

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

Inside this issue:

Board of Directors	2
Message from the Editors	2
2010 Online Election	3
41st Annual Conference Highlights	4
Register for the NERA Conference	5
Membership Committee Report	6
Member News	6
2010 Woollatt Paper Competition	7
The Graduate Lounge	10
NERA Mentoring Program	11

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The NERA Researcher

Volume 48, Issue 3

September 2010

The President's Message



Katharyn Nottis

Research Partnerships: One Type Doesn't Fit All

I was recently at a workshop sponsored by my state's education department. One component was a panel discussing a partnership between higher education, intermediate units, and school districts. Although the rhetoric of the panel initially indicated each constituency was an equal partner in a larger educational effort, it quickly became apparent that one group with a specific philosophy and agenda was leading the so called partnership and requiring that the others buy into it. The leverage used was placements for student teachers in local schools. The message was clear, if higher education institutions wanted placements for their students they had to cooperate with and follow the directives of the school district. That got me thinking about what it means to be in a research partnership.

Throughout this past year, I have encouraged NERA members to consider collaborative research projects. I have stressed the need for varying types of partnerships with diverse constituencies and different kinds of research to address the tough learning and assessment questions with which we are faced in education. But, what does it *really* mean to participate in a research partnership? What models do we follow? Is each collaborator encouraged to bring his/her lens or expertise to the project? Or, does one colleague follow the lead of the other or only provide participants and artifacts?

One resource that can be helpful when considering what it means to be a research partner comes from Wagner (1997). Wagner presented a framework or a "typology of social organization" (p. 14) of three types of researcher-practitioner cooperation in educational research. These three forms of "direct cooperation" (Wagner, 1997, p. 14) described varying roles between researchers and practitioners and how these relationships affected research questions and processes.

The first kind of cooperative arrangement is called "data-extraction agreements" (Wagner, 1997, p. 15) or what most would view as a long-established variety of shared educational research. In this hierarchical form of collaboration, university researchers study schools and education. The roles of each collaborator (the researcher and the practitioner) are distinct and separate – one investigates while the other is investigated. Within interdisciplinary research, this type of cooperative model can be envisioned with education/measurement and content area researchers. Here, the role of the educational researcher would be to design the study, collect and analyze the data, and draw conclusions. The role of the content area researcher would be to provide students and/or their artifacts, or examples of teaching. The content area practitioner would not necessarily understand anything about educational research and the educational researcher might have little or no understanding of the content area practice or issues.

The next type of cooperative model is labeled, "clinical partnerships" (Wagner, 1997, p. 15). Wagner noted that this is "...where practitioners and researchers work

(Continued on page 3)

Message from the Editors

Greetings NERA Members!
We hope you all had a safe and enjoyable summer. Fall is upon us and that means the 41st annual NERA Conference is just around the corner.

Our conference co-chairs, Dolores Burton, Angela Pang and Thanos Patelis have been extremely busy this summer dealing with the numerous proposal submissions. We thank them for their service and look forward to the exciting program they have put together. A list of program highlights can be found in this issue of *The NERA Researcher*.

The conference location is again the Hartford Marriott Rocky Hill. Information about conference rates and how to register for the conference can be found on page 5, or go online to www.nera-education.org.

We hope you find this issue of *The NERA Researcher* informative. Please let us know if you have ideas on ways to improve this publication. We look forward to seeing you in October!

Christine and Kevin
The Editors

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The President's Message*(Continued from page 1)*

together to try and improve learning and educational practice" (p. 15), with both acting as "agent(s) of inquiry" (p. 17). In this form of collaboration, researchers and practitioners have "...separate but complementary roles" (p. 15). In addition, the research questions and issues around which the research is arranged illustrate cooperation and compromise between both groups. This form can be seen in the collaborative research project in chemical engineering in which I am currently involved. There is a need for content expertise in engineering and proficiency in educational psychology so both groups of researchers are involved. Each has distinct but comparable roles. When working together, there are times when measurement needs to be foremost and investigations must focus on the development of reliable and valid assessments while at other times engineering content or intervention activities guide what is examined and how. This obviously involves much interaction, another characteristic of this mode of collaboration. Despite the increased interaction between partners and the alternating role of key investigator, the "object of inquiry" (Wagner, 1997, p. 17) remains the same; chemical engineering students and their learning of heat transfer and thermodynamics concepts.

