



The Stats Source: Newsworthy Notes from the Ed Stats SIG

President's Column

Happy Fall to all Educational Statisticians SIG members!

Many thanks to Sean Mulvenon (last year's Educational Statisticians' SIG President) for all he accomplished during his tenure as both President and Program Chair. He's a particularly tough act to follow.

Our esteemed 2008 Program Chair, Shlomo Sawilowsky, has put together a great program for the conference in NYC. Many thanks go to Shlomo and to all the hard-working reviewers who helped him make decisions about which proposals to accept. We had a large number of proposals submitted for consideration and only enough open slots to accept about two-thirds of the proposals.

I have asked the first (and second!) President of the Educational Statisticians' SIG, Ingram Olkin, to give the invited

talk at the 2008 Business meeting. The tentative title of his talk is: "*Meta-analysis: History, Rationale and Methods*". Specific details about the program will be provided in the Spring Educational Statisticians' SIG newsletter as well as later in the year on the AERA website.

It is time to start organizing the Three SIGs' social event. Sean Mulvenon's off-campus event last year in Chicago was a roaring success. Please contact me if any of you have ideas for good (and affordable) meeting locations for this event in New York City.

Please note the deadline for nominations for the first Educational Statisticians' SIG Annual Service Award. Please encourage your students and colleagues to consider membership in our ever-growing SIG. Last, and most importantly, don't forget that the date of the 2008 meeting is earlier than usual. AERA

is being held from Monday, March 24th through Friday, March 28th. Get to work on that research!

I look forward to seeing many of you in chilly NYC in late March. Happy (early) holidays to each of you!

Regards,

Tasha Beretvas

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Ed Stats SIG

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The Confounding Variable in Research: Technology

A week doesn't go by that I don't hear some story about how things have gotten worse in research and education. "I get 100 emails a day, and all I do is spend my day emailing people ... back in the 'old days' people had to write you a letter and it might take weeks to get a response." "I remember when XYZ conference used to make decisions on proposals back in August, and now it takes them till October! Why?! Everything is electronically submitted now!" "I have access to all this technology, and yet I seem to get less done ..." I could go on and on.

The simple truth of the matter is that technology has oversaturated us with information. Sure, today we can perform complex statistical analysis in seconds that would have taken days (or weeks) to do by hand. But are we *really* that much better off? How many of us, whether professors, researchers, or graduate students, spend most of our day in email? How much time do you spend each day surfing the Web? Does your new cell phone bring you greater liberties in life, or does it bring you greater distractions?

I'm not against technology. I'm a "gadget person." I love the latest gadgets. But if I'm honest with myself, the more technology that is in my life ... technology that is meant to *free* up my life ... the *less* free I am. I think the fault isn't in technology. I think we have never been taught how to balance our lives with it. With older technology (e.g., snail mail), there were built-in limitations. For example, if a person sent you a letter, it took a few days to get. But with email, we get it instantly. There are no established borders, and thus without them, we are dominated by the very technology meant to free us.

There are many good books out today that can help us regain the balance (e.g., *First Things First* by Stephen Covey, *Organizing From the Inside Out* by Julie Morgenstern, and *Crazy Busy* by Edward Hallowell). I would like to offer a few quick suggestions that have helped me:

1. Don't check email all the time, especially first thing in the morning. Establish 2 or 3 times in the day to look at and respond to email, and stick with a time limit. Guard your morning time for work and research; avoid the temptation to email then. Quit looking at email over the weekend (or establish one period of time when you do).
2. Determine the things that are most important to you. Do you need to finish your dissertation? Have you dreamed of writing a book? Is there research that you can't wait to start on? Evaluate a typical week and see if you are devoting time to pursue these dreams and goals. Do you spend your entire week addressing urgent matters that are not important? Often our dreams and goals are not urgent matters and are easily forgotten in a day. Schedule time each week for those things, and keep that appointment no matter what. Most of us don't need a more powerful PDA to organize our life; we simply need to identify what is truly important and make that a priority.

