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Research, Policy Analysis & Planning Since October 22, 1986

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The newsletter welcomes news items related to management research, policy analysis and planning; persons changing jobs or retiring; requests for help or suggestions from readers; announcements of professional meetings and conferences; comments about recent publications; abstracts of papers which authors are willing to share; job announcements; philosophical and/or humorous thoughts; and more. This online publication is available free to anyone interested in institutional research.

If you wish to subscribe, change your subscription address, or unsubscribe, go to <http://www.airweb.org/page.asp?page=133>

If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Meihua Zhai, Editor, at: (meihua.zhai@usg.edu).

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. Point your browser to the following URL: <http://airweb.org> (look under "Jobs")

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@mailers.fsu.edu).

AIR Publication

Analyzing Faculty Work and Rewards: Using Boyer' s Four Domains of Scholarship

Rob Toutkoushian, Indiana University Bloomington (rtoutkou@indiana.edu)

New Directions for Institutional Research is pleased to announce the publication of its most recent monograph titled " Analyzing Faculty Work and Rewards: Using Boyer' s Four Domains of Scholarship" (NDIR #129). The volume, edited by John M. Braxton, includes the following chapters:

Editor's Notes: Delving Further into Boyer's Perspective on the Four Domains of Scholarship, John M. Braxton

Chapter 1: The Public Scholarship: Re-Integrating Boyer's Four Domains, Carol L. Colbeck and Patty W. Michael

The authors argue the case for integrating the four domains of faculty work through public scholarship.

Chapter 2: Exploring the Dimensions of the Scholarship of Teaching and Learning: Analytics for an Emerging Literature, Michael B. Paulsen and Kenneth A. Feldman

This chapter examines the four primary dimensions of SoTL using a Parsonian analytical structure for organizing and examining some of the key issues in emerging literature.

Chapter 3: Attitudinal and Structural Factors Contributing to Challenges in the Work of the Scholarship of Teaching and Learning, Kathleen McKinney

The author examines the applications of SoTL at the course, program, department, and institution levels.

Chapter 4: Using Doctoral Education to Prepare Faculty to Work within Boyer's Four Domains of Scholarship, Ann E. Austin and Melissa McDaniels

This chapter focuses on the role of graduate education in preparing future faculty members for engagement not only in the domain of discovery, but also in the scholarships of application, integration, and teaching.

Chapter 5: Actual and Ideal Value Patterns towards Domains of Scholarship in Three Types of Colleges and Universities, John M. Braxton, William Luckey and Patricia Helland

Using survey responses from a national sample of faculty members in four disciplines, the authors compare the ideal versus actual academic reward structures at representative non-doctoral four-

year institutions.

Chapter 6: Encouraging Multiple Forms of Scholarship in Faculty Reward Systems: Have Academic Cultures Really Changed? Kerry Ann O'Meara

The author summarizes the findings from a study of 729 chief academic officers who identify both catalysts and barriers to the reform of institutional faculty reward systems.

Chapter 7: State Accountability Policies and Boyer's Domains of Scholarship: Conflict or Collaboration? William R. Doyle

The author applies strategic response theory to develop hypotheses about the type of response public colleges and universities will exhibit as a consequence of state policies to encourage the scholarship of teaching, discovery and application.

NCES Publications

2004 National Study of Postsecondary Faculty (NSOPF:04) Methodology Report

This report is designed to give readers an accurate picture of this important study and the data generated by its methodology. The report is organized into 6 chapters, including information about the purpose of the study, the sample design, the data collection instruments, data collection and data processing procedures, an evaluation of data quality, and weighting and variance estimation. Of the 34,330 eligible sample members, 26,110 (76 percent) completed the faculty questionnaire during a field period from January to October of 2004. Seventy-six percent of respondents completed the self-administered web questionnaire, and 24 percent were interviewed by telephone. The average time to complete the survey was 30 minutes. Of the 1,070 eligible institutions, 980 (91 percent) provided faculty lists and 920 (84 percent) completed the institution questionnaire. Evaluations of operations and procedures focused on the institution contacting endeavor, the timeline for data collection from institutions (faculty lists and institution questionnaires) and faculty (CATI and self-administered interviews), tracing and locating procedures, refusal conversion efforts, the effectiveness of incentives, and the length of the faculty interview. Item nonresponse was below 15 percent for 87 of the 90 items in the institution questionnaire and for 141 out of the 162 items in the faculty questionnaire.

