Far-Reaching Redesign of the American
Education System
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

=20
=20

December 15, 2006
Expert Panel Proposes Far-Reaching Redesign of the American Education
System=20

By DAVID M. HERSZENHORN

Warning that Americans face a grave risk of losing their prosperity and high quality of life to better educated workers overseas, a panel of education, labor and other public policy experts yesterday proposed a far-reaching redesign of the United States education system that would include having schools operated by independent contractors and giving states, rather than local districts, control over school financing.

The panel, the New Commission on the Skills of the American Workforce, included two former federal education secretaries, Rod Paige, a Republican, and Richard W. Riley, a Democrat; two former labor secretaries, William E. Brock, a Republican, and Ray Marshall, a Democrat; and an array of other luminaries, including former Gov. John Engler of Michigan, and the New York City schools chancellor, Joel I.

Klein.

The commission's report, released at a news conference in Washington, rethinks American schooling from top to bottom, going beyond the achievement goals of the federal education law known as No Child Left Behind, and farther than many initiatives being pursued by the Bush administration or by experimental state and local school authorities. Among other things, the report proposes starting school for most children at age 3, and requiring all students to pass board exams to graduate from high school, which for many would end after 10th grade. Students could then go to a community or technical college, or spend two years preparing for selective colleges and universities.

"We have run out the string on a whole series of initiatives that were viewed as hopeful," said Lewis H. Spence, commissioner of the Massachusetts Department of Social Services and a member of the panel. "This puts a whole new set of ideas on the table."

Mr. Spence, a former deputy schools chancellor in New York City, and other commission members acknowledged that enacting the proposals would be difficult, requiring legislation in all states and the cooperation of the federal government. Some, like one for merit pay for teachers, would require renegotiating teacher contracts nationwide and persuading local school boards to relinquish authority and take a new role enforcing performance contracts with schools.

"You can't implement something like this overnight," said Mr. Klein, who had been scheduled to appear at yesterday's news conference with Mayor Michael R. Bloomberg of New York, but whose flights were grounded by thick fog in Washington. Mr. Klein strongly applauded the commission's proposals, and pointed to many efforts in New York - including sharp increases in teacher pay, a new master-teacher career step; increased roles for private groups in running public schools and performance agreements signed by 331 principals in exchange for greater freedom from superintendents - as examples of how some of the commission's goals could begin to be accomplished. "We need to think big," he said.

The commission's work was quickly hailed by some as a potentially groundbreaking document. "This report has the potential to change the debate on education at the national level," said Jack Jennings, the president of the Center on Education Policy, who is a Democrat and prominent expert on the federal education law.=20

The national teachers' unions were apprehensive. Antonia Cortese, executive vice president of the American Federation of Teachers, said the proposals included "some seriously flawed ideas with faddish allure that won't produce better academic results." Reg Weaver, the president of the National Education Association, urged "caution in calling for drastic changes."

The commission was organized by the National Center on Education and the Economy, a nonprofit, nonpartisan group based in Washington, and partly financed by the Bill and Melinda Gates foundation. The center organized a similar commission that issued a similar report 16 years ago. Marc S.

Tucker, the group's president, said globalization had created new urgency. "There is this growing mismatch between the demands of the economy and what our schools are supplying," Mr. Tucker said.

In its report, the commission warned of dire consequences should the country not adopt a strikingly bold approach. "If we continue on our current course, and the number of nations outpacing us in the education race continues to grow at its current rate," it said, "the American standard of living will steadily fall relative to those nations, rich and poor, that are doing a better job."

"If the gap gets to a certain but unknowable point," the report said, "the world's investors will conclude that they can get a greater return on their funds elsewhere, and it will be almost impossible to reverse course."

Paul Romer, an economist at Stanford University, said that some of the fears about competition with India and China might be overblown but that the education system still needed improvement. He said the current effort was driven by improvements in technology, much as advances in the early 20th century led to universal high school.=20

"High productivity investments in education are one of the most universally supported and effective policies that governments have ever undertaken," Mr. Romer said. "The left and the right are both on board for high payoffs in education."=20

Home=20

World U.S. N.Y. / Region Business Technology Science Health Sports
Opinion Arts Style Travel Jobs Real Estate Automobiles Back to Top=20

Copyright 2006 The New York Times Company=20

Privacy Policy Search Corrections RSS First Look Help Contact Us Work
for Us Site Map=20

=20

--=20

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Please ask authors before quoting outside AAPORNET.

Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Fri, 15 Dec 2006 21:26:38 +0000

Reply-To: marcsapir@COMCAST.NET

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Marc Sapir <marcsapir@COMCAST.NET>

Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American

Education System

Comments: To: Leo Simonetta <Simonetta@ARTSCI.COM>, AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain

Content-transfer-encoding: 8bit

truly insane. Why don't we just stop calling ourselves a democracy and proclaim that local communities should have no say in any institutions.

----- Original message -----

From: Leo Simonetta <Simonetta@ARTSCI.COM>

>

>

>

>

> -----

> -----

>

> December 15, 2006

> Expert Panel Proposes Far-Reaching Redesign of the American Education

> System

> By DAVID M. HERSZENHORN

> Warning that Americans face a grave risk of losing their prosperity and

> high quality of life to better educated workers overseas, a panel of

> education, labor and other public policy experts yesterday proposed a

> far-reaching redesign of the United States education system that would

> include having schools operated by independent contractors and giving

> states, rather than local districts, control over school financing.

>

> The panel, the New Commission on the Skills of the American Workforce,

> included two former federal education secretaries, Rod Paige, a

> Republican, and Richard W. Riley, a Democrat; two former labor

> secretaries, William E. Brock, a Republican, and Ray Marshall, a

> Democrat; and an array of other luminaries, including former Gov. John

> Engler of Michigan, and the New York City schools chancellor, Joel I.

> Klein.

>

> The commission's report, released at a news conference in Washington,

> rethinks American schooling from top to bottom, going beyond the

> achievement goals of the federal education law known as No Child Left

> Behind, and farther than many initiatives being pursued by the Bush

> administration or by experimental state and local school authorities.

> Among other things, the report proposes starting school for most

> children at age 3, and requiring all students to pass board exams to

> graduate from high school, which for many would end after 10th grade.

> Students could then go to a community or technical college, or spend two

> years preparing for selective colleges and universities.

>

> "We have run out the string on a whole series of initiatives that were

> viewed as hopeful," said Lewis H. Spence, commissioner of the

> Massachusetts Department of Social Services and a member of the panel.

> "This puts a whole new set of ideas on the table."

>

> Mr. Spence, a former deputy schools chancellor in New York City, and

> other commission members acknowledged that enacting the proposals would
> be difficult, requiring legislation in all states and the cooperation of
> the federal government. Some, like one for merit pay for teachers, would
> require renegotiating teacher contracts nationwide and persuading local
> school boards to relinquish authority and take a new role enforcing
> performance contracts with schools.

>
> "You can't implement something like this overnight," said Mr. Klein, who
> had been scheduled to appear at yesterday's news conference with Mayor
> Michael R. Bloomberg of New York, but whose flights were grounded by
> thick fog in Washington. Mr. Klein strongly applauded the commission's
> proposals, and pointed to many efforts in New York - including sharp
> increases in teacher pay, a new master-teacher career step; increased
> roles for private groups in running public schools and performance
> agreements signed by 331 principals in exchange for greater freedom from
> superintendents - as examples of how some of the commission's goals
> could begin to be accomplished. "We need to think big," he said.

>
> The commission's work was quickly hailed by some as a potentially
> groundbreaking document. "This report has the potential to change the
> debate on education at the national level," said Jack Jennings, the
> president of the Center on Education Policy, who is a Democrat and
> prominent expert on the federal education law.

>
> The national teachers' unions were apprehensive. Antonia Cortese,
> executive vice president of the American Federation of Teachers, said
> the proposals included "some seriously flawed ideas with faddish allure
> that won't produce better academic results." Reg Weaver, the president
> of the National Education Association, urged "caution in calling for
> drastic changes."

>
> The commission was organized by the National Center on Education and the
> Economy, a nonprofit, nonpartisan group based in Washington, and partly
> financed by the Bill and Melinda Gates foundation. The center organized
> a similar commission that issued a similar report 16 years ago. Marc S.
> Tucker, the group's president, said globalization had created new
> urgency. "There is this growing mismatch between the demands of the
> economy and what our schools are supplying," Mr. Tucker said.

>
> In its report, the commission warned of dire consequences should the
> country not adopt a strikingly bold approach. "If we continue on our
> current course, and the number of nations outpacing us in the education
> race continues to grow at its current rate," it said, "the American
> standard of living will steadily fall relative to those nations, rich
> and poor, that are doing a better job."

>
> "If the gap gets to a certain but unknowable point," the report said,
> "the world's investors will conclude that they can get a greater return
> on their funds elsewhere, and it will be almost impossible to reverse
> course."

>
> Paul Romer, an economist at Stanford University, said that some of the
> fears about competition with India and China might be overblown but that
> the education system still needed improvement. He said the current

> effort was driven by improvements in technology, much as advances in the
> early 20th century led to universal high school.

>
> "High productivity investments in education are one of the most
> universally supported and effective policies that governments have ever
> undertaken," Mr. Romer said. "The left and the right are both on board
> for high payoffs in education."

>
>
>
> Home
> World U.S. N.Y. / Region Business Technology Science Health Sports
> Opinion Arts Style Travel Jobs Real Estate Automobiles Back to Top
> Copyright 2006 The New York Times Company
> Privacy Policy Search Corrections RSS First Look Help Contact Us Work
> for Us Site Map

>
>
> --
> Leo G. Simonetta
> Director of Research
> Art & Science Group, LLC
> 6115 Falls Road, Suite 101
> Baltimore MD 21209

>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Fri, 15 Dec 2006 20:09:21 -0500
Reply-To: Allen Barton <allenbarton@mindspring.com>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Allen Barton <allenbarton@MINDSPRING.COM>
Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American
Education System

Comments: To: marcsapir@COMCAST.NET, AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=UTF-8
Content-transfer-encoding: quoted-printable

Some things are decided democratically at the national level, like macroeco=
nomic policies (to the extent that the elected President and Congress can i=
nfluence what the Federal Reserve Board does); other things are decided loc=
ally but subject to state or national standards, like the administration of=
policing and justice; land use planning is mainly local. We need to find o=
ut what public opinion says about the LEVEL at which democracy should contr=
ol various aspects of education - entirely local, mainly state-wide, or nat=
ional. Should the Federal government equalize educational spending and qual=

ity, or should states do this at levels proportionate to their tax resource= s, or should "local democracy" be left to confront the problems of poor com= munities and disadvantaged populations? How can we equalize opportunity whi= le allowing experimentation and adaptation to local needs and values? It wo= uld be a real challenge to the opinion researchers to take a "expert report= " such as this and find out what the public says when confronted by these i= ssues. A case for "deliberative" opinion-making experiments?

-----Original Message-----

>From: Marc Sapir <marcsapir@COMCAST.NET>

>Sent: Dec 15, 2006 4:26 PM

>To: AAPORNET@asu.edu

>Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American E= ducation System

>

>truly insane. Why don't we just stop calling ourselves a democracy and pr= oclaim that local communities should have no say in any institutions.

