



The Electronic Newsletter of the Association for Institutional Research (AIR)

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Serving Institutional Research Professionals and Those Engaged in Management
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, Suite 211, 1435 E. Piedmont Drive, Tallahassee, FL 32308 Phone: 850/385-4155, Fax: 850/385-5180 or via e-mail: (air@mailers.fsu.edu).

AIR Deadline

Nomination for the Sidney Suslow Award

Gary R. Pike, Chair, AIR Publications Committee

The AIR Publications Committee is seeking nominations for the Sidney Suslow Award by **November 15, 2006**, to be presented at the 2007 Forum in Kansas City, Missouri. This award recognizes the contributions of Sidney Suslow to AIR publications and scholarship and recognizes individuals for distinguished scholarly contributions to institutional research during a period of time.

While the Suslow Award may be presented for a single piece of work (monograph, book, software package) making a significant contribution to the development of institutional research, planning, or administrative decision making, the successful nominees will more likely be recognized for their cumulative and on-going scholarly efforts to keep institutional research on the cutting edge of research, practice, policies and procedures in higher education.

For more information, please visit the AIR Web site: <http://www.airweb.org/sidneysuslowaward.html>

Nominations may be made using the online submission site at <http://www.airweb.org/sidneysuslownomination.html>

From Your 2007 Forum Local Hosts

Go in' to Kansas City ... for the 47th AIR Forum June 2-6, 2007!

Christine Keller, University of Kansas, 2007 Forum Local Arrangement Committee (ckeller@ku.edu)

This installment of Kansas City "Fun Facts" highlights some of Kansas City's family attractions, including acres of parks, zoos, museums, and other special attractions geared just for kids!

Family activities within walking distance of the Crown Center and the Forum hotels

- Visit Science City, the KC Rail Experience, and Extreme Screen Theater at Union Station;

At Science City, explore a kid-friendly crime lab, a dinosaur bone dig site, a real helicopter – and more than 50 other interactive exhibits. As part of the KC Rail Experience, ghosts from the Station's past come alive to tell the stories of the men and women who rode and worked the rails. In addition, kids of all ages can take their turn as conductor on a train simulator.

- Discover your creative side at Kaleidoscope, a Crown Center attraction that features free sessions on art, problem-solving, and creativity;

The Kaleidoscope exhibit located at Crown Center offers free 55-minute sessions for children ages 5-12. Creating with bows, cardboard, jazzy junk, making puzzles and painting with melted crayons are just a few of the fun activities. Kaleidoscope is free as a public service by Hallmark.

<http://www.hallmarkkaleidoscope.com>

- Watch how a Hallmark greeting card is made at the Hallmark Visitors Center;

Directly across the street from Crown Center, the Hallmark Visitors Center is free and includes interactive displays and fascinating exhibits.

- Have your dinner delivered by toy train at Fritz's Railroad Restaurant in Crown Center;

Call in your order from the phone at your booth and wait for the train to deliver your meal. Tracks run overhead and a mechanical arm stops your order at the platform above your table, which then lowers to deliver your food.

<http://www.crowncenter.com/Dining-Dining/Index.htm>

- Run through the fountain in the Crown Center plaza (weather permitting, of course).

For adventures outside of the Crown Center area, consider the following:

- See over 800 animals from six continents at the Kansas City Zoo; Stand toe-to-toe with a mob of free-roaming kangaroos; Hand feed a lorikeet from the tropical rainforest;

Kenyan grasslands. A Tanzanian hillside. A Congolese forest. The Australian Outback. These are but a few of the true-to-life habitats at the Kansas City Zoo. Stretching over 200 acres in historic Swope Park in east Kansas City, the Zoo offers visitors the unique experience of seeing wild animals at home in the wild. The Zoo also features Kansas City's largest IMAX screen. www.kansascityzoo.org.