To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006179>

A Comparable Wage Approach to Geographic Cost Adjustment

In this report, NCES extends the analysis of comparable wages to the labor market level using a Comparable Wage Index (CWI). The basic premise of a CWI is that all types of workers—including teachers—demand higher wages in areas with a higher cost of living (e.g., San Diego) or a lack of amenities (e.g., Detroit, which has a particularly high crime rate) (Federal Bureau of Investigation 2003). This report develops a CWI by combining baseline estimates from the 2000 U.S. census with annual data from the Bureau of Labor Statistics (BLS). Combining the Census with the OES makes it possible to have yearly CWI estimates for states and local labor markets for each year after 1997. OES data are available each May and permit the construction of an up-to-date, annual CWI. The CWI methodology offers many advantages over the previous NCES geographic cost adjustment methodologies, including relative simplicity, timeliness, and intrastate variations in labor costs that are undeniably outside of school district control. However, the CWI is not designed to detect cost variations within labor markets. Thus, all the school districts in the Washington, DC metro area would have the same CWI cost index. Furthermore, as with other geographic cost indices, the CWI methodology does not address possible differences in the level of wages between college graduates outside the education sector and education sector employees. Nor does the report explore the use of these geographic cost adjustments as inflation adjustments (deflators.) These could be areas for fruitful new research on cost adjustments by NCES.

To download, view and print the publication as a PDF file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006321>

New Version of the College Opportunities Online Locator (COOL) Website

NCES announces the release of a new version of the College Opportunities Online Locator (COOL) website, a consumer information tool for students, parents, high school counselors, and others interested in postsecondary education in the United States. The site allows users to see and compare profiles of nearly 7,000 colleges and universities throughout the nation.

Users can search by location, program or major, and a variety of institutional characteristics to identify postsecondary institutions that fit their preferences. In addition, up to four institutions can be compared side-by-side on areas including:

- Estimated student expenses;
- Financial aid availability;
- Admissions information;
- Enrollment details;
- Retention and graduation rates; and,
- Awards and degrees.

Links to institution websites as well as to additional information about campus security, federal student loan default rates, and accreditation are also provided.

To visit the COOL website, go to <http://collegesearch.nces.ed.gov>.

The Nation's Report Card Science 2005 Results Released

Results of the National Assessment of Educational Progress (NAEP) 2005 science assessment were just released, detailing national performance at grades 4, 8, and 12 and state performance for most states at grades 4 and 8.

National findings since the previous assessments in 1996 and 2000 show:

- * Fourth-grade students scored higher than either previous year, and lower-performing students made the largest gains since 2000.
- * Eighth-graders' overall performance remained unchanged compared with either previous year; gains by lower-income students narrowed the gap since 2000.
- * Scores for twelfth-graders remain unchanged since the last assessment, but are lower than in 1996. However, the White-Black gap has widened since 2000.

At both grades, 37 states and jurisdictions participated in both 2000 and 2005:

- * Fourth-graders in 9 states showed increases in scores since 2000.
- * Eighth-graders in 11 states posted increases for 2000, 4 declined.

Full results for the nation and states are available at:

<http://nationsreportcard.gov>

Browse the Executive Summary of the report:

<http://nces.ed.gov/nationsreportcard/pubs/main2005/2006466.asp>

To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006466>

CIRP Summer Workshop

John H. Pryor, UCLA Higher Education Research Institute (john.pryor@ucla.edu)

The CIRP Summer Workshop is a wonderful opportunity to dive in deep into the world of the CIRP surveys. This is an intensive 3-day workshop on using the CIRP surveys, working with experts in the field such as Sylvia Hurtado, Sandy Astin, Bill Korn, and Mark Gunty. The workshop is designed to provide institutional researchers and other college student personnel a comprehensive approach to analyzing college student data and applying this information to questions of interest to their campus.