>----- Original message -----=20

>From: Leo Simonetta <Simonetta@ARTSCI.COM>=20

>

>>=20

>>=20

>>=20

>>=20

>> -----=

=20

>> -----=20

>>=20

>> December 15, 2006=20

>> Expert Panel Proposes Far-Reaching Redesign of the American Education=20

>> System=20

>> By DAVID M. HERSZENHORN=20

>> Warning that Americans face a grave risk of losing their prosperity and=

=20

>> high quality of life to better educated workers overseas, a panel of=20

>> education, labor and other public policy experts yesterday proposed a=20

>> far-reaching redesign of the United States education system that would=

=20

>> include having schools operated by independent contractors and giving=20

>> states, rather than local districts, control over school financing.=20

>>=20

>> The panel, the New Commission on the Skills of the American Workforce,=

=20

>> included two former federal education secretaries, Rod Paige, a=20

>> Republican, and Richard W. Riley, a Democrat; two former labor=20

>> secretaries, William E. Brock, a Republican, and Ray Marshall, a=20

>> Democrat; and an array of other luminaries, including former Gov. John=

=20

>> Engler of Michigan, and the New York City schools chancellor, Joel I.=20

>> Klein.=20

>>=20

>> The commission's report, released at a news conference in Washington,=20

>> rethinks American schooling from top to bottom, going beyond the=20

>> achievement goals of the federal education law known as No Child Left=20

>> Behind, and farther than many initiatives being pursued by the Bush=20
>> administration or by experimental state and local school authorities.=20
>> Among other things, the report proposes starting school for most=20
>> children at age 3, and requiring all students to pass board exams to=20
>> graduate from high school, which for many would end after 10th grade.=20
>> Students could then go to a community or technical college, or spend two=
=20
>> years preparing for selective colleges and universities.=20
>>=20
>> "We have run out the string on a whole series of initiatives that were=
=20
>> viewed as hopeful," said Lewis H. Spence, commissioner of the=20
>> Massachusetts Department of Social Services and a member of the panel.=
=20
>> "This puts a whole new set of ideas on the table."=20
>>=20
>> Mr. Spence, a former deputy schools chancellor in New York City, and=20
>> other commission members acknowledged that enacting the proposals would=
=20
>> be difficult, requiring legislation in all states and the cooperation of=
=20
>> the federal government. Some, like one for merit pay for teachers, would=
=20
>> require renegotiating teacher contracts nationwide and persuading local=
=20
>> school boards to relinquish authority and take a new role enforcing=20
>> performance contracts with schools.=20
>>=20
>> "You can't implement something like this overnight," said Mr. Klein, who=
=20
>> had been scheduled to appear at yesterday's news conference with Mayor=
=20
>> Michael R. Bloomberg of New York, but whose flights were grounded by=20
>> thick fog in Washington. Mr. Klein strongly applauded the commission's=
=20
>> proposals, and pointed to many efforts in New York - including sharp=20
>> increases in teacher pay, a new master-teacher career step; increased=20
>> roles for private groups in running public schools and performance=20
>> agreements signed by 331 principals in exchange for greater freedom from=
=20
>> superintendents - as examples of how some of the commission's goals=20
>> could begin to be accomplished. "We need to think big," he said.=20
>>=20
>> The commission's work was quickly hailed by some as a potentially=20
>> groundbreaking document. "This report has the potential to change the=20
>> debate on education at the national level," said Jack Jennings, the=20
>> president of the Center on Education Policy, who is a Democrat and=20
>> prominent expert on the federal education law.=20
>>=20
>> The national teachers' unions were apprehensive. Antonia Cortese,=20
>> executive vice president of the American Federation of Teachers, said=20
>> the proposals included "some seriously flawed ideas with faddish allure=
=20
>> that won't produce better academic results." Reg Weaver, the president=

=20
>> of the National Education Association, urged "caution in calling for=20
>> drastic changes."=20
>>=20
>> The commission was organized by the National Center on Education and the=20
>> Economy, a nonprofit, nonpartisan group based in Washington, and partly=
>>=20
>> financed by the Bill and Melinda Gates foundation. The center organized=
>>=20
>> a similar commission that issued a similar report 16 years ago. Marc S.=
>>=20
>> Tucker, the group's president, said globalization had created new=20
>> urgency. "There is this growing mismatch between the demands of the=20
>> economy and what our schools are supplying," Mr. Tucker said.=20
>>=20
>> In its report, the commission warned of dire consequences should the=20
>> country not adopt a strikingly bold approach. "If we continue on our=20
>> current course, and the number of nations outpacing us in the education=
>>=20
>> race continues to grow at its current rate," it said, "the American=20
>> standard of living will steadily fall relative to those nations, rich=20
>> and poor, that are doing a better job."=20
>>=20
>> "If the gap gets to a certain but unknowable point," the report said,=20
>> "the world's investors will conclude that they can get a greater return=
>>=20
>> on their funds elsewhere, and it will be almost impossible to reverse=20
>> course."=20
>>=20
>> Paul Romer, an economist at Stanford University, said that some of the=
>>=20
>> fears about competition with India and China might be overblown but that=
>>=20
>> the education system still needed improvement. He said the current=20
>> effort was driven by improvements in technology, much as advances in the=
>>=20
>> early 20th century led to universal high school.=20
>>=20
>> "High productivity investments in education are one of the most=20
>> universally supported and effective policies that governments have ever=
>>=20
>> undertaken," Mr. Romer said. "The left and the right are both on board=
>>=20
>> for high payoffs in education."=20
>>=20
>>=20
>>=20
>> Home=20
>> World U.S. N.Y. / Region Business Technology Science Health Sports=20
>> Opinion Arts Style Travel Jobs Real Estate Automobiles Back to Top=20
>> Copyright 2006 The New York Times Company=20
>> Privacy Policy Search Corrections RSS First Look Help Contact Us Work=20
>> for Us Site Map=20

>>=20
>>=20
>> --=20
>> Leo G. Simonetta=20
>> Director of Research=20
>> Art & Science Group, LLC=20
>> 6115 Falls Road, Suite 101=20
>> Baltimore MD 21209=20
>>=20
>> -----=20
>> Archives: <http://lists.asu.edu/archives/aapornet.html> .=20
>> Please ask authors before quoting outside AAPORNET.=20
>> Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu=20
>
>-----
>Archives: <http://lists.asu.edu/archives/aapornet.html> .
>Please ask authors before quoting outside AAPORNET.
>Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Allen H. Barton, 118 Wolf's Trail, Chapel Hill, NC 27516
Phone/fax: 919 933 4003 allenbarton@mindspring.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Sat, 16 Dec 2006 01:26:52 +0000
Reply-To: marcsapir@COMCAST.NET
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Marc Sapir <marcsapir@COMCAST.NET>
Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American Education System
Comments: To: Allen Barton <allenbarton@mindspring.com>, AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain
Content-transfer-encoding: 8bit

Your point is well taken. However, the trend toward stifling standardized national testing and ranking teachers on criteria determined by political and management hacks--criteria that prevent the teachers students and community from operating freely within the classroom--is not an idea I invented. When I was growing up in NY State we took final State Regents Exams in all math and science subjects. These tests were formulaic and studying the past few years allowed one to excel, as I did easily. Were they good for learning, creativity or innovation? Of course not. The problem is not "at what level" various policy decisions are made but whether they are made by people with actual classroom expertise or politicians and administrators with other agendas. As you well state it makes no sense for local districts to be left to their own devices when it comes to funding. But the federal and state government could guarantee funding equality and set some standards without

interfer!

ing in
the classroom. Currently in our county (Alameda) the Oakland school district has been under receivership by the state for many years on the basis that they did not manage their finances well. But the outcome is that the state monitor is destroying the autonomy and creativity of schools themselves. The idea that schools, hospitals and other vital services are messing up if they don't stay in the black makes no sense. The fact of the matter is that the US government still subsidizes agribusiness--corn and tobacco and soy to the tune of billions, to say nothing of Halliburton and Bechtel with no-bid contracts--so it's not the concept of good fiscal management that is behind these kinds of moves; it's got to do with limiting public input into policy decisions at all levels. And who is going to fund you to do the studies you proposed? Who is going to assure that the results have any impact on policy makers if they disagree with the findings?

----- Original message -----

From: Allen Barton <allenbarton@mindspring.com>

> Some things are decided democratically at the national level, like
> macroeconomic
> policies (to the extent that the elected President and Congress can
> influence
> what the Federal Reserve Board does); other things are decided locally but
> subject to state or national standards, like the administration of policing
> and
> justice; land use planning is mainly local. We need to find out what public
> opinion says about the LEVEL at which democracy should control various
> aspects
> of education - entirely local, mainly state-wide, or national. Should the
> Federal government equalize educational spending and quality, or should
> states
> do this at levels proportionate to their tax resources, or should "local
> democracy" be left to confront the problems of poor communities and
> disadvantaged populations? How can we equalize opportunity while allowing
> experimentation and adaptation to local needs and values? It would be a real
> challenge to the opinion researchers to take a "expert report" such as this
> and
> find out what the public says when confronted by these issues. A case for
> "deliberative" opinion-making experiments?

>

> -----Original Message-----

>>From: Marc Sapir

>>Sent: Dec 15, 2006 4:26 PM

>>To: AAPORNET@asu.edu

>>Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American
> Education System

>>

>>truly insane. Why don't we just stop calling ourselves a democracy and

>>proclaim that local communities should have no say in any institutions.

>>----- Original message -----

>>From: Leo Simonetta

>>

>>>
>>>
>>>
>>>
>>> -----
>>> -----
>>>

>>> December 15, 2006
>>> Expert Panel Proposes Far-Reaching Redesign of the American Education System

>>> By DAVID M. HERSZENHORN
>>> Warning that Americans face a grave risk of losing their prosperity and high quality of life to better educated workers overseas, a panel of education, labor and other public policy experts yesterday proposed a far-reaching redesign of the United States education system that would include having schools operated by independent contractors and giving states, rather than local districts, control over school financing.

>>>
>>> The panel, the New Commission on the Skills of the American Workforce, included two former federal education secretaries, Rod Paige, a Republican, and Richard W. Riley, a Democrat; two former labor secretaries, William E. Brock, a Republican, and Ray Marshall, a Democrat; and an array of other luminaries, including former Gov. John Engler of Michigan, and the New York City schools chancellor, Joel I. Klein.

>>>
>>> The commission's report, released at a news conference in Washington, rethinks American schooling from top to bottom, going beyond the achievement goals of the federal education law known as No Child Left Behind, and farther than many initiatives being pursued by the Bush administration or by experimental state and local school authorities. Among other things, the report proposes starting school for most children at age 3, and requiring all students to pass board exams to graduate from high school, which for many would end after 10th grade. Students could then go to a community or technical college, or spend two years preparing for selective colleges and universities.

>>>
>>> "We have run out the string on a whole series of initiatives that were viewed as hopeful," said Lewis H. Spence, commissioner of the Massachusetts Department of Social Services and a member of the panel. "This puts a whole new set of ideas on the table."

>>>
>>> Mr. Spence, a former deputy schools chancellor in New York City, and other commission members acknowledged that enacting the proposals would be difficult, requiring legislation in all states and the cooperation of the federal government. Some, like one for merit pay for teachers, would require renegotiating teacher contracts nationwide and persuading local school boards to relinquish authority and take a new role enforcing performance contracts with schools.

>>>
>>> "You can't implement something like this overnight," said Mr. Klein, who had been scheduled to appear at yesterday's news conference with Mayor Michael R. Bloomberg of New York, but whose flights were grounded by thick fog in Washington. Mr. Klein strongly applauded the commission's

>>> proposals, and pointed to many efforts in New York - including sharp
>>> increases in teacher pay, a new master-teacher career step; increased
>>> roles for private groups in running public schools and performance
>>> agreements signed by 331 principals in exchange for greater freedom from
>>> superintendents - as examples of how some of the commission's goals
>>> could begin to be accomplished. "We need to think big," he said.