3. *Get out and enjoy life!* Take a walk, go play in a park, watch a sunset on the beach, ... but for goodness sake, do not take your Blackberry, PDA, or laptop with you! Remember, no one on their deathbed wished that they had spent more of their life in the office. Don't forget those things that are truly important (friends, family, love, ...) in the pursuit of academic dreams and goals.
4. Learn to say "no." This seems easy for some, but it has always been hard for me. I always love to help if I can. Yet the reality is that we can't be everything for everyone. In terms of technology, this might mean that we simply don't answer the phone every time it rings. Or perhaps we don't immediately respond to an email when we receive it.
5. Just because technology exists, this doesn't mean you need it or need it all the time during a day. Use technology for your benefit, but don't let it use you. Decide if you truly want to be available constantly and, if not, turn off phones and other electronic communication devices at specific times. Great times to be unreachable include family dinner, the hour before bed and pre-arranged times at your office during which your mental abilities are normally high (for many, this is in the morning).

Contributed by:
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The University of Texas at Austin
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Educational Statisticians SIG First Annual Service Award!

At the business meeting during AERA 2007 in Chicago, Sean Mulvenon announced the creation of the Service Award nominations committee: Ann A. O'Connell, Sean Mulvenon, Tasha Beretvas, Debbie Hahs-Vaughn, and Rhonda Kowalchuck. The ES-SIG Service award will be given to a SIG member who exemplifies qualities of leadership and service to the SIG and to the professional world of educational statisticians, evidenced through their personal and long-standing involvement in SIG activities, and the encouragement of active participation of students and colleagues as well as the broader AERA community in ES-SIG research sessions and events. The support of professional associations and organizations such as the ES-SIG takes effort and commitment in various forms, and we wish this award to credit the activities and contributions that help our SIG achieve its broader goals: to increase interaction among educational researchers interested in the theory, applications, teaching, and learning of statistics in the social sciences.

Our first awardee will be honored during the ES-SIG business meeting at AERA in New York City, 2008.

Members wishing to nominate a member should submit a letter to the service award nominations review committee by **December 31, 2007**, describing the nominee's contribution to the Educational Statisticians SIG. **Nomination letters can be sent to: Ann A. O'Connell at aoconnell@ehe.osu.edu.** Please email or call Ann at 614-247-6886 or contact any member of the nominations committee if you require further information about the award.

Sincerely,

Ann A. O'Connell
aoconnell@ehe.osu.edu

Sean Mulevenon
seanm@uark.edu

Tasha Beretvas
tasha.beretvas@mail.utexas.edu

Debbie Hahs-Vaughn
dhahs@mail.ucf.edu

Rhonda Kowalchuck
rkowal@siu.edu



Information Age Publishing, Inc. Announces Release of: *Structural Equation Modeling: A Second Course*

IAP- Information Age Publishing, Inc., is pleased to announce the release of:

Structural Equation Modeling
A Second Course

Edited by: **Gregory R. Hancock**,
University of Maryland
Ralph O. Mueller, *The George*
Washington University

<http://www.infoagepub.com/products/content/1-59311-015-4.php>

A volume in the series: [Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching](#). Series Editor (s): Ronald C Serlin, *University of Wisconsin - Madison*

This volume is intended to serve as a didactically-oriented resource covering a broad range of advanced topics often not discussed in introductory courses on structural equation modeling (SEM). Such topics are important in furthering the understanding of foundations and assumptions underlying SEM as well as in exploring SEM as a potential tool to address new types of research questions that might not have arisen during a first course. Chapters focus on the clear explanation and application of topics, rather than on analytical derivations, and contain syntax and partial output files from popular SEM software.

CONTENTS: Introduction to Series, *Ronald C. Serlin*. Preface, *Richard G. Lomax*. Dedication. Acknowledgements. Introduction, *Gregory R. Hancock & Ralph O. Mueller*.

Part I: Foundations. The Problem of Equivalent Structural Models, *Scott L. Hershberger*. Formative Measurement

and Feedback Loops, *Rex B. Kline*. Power Analysis in Covariance Structure Modeling, *Gregory R. Hancock*.