There are two tracks: one for people with relatively little or no SPSS experience

and one for those who have more advanced analysis experience.

The workshop is from July 12-14 and is on the beautiful UCLA campus.

Workshop participants give consistently high ratings. This is a great way to get new staff members trained fast on the CIRP and the Astin I-E-O model, as well as giving more experienced CIRP users the opportunity to learn some new ways of looking at the surveys.

For more information see our brochure:

<http://www.gseis.ucla.edu/heri/PDFs/CSW06.PDF>

John H. Pryor
Director, Cooperative Institutional Research Program
UCLA Higher Education Research Institute
<http://www.gseis.ucla.edu/heri>

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to meihua.zhai@usg.edu. Keep it brief, but include the information you think others would like to know.

After more than a quarter of a century in institutional research, **Marie Richman** has accepted the challenge of a new opportunity, still at the University of California, Irvine. She is joining the Office of Research and Graduate Studies as the Manager, Policy Analysis and Program Review. Best wishes, Marie!

Dr. **Bill Knight** has a new title now: Assistant Vice President for Planning and Accountability. Bill was formerly Director of Planning and Institutional Research at Bowling Green State University. Congratulations, Bill!

Donald S. Scroggins, Director of Institutional Research and Assessment at the University of Tennessee, died on April 10, 2006, in Knoxville. He was 59. Dr. Scroggins had been on the Institutional Research staff for 26 years. He began there while still in graduate school and went on to serve as assistant and interim director before being appointed to the director's position in 1996. He served as

Vice President and Program Chair of Tennessee AIR in 2000, as President in 2001, and as Past President in 2002. Rest in peace, Don.

Editors' Book of the Month

Statistical Rules of Thumb

Marne Einarson, Cornell University (mke3@cornell.edu)

Through the **BOOK OF THE MONTH** feature, we hope to acquaint you with publications that provide practical guidance on the technical or administrative aspects of our profession, offer current research and/or provoke thought and discussion on current issues in higher education.

This month's book, *Statistical Rules of Thumb*, was written by Gerald van Belle and published by Wiley in 2002. (ISBN 0-471-40227-3)

Statistical Rules of Thumb is a great reference for anyone responsible for designing, conducting, and analyzing research. Van Belle offers a collection of "rules of thumb" that cover topics ranging from study design to sample size to data presentation. Each rule is accompanied by an example, theoretical underpinning, and discussion.

This book has much to recommend it: it is concise, clearly written, logically organized, and focuses on the application of statistical principles. It is directed at a broad audience – from beginning researchers who need to check how many cases are needed given the number of variables being investigated (see Rule 4.6) to more experienced statisticians interested in modeling survival times (see Rule 4.7). The text is supported by an extensive reference list.

There is an accompanying web page for the book at <http://www.vanbelle.org>. You can view a table of contents and download Chapter 2. In the "Monthly Rule" section, van Belle offers further discussion of rules from the book and includes new rules (e.g., New Rule 1.18: Hard and fast rule: Always use $p = .05$. Not.) Unfortunately, this section has not been updated since May 2004. The author also provides a list of his favorite statistical books.

All in all, this is a very handy little text. In my opinion, it certainly deserves a place on the bookshelf!

Marne

Please share your recommendations for books that you have found helpful. You can send your review to Marne Einarson, Cornell University (mke3@cornell.edu) or Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

Technical Tips from the Field

Stopping E-mail Spammers

Bob Daly, University of California Riverside (bob.daly@ucr.edu)

This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Meihua Zhai (<mailto:mzhai@gmu.edu>). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

College and university IT staff have been very successful in blocking spammers and most of their "spider bots" at campus e-mail servers. But some spammers still get through, and their "spider bots" scan campus and IR office Web pages looking for unprotected e-mail addresses. These addresses are collected and used to create mailing lists to send out unwanted e-mail known as SPAM. Fortunately, by adding a little JavaScript code to your office Web pages, these "spider bots" can be stopped.