>>>
>>> The commission's work was quickly hailed by some as a potentially
>>> groundbreaking document. "This report has the potential to change the
>>> debate on education at the national level," said Jack Jennings, the
>>> president of the Center on Education Policy, who is a Democrat and
>>> prominent expert on the federal education law.

>>>
>>> The national teachers' unions were apprehensive. Antonia Cortese,
>>> executive vice president of the American Federation of Teachers, said
>>> the proposals included "some seriously flawed ideas with faddish allure
>>> that won't produce better academic results." Reg Weaver, the president
>>> of the National Education Association, urged "caution in calling for
>>> drastic changes."

>>>
>>> The commission was organized by the National Center on Education and the
>>> Economy, a nonprofit, nonpartisan group based in Washington, and partly
>>> financed by the Bill and Melinda Gates foundation. The center organized
>>> a similar commission that issued a similar report 16 years ago. Marc S.
>>> Tucker, the group's president, said globalization had created new
>>> urgency. "There is this growing mismatch between the demands of the
>>> economy and what our schools are supplying," Mr. Tucker said.

>>>
>>> In its report, the commission warned of dire consequences should the
>>> country not adopt a strikingly bold approach. "If we continue on our
>>> current course, and the number of nations outpacing us in the education
>>> race continues to grow at its current rate," it said, "the American
>>> standard of living will steadily fall relative to those nations, rich
>>> and poor, that are doing a better job."

>>>
>>> "If the gap gets to a certain but unknowable point," the report said,
>>> "the world's investors will conclude that they can get a greater return
>>> on their funds elsewhere, and it will be almost impossible to reverse
>>> course."

>>>
>>> Paul Romer, an economist at Stanford University, said that some of the
>>> fears about competition with India and China might be overblown but that
>>> the education system still needed improvement. He said the current
>>> effort was driven by improvements in technology, much as advances in the
>>> early 20th century led to universal high school.

>>>
>>> "High productivity investments in education are one of the most
>>> universally supported and effective policies that governments have ever
>>> undertaken," Mr. Romer said. "The left and the right are both on board
>>> for high payoffs in education."

>>>
>>>

>>>

>>> Home

>>> World U.S. N.Y. / Region Business Technology Science Health Sports
>>> Opinion Arts Style Travel Jobs Real Estate Automobiles Back to Top
>>> Copyright 2006 The New York Times Company
>>> Privacy Policy Search Corrections RSS First Look Help Contact Us Work
>>> for Us Site Map

>>>

>>>

>>> --

>>> Leo G. Simonetta
>>> Director of Research
>>> Art & Science Group, LLC
>>> 6115 Falls Road, Suite 101
>>> Baltimore MD 21209

>>>

>>> -----

>>> Archives: <http://lists.asu.edu/archives/aapornet.html> .
>>> Please ask authors before quoting outside AAPORNET.
>>> Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

>>

>>-----

>>Archives: <http://lists.asu.edu/archives/aapornet.html> .
>>Please ask authors before quoting outside AAPORNET.
>>Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

>

>

> Allen H. Barton, 118 Wolf's Trail, Chapel Hill, NC 27516
> Phone/fax: 919 933 4003 allenbarton@mindspring.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Fri, 15 Dec 2006 18:14:19 -0800
Reply-To: WCARTER@MCIC.ORG
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Woody (Ellwood) Carter" <WCARTER@MCIC.ORG>
Subject: Confidentiality and IRB issues in focus groups
Comments: To: AAPOR listserv <AAPORNET@asu.edu>

Has anyone dealt with confidentiality issues in focus groups that deal with potentially sensitive topics? For example, suppose in a discussion a participant discloses illegal activities, and another member of the group reports it to authorities? I doubt if the tape could be denied to the authorities, or even locating information on the group participants.

Has anyone developed warnings to participants about this, or disclosures about reporting mandates for admission of child abuse and the like?

Has anyone developed procedures for suspending/redirecting discussions if this information is introduced by participants?

How do your IRBs deal with this? Have they required any specific disclosures or warning language in informed consent processes? Data coding/security measures?

Thanks,

Woody

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Fri, 15 Dec 2006 21:00:07 -0700
Reply-To: Mike O'Neil <mike.oneil@ALUMNI.BROWN.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike O'Neil <mike.oneil@ALUMNI.BROWN.EDU>
Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American Education System

Comments: To: marcsapir@COMCAST.NET

Comments: cc: AAPORNET@asu.edu

In-Reply-To:

<121620060126.6483.45834B5C000A72BA0000195322073000339D079F0E9C0C9D0E03@comcast.net>

MIME-version: 1.0

Content-type: text/plain; charset=ISO-8859-1; format=flowed

Content-transfer-encoding: quoted-printable

Marc:

You want local control? And, and presumably.....

1. teaching, in perhaps half of the schools in the country, such local=20 wisdoms as the notion that evolution is an "interesting theory" but no=20 more valid than whatever version of "creationism" is in vogue locally
2. recurrent control of local schools by whatever organized extremist=20 group can organize to elect one of their own (often in school board=20 elections with 8% turnout).

I think this would turn over education to the local nut cases.

As failed as it might be, I'd trust the technocrats in the Dept of=20 Education more.

Your point about the Regents exam, I am sure, is true. BBut while it=20 may have been "formulaic", it evidently had some impact on a propensity=20 to study the material. I would call that a success. While it may never=20 be possible to test creativity well, we can test the acquisition of some =

core competencies. For the excellent student, this will be unnecessary. For the middle student, if it motivates some study, that is a good thing. And if the poor student has failed to acquire some basics, we need to know that.

Mike O'Neil

Marc Sapir wrote:

> Your point is well taken. However, the trend toward stifling standardized national testing and ranking teachers on criteria determined by political and management hacks--criteria that prevent the teachers students and community from operating freely within the classroom--is not an idea I invented. When I was growing up in NY State we took final State Regents Exams in all math and science subjects. These tests were formulaic and studying the past few years allowed one to excel, as I did easily. Were they good for learning, creativity or innovation? Of course not. The problem is not "at what level" various policy decisions are made but whether they are made by people with actual classroom expertise or politicians and administrators with other agendas. As you well state it makes no sense for local districts to be left to their own devices when it comes to funding. But the federal and state government could guarantee funding equality and set some standards without interfering!

> ing in

> the classroom. Currently in our county (Alameda) the Oakland school district has been under receivership by the state for many years on the basis that they did not manage their finances well. But the outcome is that the state monitor is destroying the autonomy and creativity of schools themselves. The idea that schools, hospitals and other vital services are messing up if they don't stay in the black makes no sense. The fact of the matter is that the US government still subsidizes agribusiness--corn and tobacco and soy to the tune of billions, to say nothing of Halliburton and Bechtel with no-bid contracts--so it's not the concept of good fiscal management that is behind these kinds of moves; it's got to do with limiting public input into policy decisions at all levels. And who is going to fund you to do the studies you proposed? Who is going to assure that the results have any impact on policy makers if they disagree with the findings?

> ----- Original message -----

> From: Allen Barton <allenbarton@mindspring.com>

> =

>> Some things are decided democratically at the national level, like macroeconomic

>> policies (to the extent that the elected President and Congress can influence

>> what the Federal Reserve Board does); other things are decided locally but

>> subject to state or national standards, like the administration of policing and

>> justice; land use planning is mainly local. We need to find out what public

>> opinion says about the LEVEL at which democracy should control various= aspects=20
>> of education - entirely local, mainly state-wide, or national. Should = the=20
>> Federal government equalize educational spending and quality, or shoul= d states=20
>> do this at levels proportionate to their tax resources, or should "loc= al=20
>> democracy" be left to confront the problems of poor communities and=20
>> disadvantaged populations? How can we equalize opportunity while allow= ing=20
>> experimentation and adaptation to local needs and values? It would be = a real=20
>> challenge to the opinion researchers to take a "expert report" such as= this and=20
>> find out what the public says when confronted by these issues. A case = for=20
>> "deliberative" opinion-making experiments?=20
>>
>> -----Original Message-----=20
>> =20
>>> From: Marc Sapir=20
>>> Sent: Dec 15, 2006 4:26 PM=20
>>> To: AAPORNET@asu.edu=20
>>> Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the Ameri= can=20
>>> =20
>> Education System=20
>> =20
>>> truly insane. Why don't we just stop calling ourselves a democracy an= d=20
>>> =20
>> proclaim that local communities should have no say in any institutions= =2E=20
>> =20
>>> ----- Original message -----=20
>>> From: Leo Simonetta=20
>>>
>>> =20
>>>>
>>>>
>>>> -----=
-----=20
>>>> -----=20
>>>>
>>>> December 15, 2006=20
>>>> Expert Panel Proposes Far-Reaching Redesign of the American Educatio= n=20
>>>> System=20
>>>> By DAVID M. HERSZENHORN=20
>>>> Warning that Americans face a grave risk of losing their prosperity = and=20
>>>> high quality of life to better educated workers overseas, a panel of= =20

>>>> education, labor and other public policy experts yesterday proposed =
a=20
>>>> far-reaching redesign of the United States education system that wou=
ld=20
>>>> include having schools operated by independent contractors and givin=
g=20
>>>> states, rather than local districts, control over school financing. =

>>>>
>>>> The panel, the New Commission on the Skills of the American Workforc=
e,=20
>>>> included two former federal education secretaries, Rod Paige, a=20
>>>> Republican, and Richard W. Riley, a Democrat; two former labor=20
>>>> secretaries, William E. Brock, a Republican, and Ray Marshall, a=20
>>>> Democrat; and an array of other luminaries, including former Gov. Jo=
hn=20
>>>> Engler of Michigan, and the New York City schools chancellor, Joel I=
=2E=20
>>>> Klein.=20

>>>>
>>>> The commission's report, released at a news conference in Washington=
,=20
>>>> rethinks American schooling from top to bottom, going beyond the=20
>>>> achievement goals of the federal education law known as No Child Lef=
t=20
>>>> Behind, and farther than many initiatives being pursued by the Bush =

>>>> administration or by experimental state and local school authorities=
=2E=20
>>>> Among other things, the report proposes starting school for most=20
>>>> children at age 3, and requiring all students to pass board exams to=
=20
>>>> graduate from high school, which for many would end after 10th grade=
=2E=20
>>>> Students could then go to a community or technical college, or spend=
two=20
>>>> years preparing for selective colleges and universities.=20

>>>>
>>>> "We have run out the string on a whole series of initiatives that we=
re=20
>>>> viewed as hopeful," said Lewis H. Spence, commissioner of the=20
>>>> Massachusetts Department of Social Services and a member of the pane=
l.=20

>>>> "This puts a whole new set of ideas on the table."=20

>>>>
>>>> Mr. Spence, a former deputy schools chancellor in New York City, and=
=20
>>>> other commission members acknowledged that enacting the proposals wo=
uld=20
>>>> be difficult, requiring legislation in all states and the cooperatio=
n of=20
>>>> the federal government. Some, like one for merit pay for teachers, w=
ould=20
>>>> require renegotiating teacher contracts nationwide and persuading lo=

cal=20

>>>> school boards to relinquish authority and take a new role enforcing =

>>>> performance contracts with schools.=20

>>>>

>>>> "You can't implement something like this overnight," said Mr. Klein,=
who=20

