

The NERA
Researcher is a
quarterly
newsletter for
members of the
Northeastern
Educational
Research
Association

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The NERA Researcher

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The President's Message



Lynn Shelley-Sireci

Help! I Need Research Assistance but I'm Surrounded by Undergrads! Successfully Working with Undergraduate Research Assistants

The last President's Column was about how to do research when research is not a priority at your place of employment. I was astounded by the number of researchers who contacted me to thank me for the article and for validating that they are not alone. This article is a follow-up to that one.

When talking to other researchers I often have to stifle a laugh when I hear something like, "Why don't you just have your RA do that?" or "In our last grant we had money for the RAs in my lab to take care of that." In my world there are no Research Assistants (RAs), no grants, and no "labs," at least not labs like most researchers are used to. A few years ago my department of 16 full-time and 15 part-time faculty shared ONE part-time Grad Assistant (GA) who occasionally entered data or ran subjects; but money for that position disappeared long ago. Once I tried to write a grant so I could hire grad assistants, or at least pay some of the more advanced undergraduates to help with my research; but the business office was so confused they asked my dean to get me to stop looking for outside money. So, today my main source of funding is the few hundred dollars my dean occasionally "grants" faculty for research.

It's probably better that I don't have RAs or GAs because if I did there would be no space in which they could work. In the 1960s, our department had a rat lab. So today we use the term "lab" to refer to the blue and white tiled room with a drain in the middle of the room. We've been assured that the toxic mold has been removed, but I remain suspicious. On more than one occasion I've heard students wonder if hidden cameras monitor their reactions when they walk into the "lab." They assume they are part of a psychology experiment where researchers try to elicit disgust, or researchers want to see if participants will refuse to enter the "lab."

Needless to say, like many scholars at smaller predominantly teaching institutions, my only source of research assistance is unpaid undergraduate students, and most of my data are collected in a classroom, in a natural environment such as a playground, or online. Sometimes colleagues refer to this as "using" undergraduate students to support faculty research; however, the relationship between a faculty member and undergraduate RA does not have to be parasitic. Both the student and faculty member can benefit. The following are tips I've learned through trial and error.

First, recruit the right undergraduates. You might think this is as simple as looking at your grade book and selecting students with the highest grades. Sometimes that works, but sometimes it doesn't. Simply because a student gets As on multiple-choice tests or written papers does not mean the student is capable of thinking like a scientist (although it usually means they are responsible and will show up and do what they are asked to do).

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Message from the Editors

Greetings NERA Members!

As the summer draws to an end, we hope you were able to find time to reenergize and enjoy at least some time away from the demands of work and/or school. And with the farewell to yet another summer comes the much anticipated time of thinking about plans for the upcoming 43rd annual conference! Our conference co-chairs, Gil Andrada, Tia Sukin, and Craig Wells have pulled together what is sure to be a stimulating program. See within to preview a preliminary version. If you haven't registered for the conference yet, don't forget to do so by October 1st to avoid the late registration fee. And remember that hotel rooms must be reserved by Friday, September 28th. We look forward to seeing everyone once again in mid-October.

We're continuously looking for ways to improve the newsletter. If you have suggestions for the newsletter or ideas for a special article, please let us know.

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President's Message (Continued from page 1)

Sometimes students will approach you and ask if you will supervise a project (such as a Senior Thesis or Honors Project). Again, I caution that sometimes these students turn out to be great researchers, and sometimes not; sometimes these students are responsible and independent workers, and sometimes they are unreliable, needy, or negligent.

I look for two characteristics when selecting students to work with. First, I want to work with students who are capable of thinking like a scientist – they think critically, logically, and creatively. When I was a non-tenured assistant professor, this characteristic was not as important to me and I was willing to spend a lot of time developing these skills in my students. If you have the time and energy, I encourage you to take on this type of mentoring relationship, but do so knowing it will require a good deal of work on your part. Nonetheless, the rewards are incredible. However, today, I am both department chair and NERA President, so I lack the time necessary to work with students who have not yet learned to think like a scientist. Therefore, my favorite place to find good RAs is in *Research Methods* classes. Students who exhibit passion, creativity, and drive, often regardless of their GPA, tend to make great RAs. Also, as their professor I have a good sense of how reliable and responsible they are. If you do not teach a class such as *Research Methods*, try giving an assignment in one of your classes that asks students to write a research proposal, or ask them to come up with a list of questions that researchers might want to investigate. Such assignments should give you a good sense of their ability to think like a scientist.