Below is the JavaScript code that allows you to add e-mail addresses to your web pages and stop "spider-bots" from collecting e-mail addresses. This code works in all Macintosh, UNIX (Linux), and Windows browsers that support JavaScript. To install the JavaScript code, simply copy the JavaScript code below and paste the code into your Web pages using a text or HTML editor. Two steps are needed:

Step One: Copy the JavaScript code below and paste it into the HEAD section of your HTML document. Other lines of HTML may also exist in the HEAD section, but this piece of JavaScript code must be in the HEAD section.

```
<script language = "JavaScript">
<!-- This script and many more are available free online at -->
<!-- The JavaScript Source!! http://javascript.internet.com -->
<!-- Original: Written by William Rozell Jr. -->
<!-- Begin
var user;
var domain;
var suffix;
function jemail(user, domain, suffix){
document.write('<a href="' + 'mailto:' + user + '@' + domain
+ '.' + suffix + '">' + user + '@' + domain + '.' + suffix
+ '</a>');
}
//-->
// End -->
</script>
```

Step Two: Copy the code below into the appropriate spot in the BODY section of your HTML document where you want an e-mail address to appear. A significant amount of HTML code will also be present in the BODY section. Be sure to change the parts of my e-mail address to the ones that you want to use.

```
< script language = "JavaScript" >
<!-- Begin
jemail("bob.daly", "ucr", "edu");
// End -->
</script>
```

Once placed into your Web page, e-mail addresses will be displayed in their regular form, such as "bob.daly@ucr.edu." They will, however, be protected from "spider bots" and spammers.

This "spider-bot" blocking JavaScript is used in the California Association for Institutional Research (CAIR) Web site. You can see the code by selecting "Source" or "Page Source" in the View menu. CAIR's Association Officers page (<http://www.cair.org/officers/>) is a good example to study since it contains multiple e-mail addresses.

If you are unsure how to implement JavaScript code in HTML, please feel free to write to me or contact your computer support professional.

Thanks a lot, Bob, for the sharing!

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailier.fsu.edu)

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. There is no charge for posting a job. Follow the format posted at the AIR Jobs website and include as much information as possible. Use the online form to submit an ad. Jobs will be displayed for one month from the posting date or one week after the application deadline. Please notify Gail Fishman if you wish to repost, revise, or leave a job posted beyond the deadline.

RESEARCH ANALYST/SR. ASSISTANT DIRECTOR OF ADMISSION AND FINANCIAL AID, Ohio Wesleyan University, Delaware, **OH**, <http://www.owu.edu>
Deadline Date: June 1, 2006

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, University of Southern

Mississippi, Hattiesburg, **MS**, <http://www.usm.edu>
Deadline Date: July 2006

GRANTS RESOURCE CENTER - PROGRAM ADVISOR, American Association of
State Colleges and Universities, Washington, **DC**, [http://www.aascu.org/\[****\]](http://www.aascu.org/[****])
Deadline Date: Not provided

RESEARCH PROJECT MANAGER, Pima Community College, Tucson, **AZ**.
Deadline Date: May 30, 2006

Director of Institutional Research & Assessment, Cuesta College, San Luis
Obispo, **CA**.
Deadline Date: June 14, 2006

DIRECTOR, STUDENT AFFAIRS ASSESSMENT AND PLANNING, University of
Alabama, **AL**.
Deadline Date: Reviews begin May 26, open until filled

DIRECTOR, NATIONAL SURVEY OF STUDENT ENGAGEMENT, Indiana University
Bloomington, Bloomington, **IN**.
Deadline Date: Application screening begins October 1, 2006

UNIVERSITY REGISTRAR, The Pennsylvania State University, University Park, **PA**
, <http://www.psu.edu>
Deadline Date: Application review begins June 16, 2006

SENIOR RESEARCH ASSOCIATE, University of Maryland University College
(UMUC), Adelphi, **MD**, <http://www.umuc.edu/>
Deadline Date: June 9, 2006 for best consideration