>>>> had been scheduled to appear at yesterday's news conference with May=
or=20

>>>> Michael R. Bloomberg of New York, but whose flights were grounded by=
=20

>>>> thick fog in Washington. Mr. Klein strongly applauded the commission=
's=20

>>>> proposals, and pointed to many efforts in New York - including sharp=
=20

>>>> increases in teacher pay, a new master-teacher career step; increase=
d=20

>>>> roles for private groups in running public schools and performance=20

>>>> agreements signed by 331 principals in exchange for greater freedom =
from=20

>>>> superintendents - as examples of how some of the commission's goals =

>>>> could begin to be accomplished. "We need to think big," he said.=20

>>>>

>>>> The commission's work was quickly hailed by some as a potentially=20

>>>> groundbreaking document. "This report has the potential to change th=
e=20

>>>> debate on education at the national level," said Jack Jennings, the =

>>>> president of the Center on Education Policy, who is a Democrat and=20

>>>> prominent expert on the federal education law.=20

>>>>

>>>> The national teachers' unions were apprehensive. Antonia Cortese,=20

>>>> executive vice president of the American Federation of Teachers, sai=
d=20

>>>> the proposals included "some seriously flawed ideas with faddish all=
ure=20

>>>> that won't produce better academic results." Reg Weaver, the preside=
nt=20

>>>> of the National Education Association, urged "caution in calling for=
=20

>>>> drastic changes."=20

>>>>

>>>> The commission was organized by the National Center on Education and=
the=20

>>>> Economy, a nonprofit, nonpartisan group based in Washington, and par=
tly=20

>>>> financed by the Bill and Melinda Gates foundation. The center organi=
zed=20

>>>> a similar commission that issued a similar report 16 years ago. Marc=
S.=20

>>>> Tucker, the group's president, said globalization had created new=20

>>>> urgency. "There is this growing mismatch between the demands of the =

>>>> economy and what our schools are supplying," Mr. Tucker said.=20
>>>>
>>>> In its report, the commission warned of dire consequences should the=
=20
>>>> country not adopt a strikingly bold approach. "If we continue on our=
=20
>>>> current course, and the number of nations outpacing us in the educat=
ion=20
>>>> race continues to grow at its current rate," it said, "the American =

>>>> standard of living will steadily fall relative to those nations, ric=
h=20
>>>> and poor, that are doing a better job."=20
>>>>
>>>> "If the gap gets to a certain but unknowable point," the report said=
,=20
>>>> "the world's investors will conclude that they can get a greater ret=
urn=20
>>>> on their funds elsewhere, and it will be almost impossible to revers=
e=20
>>>> course."=20
>>>>
>>>> Paul Romer, an economist at Stanford University, said that some of t=
he=20
>>>> fears about competition with India and China might be overblown but =
that=20
>>>> the education system still needed improvement. He said the current=20
>>>> effort was driven by improvements in technology, much as advances in=
the=20
>>>> early 20th century led to universal high school.=20
>>>>
>>>> "High productivity investments in education are one of the most=20
>>>> universally supported and effective policies that governments have e=
ver=20
>>>> undertaken," Mr. Romer said. "The left and the right are both on boa=
rd=20
>>>> for high payoffs in education."=20
>>>>
>>>>
>>>>
>>>> Home=20
>>>> World U.S. N.Y. / Region Business Technology Science Health Sports=20
>>>> Opinion Arts Style Travel Jobs Real Estate Automobiles Back to Top=20
>>>> Copyright 2006 The New York Times Company=20
>>>> Privacy Policy Search Corrections RSS First Look Help Contact Us Wor=
k=20
>>>> for Us Site Map=20
>>>>
>>>>
>>>> --=20
>>>> Leo G. Simonetta=20
>>>> Director of Research=20
>>>> Art & Science Group, LLC=20
>>>> 6115 Falls Road, Suite 101=20

>>>> Baltimore MD 21209=20
>>>>
>>>> -----=20
>>>> Archives: <http://lists.asu.edu/archives/aapornet.html> . =20
>>>> Please ask authors before quoting outside AAPORNET.=20
>>>> Unsubscribe?-don't reply to this message, write to: aapornet-request=
@asu.edu=20
>>>> =20
>>> -----=20
>>> Archives: <http://lists.asu.edu/archives/aapornet.html> . =20
>>> Please ask authors before quoting outside AAPORNET.=20
>>> Unsubscribe?-don't reply to this message, write to: aapornet-request@=
asu.edu=20
>>> =20
>> Allen H. Barton, 118 Wolf's Trail, Chapel Hill, NC 27516=20
>> Phone/fax: 919 933 4003 allenbarton@mindspring.com=20
>> =20
>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to: aapornet-request@as=
u.edu
>
>
> =20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Fri, 15 Dec 2006 23:07:04 -0500
Reply-To: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
Subject: Re: Confidentiality and IRB issues in focus groups
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="iso-8859-1"
Content-transfer-encoding: quoted-printable

Small business owners (tax and employment issues) and engineering/construction contractors (zoning, building code issues) are = two that we have encountered. When, as is usually the case, there is nobody = with enforcement authority (responsibility) in the observation room, I tell = them that. In the introduction I explain that comments on sensitive topics = can be presented as hypothetical, allowing us to progress in the discussion = without forcing people to make self-incriminating disclosures (or ones that =

could be
so misconstrued). Once they recognize that it is a bona fide research
project, they relax. You raise an important point because, if there were
reason to believe a crime had been committed, I doubt we as =
investigators
could claim anything like attorney-client privilege. But I don't think =
the
motivations of law enforcement generally run this way (i.e. stings, =
fishing
expeditions). In the opposite direction, however, I once had a client
propose that we peddle descriptions of questionable hospital treatment
(self-reported by respondents) to class action litigators, which would =
be a
flagrant violation of our own standards. There are many interesting =
issues
embedded in your question.

James P. Murphy, Ph.D.
J.P. MURPHY & COMPANY
Post Office Box 150
Princeton, NJ 08542
(610) 408-8800
www.jpmurphy.com
jpmurphy@jpmurphy.com

James P. Murphy, Ph.D.
J.P. MURPHY & COMPANY
Post Office Box 150
Princeton, NJ 08542
(610) 408-8800
www.jpmurphy.com
jpmurphy@jpmurphy.com=

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Fri, 15 Dec 2006 23:10:26 -0800
Reply-To: Marc Sapir <marcsapir@COMCAST.NET>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Marc Sapir <marcsapir@COMCAST.NET>
Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American
Education System
Comments: To: Mike O'Neil <mike.oneil@alumni.brown.edu>
Comments: cc: AAPORNET@asu.edu
In-Reply-To: <45836F47.9050906@alumni.brown.edu>
MIME-version: 1.0
Content-type: text/plain; charset=US-ASCII
Content-transfer-encoding: 7bit

Mike,

I thought my last response went to Allan Barton only. Didn't mean to

get off topic and bore the AAPORNET here. But just to finish up, (anyone who wants to respond can do so off the list, please) I agree with you that I wouldn't want all educational standards (such as not teaching evolution) to be settable at the local level, etc. But that isn't really the issue that needs to be addressed here. I'm particularly concerned to not see the educational system standardize the training of automatons (who know the right answers to the program and) who will carry out orders to build a better cluster bomb or anthrax bacteria. We need to train problem solvers who will not only be innovative in their own nook but who also can look at larger contexts. In the larger context for example the war in Iraq was going exactly where it went. Many surmised this outcome before the fact, but their voices were suppressed. It was indeed a no brainer. But if you teach to standardized exams, and see facts apart from the contradictory nature of the realities they represent, that is the kind of thinking you get. The idea that what US education lacks is adequate basic standards amounts to confusing two separate issues: the willingness of our political-economic system to peripheralize millions of folks to functional illiteracy because they are largely superfluous is one problem. The tendency to limit those people needed for useful and productive functions to learning exclusively the techniques and knowledge base required for those technical functions is another issue altogether. Both are big problems, but addressing both issues as if they were one confuses the discussion and challenges the function of public education in a democracy. Back when I was entering college people used to talk about the function of basic education as creating independent thinkers, people who could analyze and challenge ideas, not teaching people a trade. Perhaps being able to get a high score on a State Regents exam meant learning something, but teaching to standardized exams as is now becoming the national trend because government made it the basis on which successful teaching is judged-- assures that many students will never have the opportunity to learn critical thinking skills or to be anything but victims or sheep, even if they do learn a "trade". That won't be the way to move our world or our nation forward but it is where this idea of national standards set by political process takes us. All these commissions--health care, education etc--consist of the types of folks who are ideologically bound and market oriented. And so the problem is more than local versus state and national. Allan proposed a sort of national opinion debate on such matters. But that presents a cart before the horse problem. There is no one among us that can assure that public opinion would have any impact on such policymaking, nor that it would be an informed or thoughtful public opinion that we measured in the current environment. Mind you, I'm for it, nevertheless. I hope someone does energize the debate with public opinion polls on these questions.

Marc Sapir MD, MPH
Executive Director
Retro Poll
www.retropoll.org

-----Original Message-----

From: Mike O'Neil [mailto:mike.oneil@alumni.brown.edu]

Sent: Friday, December 15, 2006 8:00 PM

To: marcsapir@COMCAST.NET

Cc: AAPORNET@ASU.EDU

Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American Education System

Marc:

You want local control? And, and presumably.....

1. teaching, in perhaps half of the schools in the country, such local wisdoms as the notion that evolution is an "interesting theory" but no more valid than whatever version of "creationism" is in vogue locally
2. recurrent control of local schools by whatever organized extremist group can organize to elect one of their own (often in school board elections with 8% turnout).

I think this would turn over education to the local nut cases.

As failed as it might be, I'd trust the technocrats in the Dept of Education more.

Your point about the Regents exam, I am sure, is true. But while it may have been "formulaic", it evidently had some impact on a propensity to study the material. I would call that a success. While it may never be possible to test creativity well, we can test the acquisition of some

core competencies. For the excellent student, this will be unnecessary. For the middle student, if it motivates some study, that is a good thing. And if the poor student has failed to acquire some basics, we need to know that.

Mike O'Neil

Marc Sapir wrote:

> Your point is well taken. However, the trend toward stifling standardized national testing and ranking teachers on criteria determined by political and management hacks--criteria that prevent the teachers students and community from operating freely within the classroom--is not an idea I invented. When I was growing up in NY State we took final State Regents Exams in all math and science subjects. These tests were formulaic and studying the past few years allowed one to excel, as I did easily. Were they good for learning, creativity or innovation? Of course not. The problem is not "at what level" various policy decisions are made but whether they are made by people with actual classroom expertise or politicians and administrators with other agendas. As you well state it makes no sense for local districts to be left to their own devices when it comes to funding. But the federal and state government could guarantee funding equality and set some standards without interfere!

> ing in
> the classroom. Currently in our county (Alameda) the Oakland school district has been under receivership by the state for many years on the basis that they did not manage their finances well. But the outcome is that the state monitor is destroying the autonomy and creativity of schools themselves. The idea that schools, hospitals and other vital services are messing up if they don't stay in the black makes no sense. The fact of the matter is that the US government still subsidizes agribusiness--corn and tobacco and soy to the tune of billions, to say nothing of Halliburton and Bechtel with no-bid contracts--so it's not the concept of good fiscal management that is behind these kinds of moves; it's got to do with limiting public input into policy decisions at all levels. And who is going to fund you to do the studies you proposed? Who is going to assure that the results have any impact on policy makers if they disagree with the findings?