Finally, the third type of cooperative arrangement is identified as, "co-learning agreements" (Wagner, 1997, p. 15). In this model, the roles of researchers and practitioners are less prescribed than with the other two types of collaboration. Each can be viewed as both, "agents of inquiry and as objects of inquiry" (p. 16). While those involved in this kind of partnership can certainly investigate research questions in common with those involved in other kinds of cooperative arrangements, Wagner (1997) felt that the central research question for those engaged in this arrangement was, "What is the nature of education, schooling, and educational research?" (p. 17). This partnership brings in another factor, the role of educational research within the investigation. I have to admit I had not previously considered this in my collaborative endeavors. I never envisioned a partnership with fluid researcher roles nor had I considered what my "social location" (p. 16) might bring to the examination of learning in a content discipline for which I have no background. It is exciting to broaden my personal conception of cooperative educational research, and consider what subsequent research projects might look like should my research partnerships become "co-learning agreements".

There are multiple ways to be involved in collaborative research and to be a research partner. As you consider your involvement in cooperative research projects, I suggest that you consider what mode of collaboration best fits you and the type of research questions you are examining. With what role are you most comfortable? What type of collaboration makes the most sense with the research questions you have posed?

At this year's conference, you will find high quality educational research, some of it the result of collaborative partnerships. Continue your participation in and examination of *research partnerships* by joining me at the 41st annual meeting of the Northeastern Educational Research Association in Rocky Hill, Connecticut, October 20-22, 2010. See you there!!

References

Wagner, J. (1997). The unavoidable intervention of educational research: A framework for reconsidering researcher-practitioner cooperation. *Educational Researcher*, 26(7), 13-22.

2010 NERA Election to be Conducted Online

Last year's online election for NERA Officers and Board of Directors went exceptionally well. We had a much better response rate than in years' past when we used paper ballots by mail. All NERA members in good standing will receive an email in September with directions regarding the online election process. If you do not have a current email on file with NERA, please contact Helen Marx (NERA Treasurer) at members@nera-education.org. Since our primary aim is to increase participation in the election process, please vote!

Our election this year consists of President and two Board of Directors. We have two candidates running for President and at least three candidates running for Board of Directors. Please keep your eyes open for biographies of all candidates coming your way in early September before the election.

Northeastern Educational Research Association 41st Annual Conference, October 20-22, 2010

Conference Theme: “*Building Research Partnerships*”

Greetings, NERA members! We had an outstanding response this year to the call for proposals. We received 165 proposals! We also had an outstanding response to our call for volunteers. The 2010 NERA Program Committee wants to extend our deep gratitude and appreciation to everyone who sent a proposal and volunteered to review proposals and be part of the 2010 NERA Conference. THANK YOU!

What follows is a preliminary outline of some key sessions that will take place at the 2010 NERA conference. Like last year, the conference will start at 10 AM on Wednesday, October 20 with the pre-conference workshops and sessions starting at 1:30 PM. Please go to the NERA website to both register for the conference and for the hotel. Please note you have to do both separately. (www.nera-education.org) Discounted rates for the hotel are available for Tuesday night, but you must register by October 1, 2010.

Mentoring session will be provided to those that have signed-up.

Email neramembers@gmail.com with any questions.

Wednesday, October 20

10:00 AM – 12:45 PM – Pre-conference workshop A (Katherine McCormick, University of Kentucky), “*Survey Design and Development*”.

10:00 AM – 4:45 PM – Pre-conference workshop B (Kelly Godfrey, The College Board), “*NVIVO 8 Fundamentals*”.

3:15 – 4:45 PM – Invited Panel (Valerie Jackson, Belmont Elementary School, Linda Catelli, Dowling College, Patricia Ann Marcellino, Adelphi University, Yaoying Xu, Virginia Commonwealth University, and Elizabeth Mauch, Bloomsburg University), “*Collaboration and Teaming*”.