One final note about how to select students to work with: It can be important to consider the year of the students you recruit. Seniors disappear quickly. For long-term projects or projects that require specific training of skills, it can be important to recruit younger students so they develop the required skill sets and eventually move on to positions of increasing importance and are able to mentor other students. By training your RAs you invest time and energy; therefore, you want to be sure to make the most of your investment. Working with a student in her or his final semester often results in disappointment when time runs out to complete a project or the student fails to complete necessary work after graduation.

Once you have great students to work with, you must consider what each of you will get out of the relationship. When students invite you to supervise a project, such as a Senior Thesis or an Honors Project, while it might be appropriate for the student to work on a topic related to your research interests, the project should belong to the student. You can offer advice and feedback, but the main ideas and research design should be the student's. Consequently, you should not be first author on products that result from such an endeavor. However, if a student is interested in learning how to do research and/or acquiring research experience, it makes sense to have the student jump onto a pre-existing project, or assist with getting a new project going. In this situation I like for students to get *Independent Study* credit, and I usually try to give the student complete ownership of a small piece of a project that I have started, although the main ideas, topic, and research design are of my creation.

Undergraduate research assistants can be responsible for a number of different pieces of a research project. If you are in the early stages of a project you could give students a general topic and the names of a few leading scientists and ask them to create an annotated bibliography. Or if you are in the process of developing your procedures you can ask students to read a number of articles and critique the methodologies. And it is always useful to have students collaborate with you to develop an instrument or methodology, and collect pilot data. Such projects can make a great poster for the student to present at a conference.

Once a project is rolling, undergraduate students can collect data. Whether it is setting up an online questionnaire (something students are often more adept at doing than we are), or running subjects through a "laboratory" procedure, having undergraduate RAs collect data gives them a sense of importance, as well as shows them how indispensable they are to the research process.

Undergraduate RAs are also wonderful at entering and manipulating data in a database. Although they might not be familiar with a specific statistical package, or know which analyses to run, students have been managing electronic data all their lives. They are comfortable, experienced, and adept at the rudi-

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President's Message (Continued from page 3)

ments of data management. They are also great at exploring descriptive statistics or basic graphics. Again, these are skills they tend to be both familiar and comfortable with.

And, finally, although it is unlikely an undergraduate student can help much with the writing, analyses, or interpretation, the simple act of talking through the results or interpretation with your undergraduate RA can help your own thinking about the project. Additionally, RAs can perform small, but important tasks such as proofreading or checking that citations and references match.

Undoubtedly, students get a lot out of doing research as an undergraduate. They learn about a field they might be interested in, develop practical

research and writing skills, network, and strengthen their graduate school applications. However, it is important to remember that faculty can also get a lot out of the relationship. First, we have the unique opportunity to integrate three of our most important skills—teaching, research, and mentoring. Additionally, we get the practical benefit of acquiring much needed assistance with the routine aspects of research. And finally, the most rewarding reason to work with undergraduate research assistants is that you are afforded the pleasure and honor of watching a student metamorphose from seeing the world as black and white/true and false, to seeing the world as complex and researchable.

I extend a special and heartfelt thank you to all of the undergraduate research assistants I have worked with, especially those who have moved on to become researchers themselves.

2012 Lorne H. Woollatt Distinguished Paper Competition

In 1990, NERA renamed its distinguished paper award to honor Lorne H. Woollatt, a distinguished New York State educator and an active member of NERA. The award, now known as the Lorne H. Woollatt Distinguished Paper Award, is presented annually to a NERA member whose paper is deemed exemplary by the Award Committee.

Any paper reviewed and accepted by the Program Committee and presented at the 2012 NERA Annual Conference may be submitted for competition. Only one paper can be selected, so the Committee is looking for an outstanding paper. We encourage submissions from those who received high marks or positive feedback from the Program Committee reviewers, your session's discussant, or others. The winning paper will automatically be accepted for the 2012 AERA Annual Meeting as part of a session sponsored by the AERA/SIG: Consortium of State and Regional Educational Research Associations (SRERA). The award also includes a monetary stipend to help defray the recipient's travel expenses to AERA.