>
> ----- Original message -----
> From: Allen Barton <allenbarton@mindspring.com>

>
>
>> Some things are decided democratically at the national level, like macroeconomic
>> policies (to the extent that the elected President and Congress can influence
>> what the Federal Reserve Board does); other things are decided locally but
>> subject to state or national standards, like the administration of policing and
>> justice; land use planning is mainly local. We need to find out what public
>> opinion says about the LEVEL at which democracy should control various aspects
>> of education - entirely local, mainly state-wide, or national. Should the
>> Federal government equalize educational spending and quality, or should states
>> do this at levels proportionate to their tax resources, or should "local
>> democracy" be left to confront the problems of poor communities and
>> disadvantaged populations? How can we equalize opportunity while allowing
>> experimentation and adaptation to local needs and values? It would be a real
>> challenge to the opinion researchers to take a "expert report" such as this and
>> find out what the public says when confronted by these issues. A case for
>> "deliberative" opinion-making experiments?

>>
>> -----Original Message-----

>>
>>> From: Marc Sapir
>>> Sent: Dec 15, 2006 4:26 PM
>>> To: AAPORNET@asu.edu

>>>> Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American

>>>>

>>>> Education System

>>>>

>>>> truly insane. Why don't we just stop calling ourselves a democracy and

>>>>

>>>> proclaim that local communities should have no say in any institutions.

>>>>

>>>> ----- Original message -----

>>>> From: Leo Simonetta

>>>>

>>>>

>>>>>

>>>>>

>>>>>

>>>>> -----

>>>>>

>>>>> December 15, 2006

>>>>> Expert Panel Proposes Far-Reaching Redesign of the American Education

>>>>> System

>>>>> By DAVID M. HERSZENHORN

>>>>> Warning that Americans face a grave risk of losing their prosperity and

>>>>> high quality of life to better educated workers overseas, a panel of

>>>>> education, labor and other public policy experts yesterday proposed a

>>>>> far-reaching redesign of the United States education system that would

>>>>> include having schools operated by independent contractors and giving

>>>>> states, rather than local districts, control over school financing.

>>>>>

>>>>> The panel, the New Commission on the Skills of the American Workforce,

>>>>> included two former federal education secretaries, Rod Paige, a

>>>>> Republican, and Richard W. Riley, a Democrat; two former labor

>>>>> secretaries, William E. Brock, a Republican, and Ray Marshall, a

>>>>> Democrat; and an array of other luminaries, including former Gov.

>>>>> John

>>>>> Engler of Michigan, and the New York City schools chancellor, Joel I.

>>>>> Klein.

>>>>>

>>>>> The commission's report, released at a news conference in Washington,

>>>>> rethinks American schooling from top to bottom, going beyond the

>>>> achievement goals of the federal education law known as No Child Left

>>>> Behind, and farther than many initiatives being pursued by the Bush

>>>> administration or by experimental state and local school authorities.

>>>> Among other things, the report proposes starting school for most >>>> children at age 3, and requiring all students to pass board exams to

>>>> graduate from high school, which for many would end after 10th grade.

>>>> Students could then go to a community or technical college, or spend two

>>>> years preparing for selective colleges and universities.

>>>>

>>>> "We have run out the string on a whole series of initiatives that were

>>>> viewed as hopeful," said Lewis H. Spence, commissioner of the

>>>> Massachusetts Department of Social Services and a member of the panel.

>>>> "This puts a whole new set of ideas on the table."

>>>>

>>>> Mr. Spence, a former deputy schools chancellor in New York City, and

>>>> other commission members acknowledged that enacting the proposals would

>>>> be difficult, requiring legislation in all states and the cooperation of

>>>> the federal government. Some, like one for merit pay for teachers, would

>>>> require renegotiating teacher contracts nationwide and persuading local

>>>> school boards to relinquish authority and take a new role enforcing

>>>> performance contracts with schools.

>>>>

>>>> "You can't implement something like this overnight," said Mr.

Klein, who

>>>> had been scheduled to appear at yesterday's news conference with Mayor

>>>> Michael R. Bloomberg of New York, but whose flights were grounded by

>>>> thick fog in Washington. Mr. Klein strongly applauded the commission's

>>>> proposals, and pointed to many efforts in New York - including sharp

>>>> increases in teacher pay, a new master-teacher career step; increased

>>>> roles for private groups in running public schools and performance

>>>> agreements signed by 331 principals in exchange for greater freedom from

>>>> superintendents - as examples of how some of the commission's goals

>>>> could begin to be accomplished. "We need to think big," he said.

>>>>
>>>> The commission's work was quickly hailed by some as a potentially
>>>> groundbreaking document. "This report has the potential to change
the
>>>> debate on education at the national level," said Jack Jennings, the

>>>> president of the Center on Education Policy, who is a Democrat and
>>>> prominent expert on the federal education law.
>>>>
>>>> The national teachers' unions were apprehensive. Antonia Cortese,
>>>> executive vice president of the American Federation of Teachers,
said
>>>> the proposals included "some seriously flawed ideas with faddish
allure
>>>> that won't produce better academic results." Reg Weaver, the
president
>>>> of the National Education Association, urged "caution in calling
for
>>>> drastic changes."
>>>>
>>>> The commission was organized by the National Center on Education
and the
>>>> Economy, a nonprofit, nonpartisan group based in Washington, and
partly
>>>> financed by the Bill and Melinda Gates foundation. The center
organized
>>>> a similar commission that issued a similar report 16 years ago.
Marc S.
>>>> Tucker, the group's president, said globalization had created new
>>>> urgency. "There is this growing mismatch between the demands of the

>>>> economy and what our schools are supplying," Mr. Tucker said.
>>>>
>>>> In its report, the commission warned of dire consequences should
the
>>>> country not adopt a strikingly bold approach. "If we continue on
our
>>>> current course, and the number of nations outpacing us in the
education
>>>> race continues to grow at its current rate," it said, "the American

>>>> standard of living will steadily fall relative to those nations,
rich
>>>> and poor, that are doing a better job."
>>>>
>>>> "If the gap gets to a certain but unknowable point," the report
said,
>>>> "the world's investors will conclude that they can get a greater
return
>>>> on their funds elsewhere, and it will be almost impossible to
reverse
>>>> course."
>>>>
>>>> Paul Romer, an economist at Stanford University, said that some of

the
>>>> fears about competition with India and China might be overblown but
that
>>>> the education system still needed improvement. He said the current
>>>> effort was driven by improvements in technology, much as advances
in the
>>>> early 20th century led to universal high school.

>>>>
>>>> "High productivity investments in education are one of the most
>>>> universally supported and effective policies that governments have
ever
>>>> undertaken," Mr. Romer said. "The left and the right are both on
board
>>>> for high payoffs in education."

>>>>
>>>>
>>>>
>>>> Home
>>>> World U.S. N.Y. / Region Business Technology Science Health Sports
>>>> Opinion Arts Style Travel Jobs Real Estate Automobiles Back to Top
>>>> Copyright 2006 The New York Times Company
>>>> Privacy Policy Search Corrections RSS First Look Help Contact Us
Work
>>>> for Us Site Map

>>>>
>>>>
>>>> --
>>>> Leo G. Simonetta
>>>> Director of Research
>>>> Art & Science Group, LLC
>>>> 6115 Falls Road, Suite 101
>>>> Baltimore MD 21209

>>>>
>>>> -----
>>>> Archives: <http://lists.asu.edu/archives/aapornet.html> .
>>>> Please ask authors before quoting outside AAPORNET.
>>>> Unsubscribe?-don't reply to this message, write to:
aapornet-request@asu.edu

>>>>
>>>> -----
>>>> Archives: <http://lists.asu.edu/archives/aapornet.html> .
>>>> Please ask authors before quoting outside AAPORNET.
>>>> Unsubscribe?-don't reply to this message, write to:
aapornet-request@asu.edu

>>>>
>> Allen H. Barton, 118 Wolf's Trail, Chapel Hill, NC 27516
>> Phone/fax: 919 933 4003 allenbarton@mindspring.com

>>>>
>>>>
>>>> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to:
aapornet-request@asu.edu

>
>
>

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Sat, 16 Dec 2006 08:39:57 -0500
Reply-To: jwerner@jwdp.com
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Jan Werner <jwerner@JWDP.COM>
Organization: Jan Werner Data Processing
Subject: Re: Honesty
Comments: To: JAnnSelzer@AOL.COM
Comments: cc: AAPORNET@asu.edu
In-Reply-To: <c23.c067254.32b09562@aol.com>
MIME-version: 1.0
Content-type: text/plain; charset=ISO-8859-1; format=flowed
Content-transfer-encoding: 7bit

This morning (Saturday, Dec 16), NPR's Weekend Edition featured an interview with Celinda Lake on this very topic.

Among other points, she said that when asked about women as president, people tend to think you are asking about Hillary Clinton, and when asking about blacks, they may substitute Barack Obama, so the results may be skewed by their opinions of those individuals.

She also estimated that about 5-10% "lie" in answering these kinds of questions, but did not explain how she came up with that figure, other than saying that her firm uses "lots of controls."

The full audio contents of the show should be posted on the NPR web site this afternoon.

Jan Werner

J. Ann Selzer wrote:

>
>
>
> A radio producer asked me who I might know who could speak about how
> accurate polls are when testing female and black candidates for president.
I
> thought I'd ask the list. JAS
>
>
>

>
> J. Ann Selzer, Ph.D.
> Selzer & Company
> 520 42nd Street
> Des Moines, Iowa 50312
> 515.271.5700
>
> Use this e-mail address for purposes of this list; for other business, use
> JASelzer@SelzerCo.com
>
> Visit our website at: www.SelzerCo.com
>
> -----
> Archives: <http://lists.asu.edu/archives/aapornet.html> .
> Please ask authors before quoting outside AAPORNET.
> Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu
>
>

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Sat, 16 Dec 2006 08:50:10 -0500
Reply-To: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
Subject: Re: Confidentiality and IRB issues in focus groups
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=iso-8859-1
Content-transfer-encoding: 7bit

I neglected to add that the moderator can offer to turn off the recording equipment temporarily if someone is more comfortable making a point knowing that it is not being recorded.

James P. Murphy, Ph.D.
J.P. MURPHY & COMPANY
Post Office Box 150
Princeton, NJ 08542
(610) 408-8800
www.jpmurphy.com
jpmurphy@jpmurphy.com
----- Original Message -----

From: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
To: <AAPORNET@asu.edu>
Sent: Friday, December 15, 2006 11:07 PM
Subject: Re: Confidentiality and IRB issues in focus groups

Small business owners (tax and employment issues) and engineering/construction contractors (zoning, building code issues) are two that we have encountered. When, as is usually the case, there is nobody with enforcement authority (responsibility) in the observation room, I tell them that. In the introduction I explain that comments on sensitive topics can be presented as hypothetical, allowing us to progress in the discussion without forcing people to make self-incriminating disclosures (or ones that could be so misconstrued). Once they recognize that it is a bona fide research project, they relax. You raise an important point because, if there were reason to believe a crime had been committed, I doubt we as investigators could claim anything like attorney-client privilege. But I don't think the motivations of law enforcement generally run this way (i.e. stings, fishing expeditions). In the opposite direction, however, I once had a client propose that we peddle descriptions of questionable hospital treatment (self-reported by respondents) to class action litigators, which would be a flagrant violation of our own standards. There are many interesting issues embedded in your question.