- For thrill seekers, ride one of the six world-class roller coasters in the Worlds of Fun amusement park or cool off on one of the 18 water slides at Oceans of Fun;

Worlds of Fun in north Kansas City offers 175 acres of excitement and fun. Along with coasters, Worlds of Fun features rides designed specifically for children, many of which are modeled after the big thrill rides in the park. Snoopy and the Peanuts characters meet and greet families in Camp Snoopy, a two-acre playland themed around the comic strip. Don't forget Oceans of Fun - with over 60-acres of drenching slides and water attractions. <http://www.worldsoffun.com/>

- Participate in an actual dinosaur dig and then eat dinner among geysers, waterfalls, and ice caves at T-Rex;

The Legends shopping center in Kansas City, Kansas is home to the first location of T-Rex, the newest restaurant and entertainment concept from Steven Schussler, founder of Rainforest Caf? The interactive restaurant is billed as a "prehistoric adventure" where customers come face-to-face with life-size dinosaurs and participate in educational, hands-on activities. <http://www.trexcafe.com/>

- Visit Bluefeather the Bison and her sidekick Tex the Longhorn at the Deanna Rose Children's Farmstead.

Located in nearby Overland Park, Kansas, the Deanna Rose Children's Farmstead is a perennial kid's favorite. Designed to depict a turn-of-the-century farm, the Farmstead includes a petting zoo, hayrides, a silo with slides, a fishing pond, a farmhouse, and picture-box gardens.

<http://www.opprf.org/Farm.htm>

NCES Publications

2003– 04 National Postsecondary Student Aid Study (NPSAS:04): Undergraduate Financial Aid Estimates for 12 States: 2003– 04

This E.D. TAB presents selected findings about the price of attendance and the types and amounts of financial aid received by in-state undergraduates enrolled in public 2-year, public 4-year, and private not-for-profit 4-year institutions during the 2003– 04 academic year in 12 selected states. It is based on the undergraduate data in the 2003– 04 National Postsecondary Student Aid Study (NPSAS:04), a nationally representative survey of postsecondary students. In addition to providing national estimates, the NPSAS:04 survey was designed to provide representative samples of undergraduates in public 2-year, public 4-year, and private not-for-profit 4-year institutions in 12 states: California, Connecticut, Delaware, Georgia, Indiana, Illinois, Minnesota, Nebraska, New York, Oregon, Texas, and Tennessee. Prior NPSAS studies have not been representative at the state level. For the in-state undergraduates in each of these 12 selected states, the tables in this E.D. TAB show the average tuition and fees and total price of attendance, the percentages of undergraduates receiving various types of financial aid and the average amounts received, the average net price of attendance after financial aid, average financial need and remaining need after financial aid, cumulative student loan amounts, earnings from work while enrolled, and other aspects of financing an undergraduate education. Tables of comparable national totals limited to in-state undergraduates in public 2-year, public 4-year, and private not-for-profit 4-year institutions in the 50 states, DC, and Puerto Rico are also provided to allow for comparisons of undergraduate financing patterns in each of the 12 selected states and the entire nation.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006158>

United States High School Sophomores: A Twenty-Two Year Comparison, 1980-2002 (NCES 2006-327)

Using questionnaire and test data collected in 1980, 1992, and 2002, this report presents time series data on three cohorts of high school sophomores. The report presents information on the changing context of cohort demographics, family characteristics, school characteristics, and school experiences, after school activities, and future plans and expectations. Tested achievement is also presented with results in math from 1980 to 1990 and 2002, and results in reading from 1990 to 2002.

Several findings were:

- * Between 1980 and 2002, the percentage of students who identified English as their native language declined from 95 percent to 86 percent.
- * The percentage of sophomores living with a biological or adoptive mother and father declined from 70 percent in 1980 to 57 percent in 2002.
- * Between 1980 and 2002 the percentage of Black Sophomores in the middle two quartiles of the SES distribution increased from 44 percent in 1980 to 52 percent in 2002 and the percentage in the lowest quarter declined from 46 percent to 35 percent.
- * The percentage of high school sophomores who reported that they were in a college preparatory or academic program increased from 33 percent to 51 percent between 1980 and 2002.
- * Overall, ELS:2002 sophomores scored about 0.40 of a standard deviation higher than sophomores in 1980 on the mathematics assessment.
- * Between 1980 and 2002, the proportion of sophomores who reported participation in academic clubs, vocational clubs, music-related activities, and hobby clubs dropped between 6 and 18 percentage points.
- * The percentage of sophomores expecting a 4-year college or postgraduate degree increased from 41 percent in 1980 to 80 percent in 2002.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006327>

Economic Outcomes of High School Completers and Noncompleters 8 Years Later

This report uses data from the National Education Longitudinal Study of 1988 (NELS:88) to compare the economic outcomes of high school completers at three different points in time with the outcomes of individuals who did not complete high school. Differences by sex and the type of credential earned are also examined. The findings suggest that individuals who completed high school

within 6 years generally had more favorable economic outcomes than their counterparts who completed high school later or not at all. However, differences in economic outcomes were most prominent between males and females even after controlling for the timing and type of high school credential earned.