INSTITUTIONAL RESEARCH ASSOCIATE, University of Texas at Arlington,
Arlington, **TX**, <http://www.uta.edu/>
Deadline Date: Open until filled

MANAGEMENT INFORMATION COORDINATOR, University of Nebraska, Omaha,
NE, <http://www.unomaha.edu>
Deadline Date: None

SENIOR RESEARCH ASSOCIATE (Educational Assistant), Connecticut Community
Colleges, Hartford, **CT**, <http://www.commnet.edu> and <http://www.commnet.edu/planning>
Deadline Date: Applications will be accepted until filled

INFORMATION REPORTING AND ANALYSIS COORDINATOR, University of
Colorado System, Boulder, **CO** , <http://www.cu.edu/SysHR/infocoordinator.htm>

Deadline Date: June 23, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, PLANNING & ANALYSIS, University of Colorado at Denver and Health Sciences Center (UCDHSC), Denver, **CO**, <http://www.ucdhsc.edu>

Deadline Date: June 19th or until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Hillsborough Community College, Tampa, **FL**, <http://www.hccfl.edu/>

Deadline Date: June 30, 2006

PROJECT MANAGER (Institutional Researcher), University of Southern California, University Park Campus, **CA**, <http://www.usc.edu>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, (Position #A3A002) Adams State College, Alamosa, **CO**,

Deadline Date: Reviews begin immediately

ASSOCIATE DEAN OF INSTITUTIONAL RESEARCH AND PLANNING, Westchester Community College, Valhalla, **NY**.

Deadline Date: July 1, 2006

DATA ANALYST, George Mason University, **VA**, <http://www.gmu.edu>

Deadline Date: Open until filled

RESEARCH ANALYST, Purdue University Calumet, Hammond, **IN**.

Deadline Date: Reviews begin immediately

POLICY ANALYST/SENIOR POLICY ANALYST, SHEEO, Boulder, **CO**, <http://www.sheeo.org>

Deadline Date: Until filled

RESEARCH ANALYST, Saint Mary's College, Moraga, **CA**, <http://www.stmarys-ca.edu>

Deadline Date: Open until filled

SENIOR STAFF ASSOCIATE FOR DATA FACILITATION, MDC, Inc., Chapel Hill, **NC**

Deadline Date: July 1, 2006

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Gainesville State College, Gainesville, **GA**, <http://www.gsc.edu>

Deadline Date: June 9, 2006

INSTITUTIONAL RESEARCH ANALYST, University of Texas at San Antonio, San Antonio, **TX**.

Deadline Date: June 2, 2006

DEAN OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Strayer University, Washington, **DC**.

Deadline Date: As soon as possible

COORDINATOR OF ASSESSMENT MANAGEMENT, Nassau Community College, Garden City, **NY**, <http://www.ncc.edu>

Deadline Date: June 9, 2006

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, New England Institute of Art, Brookline, **MA**, <http://www.neia.aii.edu>

Deadline Date: June 30, 2006

COORDINATOR OF INSTITUTIONAL STATISTICS, University of South Carolina Aiken, Aiken, **SC**, <http://www.usca.edu>

Deadline Date: Review begins June 7, 2006

DIRECTOR OF ACADEMIC INSTITUTIONAL RESEARCH, San Francisco State University, San Francisco, **CA**.

Deadline Date: Reviews begin June 1, 2006

INSTITUTIONAL RESEARCH ANALYST, Mesa State College, Grand Junction, **CO**, <http://www.mesastate.edu>

Deadline Date: June 12, 2006

EXECUTIVE DIRECTOR FOR PLANNING AND RESEARCH, Maryville University of Saint Louis, St. Louis, **MO**, <http://www.maryville.edu>

Deadline Date: Not provided

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH, Drake University, Des Moines, **IA**, <http://www.drake.edu/>

Deadline Date: Review begins June 1

DIRECTOR OF INSTITUTIONAL RESEARCH, Florida Southern College, Lakeland, **FL**, <http://www.flsouthern.edu>

Deadline Date: Reviews begin May 26, 2006. Open until filled.