Part II: Extensions. Evaluating Between-Group Differences in Latent Variable Means, *Marilyn S. Thompson & Samuel B. Green*. Using Latent Growth Models to Evaluate Longitudinal Change, *Gregory R. Hancock & Frank R. Lawrence*. Mean and Covariance Structure Mixture Models, *Phill Gagné*. Structural Equation Models of Latent Interaction and Quadratic Effects, *Herbert W. Marsh, Zhonglin Wen, & Kit-Tai Hau*.

Part III: Assumptions. Nonnormal and Categorical Data in Structural Equation Modeling, *Sara J. Finney & Christine DiStefano*. Analyzing Structural Equation Models with Missing Data, *Craig K. Enders*. Using Multilevel Structural Equation Modeling Techniques with Complex Sample Data, *Laura M. Stapleton*. The Use of Monte Carlo Studies in Structural Equation Modeling Research, *Deborah L. Bandalos*. About the Authors.

REVIEWS:

"I believe that this volume represents a vital contribution to the field of SEM beyond the introductory level." - From the Preface by Richard G. Lomax, University of Alabama

"...an important resource for methodologists, applied researchers and students of structural equation modeling(SEM) alike. This well-written edited volume provides coverage of a number of important issues and techniques not commonly treated in a didactic manner and specifically not covered in most introductory SEM textbooks." - Rachel Tanya Fouladi, Simon Fraser University

"We highly recommend this book to academics who are teaching second courses in SEM, to advanced graduate students who seek to expand their understanding of this important class of analytical techniques, and to applied researchers who must apply SEM in their own work. It will definitely be money well spent." ~ Reviewed by Zachary N. J. Horn and J. Matthew Beaubien in *Personnel Psychology*.

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Information Age Publishing, Inc. Announces Release of: *Multilevel Modeling of Educational Data*

Multilevel Modeling of Educational Data

Edited by **Ann A. O'Connell** and **D. Betsy McCoach**

University of Connecticut

A volume in the series: [Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching](#). Series Editor (s): *Ronald C Serlin, University of Wisconsin - Madison*

(sponsored by the Educational Statisticians, SIG)

Multilevel Modeling of Educational Data, co-edited by *Ann A. O'Connell, Ed.D.*, and *D. Betsy McCoach, Ph.D.*, is the next volume in the series: *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research and Teaching* (Information Age Publishing), sponsored by the Educational Statisticians' Special Interest Group (Ed-Stat SIG) of the American Educational Research Association. The use of multilevel analyses to examine effects of groups or contexts on individual outcomes has burgeoned over the past few decades. Multilevel modeling techniques allow educational researchers to more appropriately model data that occur within multiple hierarchies (i.e.- the classroom, the school, and/or the district). Examples of multilevel research problems involving schools include establishing trajectories of academic achievement for children within diverse classrooms or schools or studying school-level characteristics on the incidence of bullying. Multilevel models provide an improvement over traditional single-level approaches to working with clustered or hierarchical data;

however, multilevel data present complex and interesting methodological challenges for the applied education research community.

In keeping with the pedagogical focus for this book series, the papers in this volume emphasize applications of multilevel models using educational data, with chapter topics ranging from basic to advanced. This book represents a comprehensive and instructional resource text on multilevel modeling for quantitative researchers who plan to use multilevel techniques in their work, as well as for professors and students of quantitative methods courses focusing on multilevel analysis. Through the contributions of experienced researchers and teachers of multilevel modeling, this volume provides an accessible and practical treatment of methods appropriate for use in a first and/or second course in multilevel analysis. A supporting website links chapter examples to actual data, creating an opportunity for readers to reinforce their knowledge through hands-on data analysis. This book serves as a guide for designing multilevel studies and applying multilevel modeling techniques in educational and behavioral research, thus contributing to a better understanding of and solution for the challenges posed by multilevel systems and data.