If you wish to enter your paper into the competition, please email two copies of your paper to the 2012 Committee Chair, Claire Mastromonaco (mastrodance@aol.com) **no later than Wednesday, October 31, 2012**. Please send one BLIND copy of your paper and one copy with your name and the following information: affiliation, address, email address and phone number.

Please note that the paper is to be based on your NERA presentation and should not include information that differs substantially from that which you actually presented at the NERA conference. Papers in the Research-in-Progress sessions are not appropriate for submission. In addition, papers should be limited to no more than a total of 20 double-spaced pages (not including Tables/Figures or References).

**Northeastern Educational Research Association
43rd Annual Conference, October 17-19, 2012
Rocky Hill, CT**

Conference Theme: *A Multidisciplinary Approach to Educational Research*

Hello NERA members! We hope you were able to stay cool this summer and are looking forward to the beauty fall brings. We are looking toward another enriching NERA conference this October. This article will provide NERA members with additional information about the conference program which will be available on the NERA website later this month.

First, we want to thank NERA members for a strong response to both the call for proposals and the call for volunteers. NERA received approximately 150 proposals across all five session formats: individual papers, individual posters, theme-based symposia, working group sessions, and paper discussions. Each proposal was reviewed by at least two of our 104 volunteer reviewers. Every contributing NERA member's work adds value to this year's NERA conference. As we begin to organize sessions, we can see that the 2012 meeting is sure to be a success.

Below you will find a listing of highlights planned for the 2012 conference. The conference will begin with pre-conference workshops on Wednesday at

10 AM with concurrent sessions starting at 1:30 PM. We will enjoy receptions on both Wednesday and Thursday evenings, including a return of "NERA's Got Talent" on Thursday night (see the Call for Acts flyer elsewhere in this issue of the *Researcher*). Graduate students and those involved in the mentoring sessions, keep an eye out for information from Whitney Zimmerman and Tom Levine about conference events that are tailored to interest you.

We urge all NERA members to visit the NERA website today to register for the conference and make your hotel reservation at the Hartford Sheraton South Hotel in Rocky Hill (formally owned and operated by Marriott).

As always, we can answer any questions about the conference at neraprogramchairs@gmail.com.

See you in October!

Gil Andrada, Tia Sukin, & Craig Wells
NERA 2012 Conference Co-Chairs

Preliminary Program

*Please note that the following represents a **tentative** outline of some of the highlights of the 2012 program. The conference program, which will be available online, will have final dates and times.*

Wednesday, October 17

10:00 AM – 12:30 PM: Preconference Workshop A (L. Bradshaw, University of Georgia & D. Jurich, James Madison University), *An Introduction to Diagnostic Measurement*

10:00 AM – 12:30 PM: Preconference Workshop B (L. Bay, Measured Progress & S. C. Loomis, National

Assessment Governing Board), *Computerized Standard Setting Workshop*

1:30 PM – 4:15 PM: In-conference Workshop A (G. Phillips, American Institutes for Research), *Addressing Two Commonly Unrecognized Sources of Score Instability in Annual State Assessments*

1:30 PM – 4:15 PM: In-conference Workshop B (I. Seidman, University of Massachusetts Amherst), *Introduction to In-Depth Interviewing as a Method for Qualitative Research*

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Northeastern Educational Research Association 43rd Annual Conference, October 17-19, 2012

Preliminary Program (Continued from page 5)

1:30 PM – 2:45 PM: Invited Session (J. Burt, Bowie State University; D. Jenkins, University of Southern California; L. Pace, Howard University; N. N. Ofo-dile, Howard University), *Blended Learning: Doing Away with the Old, Embracing the New*

3:00 PM – 4:15 PM: Invited Panel (S. Holtzman, Educational Testing Service; J. Joe, Educational Testing Service; K. Mihaly, RAND; N. Hilger, Harvard University), *Measuring Teacher Effectiveness in the 21st Century*

5:15 PM – 6:15 PM: Keynote Address (J. B. King, Jr., Commissioner of Education and President of the University of the State of New York), *Higher Ed and the “Right Now” Role in Ed Reform*

8:00 PM – 10:00 PM: Welcome Reception

Thursday, October 18

8:15 AM – 10:45 AM: In-conference Workshop C (D. A. Pastor, James Madison University), *An Introduction to Hierarchical Linear Modeling*