To download, view and print the publication as a PDF file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007019>

Economic Impact of the Nation's Historically Black Colleges and Universities

The purpose of this study was to document the economic role of the nation's historically black colleges and universities (HBCUs) by estimating the short-term economic impact that each of these institutions has on their local communities. In this study, short-term economic impact was defined as the change in overall economic activity in the institutions' community that is associated with four important categories of college/university-related expenditures, salaries, other institutional expenditures, and the expenditures of undergraduate and separately, graduate and professional students attending the institution. The IMPLAN (Impact Analysis for Planning) Professional Version 2.0 modeling system was used to build regional models for each of the 101 HBCUs in the 50 states and the District of Columbia and to calculate multipliers for estimating the HBCUs' impact in terms of output, value-added, labor income, and employment. These multipliers were applied to each institution's salary, staff, enrollment and expenditure data from the 2001 Integrated Postsecondary Education Data System (IPEDS) and data from the Bureau of Labor Statistics Consumer Expenditure Survey. In 2001, the combined initial spending associated with the nation's 101 HBCUs totaled \$6.6 billion. Public HBCUs accounted for 62 percent of the total amount. The total economic impact of the nation's HBCUs was \$10.2 billion with 35 percent due to the multiplier effect. This amount would rank the collective economic impact of the nation's HBCUs 232nd on the Forbes Fortune 500 list of the United States' largest companies (Fortune Magazine, 2006). Additionally, the total employment impact of the 101 HBCUs included 180,142 total (initial and induced) full- and part-time jobs in 2001. The report includes templates that can easily be used to update impact estimates for subsequent years as new IPEDS data become available.

To download, view and print the publication as a PDF file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007178>

America's Best Colleges Ranking

America's Best Colleges Rankings - A Look Ahead at 2007

Robert J. Morse, U.S. News & World Report (RMORSE@usnews.com)

Please contact Mr. Morse (RMORSE@usnews.com) for a more detailed version of his presentation on this topic or his presentation on graduate schools rankings

during SAIR's 2006 conference Oct. 14-17 in Arlington, VA.

Click [here](#) to view the slides.

AAUP Faculty Compensation Survey

John W. Curtis, AAUP (jcurtis@aaup.org)

The annual Faculty Compensation Survey of the American Association of University Professors (AAUP) will soon be open for data collection. Survey contacts should have received an informational e-mail last month, and will be notified by e-mail when the data collection Web site is open. The initial response deadline will be in early December.

If you've sent us contact information changes already, thanks very much. If you have not yet received an e-mail about the survey and think that you should have, or if you know that your contact information has changed, please let us know by e-mail at aaupfcs@aaup.org - we would prefer not to take contact changes by telephone at this time.

Thanks again for your participation in our annual survey.

John W. Curtis

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AAUP Faculty Gender Equity Indicators 2006

John W. Curtis, AAUP (jcurtis@aaup.org)

This new report will be released on October 26. Institutions participating in the 2005-06 Faculty Compensation Survey received preliminary data for their institution in May. AAUP Faculty Gender Equity Indicators 2006 will provide data on four specific measures of gender equity for faculty at over 1,400 colleges and universities across the country. The four indicators compared in the report for men and women faculty are employment status (full-time and part-time); tenure status for full-time faculty; promotion to full professor rank; and average salary for full-time faculty. The individual campus listings included in the report will serve to promote discussion of faculty gender equity at the local level, where the success of existing strategies to improve the situation of women academics can best be evaluated. In this way, the AAUP hopes to move discussions about the full participation of women as faculty from the realm of abstract goals into concrete actions for improvement.