James P. Murphy, Ph.D.
J.P. MURPHY & COMPANY
Post Office Box 150
Princeton, NJ 08542
(610) 408-8800
www.jpmmurphy.com
jpmmurphy@jpmmurphy.com

James P. Murphy, Ph.D.
J.P. MURPHY & COMPANY
Post Office Box 150
Princeton, NJ 08542
(610) 408-8800
www.jpmmurphy.com
jpmmurphy@jpmmurphy.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Sat, 16 Dec 2006 16:28:15 -0500
Reply-To: Jim Ellis <jmellis@VCU.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Jim Ellis <jmellis@VCU.EDU>
Subject: Re: Expert Panel Proposes Far-Reaching Redesign of the American
Education System
Comments: To: AAPORNET@asu.edu

In-Reply-To: <001801c720e1\$43269180\$2301a8c0@RetroPoll>

MIME-version: 1.0

Content-type: text/plain; charset=us-ascii

Content-transfer-encoding: 7bit

I think discussions and the disagreements about education policy relate to the purpose of public education, which most of the time is not explicitly addressed by the discussants. In the report that Leo shared with the group, the purpose of public education seems to be to create at public expense employees for American businesses who can be plugged in with minimal expense to the businesses. A corollary assumption seems to be that we are engaged as a nation in a zero-sum global economic competition against other nations. Another corollary assumption seems to be that we must always be #1. If you like these assumptions, the report is a no-brainer. If you dislike these assumptions, the report may be a no-brainer in a different sense.

I have seen some other purposes of education put forth, too -- to prepare children to contribute to society; to develop children to their maximum potentials; to educate as an end in itself, for its own beauty; to prepare children to be happy in life; to transmit culture.

Marc said, "Back when I was entering college people used to talk about the function of basic education as creating independent thinkers, people who could analyze and challenge ideas, not teaching people a trade." That was the culture then, or at least, a big chunk of the culture. So, that was education then, or at least, a big chunk of education. Some people might see the 1960's in that statement. Some might see it as elitist.

But for most of the past 100 years, the culture of mass society, urbanization and business has driven public education policy. Technology has been a part of that picture, but only indirectly as it has changed culture, and particularly business culture. People say schools need to operate more like businesses because EVERYTHING is operating more like businesses today. And everything has the potential to be commercialized, as public education has been more and more over the last decade or two. This is our commercialized culture.

Of course, if the purpose of education is to transmit culture (as I think it is), you have to operationalize "culture" to understand what should be happening in schools. Whatever could be agreed upon very broadly could probably serve as a national core curriculum in public schools. Everything else might have to be localized or have a local flavor to it. Remember, alternative schools exist (and it is interesting to think about how frequently they can be differentiated in terms of cultural issues). So, what could we all agree on that we should teach our children in public schools in order to transmit our culture in a way that will be relevant 20 years from now?

That would be an interesting topic for deliberative democracy, as Allen suggested.

Jim Ellis
Virginia Commonwealth University

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Sun, 17 Dec 2006 12:47:23 -0500
Reply-To: stephanie@berganalytics.com
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Stephanie Berg <stephanie@BERGANALYTICS.COM>
Organization: bergAnalytics
Subject: English as a second language
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="US-ASCII"
Content-transfer-encoding: 7bit

I'm looking for some sample questions about whether a respondent speaks English as a second language, hopefully with National comparison data. I'd prefer to avoid an open end asking what language is primarily spoken at home, and the particular language isn't of interest in this small study. Please reply off-list. Thanks,

stephanie berg
p 301.537.0817
f 703.940.4815
stephanie@berganalytics.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.
=====

Date: Mon, 18 Dec 2006 13:20:49 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Answer may depend on who's asking
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

=20
ONLINEPOLL121806=20
Last update: December 17, 2006 - 9:21 PM

Answer may depend on who's asking
Some pollsters are finding that surveys given by computers elicit
different answers than in those given by real people.
<http://www.startribune.com/789/story/881872.html>
By John Reinan, Star Tribune

SNIP

"People are sometimes reluctant to tell the truth to a human being.
They're more comfortable telling the truth to a computer," said Humphrey
Taylor, chairman of the Harris Poll for Harris Interactive of Rochester,
N.Y., one of the nation's largest polling organizations.

Researchers have long wrestled with a problem called "social
desirability bias." When asked a sensitive question by an interviewer,
some people will give the answer they think is most respectable. For
example, they may claim to attend church regularly, even if they don't,
because that seems like the proper thing to say.

When Harris began polling online several years ago, Taylor said,
researchers immediately noticed an increase in the number of people who
identified themselves as gay, lesbian, bisexual or transgendered.

SNIP

Still, not all researchers are convinced that online polling is better
than a carefully designed traditional survey.

"Online polling is a developing technology. We still don't know as much
about it as we do with mail polls, telephone and face-to-face

interviews," said Rob Daves, president of the American Association for Public Opinion Research and director of strategic research for the Star Tribune.

SNIP

(c)2006 Star Tribune. All rights reserved.

=20

--=20

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Tue, 19 Dec 2006 09:11:16 -0500
Reply-To: Leo Simonetta <Simonetta@ARTSCI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Leo Simonetta <Simonetta@ARTSCI.COM>
Subject: Alec Baldwin's on the Phone, and It's Nothing Personal
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

I have seen the future . . .

December 19, 2006

Alec Baldwin's on the Phone, and It's Nothing Personal=20

By JACQUES STEINBERG

http://www.nytimes.com/2006/12/19/arts/television/19bald.html?_r=3D1&ref=3D=

t
elevisiion&oref=3Dslogin

Tens of thousands of fans of the NBC show "30 Rock" (or their friends or colleagues) have had the unusual experience over the last week of picking up their phones to hear the voice of Alec Baldwin addressing them by name and wishing them a happy holiday.

While the messages - reminiscent of get-out-the-vote efforts known as push polls - are obviously recorded, Mr. Baldwin can also be heard relating details about the recipient, like the person's job (including the fields of public relations or pharmaceuticals) and hobbies (cooking, doing crossword puzzles), as well as complimenting his or her physique. (One choice: "I am not above telling you, you have a nice behind.")

SNIP

The idea of making available customized messages to be transmitted by phone or e-mail - in this case accessible via www.nbc.com/30Rock - was inspired by an earlier Varitalk campaign, in which Web users were able to send messages using the voice of the actor Samuel L. Jackson, who was promoting the movie "Snakes on a Plane." In recent months the CW television network used similar technology (and Tyra Banks's voice) to promote itself.

SNIP

Still, those who have received the messages, which sound so seamless, have surely been left with a more pressing question: How do they do it?

People who try to send such a message quickly discover that it is like the old, fill-in-the-blank children's game of Mad Libs. During a session in a Manhattan recording studio that lasted just a half hour, Mr. Baldwin recorded about 500 first names - including such potential tongue twisters as Fowzia - from which the sender may choose. (Choosing a name that is not on Mr. Baldwin's list will sometimes prompt an error message from the Web site, advising the sender that it could not be found.)

Mr. Baldwin also recorded the names of all the states (so that the message makes reference to where the listener is sitting) as well as entries for drop-down menus that give the sender choices for pinpointing the recipient's job, interests and "physical traits." Then a computer synthesizes all this information for a greeting.

SNIP

Copyright 2006 The New York Times Company=20

--=20

Leo G. Simonetta
Director of Research
Art & Science Group, LLC
6115 Falls Road, Suite 101
Baltimore MD 21209

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Tue, 19 Dec 2006 09:14:40 -0600
Reply-To: Mike Flanagan <MFlanagan@GOAMP.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mike Flanagan <MFlanagan@GOAMP.COM>
Subject: Job opportunity
Comments: To: AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain; charset="us-ascii"

Content-transfer-encoding: quoted-printable

The Washington Post has a position available for a Survey Analyst. This person will serve as the deputy in the Post's newsroom polling unit, assisting in the design, implementation, analysis and reporting of all Washington Post and Post-ABC News surveys.

=20

Responsibilities include preparing data tables and reports; writing and editing stories for the Post and washingtonpost.com; maintaining the survey database; tracking national survey questions, topics and trends; and performing administrative duties as required.

=20

We're seeking someone who has a facility with numbers; strong written and verbal communication skills; an exacting attention to detail; an ability to meet tight deadlines; a high proficiency in Excel, Word and Internet; experience with statistical packages (e.g., SPSS); and a deep interest in politics, government and public opinion research.

=20

Work schedule may include early mornings, late nights and occasional weekend assignments.

=20

Candidates should submit a letter and resume by Dec. 29, 2006.

=20

E-mail to:

polls@washpost.com

=20

Mail to:

Jon Cohen

Director of Polling

The Washington Post

1150 15th St. NW

Washington, D.C. 20071

=20

=20

=20

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Tue, 19 Dec 2006 11:22:17 -0600
Reply-To: Karen Schnite <T70KES1@WPO.CSO.NIU.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Karen Schnite <T70KES1@WPO.CSO.NIU.EDU>
Subject: Job Opportunity
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=Windows-1252
Content-transfer-encoding: quoted-printable
Content-disposition: inline

POSITION AVAILABILITY NOTICE

Position: Associate Director, Public Opinion Laboratory

The POL, a survey research center at Northern Illinois University in DeKalb, 70 miles west of downtown Chicago, invites applications for Associate Director. The POL operates a 45-station computer-assisted telephone interviewing (CATI) call center. As a grooming opportunity for succession to POL Director, the University seeks an individual fully qualified for the leadership post. The successful candidate will have a successful record of securing grants and contracts for survey research projects from federal, state, and private-sector agencies. =20

In addition to serving as principal investigator in the conduct of sponsored projects utilizing POL facilities, the Associate Director (AD) assists the Director in all aspects of departmental management, including overseeing the conduct of studies assigned to research associates on POL professional staff, providing instructional support and project guidance in order to fulfill departmental commitments. In directing research studies, the AD works with clients on survey design and sampling strategies to meet project requirements, develops questionnaire instruments, adapts instruments to mode of survey data collection (e.g., telephone), and conducts interviewer training.

The University seeks a doctoral-level social scientist possessing an established set of contractual relationships with organizations and agencies funding survey research. Initial level of compensation will be established accordingly. As a guideline, the successful incumbent personally will be responsible for securing funding from project sponsors =

to exceed six months=92 salary during any twelve-month period.

This is a full-time professional staff position at Northern Illinois =
University. NIU offers an attractive package of benefits and educational =
opportunities and participates in the State Universities Retirement =
System. NIU is an affirmative action/equal employment opportunity =
employer.

Interested individuals must submit a letter of application, r=E9sum=E9, =
and names of three references to*

Director, Public Opinion Laboratory
Northern Illinois University
148 North Third Street
DeKalb, IL 60115

Completed applications must be received by January 31, 2007.

Karen E. Schnite
Public Opinion Laboratory
Northern Illinois University
148 N. Third Street
DeKalb, IL 60115

815-753-0950
fax 815-753-2305

Visit our web page at www.pol.niu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Tue, 19 Dec 2006 20:51:32 -0500
Reply-To: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "James P. Murphy" <jpmurphy@JPMURPHY.COM>
Subject: Cultural Awareness in an Era of Globalization
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset="iso-8859-1"
Content-transfer-encoding: quoted-printable

An associate is developing methods for assessing the effects of =
international study and work assignments on a subject's awareness of =
cultural relativism and on knowledge of the expectations and behaviors =
of other cultures that influence social and business interactions =
therein. Sort of, How not to be gauche in _____.

References to non-proprietary questionnaires, batteries of items, scales = and the like, particularly any reflecting contemporary globalization = trends, would be most appreciated.

James P. Murphy, Ph.D.
J.P. MURPHY & COMPANY
Post Office Box 150
Princeton, NJ 08542
(610) 408-8800
www.jpmmurphy.com
jpmmurphy@jpmmurphy.com

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu
=====

Date: Wed, 20 Dec 2006 12:33:33 +0000
Reply-To: Iain.NOBLE@DFES.GSI.GOV.UK
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Iain Noble <Iain.NOBLE@DFES.GSI.GOV.UK>
Subject: Data from new study of young people available
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Some=20of=20you=20may=20have=20wondered=20in=20the=20past=20about=20the=20=
URL=20in=20my=20signature
about=20the=20Next=20Steps=20Study=20which=20leads=20to=20something=20not=20=
very
informative.=20Wonder=20no=20more.