DIRECTOR OF RESEARCH AND EVALUATION, Urban Education Partnership, Los Angeles, **CA**.

Deadline Date: May 31, 2006

ANALYST/SENIOR ANALYST, MGT of America, Inc., Higher Education Division,

Tallahassee, **FL**, <http://www.mgtofamerica.com>
Deadline Date: June 2, 2006

ANALYST/COORDINATOR OF WEB REPORTING, Virginia Tech, Blacksburg, **VA**.
Deadline Date: Reviews begin May 22, 2006. Open till filled

DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT, Minneapolis
Community and Technical College, Minneapolis, **MN**.
Deadline Date: June, 2, 2006

RESEARCH DIRECTOR, TICAS, Berkeley, **CA**.
Deadline Date: Not provided

DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH, University of
Richmond, Richmond, **VA** .
Deadline Date: Open until filled

ASSISTANT DIRECTOR, Institutional Research & Planning, University of
Louisville, Louisville, **KY**.
Deadline Date: Not provided

DIRECTOR OF RESEARCH AND EVALUATION, North Carolina Central University,
Durham, **NC**, <http://www.nccu.edu>
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, North Carolina Central
University, Durham, **NC**, <http://www.nccu.edu>
Deadline Date: Open until filled

DIRECTOR OF ACADEMIC ASSESSMENT (Higher Education Associate) , Brooklyn
College/CUNY, Brooklyn, **NY**, <http://www.brooklyn.cuny.edu>
Deadline Date: Open until filled

ASSOCIATE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Life University,
Marietta, **GA**, <http://www.Life.edu>
Deadline Date: August 1, 2006

INSTITUTIONAL RESEARCH ANALYST, Office of Institutional Research, University
of Connecticut, Storrs, **CT**, <http://www.uconn.edu/>
Deadline Date: Review of applications begins June 1, 2006

ASSESSMENT DEVELOPMENT PROJECT MANAGER, University of Phoenix,
Phoenix, **AZ**, <http://www.phoenix.edu>
Deadline Date: June 1, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Long Island University, **NY**, http://www.liu.edu/liu_start.html

Deadline Date: Reviews begin May 20, 2006 until position filled

ASSESSMENT COORDINATOR, Casper College, Casper, **WY**.

Deadline Date: Review begins May 18, 2006

PROJECT DATA SPECIALIST (part-time contract), Boston Science Partnership, Boston, **MA**, <http://www.bostonscience.org>

Deadline Date: June 1, 2006

ASSESSMENT AND RESEARCH COORDINATOR, Schoolcraft College, Livonia, **MI**, <http://www.schoolcraft.edu>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Indiana University Northwest, Gary, **IN**, <http://www.iun.edu>

Deadline Date: June 19, 2006

Parting Thoughts

Parting Thoughts

Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

**Reader contributions of possible future 'Parting Thoughts' are welcome.
Send them to [Meihua Zhai](#).**

Always bear in mind that your own resolution to succeed is more important than any one thing.

~ Abraham Lincoln

If A is success in life, then A equals x plus y plus z. Work is x; y is play; and z is keeping your mouth shut.

~ Albert Einstein

If you want the rainbow, you gotta put up with the rain.

~ Steven Wright

A discovery is said to be an accident meeting a prepared mind.

~ Albert von Szent-Gyorgyi

It is possible to fail in many ways...while to succeed is possible only in one way.

~ Aristotle

Of course there is no formula for success except perhaps an unconditional acceptance of life and what it brings.

~ Arthur Rubinstein

The person who makes a success of living is the one who see his goal steadily and aims for it unswervingly. That is dedication.

~ Cecil B. DeMille

Real success is finding your lifework in the work that you love.

~ David McCullough

Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life.

~ Dr. David M. Burns

I owe my success to having listened respectfully to the very best advice, and then going away and doing the exact opposite.

~ G. K. Chesterton

Nothing fails like success.

~ Gerald Nachman

The early bird may get the worm, but the second mouse gets the cheese.

~ Steven Wright

Hard work pays off in the future, laziness pays off now.

~ Steven Wright