5:45 – 6:45 PM – Keynote address (Elizabeth Williamson, US Department of Education), “*The Quiet Revelation: Driven by a Partnership of Motivated Parents, Teachers, Administrators and Researchers*”.

8:00 – 10:00 PM – Welcome Reception

Thursday, October 21

8:30 – 10:00 AM – In-conference workshop A (Jan Stivers, Marist College, and Sharon Cramer, Buffalo State College), “*Collaboration for Scholarship Results: Guidelines for Maximizing Outcomes, Enjoyment and Learning*”.

10:15 – 11:15 AM – NERA Poster Session

11:30 AM – 12:30 PM – Keynote address (R. Burke Johnson, University of South Alabama), “*Can the Philosophy and Practice of Mixed Methodology Help Us Construct a More Inclusive “Education Science”?*”

2:00 – 3:30 PM – In-conference workshop B (R. Burke Johnson, University of South Alabama), “*Mixed Method Design and Analysis with Validity*”.

3:45 – 5:15 PM – In-conference workshop C (Sara Finney, James Madison University), “*An Introduction to Structural Equation Modeling*”.

5:30 – 6:45 PM – Graduate Student Issues Committee-Sponsored Session brought to you by UMass Grads ’03 (Kristen Huff, The College Board, Lisa Keller, University of Massachusetts-Amherst, Michael Jodoin, National Board of Medical Examiners, Mary Pitoniak, Educational Testing Service and Mary Zanetti, University of Massachusetts Medical School), “*Seven Years, Five Career Paths: Successes and Lessons Learned*”.

7:45 – 8:30 PM – Presidential Address and Awards

8:30 – 10:30 PM – President’s Reception featuring the live performances by the *Messikists* and *Distractors* on their US tour having played to sold-out, standing-room-only performances at the AERA/NCME 2010 conference in Denver, CO.

Friday, October 22

8:00 – 9:00 AM – NERA Business Meeting (**All members are invited**).

9:00 – 10:30 AM – Invited Panel (Darlene Perner, Bloomsburg University, David Moss, University of Connecticut, Thomas Levine, University of Connecticut, and Craig Wells, University of Massachusetts-Amherst), “*Tenure Survival Skills*”.

Northeastern Educational Research Association 41st Annual Conference, October 20-22, 2010

9:00 – 10:30 AM – Special Session sponsored by the Ad Hoc Committee on State & District Consumers of Educational Research (Danielle Luisier, The College Board), *“Common Core State Standards: Alignment and Implications”*. (Free for conference registrants; \$25 for non-registrants)

10:45 – 12:15 PM – Graduate Student Issues Committee-Sponsored Session (Betsy McCoach, University of Connecticut and Kurt Geisinger, Buros Center for Testing, University of Nebraska-Lincoln), *“Practical Applications of Advanced Measurement and Statistical Methods”*.

12:15 – 1:15 PM – Lunch concluding the conference.

Registering for the 2010 NERA conference is quick and convenient

- Go to the NERA website, www.nera-education.org
- Choose **Annual Conference**. There are two links on this page. One for registering for the hotel [“NERA 2010 Hotel Room online registration!”](#) and another one to register for the conference, [“Register now”](#). Please go to each link and register for both!
- 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.
- Please note that the conference registration is free for graduate students, but graduate students must still register for the conference and must pay the \$15 annual membership dues.

Registering Your Room and Meals at the Hartford Marriott Rocky Hill

To receive any of these special rates, reservations must be made by October 1, 2010 either through NERA’s webpage or by calling 1-800-228-9290 and mentioning NERA.

Graduate Students: NERA continues to be an affordable choice for students. The Hartford Marriott Rocky Hill is offering a special Graduate Student quad rate of \$441.42 which includes meals and accommodations for four students per night, and thus comes to a little over \$110 per student per night. This special rate is available for graduate students ONLY. The graduate students are responsible for finding their roommates. One student will have to use a credit card to reserve the room for the quad. Remember, each graduate student must also register for the conference individually.