The complete report, including institution-specific appendices, will be available

for download at no cost from the AAUP Web site. We will be publicizing it widely through the media and throughout the higher education community. All FCS contacts should receive a notice on October 26 that will include the URL for the report.

You will also be hearing more later in the fall about an additional new report on the use of contingent faculty (both part-time and full-time non-tenure-track).

John Curtis

John W. Curtis
Director of Research and Public Policy, AAUP
jcurtis@aaup.org

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.

Dr. **Jerry Rackoff** has assumed broadened responsibilities at Bucknell University as Assistant Vice President for Planning and Institutional Research. This appointment follows 10 years of service as Director of Institutional Research, and 20 years at Bucknell (located in Lewisburg, PA) in other administrative and faculty roles. Congratulations, Jerry!

Technical Tips from the Field

Office Access or Office Excel?

Meihua Zhai, University System of Georgia (meihua.zhai@usg.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 (meihua.zhai@usg.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

Have you ever wondered whether you should use Microsoft Office Access when Office Excel and pivot tables are all you need for your tasks for now? After all, spreadsheets have been around since before most of us were working with

computers, and they offer a familiar and accessible interface for storing data. Access, on the other hand, can be a bit harder to approach.

Although it's true that both Access and Excel store information in tables with rows and columns (Figure 1), there are serious differences between the two. Understanding these differences will help you decide which application is right for your data management and reporting needs.

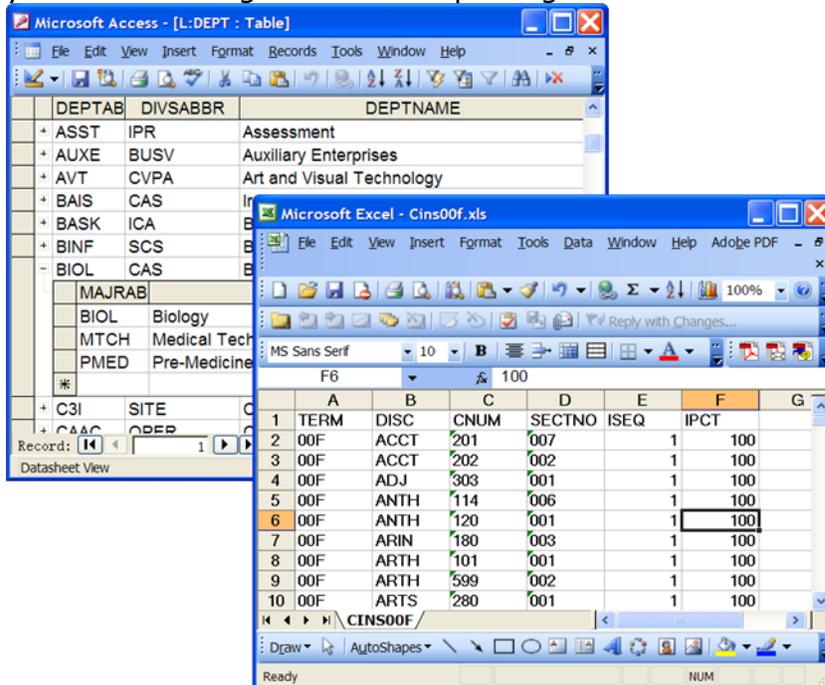


Figure 1.

The big advantage that Excel has over Access is the relative simplicity of its interface. Excel is a large and complex application, but it only stores things in one place: on worksheets in a workbook. Excel provides extensive calculation and charting capabilities that IR professionals are dependent upon for their reporting needs. By contrast, when you first open Access, you're faced with the database window, and no obvious place to type in your data. The many object types in Access (tables, queries, forms, reports, and so on) can also be overwhelming for beginners.

However, Access offers a big advantage over Excel after you get past that initial learning curve: It takes better care of your data. For example, if you tell Access that a particular column in a database table will only contain dates, it won't let you type a student name in that column by mistake. Excel, on the other hand, will let you type pretty much anything anywhere.

Access also understands the concept of relations between data. For example, you can tell Access what the connection is between a table of course enrollment and a table of course catalog. This lets Access enforce business rules, such as

the rule that each course must belong to a department or a program.