8:15 AM – 10:45 AM: In-conference Workshop D (F. Billups, Johnson and Wales University), *Designing and Moderating Focus Groups*

8:15 AM – 9:30 AM: Invited Panel (R. S. Coddling, University of Massachusetts Boston; A. M. Marcotte, University of Massachusetts Amherst; S. Methe, University of Massachusetts Boston; S. G. Whitcomb, University of Massachusetts Amherst), *A Critical Examination of the Multi-Tiered Intervention Model: What it Means for Literacy, Mathematics, and Behavior Across the Grade Levels*

9:45 AM – 10:30 AM: NERA Poster Session

11:00 AM – 12:00 PM: Keynote Address (J. Q. Easton, Director of the Institute of Educational Sciences), *Funding Educational Research*

1:15 PM – 2:30 PM: Special Session (M. Russell, Measured Progress; J. Masters, Measured Progress; P. Deane, Educational Testing Service; T. Hughes, Pacific Metrics), *Exploring the Future of Innovative Item Types*

2:45 PM – 4:00 PM: The 3 R’s of YOGA: Reenergize, Refocus, Restore (D. V. Day, University of Massachusetts Amherst)

2:45 PM – 4:00 PM: Invited Panel (T. Patelis, College Board; K. Huff, Regents Research Fund; S. Sireci, University of Massachusetts Amherst; J. Carlson, Buros Center for Testing), *NERA’s Past Presidents Tell Us How NERA has Enhanced Their Careers*

4:15 PM – 5:30 PM: Invited Panel (TBA), *Find Out Where Research is Going Next: What Course of Study Will Give YOU an Edge?*

5:45 PM – 6:45 PM: GSIC-Sponsored Panel (D. Bandalos, James Madison University; K. Huff, Regents Research Fund; T. Patelis, College Board; C. Wendler, Educational Testing Service), *Obtaining and Maintaining a Career in Educational Research*

5:45 PM – 6:45 PM: Special Session (D. Murphy, Connecticut State Department of Education), *FERPA Consent Rules and Other Allowable Uses of Protected Data*

7:45 – 8:30: President’s Address (L. Shelley, Westfield State University)

8:30 PM – 10:30 PM: President’s Reception

Friday, October 19

8:00 AM – 9:00 AM: NERA Business Meeting - **all members are encouraged to attend**

10:30 AM – 12:00 PM: In-Conference Workshop E (B. H. Nordtveit, University of Massachusetts Amherst), *Qualitative Software: Introducing NVivo 10*

10:30 AM – 11:45 AM: GSIC-Sponsored Panel (S. Livingston, Educational Testing Service; M. Walker, Educational Testing Service; N. Dorans, Educational Testing Service), *Using Simulation in Everyday Research*

12:00 PM – 1:00 PM: Closing Remarks

**Northeastern Educational Research Association
43rd Annual Conference, October 17-19, 2012**

Registering for the 2012 Conference

To pay your membership dues and register for the conference:

- Go to the NERA website, <https://www.nera-education.org>
- Choose **Annual Conference**. You'll find a link that brings you directly to the membership and conference registration form (i.e., click on the "register" link). Another link will be made available by September and will bring you to information about hotel reservations at the Sheraton Hartford South Hotel, in Rocky Hill, CT. Please go to the "register" link and enter your Username and Password to register for the conference.
- You may complete the online membership and conference registration form and submit payment using PayPal. If you prefer, you may download a registration and membership form, print it, complete it, and mail it along with a check to the address indicated. **To register for the conference, you must also become a member, or renew your membership if already a member.**
- Please note that to receive the regular registration rate, **you must register for the conference by October 1st!** After this date, an additional \$15 late fee will be added to the regular rates. As a reminder, the following are the registration fees for this year:

Regular registration rates (on or before October 1):

- Professional members - \$85.00
- Student members - \$30.00
- Retired members - \$20.00
- Special Session (Friday Morning) - \$25.00

Late registration (onsite or online after October 1st)

- Professional members - \$100.00
- Student members - \$30.00
- Retired members - \$20.00
- Special Session (Friday Morning) - \$25.00

Reserving Your Room and Meals at the Sheraton Hartford South Hotel

To receive these special conference rates, **reservations must be made by Friday, September 28, 2012** either through NERA's webpage or by calling 1-888-627-8263 and mentioning NERA. Note: The Hartford Marriott was bought by Sheraton. The hotel location is the same as past years and is offering the same accommodations for NERA as contracted with Marriott.