All other conference attendees: Conference attendees may reserve a double or triple room and split the cost, or may reserve a single room. The Hartford Marriott Rocky Hill is offering us single occupancy rooms at \$204.45 per night plus tax, double occupancy rooms at \$283.44 per night plus tax, and triple occupancy rooms at \$362.43 per night plus tax. 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. A special rate of \$123 without meals is available for Tuesday evening for both single and double rooms.

Membership Committee Updates - August 2010

B. Yingling Wert, Chairperson

Something to Think About

As newly appointed chairperson of the membership committee, I want to first, thank all of you who helped bring new faces to our conference this past year. However, I want to prompt you to think about something - there is a difference between the numbers of individuals in membership (NERA 2009-2010 = 512) and the numbers of individuals attending the 2009 conference (NERA 2009 conference = over 300). This happens every year, as people who present one year (and thus become members) may not return the following year. There are many reasons why these numbers vary. Perhaps the individuals, who are presenting for the first time, do not all return. Perhaps people move, although we have had a member who moved to California and returned every year with one of his graduate students until he was unable to travel (I believe he was over 90 at his last conference). Whatever the reason, we should maintain our focus on retaining membership. With this in mind, I ask each of you to invite one new person or one person who has not attended the conference this past year, to become a member this year. If each of the over 300 participants asks one more person to come this year (and comes themselves) we could have over 600 members. If each of the 512 members (2009-2010) does the same, we could climb in membership to over 1000. So, let's be successful. I challenge each of you to succeed in bringing one new (or returning) member to NERA!

EACH ONE, REACH ONE!

Member News

Professor William E. Herman (Department of Psychology at the State University of New York College at Potsdam) has been awarded a Fulbright Grant through the Fulbright Specialists Program to conduct 2-3 weeks of professional development training for faculty members in the College of Education at Pranakhon Rajabhat University in Bangkok, Thailand, during the 2010-2011 academic year. He will work on-site in Thailand with colleagues in order to improve their professional writing and publishing skills. During 1993, Professor Herman was a Senior Fulbright Scholar at Moscow State Pedagogical University in Russia.

Nicholas D. Hartlep (doctoral student at the University of Wisconsin, Milwaukee) has a forthcoming book, *Going Public: Critical Race Theory and Issues of Social Justice* to be published by Tate Publishing this fall. He also has a chapter, "Teacher's Pet Projects vs. Real Social Justice Teaching" will appear in the edited volume: *Breaking the Mold of Education for Culturally and Linguistically Diverse Students: Innovative and Successful Practices for the 21st Century*, to be published in 2011.

Dr. Craig S. Wells received tenure and promotion in the Department of Educational Policy, Research, and Administration at the University of Massachusetts Amherst.

Dr. Williams Emeka Obiozor (Department of Exceptionality Programs, Bloomsburg University of Pennsylvania), recently had an article, "Exceptional Black Students in American Colleges and Universities: Classroom Challenges, and Anticipated Support from Instructors and Professors," published in the *Journal of the Pennsylvania Black Conference on Higher Education* (PBCOHE) Volume 17 Spring 2010 edition.

Megan France (doctoral student at James Madison University) will begin an internship with the College Board this fall.

Chris Orem (doctoral student at James Madison University) just completed an assessment practicum experience at Christopher Newport University.

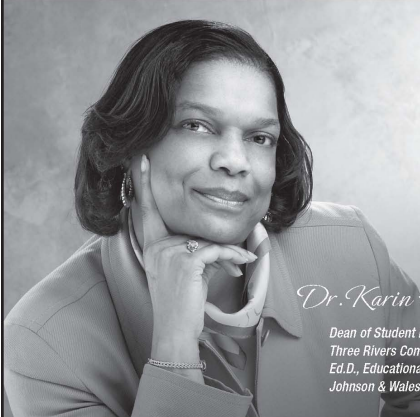
2010 Lorne H. Woollatt Distinguished Paper Competition

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 2010 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 2011 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 2010 Committee Chair, Julie Rosenthal <rosenthalj@wpunj.edu> no later than October 30, 2010. 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).



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The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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The Graduate Lounge

The Graduate Student Issues Committee has planned a lot of fun events for the upcoming annual conference. In addition to several social events (including the graduate student social), we also have two great conference sessions planned.