An Excel worksheet has the limit of 65,536 rows by 256 columns; an Access table can have a maximum of 255 columns, but the number of records in a table can be 2 gigabytes minus the space needed for the system objects. In other words, Access tables can hold more records than Excel.

Editors' Book of the Month

Mail and Internet Surveys: The Tailored Design Method – 2007 Update with New Internet, Visual, and Mixed-Mode Guide

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, *Mail and Internet Surveys: The Tailored Design Method – 2007 Update with New Internet, Visual, and Mixed-Mode Guide*, 2nd Edition, was written by Don A. Dillman and published by John Wiley & Sons, Inc. in 2007 (ISBN 0-470-03856-X).

As institutional researchers, many of us conduct surveys. But the data we collect may be compromised by poor sampling frames, ill-devised survey content, and low response rates, among other issues. Don Dillman, the guru of survey research, has released a new book on survey design, *Mail and Internet Surveys: The Tailored Design Method – 2007 Update with New Internet, Visual, and Mixed-Mode Guide*. This book repeats the chapters from his classic 2nd edition, published in 2000, and adds an appendix that addresses new issues in conducting surveys via the web, mail and mixed-modes.

Dillman begins by explaining the Tailored Design Method (or TDM), an approach to developing and conducting surveys that draws upon principles of social exchange theory (increase perceived rewards for responding, decrease perceived costs, and enhance respondent trust) to produce high quality information and maximize response rates. The specific design decisions made should be tailored to the specifics of the survey situation – its sponsorship, mode of administration, population and content.

The first half of the book covers generic issues in survey development and administration: writing good questions, constructing the instrument (question ordering, layout decisions); implementing the survey; and reducing coverage and sampling error. The second half addresses how to tailor survey administration for specific contexts including mixed-mode surveys, surveying with time

constraints, conducting surveys of businesses or organizations, and web-based surveys. Throughout the book, Dillman presents specific illustrations of practices that encourage responsible survey participation. For example, in the chapter on writing survey questions, Dillman offers a variety of principles to guide this complex task (e.g., choose simple over specialized words, eliminate check-all-that-apply question formats to reduce primacy effects, develop mutually exclusive response categories, avoid double-barreled questions); each principle is accompanied with a sample "problematic" question and possible revised versions.

In the chapter on web surveys, Dillman's concerns about internet access and computer literacy may no longer be pressing issues when using e-mail and the internet to survey today's college students – a change Dillman acknowledges in the new appendix which appears in the 2007 Update. Rather, respondents' concerns about computer viruses and identity protection may now be larger issues. I might add the decreasing tendency of students to rely on college-assigned e-mail accounts and the rapid proliferation of web-based surveys to the list of more pertinent survey administration issues on many campuses. In this new appendix, Dillman also addresses the increased use of mixed-mode surveys, such as combined use of phone and web surveys. He identifies problems with measurement equivalency – that is, the likelihood of obtaining different responses to similar questions depending on the survey mode – as an issue in mixed-mode surveys. For example, telephone survey respondents tend to choose more extreme response categories for scaled questions (such as "very dissatisfied") than web survey respondents. Dillman provides examples of how survey responses are affected by visual cues such as layout, graphics, symbols and numbers; and offers guidelines for visually designing web surveys.

The main strength of this book is its treatment of general principles of survey design. Dillman does an excellent job of identifying the impacts of various wording and design decisions on survey responses. Since the 2007 edition simply repeats all the chapters in the 2000 edition, the amount of attention paid to phone and paper surveys, and comparatively short treatment of web surveys seems somewhat out of balance with much of current survey practice. If you already own the 2000 edition, it may be hard to justify purchasing the 2007 update for the benefit of one new appendix. But, if you don't own the 2000 edition of this book and you regularly conduct surveys, this new edition is a very worthwhile resource.

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.

INSTITUTIONAL EFFECTIVENESS ANALYST, Kettering University, Flint, **MI**,
<http://www.kettering.edu/>

Deadline Date: November 3, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, The University of the South,
Sewanee, **TN**.