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Real Data Analysis; A Volume in the Series Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching

Real Data Analysis

Edited by:

Shlomo S. Sawilowsky
Wayne State University

A volume in the series:

[Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching. Series Editor: Ronald C. Serlin, University of Wisconsin—Madison.](#)

The invited authors of this edited volume have been prolific in the arena of Real Data Analysis (RDA) as it applies to the social and behavioral sciences, especially in the disciplines of education and psychology. Combined, this brain trust represents 3,247 articles in refereed journals, 127 books published, US \$45.3 Million in extramural research funding, 34 teaching and 92 research awards, serve(d) as Editor/Assistant Editor/Editorial Board Member for 95 peer reviewed journals, and provide (d) ad hoc reviews for 362 journals. Their enormous footprint on real data analysis is showcased for professors, researchers, educators, administrators, and graduate students in the second text in the AERA/SIG ES Quantitative Methods series.

CONTENTS: Preface. *Shlomo S. Sawilowsky.*

PART I: FOUNDATIONS. The Co-Evolution of Statistics and Hz, *Joseph M. Hilbe.* Effective Sample Size: A Crucial Concept, *Thomas R. Knapp.* Advances in Missing Data Methods and Implications for Educational Research, *Chao-Ying Joanne Peng, Michael Harwell, Show-Mann Liou, Lee H. Ehman.* Methods for Simulating Real World Data for the Psycho-Educational Sciences, *Todd Christopher Headrick.* How and Why I Use Real, Messy Data to Investigate Theory and Inform Decision Making, *Ted Micceri.*

PART II: STATISTICAL METHODS. Using E-Mail Messages to Help Students Prepare for a Statistics Exam, *Schuyler Huck.* Randomization Tests: Statistical Tools for Assessing the Effects of Educational Interventions When Resources are Scarce, *Joel R. Levin.* A Skipped Multivariate Measure of Location: One- And Two-Sample Hypothesis Testing, *Rand R. Wilcox, H. J. Keselman.* Robust Step-Down Tests for Multivariate Group Differences, *Lisa M. Lix, Ian Clara, Aynslie Hinds, Charles Bernstein.* Dunn-Sidak Critical Values and p Values, *Roger E. Kirk, Joel Hetzer.* Controlling Experiment-wise Type I Errors: Good Advice for Simultaneous and Sequential Hypothesis Testing, *Shlomo S. Sawilowsky, Patric R. Spence.*

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CONTINUED... *Real Data Analysis; A Volume in the Series Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching*

PART IV: DATA ANALYSIS.

Hierarchical Linear Models and the Estimation of Students' Mathematics Achievement, *Kathrin A. Parks, Dudley L. Poston, Jr.*
Grade Inflation: An Examination at the Institutional Level, *Sharon L. Weinberg.* Using Discrete-Time Survival Analysis to Study Gender Differences in Leaving Mathematics, *Suzanne E. Graham, Judith D. Singer.* Nonparametric procedures for testing for dropout rates on University courses with application to an Italian case study, *Rosa Arboretti Giancristofaro, Fortunato Pesarin, Luigi Salmaso, Aldo Solari.* Nonparametric Approaches for Multivariate Testing with Mixed Variables and for Ranking on Ordered Categorical Variables with an Application to the Evaluation of Ph. D. Programs, *Rosa Arboretti Giancristofaro, Fortunato Pesarin, Luigi Salmaso.*

Randomized Replicated Single-case Experiments: Treatment of Pain-related Fear by Graded Exposure In Vivo, *Patrick Onghena, Johan W. S. Vlaeyen, Jeroen de Jong.* Whole Brain Correlations: Examining Similarity Across Conditions of Overall Patterns of Neural Activation in fMRI, *Arthur Aron, Susan Whitfield, Wemara Lichty.* Principal Component Analysis of Senate Voting Patterns. *Jan de Leeuw*