Session 1: Thursday, October 21 from 5:30-6:45 pm
Seven Years, Five Career Paths: Successes and Lessons Learned
brought to you by UMass Grads '03

This session is an interactive, panel-based format where five graduates of UMass Amherst School of Education's *Research and Evaluation Methods Program* will discuss how their career paths have played out in the seven years since graduation. Highlights will focus on choices and supports that helped them successfully navigate the post-graduate landscape, as well as those "lessons learned" that only the benefit of hindsight can bestow.

Panelists:

Kristen Huff, Senior Research Scientist, Research and Development, College Board
Lisa A. Keller, Assistant Professor in the Research and Evaluation Methods Program in the School of Education at the University of Massachusetts Amherst
Michael Jodoin, Associate Vice President, Scoring Services National Board of Medical Examiners
Mary Pitoniak, Strategic Advisor, Educational Testing Service
Mary Zanetti, Senior Director, Division of Research & Evaluation, University of Massachusetts Medical School

Session 2: Friday, October 22 from 10:45 am – 12:15 pm
Practical Applications of Advanced Measurement and Statistical Methods

This session will feature an interactive discussion about the application of measurement and statistical techniques to complex situations of practical importance. Two accomplished practitioners, Drs. Betsy McCoach and Kurt Geisinger will provide perspectives on the development of the field as it relates to applied research. Additional questions will be collected from graduate students and posed to the panel. Audience questions will be taken at the end of the session as well.

Panelists:

Betsy McCoach, Associate Professor in the Measurement, Evaluation, and Assessment Program, University of Connecticut
Kurt Geisinger, Director of the Buros Center for Testing, University of Nebraska

We hope you can attend!

The GSIC Team

Graduate Student Mentoring at NERA

Tom Levine, Neag School of Education, University of Connecticut
Brian Evans, Pace University, and Christine Clayton, Pace University

A core purpose of NERA is to provide educational researchers with ways to support one another and improve their work. As part of that larger mission, NERA welcomes graduate student members, and aims to provide informal sources of support and networking for the next generation of educational researchers. Consistent with NERA's purpose and history, in 2008, NERA piloted a mentoring program; in 2009, that program matched nine graduate students with mentors. This year, with the support of NERA's board, the program is no longer being viewed as a pilot program. Two additional faculty, Brian Evans and Christine Clayton, are joining Tom Levine in helping to run the program.

It's too late to apply for mentoring at our 2010 conference, but if you are a graduate student, please consider taking advantage of this program in 2011. We accept applications over the summer, and match as many students as we can. Graduate students have the chance to share up to 20 pages of work in progress with a NERA mentor, a more experienced scholar, at our annual conference. These scholars spend 30 minutes meeting one-on-one to foster students' growth. Graduate students already have advisors, classes, and many sources of support at their own university; however, NERA mentors can provide additional perspective on draft dissertation proposals, Masters thesis chapters, or any kind of work which would allow you to share your progress and current limits with a friendly, supportive scholar. This spring's *NERA Researcher* will include an announcement regarding how and when to request mentoring for the 2011 conference.

Modern Modeling Methods Conference

May 25-26, 2011

University of Connecticut

The Modern Modeling Methods (M³) conference is an interdisciplinary conference designed to showcase the latest modeling methods and to present research related to these methodologies. Invited speakers include **Joshua Angrist, Kenneth Bollen, and David Kenny.**

Call for Papers- Proposals due November 15, 2010

The Modern Modeling Methods Conference (M³) will be held at the University of Connecticut on May 25-26, 2011. We are currently soliciting both methodological research papers and papers that illustrate methodological techniques in the area of modeling, broadly defined. Papers related to multilevel modeling, structural equation modeling, mixture modeling, and longitudinal modeling are especially encouraged. The deadline for submissions is **November 15, 2010**. Methodological research proposals should be no longer than 2000 words and should include purpose, background, methods, results, discussion, and significance. Methodological illustration papers should be no longer than 2000 words and should include a description of the methodology to be illustrated as well as an outline of the paper/talk.

For more information about the conference, or to submit a proposal, go to www.modeling.uconn.edu. If you have questions, please email D. Betsy McCoach at betsy.mccoach@uconn.edu.

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