Deadline Date: December 1, 2006

DIRECTOR, OFFICE OF INSTITUTIONAL EFFECTIVENESS, University of Texas
Medical Department, Galveston, **TX**,
<http://www.utmb.edu>

Deadline Date: Open until filled

ASSISTANT/ASSOCIATE PROFESSOR IN HIGHER EDUCATION/STUDENT
AFFAIRS, North Carolina State University, Raleigh, **NC**, [http://ced.ncsu.edu/
acce/index.html](http://ced.ncsu.edu/acce/index.html)

Deadline Date: November 20, 2006 or until filled

ASSOCIATE/FULL PROFESSOR IN HIGHER EDUCATION, North Carolina State
University, Raleigh, **NC**,

<http://ced.ncsu.edu/acce/index.html>

Deadline Date: November 20, 2006 or until filled.

SENIOR RESEARCH ASSOCIATE, American Association of University Professors,
Washington, **DC**, <http://www.aaup.org>

Deadline Date: Review begins immediately

DIRECTOR OF INSTITUTIONAL RESEARCH, Yeshiva University, New York, **NY**.

Deadline Date: Not provided

STUDENT LIFE AND DIVERSITY DIRECTOR OF ASSESSMENT AND PLANNING,
Indiana University-Purdue University Indianapolis (IUPUI), Indianapolis, **IN**.

Deadline Date: Review of applications begins immediately

DIRECTOR OF STRATEGIC AND FOUNDATION RESEARCH, National Association of
Colleges and Employers (NACE), Bethlehem, **PA**.

Deadline Date: November 15, 2006

DIRECTOR OF ASSESSMENT AND INSTITUTIONAL RESEARCH, The American

University of Rome, **Italy**.
Deadline Date: Rolling until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Highland Community College,
Freeport, **IL**.
Deadline Date: Reviews begin Nov 6 and continue until filled

DIRECTOR, INSTITUTIONAL RESEARCH, University of Louisiana, Lafayette, **LA**,
<http://www.louisiana.edu>
Deadline Date: Reviews begin Nov 10, 2006 until position filled

RESEARCH AND PLANNING ANALYST, (Two Positions) San Diego Community
College District, **CA**,
<http://employment.sdccd.edu/>
Deadline Date: November 9, 2006

INSTITUTIONAL RESEARCH ANALYST/ASSESSMENT COORDINATOR,
Northcentral University, Prescott, **AZ**,
<http://www.ncu.edu>
Deadline Date: Target date of January 2007

SENIOR ADMINISTRATIVE ANALYST-DATA MANAGEMENT, University of
California, Oakland, **CA**, <http://www.ucop.edu>
Deadline Date: October 26, 2006

INSTITUTIONAL RESEARCH ANALYST I, Office of Institutional Research, New
York University, New York, **NY**.
Deadline Date: Not provided

RESEARCH STATISTICIAN, University of the District of Columbia, Washington,
DC.
Deadline Date: November 1, 2006

PROJECT SPECIALIST, Marshall School of Business, University of Southern
California, Los Angeles, **CA**.
Deadline Date: Not provided

RESEARCH ASSOCIATE, Southeastern Louisiana University, Hammond, **LA**,
<http://www.selu.edu>
Deadline Date: November 3, 2006

ASSOCIATE OR ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH, Amherst
College, Amherst, **MA**,
<http://www.amherst.edu>
Deadline Date: Rolling until filled

ASSESSMENT SPECIALIST, Capella University, Minneapolis, **MN**.

Deadline Date: Not provided

RESEARCH ANALYST, Capella University, Minneapolis, **MN**.

Deadline Date: Not provided

DIRECTOR OF INSTITUTIONAL STUDIES, Michigan State University, East Lansing, **MI**, <http://www.msu.edu>

Deadline Date: Not provided

MANAGER OF INSTITUTIONAL RESEARCH, Capella University, Minneapolis, **MN**.

Deadline Date: Not provided

DIRECTOR OF INSTITUTIONAL RESEARCH, Walden University, **MN**.