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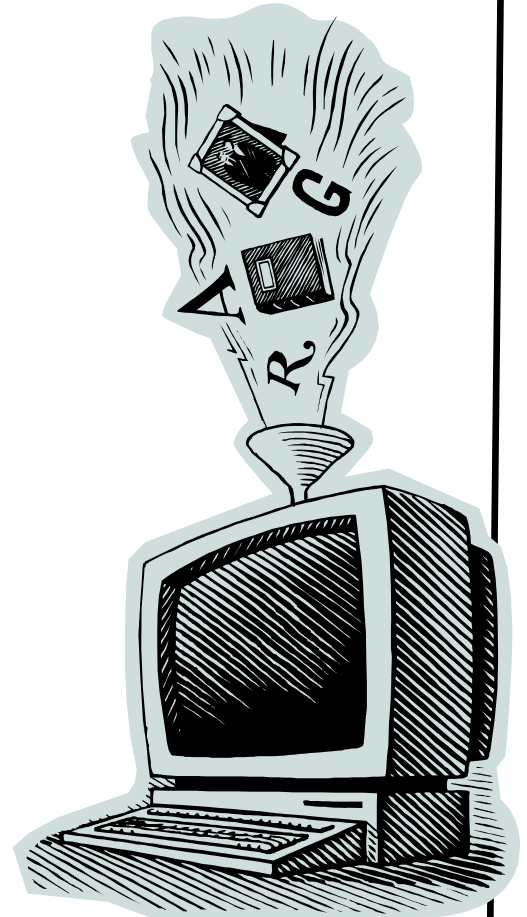
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Information on AERA's Fellowships and Grants Programs can be found at <http://www.aera.net/fellowships/?id=57>. From this site, details and related links for more information on the following programs can be accessed:

- AERA-AIR Fellows Program
- AERA-ETX Fellowship Program in Measurement
- Minority Fellowship Program in Education Research
- AERA Grants Program

Positions Available at the Neag School of Education at the University of Connecticut

Position 1

**Assistant / Associate Professor
Measurement, Evaluation, and Assessment
Program
Neag School of Education**

The Neag School of Education at the University of Connecticut invites applications for a tenure-track faculty position in the Measurement, Evaluation, and Assessment Program at the rank of Assistant or Associate Professor.

Responsibilities of the position include teaching courses in assessment for pre-service teachers, classroom and standardized assessment, advanced topics in educational assessment, and a doctoral seminar in an area of interest. The successful candidate must also be able to teach introductory research methods and statistics courses.

Additional responsibilities include advisement of Master's and doctoral students and supervision of student research.

Candidates should have a background in educational assessment and a research agenda focused around assessment or measurement issues. A doctoral degree in a relevant area and documented experience teaching at the university level are required. Candidates are expected to have a record of publication in areas related to the position or demonstrate potential for conducting publishable research.

Salary and Rank will be determined based on qualifications.

Applicants must submit their curriculum vitae, a formal letter addressing their qualifications and describing their research and/or professional plans and their teaching philosophy, and three letters of recommendations. Contact information must include email address, postal address and phone number.

Send applications to H. Jane Rogers, Chair of the MEA Search Committee, Department of Educational Psychology, University of Connecticut, 249 Glenbrook Road U-2064, Storrs CT 06269.

Review of applications will begin immediately and continue until the position is filled. (Search # 2008153)



University of Connecticut

Positions Available at the Neag School of Education at the University of Connecticut

Position 2

Assistant / Associate Professor
Educational Evaluation and Research Methodology
Neag School of Education

The Neag School of Education at the University of Connecticut invites applications for a tenure-track faculty position in the Measurement, Evaluation, and Assessment Program at the rank of Assistant or Associate Professor.

Responsibilities of the position include teaching courses in program evaluation, educational research methods at introductory and advanced levels, survey research design, advanced topics in evaluation, and a doctoral seminar in an area of interest. The successful candidate must also be able to teach introductory research methods and statistics courses. Additional responsibilities include advisement of Master's and doctoral students and supervision of student research.

Candidates should have a background in educational measurement, assessment, or evaluation and a research agenda focused around research design, quantitative research methodology, or evaluation issues. A doctoral degree in a relevant area and documented experience teaching at the university level are required. Candidates are expected to have a record of publication in areas relevant to the position or demonstrate potential for conducting publishable research.

Salary and Rank will be determined based on qualifications.