We=20have=20just=20released=20data=20from=20the=20first=20Wave=20of=20this=
=20major
longitudinal=20study=20of=20nearly=2016,000=20young=20people=20to=20the=20=
UK=20Data=20Archive
and=20downloads=20are=20now=20available=20from=20there.=20You=20can=20find=
=20more=20details=20of
the=20study=20at
<http://www.data-archive.ac.uk/findingData/snDescription.asp?sn=3D5545>.=20

This=20study=20will=20be=20of=20specific=20interest=20to=20those=20who=20h=
ave=20used=20data=20from
surveys=20such=20as=20the=20various=20NLSY=20studies=20and=20longitudinal=20=
educational
research=20such=20as=20High=20School=20and=20Beyond=20or=20the=20UK=20Birt=
h=20Cohort=20Studies.
The=20specific=20focus=20of=20the=20early=20waves=20of=20this=20study=20is=
=20on=20educational

issues=20in=20the=20transition=20from=20the=20later=20stages=20of=20compul= sory=20education (we=20began=20at=20age=2014)=20but=20there=20is=20a=20lot=20to=20interest=20= a=20more=20general audience=20(e.g.=20related=20to=20race=20and=20ethnicity,=20family=20struc= ture,=20gender, social=20class=20and=20religion/faith).=20Data=20collected=20includes=20in= terviews with=20young=20people=20and=20their=20parents=20and=20data=20from=20admini= strative=20sources about=20their=20schools=20and=20their=20performance=20in=20national=20stan= dardised=20tests (the=20'Key=20Stage=20scores').=20The=20administrative=20data=20are=20not=20= currently available=20on-line=20but=20on=20special=20request.=20There=20are,=20howev= er,=20problems still=20to=20be=20resolved=20about=20passing=20such=20data=20outside=20the= =20EU=20because=20of data=20protection=20laws.

A=20specific=20feature=20of=20the=20design=20is=20a=20boost=20sample=20for= =20six=20specific ethnic=20minorities.

Enquiries=20to=20me=20off-line.

Enjoy!

Iain=20Noble=20 Department=20for=20Education=20and=20Skills=20 Creating=20opportunity,=20releasing=20potential,=20achieving=20excellence=20=

Strategic=20Analysis:=20RM=201=20(YCS=20and=20Next=20Steps=20Study),=20 W606,=20Moorfoot,=20Sheffield,=20S1=204PQ.=20 0114=20259=201180=20 For=20information=20about=20the=20Next=20Steps=20Study=20go=20to www.dfes.gov.uk/research=20

The=20original=20of=20this=20email=20was=20scanned=20for=20viruses=20by=20= Government=20Secure=20Intranet=20(GSi)=20=20virus=20scanning=20service=20s= applied=20exclusively=20by=20Cable=20&=20Wireless=20in=20partnership=20wit= h=20MessageLabs. On=20leaving=20the=20GSI=20this=20email=20was=20certified=20virus=20free. The=20MessageLabs=20Anti=20Virus=20Service=20is=20the=20first=20managed=20= service=20to=20achieve=20the=20CSIA=20Claims=20Tested=20Mark=20(CCTM=20Cer= tificate=20Number=202006/04/0007),=20the=20UK=20Government=20quality=20mar= k=20initiative=20for=20information=20security=20products=20and=20services.= =20=20For=20more=20information=20about=20this=20please=20visit=20www.cctma= rk.gov.uk

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Wed, 20 Dec 2006 07:13:05 -0700

Reply-To: megbostrom@PUBLIC-KNOWLEDGE.US

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Meg Bostrom <megbostrom@PUBLIC-KNOWLEDGE.US>

Subject: The Security Frame

Comments: To: "James P. Murphy" <jpmurphy@JPMURPHY.COM>

Comments: cc: AAPORNET@asu.edu

In-Reply-To: <[011a01c723d9\\$605b9ac0\\$63bbe118@TulipBreathing](mailto:011a01c723d9$605b9ac0$63bbe118@TulipBreathing)>

MIME-version: 1.0

Content-type: text/plain; charset=US-ASCII

Content-transfer-encoding: quoted-printable

I'm looking for recent research (last four years) concerning the effects of the security frame on public opinion.

In addition to research concerning "hard" national security issues (military support, nuclear weapons,

transportation security, etc.), I'm also interested in the effects of the security frame on public support for global

issues that are less obviously linked to security (poverty in developing countries, global environment, world health, etc.).

I have the well-known publicly available sources such as the Chicago Council on Global Affairs, Pew, PIPA and so

on, but I would appreciate suggestions for sources that are less readily available to the public.

Reply off-line and I'd be happy to synthesize and make all suggestions available to the list.

Thank you!

Meg Bostrom

Public Knowledge

megbostrom@public-knowledge.us

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Date: Wed, 20 Dec 2006 08:52:10 -0700

Reply-To: Corinne Kirchner <corinne@AFB.NET>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Corinne Kirchner <corinne@AFB.NET>

Subject: Re: Data from new study of young people available

Comments: To: Iain.NOBLE@DFES.GSI.GOV.UK, AAPORNET@asu.edu

In-Reply-To: <8CD5D9A623A40E4BAB9DD7531EBDEDBB022F2BDB@MFEXC01.AD.HQ.DEPT>

MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

Hi Iain,

I am curious whether the study has questions about disability status, such as whether the person considers him/herself to have a disability, if so, what type; whether he/she received any services related to disability, e.g. special education or income benefits.

Thanks in advance,
Corinne

Corinne Kirchner, Ph.D.
Senior Research Scientist
American Foundation for the Blind
=20

-----Original Message-----

From: AAPORNET [mailto:AAPORNET@asu.edu] On Behalf Of Iain Noble
Sent: Wednesday, December 20, 2006 7:34 AM
To: AAPORNET@asu.edu
Subject: Data from new study of young people available

Some of you may have wondered in the past about the URL in my signature about the Next Steps Study which leads to something not very informative. Wonder no more.

We have just released data from the first Wave of this major longitudinal study of nearly 16,000 young people to the UK Data Archive and downloads are now available from there. You can find more details of the study at
<http://www.data-archive.ac.uk/findingData/snDescription.asp?sn=3D5545>. =20

This study will be of specific interest to those who have used data from surveys such as the various NLSY studies and longitudinal educational research such as High School and Beyond or the UK Birth Cohort Studies. The specific focus of the early waves of this study is on educational issues in the transition from the later stages of compulsory education (we began at age 14) but there is a lot to interest a more general audience (e.g. related to race and ethnicity, family structure, gender, social class and religion/faith). Data collected includes interviews with young people and their parents and data from administrative sources about their schools and their performance in national standardised tests (the 'Key Stage scores'). The administrative data are not currently available on-line but on special request. There are, however, problems still to be resolved about passing such data outside the EU because of data protection laws.

A specific feature of the design is a boost sample for six specific ethnic minorities.

Enquiries to me off-line.

Enjoy!

Iain Noble

Department for Education and Skills

Creating opportunity, releasing potential, achieving excellence

Strategic Analysis: RM 1 (YCS and Next Steps Study), W606, Moorfoot,
Sheffield, S1 4PQ.=20

0114 259 1180

For information about the Next Steps Study go to

www.dfes.gov.uk/research=20

The original of this email was scanned for viruses by Government Secure
Intranet (GSI) virus scanning service supplied exclusively by Cable &
Wireless in partnership with MessageLabs.

On leaving the GSI this email was certified virus free.

The MessageLabs Anti Virus Service is the first managed service to
achieve the CSIA Claims Tested Mark (CCTM Certificate Number
2006/04/0007), the UK Government quality mark initiative for information
security products and services. For more information about this please
visit www.cctmark.gov.uk

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

=====
Date: Wed, 20 Dec 2006 10:23:13 -0500

Reply-To: "McDonald, Scott" <Scott_McDonald@CONDENAST.COM>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: "McDonald, Scott" <Scott_McDonald@CONDENAST.COM>

Subject: Job Opportunity

Comments: To: aapornet@asu.edu

MIME-version: 1.0

Content-type: text/plain; charset="US-ASCII"

Content-transfer-encoding: quoted-printable

Posted by Scott McDonald

Conde Nast Publications =09

Director of Custom Research =09

<<Picture (Metafile)>> =09

Post Date: Dec 18, 2006 Type: Full time =09

Start Date: Salary: =09

Location: US - New York - New York Job Reference:

<<Picture (Metafile)>> =09

Skills:

Must be a seasoned Market Research Director ideally from a magazine, packaged goods, advertising or fashion/beauty related environment who has successfully helped to steer the decision processes within their organization. Should have an expansive knowledge of research tools, suppliers and vendors and have a track record of having successfully managed a staff.

Job Description:

Conde Nast Publications is seeking a Director of Custom Research to provide strategic, custom and primary study based recommendations to our editorial and sales leaders. Interpret and articulate business challenges and determine appropriate research methodologies in order to gain the necessary insight to respond to them. Work with internal resources and outside vendors to conduct focus groups, subscriber studies, measure trends and track market segments.

Comments:

Please e-mail resumes to:kgallant@condenast.com

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

=====
Date: Thu, 21 Dec 2006 12:44:37 -0500

Reply-To: "Edelman, Murray" <EdelmanM@CBSNEWS.COM>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: "Edelman, Murray" <EdelmanM@CBSNEWS.COM>

Subject: Upcoming Mitofsky Award Gala and year end tax saving opportunity

Comments: To: AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain; charset="iso-8859-1"

Content-transfer-encoding: quoted-printable

The Roper Center Board wants our colleagues to know that we are planning = to hold our first annual Mitofsky Award Gala in early November of next = year in New York City to honor the memory of our late Board Chairman, = Warren Mitofsky. The exact details of the event have yet to be = determined, but we will award the first annual "Warren Mitofsky Award = for Excellence in Public Opinion Research."

=20

Warren had been arguing for this type of fundraising by the Roper Center = during his tenure as our Board Chairman. And as you know, this award = fits his commitment to excellence in our field.

=20

We wanted you to know before the end of the year, so you could take = advantage of the potential tax benefits. You can make a donation now, = get the tax advantage this year, and have it applied next year toward = the benefit.

=20

Please make your check out to the Roper Center and ask that it be placed = in the account for the Mitofsky Award and benefit. Send it to:

=20

The Roper Center

University of Connecticut

341 Mansfield Road, Unit 1164

Storrs, CT 06269-1164

=20

=20

Here is the description of the award:

=20

The Mitofsky Award carries a cash prize and recognizes outstanding = research or reporting that uses The Roper Center's public opinion data = archive. The award recognizes important work on public opinion or survey = methodology that has been published in a book, journal, magazine, or = newspaper, or presented at a professional conference. Special = consideration will be given to work that is based on data obtained by = the researcher or author directly from the Roper archive, as well as to = work that utilizes multiple data sources or compares survey results over = time. The award recognizes both work published recently and work from = the past that continues to have a significant impact on our = understanding of society. The award is celebrated each November at The = Mitofsky Award Gala in New York.

=20

Happy Holidays,

=20

Murray Edelman, for the Roper Board.