A room reserved for Wednesday night includes Wednesday dinner and Thursday breakfast and lunch; a room reserved for Thursday night includes Thursday dinner and Friday breakfast and lunch.

Please note that if you choose not to stay at the hotel, you may purchase meals at the hotel gift shop.

Graduate Students: NERA continues to be an affordable choice for students. The Sheraton Hartford South Hotel is offering a special Graduate Student quad rate of \$535, which includes meals and accommodations for four students per night, and thus comes to about \$134 per student per night. This special rate is available for students ONLY. Graduate students are responsible for finding their roommates. One student will have to use a credit card to reserve the room for the quad. Each graduate student must also register for the conference individually. (Conference registration requires a separate online form available through the NERA website.)

All other conference attendees: Conference attendees may reserve a double or triple room and split the cost, or may reserve a single room. The Sheraton Hartford South Hotel is offering us single occupancy rooms at \$220.00 per night plus tax, double occupancy rooms at \$325.00 per night plus tax, and triple occupancy rooms at \$430.00 per night plus tax. A special rate of \$129.00 without meals is available for Tuesday evening for both single and double rooms. *Note: This does not include any meals, so the rate is the same for all occupancy levels.*

The Graduate Lounge

Whitney Zimmerman, The Pennsylvania State University

The Graduate Student Issues Committee (GSIC) would like to encourage all graduate students to attend the 43rd Annual NERA Conference in October. We have some great sessions planned for everyone! In addition to two sessions geared towards graduate students, we will once again be hosting the Graduate Student Social on Wednesday evening.

Session 1: *Obtaining and Maintaining a Career in Educational Research*

In this invited panel, leaders in the educational research field from a variety of contexts will provide useful advice on gaining employment and developing a career in different education-related disciplines. Topics discussed will include interviewing, CV's, promotions, and general advice. An audience question-and-answer session will follow.

Panelists: Deborah Bandalos, James Madison University; Kristen Huff, Regents Research Fund; Thanos Patelis, College Board; Cathy Wendler, Educational Testing Service

Session 2: *Using Simulation in Everyday Research*

The GSIC is honored to host this exciting session on simulation practices in everyday research featuring prominent researchers in the field. These researchers will discuss how they use simulation techniques in everyday research, best practices for conducting realistic simulations, useful programs for simulating data, and simulation skills every graduate student should have upon finishing graduate school. This session will feature three presentations followed by the opportunity for graduate students to ask questions. Ultimately, the goal of this session is to provide graduate students with the opportunity to learn more about useful research skills to use in their future research.

Presenters: Neil Dorans, Samuel Livingston, and Michael Walker, Educational Testing Service

GSIC Call for New Members

Serving on the GSIC is a great way to get involved with NERA and build relationships with other graduate students. Responsibilities include organizing the Best Paper by a Graduate Student Award and planning GSIC sponsored conference sessions. New members are selected annually after the Conference. For more information on how to apply and get involved, please contact neragraduatestudents@gmail.com

Best Paper by a Graduate Student Award

If you are the first author on a paper you present at NERA, please consider submitting your paper for the Best Paper by a Graduate Student Award. The recipient will be given a monetary award. If you want to be considered for the award, papers must be submitted by Monday, October 29th, so start preparing those papers now!

Special Session: *Blended Learning—Doing Away With the Old, Embracing the New*

GSIC member Antonio Ellis has organized a session on the topic of blended learning. A blended learning approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. In the past, digital materials have served in a supplementary role, helping to support face-to-face instruction. The goal of a blended approach is to join the best aspects of both face-to-face and online instruction. Classroom time can be used to engage students in advanced interactive experiences. Meanwhile, the online portion of the course can provide students with multimedia-rich content at any time of the day, anywhere the student has internet access, from computer labs, the coffee shop, or at home. This session will examine where blended learning is currently; how it is being used; and the possible future of blended teaching and learning.

The session will be moderated by Nicholas Hartlep, Assistant Professor at Illinois State University.