Applicants must submit their curriculum vitae, a formal letter addressing their qualifications and describing their research and/or professional plans and their teaching philosophy, and three letters of recommendations. Contact information must include email address, postal address and phone number.

Send applications to H. Jane Rogers, Chair of the MEA Search Committee, Department of Educational Psychology, University of Connecticut, 249 Glenbrook Road U-2064, Storrs CT 06269.

Review of applications will begin immediately and continue until the position is filled. (Search # 2008154)



University of Connecticut

Position Available at The University of Alabama

07A067 Assistant Professor

The University of Alabama College of Education
Department of Educational Studies in Psychology,
Research Methodology, and Counseling Program in
Educational Research

Position: Assistant Professor of Educational Research
- Classroom Assessment (Tenure Track)

Qualifications:

- Ph.D. in Educational Research/Educational Psychology or a related field
- Demonstrated general knowledge of classroom assessment, psychometrics and research methods
- Demonstrated experience and expertise in some area of classroom assessment and psychometrics
- Evidence of ability to conduct research leading to publication
- Evidence of teaching effectiveness
- Ability to work with students and faculty in a variety of disciplines
- Strong writing and communication skills
- Commitment to working with diverse populations

Preferred Qualifications:

- Teaching experience (university and/or K-12 levels)
- Experience in writing, directing, or participating in externally funded projects
- Evidence of participation in national professional organizations

Responsibilities:

- Teach courses in: evaluation of classroom learning and psychometrics
- Additionally be able to teach basic courses in research methods and statistics
- Advise graduate students and direct their research
- Provide consultation to students and faculty
- Establish an independent research program leading to publication

Further information about the program and college is accessible at www.education.ua.edu.

Questions regarding this position can be directed to Randall Schumacker (email: rschumacker@bamaed.ua.edu) or Jamie Mills (email address: jmills@bamaed.ua.edu) Co-Chairs: (205) 348-7575.

Salary: Commensurate with qualifications and experience

Starting Date: August 16, 2008

Benefits:

- Health and Life Insurance
- TIAA-CREF Available
- Teachers' Retirement System of Alabama
- Summer employment available on an as needed basis
- International Teaching Opportunities Possible

Application Deadline: Applications may be sent electronically to bcspence@bamaed.ua.edu. The review of credentials will begin **December 1, 2007**, and will continue until the position is filled. Please identify the position for which you are applying. Send letter of application, vita, samples of professional writing, and names, addresses, and telephone numbers of three references to:

Chair, Department of Educational Research Search Committee
College of Education
The University of Alabama
Box 870231
Tuscaloosa, AL 35487-0231

Prior to hiring, the final candidate must successfully pass a pre-employment background investigation.

The University of Alabama is an affirmative action/ equal opportunity employer. Women and minorities are strongly encouraged to apply. Title XV; Section 504 ADA Employer.



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Positions Available at The University of Arkansas

Job Number: Y08933

Job Title: Assistant Professor of Educational Foundations

Department: Curriculum and Instruction

Location: The University of Arkansas, Fayetteville, is the land-grant research institution in the state and serves as the major center of liberal and professional education. It is Arkansas' major source of theoretical and applied research and provides of a wide range of services to people throughout the state and nation. Fayetteville is located in the beautiful Boston Mountain Range in the Northwest corner of the state with an approximate metropolitan population of over 200,000 residents. The city and area have been featured in numerous publications as a very desirable and economical place to live and most recently was listed by Money magazine as one of the "100 Best Places to Live."

The Educational Statistics and Research Methods area contains five full-time tenured faculty in the fields of educational statistics, measurement, and foundations. The program offers an M.S. degree in educational research methods and a Ph.D. in educational statistics and research methods, in addition to four graduate certificates in educational statistics, educational measurement, educational program evaluation, and educational policy studies. The National Office for Research on Measurement and Evaluation Systems (NORMES) is housed within the program, as is the Journal for Educational Research and Policy Studies. For more information on the program and associated research activities, visit the following web sites: <http://edfd.uark.edu/index.htm> and <http://normes.uark.edu>.