=20

Murray Edelman, Ph.D.
Consultant, CBS News

Distinguished Scholar

Eagleton Institute of Politics=20

Rutgers University

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Thu, 21 Dec 2006 17:00:09 -0500
Reply-To: Dave Howell <dahowell@ISR.UMICH.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Dave Howell <dahowell@ISR.UMICH.EDU>
Subject: 41 Days Left to Propose Questions to be Included in a National
Survey for Free

Comments: To: AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: quoted-printable

If you would like to propose questions to be included in a multi-wave panel survey of a representative national sample of American adults (at no cost to you), now is the time to submit them to the American National Election Studies (ANES) review process.

For the 2007-2009 ANES Panel Study, we will interview a panel of respondents (1,800 people initially) six times between September 2007, and May 2009. The questionnaires for these surveys can be filled with any questions that will help scholars understand the causes or consequences of people's decisions about whether or not to vote in the 2008 election and for whom to vote. The schedule of reinterviews will allow researchers to study changes in individuals' attitudes, beliefs, behavior, and more, and to study causal impact of one variable on another.

The data will be collected via self-administered questionnaires completed over the Internet, and the panel of respondents will be recruited especially to participate in this study. The entire data set will be made available to all interested scholars at no cost.

The questions to be included on the six waves will be selected through a public and transparent peer review process. Proposals will be accepted only via the ANES Online Commons (OC), a web-based system for the posting and review of proposals:

<http://www.electionstudies.org/onlinecommons.htm>

There are only 41 days left to submit a proposal to include questions on the first waves of the 2007-2009 ANES Panel Study. The deadline for submitting proposals is January 31, 2007, after which the OC will remain open for a short period to allow comments and proposal revisions to be posted.

As of right now, the questionnaires are wide open. This is the largest open opportunity in years to place questions on an ANES study. We thank NSF for making this possible and hope to be able to accommodate your proposal in this study.

Sincerely,

Jon Krosnick and Arthur Lupia

Principal Investigators
American National Election Studies (ANES)

Please address questions to: anes@electionstudies.org

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Please ask authors before quoting outside AAPORNET.
Unsubscribe?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Tue, 26 Dec 2006 16:02:26 -0500
Reply-To: Mark Schulman <M.SCHULMAN@SRBI.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Mark Schulman <M.SCHULMAN@SRBI.COM>
Subject: AAPOR Award Winner Dr. Frank Stanton Passed Away
In-Reply-To: <4591473A.6553.0001.0@srbi.com>
MIME-version: 1.0
Content-type: text/plain; charset=ISO-8859-1
Content-transfer-encoding: 8BIT
Content-disposition: inline

Dr. Frank Stanton, a pioneer in both audience research and broadcasting, passed away Sunday at age 98. Stanton's work in survey research and audience measurement dated back to the very early days of our profession, collaborating with Paul Lazarsfeld and Hadley Cantril. Here below is the citation from the 2003 AAPOR Award for Exceptionally Distinguished Achievement presented to Dr. Stanton:

AAPOR Award Citation to Dr. Frank Stanton, 2003:

Frank Stanton is one of the true pioneers of our profession. Were it not for his even greater and overshadowing achievements as President of CBS, Inc., he would have been recognized by AAPOR long before today.

Stanton's groundbreaking doctoral research, completed in 1935, was one of the first investigations into why people react positively to certain radio shows but negatively to others. He launched his career

that year in the fledgling CBS audience research department. He established research as an integral component of news reporting and corporate strategy.

In 1937, Stanton and Hadley Cantril secured Rockefeller Foundation funding to conduct seminal media research for what came to be called the "Radio Project." Stanton and Cantril recruited the Viennese social psychologist Paul Lazarsfeld to direct the project. Stanton was largely responsible for one of the Project's crowning achievements, the Stanton-Lazarsfeld Program Analyzer. "Little Annie" as a media audience research tool transformed radio, film, and ultimately television programming and is still in use today.

During his long tenure as President of CBS, 1946-1971, Stanton nurtured research and established a highly prolific department, headed by Joseph Klapper, to study the effects of mass media on the public. He established written survey reporting standards at CBS News to ensure that all reported surveys met high quality standards.

As CBS President, he also vigorously defended the media's First Amendment rights. He refused a Congressional subpoena against the threat of jail following the airing of a controversial CBS documentary, The Selling of the Pentagon.

The CBS presence at AAPOR goes back to AAPOR's early years, beginning with our second president, Elmo Wilson. Inspired by the Stanton tradition, CBS continues to contribute a large number of AAPOR Presidents and officers. Five AAPOR Presidents were from CBS.

For his contributions in establishing broadcast media research and for his nurturing of research at CBS, we bestow this award.

Archives: <http://lists.asu.edu/archives/aapornet.html> .

Unsubscribe? Send email to listserv@asu.edu with this text:

signoff aapornet

Please ask authors before quoting outside AAPORNET.

=====
Date: Tue, 26 Dec 2006 15:43:51 -0700

Reply-To: Mike Donatello <mike@DONATELLO.US>

Sender: AAPORNET <AAPORNET@ASU.EDU>

From: Mike Donatello <mike@DONATELLO.US>

Subject: POQ 70(3) -- Thanks!

Comments: To: AAPORNET@asu.edu

MIME-version: 1.0

Content-type: text/plain; charset="windows-1250"

Content-transfer-encoding: quoted-printable

Wow! The current issue of POQ just arrived in my mailbox. After =
skimming the contents, I=92d say that this will probably rank as one of =
the most useful issues that I=92ve seen, in terms of day-to-day =
applicability to my job. Many thanks to all who contributed.

=20

Mike Donatello
Director, Research
USA TODAY
7950 Jones Branch Dr., McLean, VA 22108
V 703.854.4572 F 703.854.2165
HYPERLINK "mailto:MDonatello@USAToday.com"mdonatello@usatoday.com

=20

=20

--=20

No virus found in this outgoing message.
Checked by AVG Free Edition.
Version: 7.5.432 / Virus Database: 268.15.27/602 - Release Date: =
12/25/2006 10:19
=20

Archives: <http://lists.asu.edu/archives/aapornet.html> .
Unsubscribe? Send email to listserv@asu.edu with this text:
signoff aapornet
Please ask authors before quoting outside AAPORNET.

=====
Date: Thu, 28 Dec 2006 04:30:30 -0700
Reply-To: "F. Elizabeth Liddle" <liddle.elizabeth@GOOGLEMAIL.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "F. Elizabeth Liddle" <liddle.elizabeth@GOOGLEMAIL.COM>
Subject: Auld Lang Syne

A poll reveals that only 6% of Britons have mastered all five verses....

http://www.guardian.co.uk/uk_news/story/0,,1979174,00.html

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

=====
Date: Thu, 28 Dec 2006 11:39:49 +0000
Reply-To: "Moon, Nick" <nick.moon@GFK.COM>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Moon, Nick" <nick.moon@GFK.COM>
Subject: Re: Auld Lang Syne
Comments: To: AAPORNET@asu.edu
MIME-version: 1.0

Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7bit

Even if those 6% were all Scottish I suspect them of giving a socially acceptable answer to conceal their ignorance

Mind you, I was at dinner with a Scottish friend two Burns Nights ago and he recited all 8 verses of the address to a haggis, so maybe it is true

-----Original Message-----

From: F. Elizabeth Liddle [mailto:liddle.elizabeth@GOOGLEMAIL.COM]
Sent: 28 December 2006 11:31
To: AAPORNET@asu.edu
Subject: Auld Lang Syne

A poll reveals that only 6% of Britons have mastered all five verses....

http://www.guardian.co.uk/uk_news/story/0,,1979174,00.html

Archives: <http://lists.asu.edu/archives/aapornet.html>

Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail

On your return send this: set aapornet mail Please ask authors before quoting outside AAPORNET.

Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Any views or opinions are solely those of the author and do not necessarily represent those of GfK NOP or any of its associated companies.

The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. If you are not the intended recipient of this message, please do not read, copy, use or disclose this communication and notify the sender immediately. It should be noted that any review, retransmission, dissemination or other use of, or taking action in reliance upon, this information by persons or entities other than the intended recipient is prohibited.

Recipients are warned that GfK NOP cannot guarantee that attachments or enclosures are secure or error-free as information could be intercepted, corrupted, or contain viruses

Archives: <http://lists.asu.edu/archives/aapornet.html>

Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Thu, 28 Dec 2006 09:33:50 -0500
Reply-To: pd@kerr-downs.com
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: Phillip Downs <pd@KERR-DOWNS.COM>
Organization: Kerr & Downs Research
Subject: POQ Journal
Comments: To: AAPORNET <AAPORNET@asu.edu>
MIME-version: 1.0
Content-type: text/plain; charset=us-ascii
Content-transfer-encoding: 7bit

Our marketing department is developing a list of top tier, second tier, etc. journals. How does the AAPOR community perceive (rank) POQ? Does any one have a formal listing of journals in their department/college that shows where POQ is ranked? Thanks, Phillip

Phillip E. Downs, PhD
Partner, Kerr & Downs Research
Professor of Marketing, FSU
2992 Habersham Drive
Tallahassee, FL 32309
Phone: 850.906.3111
Fax: 850.906.3112
www.kerr-downs.com

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: aapornet-request@asu.edu

Date: Thu, 28 Dec 2006 10:24:45 -0500
Reply-To: "Rockwell, Richard" <richard.rockwell@UCONN.EDU>
Sender: AAPORNET <AAPORNET@ASU.EDU>
From: "Rockwell, Richard" <richard.rockwell@UCONN.EDU>
Subject: Re: POQ Journal
Comments: To: pd@kerr-downs.com, AAPORNET@asu.edu
MIME-version: 1.0
Content-type: text/plain; charset=Windows-1252
Content-transfer-encoding: quoted-printable

There is a widely-used ranking of "high impact" journals known as the =
Journal Citation Report, produced by the Institute for Scientific =
Information. It is accessible from =
<http://scientific.thomson.com/products/jcr/>
It is not free.

There is also the new Journal Use Report from ISI. It is targeted at = librarians, apparently.

The Modern Language Association maintains the MLA Directory of = Periodicals, which includes circulation figures.

A good caution on using impact ratings of journals is at = <http://www.bmj.com/cgi/content/full/314/7079/497>

Were your marketing department to be able to devise a ranking that is = superior to the JCR, many people would be grateful. However, it is hard = to conceive of the subjective ranking that you appear to be pursuing = being superior to what is already available in the JCR. In ranking = departments nationally, the National Research Council is now using = "objective" indicators in place of the subjective rankings used for = prior reports.

-----Original Message-----

From: AAPORNET on behalf of Phillip Downs
Sent: Thu 12/28/2006 9:33 AM
To: AAPORNET@asu.edu
Cc: 09
Subject: POQ Journal

Our marketing department is developing a list of top tier, second tier, etc. journals. How does the AAPOR community perceive (rank) POQ? Does = any one have a formal listing of journals in their department/college that = shows where POQ is ranked? Thanks, Phillip

Phillip E. Downs, PhD
Partner, Kerr & Downs Research
Professor of Marketing, FSU
2992 Habersham Drive
Tallahassee, FL 32309
Phone: 850.906.3111
Fax: 850.906.3112
www.kerr-downs.com

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:
set aapornet nomail
On your return send this: set aapornet mail
Please ask authors before quoting outside AAPORNET.
Problems?-don't reply to this message, write to: = aapornet-request@asu.edu

Archives: <http://lists.asu.edu/archives/aapornet.html>
Vacation hold? Send email to listserv@asu.edu with this text:

set aapornet nomail

On your return send this: set aapornet mail

Please ask authors before quoting outside AAPORNET.

Problems?-don't reply to this message, write to: aapornet-request@asu.edu