Panelists: Janeula Burt, Associate Professor at Bowie State University; DeMarcus Jenkins, University of Southern California; Lance Pace, Howard University School of Education; Nkemjika Ofofodile, Howard University School of Education

Graduate Students Share Their Summer Internship Experiences

Three graduate students, Katrina Crotts, Jason Kopp, and Minji Lee participated in summer internship programs this past summer and share their experiences below.

Katrina Crotts from the University of Massachusetts Amherst interned at Educational Testing Service where she worked with Lydia Liu investigating community college trends on an outcomes assessment. She had a great experience and had the opportunity to meet and talk with prominent researchers and psychometricians. She recommends this internship to other graduate students who are interested in educational research and measurement.

Jason Kopp from James Madison University was a Pearson Research Fellow at Pearson's San Antonio office where he worked with Dr. Michael Young and Dr. Allen Lau to develop a framework for vertically scaling diagnostic models. He enjoyed working with experienced and knowledgeable researchers in the field, as well as working with K-12 testing data. The Fellowship was a deeply rewarding experience, and Jason encourages other graduate students to apply in the future.

Minji Lee from the University of Massachusetts Amherst interned at the Center for Applied Linguistics (CAL) in Washington DC and the College Board in Newtown, PA. During her time at CAL, she worked on bridge studies to link the scores between different English proficiency tests for several states as well as DIF studies with Dr. Shu Jing Yen. During her time at College Board, she worked with Drs. Kevin Sweeney and Gerald Melican on test assembly implications for providing reliable and valid subscores. She had opportunities to talk to many researchers not only in psychometrics but also in language education/testing and higher education. She had a great experience at both places and recommends both internships to other graduate students who are interested in educational research.

NERA's Got Talent!

Last year, we discovered that NERA really does have talent. This year, we'd like to see more so the Presidential Reception will include a return of NERA's Got Talent!

What is it?

NERA's Got Talent is a talent show designed to showcase the many talents of NERA attendees. We promise friendly critiques by judges, audience participation, prizes, and fun for all!

We are currently accepting acts for the show. Please read on for more information.

- We're accepting acts for any kind of talent (e.g., musical, juggling, dance, hula-hoop, comic).
- Please limit acts to 5 minutes or less.
- Due to time constraints, we can only accept approximately 8-10 acts. These will be accepted on a first come, first serve basis so don't delay!

If you are interested in participating, please email the following information to program-chairs@nera-education.org:

- Name and/or type of act
- Estimated length of act
- Special equipment you require (e.g., AV equipment, etc.)

We look forward to hearing from you!

Gil Andrada, Tia Sukin, & Craig Wells, 2012 Program Co-Chairs

Two Tenure-Track Faculty Positions in Assessment and Measurement

Center for Assessment and Research Studies and
Department of Graduate Psychology
James Madison University

The Center for Assessment and Research Studies (CARS - <http://www.jmu.edu/assessment/>) and the Department of Graduate Psychology (<http://www.psyc.jmu.edu/gradpsyc/>) at James Madison University seek **two** new colleagues to contribute to campus assessment activities and to the Assessment and Measurement PhD program, which is dedicated to preparing professionals in assessment and measurement.

CARS is a nationally recognized student outcomes assessment center for assessment practice, graduate student training and research. Every CARS/Assessment & Measurement faculty member supports campus assessment practice. Faculty work with interdisciplinary teams on a variety of projects related to the assessment of learning and developmental outcomes of university students. Responsibilities include consulting with academic or student affairs programs in the development of assessment plans, tests and rating scales, and processing, analyzing and reporting student assessment results. JMU is committed to student outcomes assessment and provides a unique, supportive setting for the development of innovative assessment methods and practices.

The PhD program integrates strong training in measurement theory and quantitative methods, applied assessment skills and experiences, and the knowledge and skills necessary to impact assessment practice and policies. The doctoral program is housed with other nationally recognized graduate programs in the Department of Graduate Psychology. The CARS faculty members teach courses in assessment, measurement, or statistics, mentor graduate students and conduct scholarly research. The faculty has established an outstanding record of research productivity.

Position 1: Assistant or Associate Assessment Specialist/Assistant Professor (0404795)

An ideal candidate will have experience in the higher education assessment field. This position is a year-round (12-month) tenure-track appointment with approximately 60% of the faculty member's time allocated to campus assessment activities. The faculty member will also teach one assessment, measurement, or statistics course per academic year, advise graduate students and maintain a program of research.