Posted Date: 10/11/2007

Annual Salary: This is a 9-month, tenure-track position at the assistant professor rank. The salary will be competitive and commensurate with experience and background. Contingent on available funding and demand, additional summer research or teaching appointments are possible.

Description: The College of Education and Health Professions at the University of Arkansas, Fayetteville, invites nominations and applications for the tenure-track position of Assistant Professor of Educational Statistics and Research Methods in the Department of Curriculum and Instruction.

Minimum Requirements: The individual selected for this position will be expected to possess the following required qualifications:

1. An earned doctorate by time of appointment from a nationally recognized university with a strong emphasis in educational statistics or quantitative research methods;
2. Advanced studies in multivariate analytical methods including areas such as hierarchical linear modeling, structural equations modeling, or growth models; and
3. An interest in conducting research in the areas of educational statistics and quantitative research methods.

Preferred Qualifications: Preference will be given to candidates who possess the following:

1. Successful teaching experience at the graduate level;
2. Experience working on funded research projects;
3. Peer-reviewed publications in the areas of educational statistics and quantitative methods; and
4. Interest in collaborating with the K-12 educational community.

Job Duties: The individual selected to fill this position will be expected to perform the following duties and responsibilities:

- (1) teach master's and doctoral level courses in educational statistics and research methods;
- (2) pursue a research agenda, including grant writing, completion of research projects, and publications in refereed venues;
- (3) participate in student advisement and mentoring, including service on graduate student advisory and dissertation committees; and
- (4) engage in service activities in the department, university and profession.

Where To Apply?

Review of applications will begin November 15, 2007, but later applications will be accepted for review until the position is filled. A letter of interest (demonstrating how your strengths match the duties and qualifications listed above), complete curriculum vitae, and the names, titles, addresses, and contact numbers of five references are required. Transcripts will be required from finalists. All materials should be mailed to:

Dr. Ronna C. Turner
Educational Foundations
Department of Curriculum and Instruction
250 Graduate Education
University of Arkansas
Fayetteville, AR 72701.

Additional information may be obtained by contacting:

Dr. Turner
(479) 575-4143
FAX (479) 575-2492
e-mail: rcturner@uark.edu.

UNIVERSITY of ARKANSAS

Positions Available at The University of Arkansas

Job Number: Y08932

Job Title: Clinical Assistant Professor of Educational Foundations

Department: Curriculum and Instruction

Location: The Educational Statistics and Research Methods area contains five full-time tenured faculty in the fields of educational statistics, measurement, and foundations. The program offers an M.S. degree in educational research methods and a Ph.D. in educational statistics and research methods, in addition to four graduate certificates in educational statistics, educational measurement, educational program evaluation, and educational policy studies. The National Office for Research on Measurement and Evaluation Systems (NORMES) is housed within the program, as is the Journal for Educational Research and Policy Studies. For more information on the program and associated research activities, visit the following web sites: <http://edfd.uark.edu/index.htm> and <http://normes.uark.edu>.

The University of Arkansas, Fayetteville, is the land-grant research institution in the state and serves as the major center of liberal and professional education. It is Arkansas' major source of theoretical and applied research and provides of a wide range of services to people throughout the state and nation. Fayetteville is located in the beautiful Boston Mountain Range in the Northwest corner of the state with an approximate metropolitan population of over 200,000 residents. The city and area have been featured in numerous publications as a very desirable and economical place to live and most recently was listed by Money magazine as one of the "100 Best Places to Live."

Posted Date: 10/11/2007

Annual Salary: This is a 9-month, non-tenure track, clinical position at the assistant professor rank. The salary will be competitive and commensurate with experience and background. Contingent on available funding and demand, additional summer research or teaching appointments are possible.

Minimum Requirements: The individual selected for this position will be expected to possess the following required qualifications:

1. An earned doctorate by time of appointment from a nationally recognized university in Educational Psychology or a closely related field;
2. Interest in teaching in the areas of human development, foundations of teaching and learning, and research methods; and
3. An active research agenda.