Deadline Date: Not provided

HEALTH CARE DATA ANALYST, Medical Group Management Association (MGMA), <http://www.mgma.com>

Deadline Date: Open until filled

PLANNING & BUDGETS ASSISTANT DIRECTOR / Budget Officer, Michigan State University, East Lansing, **MI**,

<http://www.msu.edu>

Deadline Date: Not provided

ASSISTANT DIRECTOR, University of Chicago, Chicago, **IL**, <http://www.uchicago.edu/>

Deadline Date: November 1, 2006

PROGRAM COORDINATOR, Texas A&M University (TAMU), Office of Institutional Assessment, College Station, **TX**,

<http://assessment.tamu.edu/>

Deadline Date: Open until filled

PROGRAM AND POLICY ANALYST, University of Illinois at Urbana-Champaign, Urbana, **IL**, <http://www.uiuc.edu/>

Deadline Date: November 3, 2006

Submitted: 10/6/2006

DIRECTOR OF INSTITUTIONAL RESEARCH, LaGuardia Community College, Long Island City, **NY**, See <http://www.lagcc.cuny.edu/>

Deadline Date: Open until filled. (Search reopened)

INSTITUTIONAL RESEARCH MANAGER, University of Massachusetts Medical School, Worcester, **MA**.

Deadline Date: Not provided

LEARNING ASSESSMENT & INSTRUCTIONAL DESIGN SPECIALIST, Black Hawk

College, Moline, **IL**, <http://www.bhc.edu>
Deadline Date: October 24, 2006 5:00 pm

DIRECTOR OF INSTITUTIONAL RESEARCH, Southwestern University,
Georgetown, **TX**, <http://www.southwestern.edu>
Deadline Date: Reviews begin immediately until filled

DIRECTORS OF RESEARCH SERVICES (2 positions) Kazakhstan Institute of
Management, Economics and Strategic Research, Almaty, **Kazakhstan**, [http://
www.kimep.kz](http://www.kimep.kz)
Deadline Date: Not provided

COMPUTATIONAL CHEMIST, National Hellenic Research Foundation, Athens,
Greece, Institute of Organic and Pharmaceutical Chemistry, [http://www.eie.gr/
nhrf/institutes/iopc/researchgroups/ccg-group/ccg-en.html](http://www.eie.gr/nhrf/institutes/iopc/researchgroups/ccg-group/ccg-en.html)
Deadline Date: Not provided

ASSOCIATE DIRECTOR FOR ANALYTIC STUDIES, San Jose State University, San
Jose, **CA**, <http://www.sjsu.edu>
Deadline Date: December 4, 2006

ASSOCIATE DIRECTOR FOR INSTITUTIONAL RESEARCH, PLANNING &
ASSESSMENT, Indiana University of Pennsylvania, Indiana, **PA** , [http://www.iup.
edu](http://www.iup.edu)
Deadline Date: October 22, 2006

INSTITUTIONAL RESEARCH & ASSESSMENT SPECIALIST, Salem State College,
Salem, **MA**, <http://www.SalemState.edu>
Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ANALYST & SENIOR INSTITUTIONAL RESEARCH
ANALYST, (Two Positions) University of Colorado at Colorado Springs, **CO**,
<http://www.uccs.edu>
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Clemson University, Clemson, **SC**,
<http://www.clemson.edu/humanres/Classandcomp/joblist.htm>
Deadline Date: Until filled

RESEARCH ASSOCIATE, Clemson University, Clemson, **SC**, [http://www.clemson.
edu/humanres/Classandcomp/joblist.htm](http://www.clemson.edu/humanres/Classandcomp/joblist.htm)
Deadline Date: Until filled

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](#).**

"We talk on principle but we act on interest."

~ William Savage Landor

"Every man, at the bottom of his heart, wants to do right. But only he can do right who knows right; only he knows right who thinks right; only he thinks right who believes right."

~ Tiorio

"The question for each man to settle is not what he would do if he had the means, time, influence and educational advantages, but what he will do with the things he has."

~ Hamilton Wright Mabee

"Do not follow where the path may lead. Go instead where there is no path and leave a trail."

~ Unknown

"You can never solve a problem on the level on which it was created."

~ Albert Einstein

"Character is power."

~ Booker T. Washington

"Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them. They make the impossible happen."

~ Robert Jarvik

"Imagination was given to us to compensate for what we are not; a sense of humor was given to us to console us for what we are."

~ Mack McGinnis