Position 2: Assistant Assessment Specialist/Assistant Professor (0404796)

An ideal candidate will be trained to teach a variety of measurement or statistics courses. The faculty member will teach two to three courses per year, advise graduate students and maintain a program of research. This position is a year-round (12-month) tenure-track appointment with approximately 30% of the faculty member's time allocated to campus assessment activities.

James Madison University is a state-supported co-educational university located in the historic Shenandoah Valley of Virginia with a student body of over 19,000. Queries may be addressed to Sara Finney, search chair (finneysj@jmu.edu) or Donna Sundre, Professor and Executive Director of CARS (sundredl@jmu.edu). Salary is competitive.

Requirements for the positions include a doctorate in a relevant field, credentials and a scholarship record commensurate with rank, and effective organizational and communication skills. Interested applicants should apply online at <https://JobLink.jmu.edu> and reference posting number **0404795** for Position 1 or **0404796** for Position 2, submitting (a) a letter of interest stating qualifications for the position, (b) curriculum vitae, (c) copies of selected research publications (Other Document #1) and (d) the names and contact information for three references.

Application review will begin October 1, 2012 and continue until both positions are filled. Both positions are available July 1, 2013. James Madison University is an equal opportunity/affirmative action/equal access employer and especially encourages applications from women, minorities, veterans and persons with disabilities.

Communications Committee Update

The 2012 NERA Communications Committee, chaired by Steven Holtzman, is pleased to announce that a final version of the NERA editorial guide has now been posted. To view, please visit: <http://nera-education.org/about/NERA-Editorial-Guide.pdf>

A quick reference version of the editorial guide is also available at: <http://nera-education.org/about/NERA-QR-Editorial-Guide.pdf>

Member News

Lucia Buttaro was on sabbatical during the spring 2012 semester and recently completed a book entitled, *Spanish Native Language Arts Curriculum for the Emergent Bilingual in Grades K-6*. The book will be published by Linus Publications.

MaryAnn Casale has accepted a position as Assistant Professor of Education at West Virginia Wesleyan College. This is a major career change for her since she has been a public school administrator for many years.

Nicholas Hartlep completed a book review of *Education in South-East Asia* edited by Colin Brock and Lorraine Symaco. The review appears in *Comparative Education Review* (volume 56).



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JWU alum **KARIN EDWARDS** has worked at public and private two- and four-year institutions for the majority of her career in education.

Edwards has served in several leadership positions including nine years as senior student affairs administrator and nine years as a senior-level administrator outside of student affairs. She currently serves as the dean of student development at Three Rivers Community College in Norwich, Conn.

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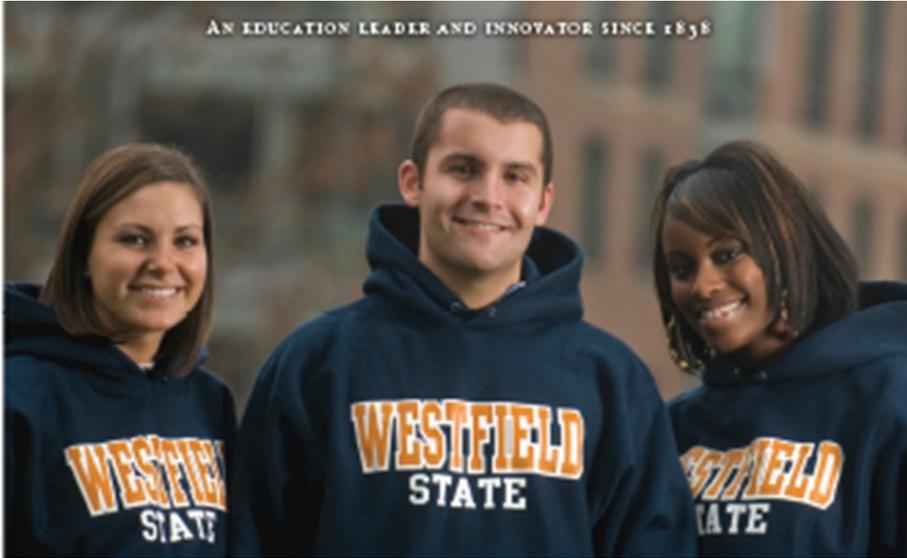


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