Preferred Qualifications: Preference will be given to candidates who possess the following:

1. Successful teaching experience at the graduate level;
2. Peer-reviewed publications in the areas of education, educational psychology, evaluation, or research methods;
3. Experience working on funded research projects;
4. Experience in qualitative research methodologies; and
5. Interest in collaborating with the K-12 educational community.

Job Duties: The individual selected to fill this position will be expected to perform the following duties and responsibilities:

- (1) teach graduate level courses in educational psychology;
- (2) pursue a research agenda, including grant writing, completion of research projects, and publication in refereed venues;
- (3) participate in student advisement and mentoring, including service on graduate student advisory and dissertation committees; and
- (4) engage in service activities in the department, university and profession.

Where To Apply?

Review of applications will begin November 15, 2007, but later applications will be accepted for review until the position is filled. A letter of interest (demonstrating how your strengths match the duties and qualifications listed above), complete curriculum vitae, and the names, titles, addresses, and contact numbers of five references are required. Transcripts will be required from finalists. All materials should be mailed to:

Dr. Ronna C. Turner
Educational Foundations
Department of Curriculum and Instruction
250 Graduate Education
University of Arkansas
Fayetteville, AR 72701.

Additional information may be obtained by contacting:

Dr. Turner
(479) 575-4143
FAX (479) 575-2492
e-mail: rcturner@uark.edu.

UNIVERSITY of ARKANSAS

Position Available at The Ohio State University

Faculty in Program Evaluation or Measurement/
Psychometrics
School of Educational Policy & Leadership
The Ohio State University

The School of Educational Policy & Leadership at the Ohio State University is seeking tenure-line faculty for its distinguished, academic Section of Quantitative Research, Evaluation, and Measurement (QREM).

The area of specialization may be in Program Evaluation or Measurement/Psychometrics, and the rank may be tenure-track Assistant or Associate Professor or tenured Associate Professor.

In addition to QREM, the School of Educational Policy & Leadership comprises four other highly ranked, academic Sections: Higher Education & Student Affairs; Educational Administration; Educational Psychology and Philosophy; and Cultural Foundations, Technology, and Qualitative Methods.

Qualifications: Earned doctorate in educational research or related area. Strong candidates will have a record, or the promise, of distinguished scholarship and external funding, commensurate with the level of the appointment.

Responsibilities:

- Publish peer-reviewed research in top-tier journals.
- Teach graduate courses in the QREM program.
- Obtain extramural funding to support research and graduate students.
- Advise and direct master's and doctoral students.

Salary: Commensurate with qualifications and experience. Competitive start-up funds will be provided.

Application: Consideration of applications will begin immediately and will continue until the position is filled. This position is available September 2008.

Send letter of application, curriculum vitae, and names and contact information of five references electronically to:

Ms. Kelly Crawford
Fiscal/HR Administrator
School of Educational Policy & Leadership
Ramseyer Hall 160D
The Ohio State University
Columbus, Ohio 43210
PH 614-292-5182
KRobinson@ehe.osu.edu

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.



Ed Stats SIG

American Educational
Research Association
Educational Statisticians
Special Interest Group

Mark your calendars
for a wonderful
▶ meeting in New York
in March

We will soon be hosted from the AERA website! Until then, our
temporary address is:

[http://homes.education.ucf.edu:16080/
~ssivo/EDSTATS/Ed%20Stat%20Hom
epage.htm](http://homes.education.ucf.edu:16080/~ssivo/EDSTATS/Ed%20Stat%20Homepage.htm)

Upcoming Conferences

American Educational Research Association (AERA)

www.aera.net

March 24-28, 2008; New York

American Psychological Association (APA)

<http://www.apa.org/>

August 14-17, 2008; Boston

American Statistical Association Joint Statistical Meeting

<http://www.amstat.org/meetings/>

August 3-7, 2008; Denver



2008 AERA ANNUAL MEETING AND EXHIBITION
MONDAY, MARCH 24 - FRIDAY, MARCH 28
NEW YORK

See you in New York in March!

Information about AERA 2008 can be found at www.aera.net. The conference theme for 2008 is "Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility."