



# The Stats Source: Newsworthy Notes from the Ed Stats SIG

## President's Column

Greetings,  
It was my pleasure to serve as the 2008 program chair and continues to be so as I am currently serving as the 2008/09 President of AERA SIG/ES. We currently have 270 dues paying members. I have made several efforts at membership building, for both new and hopefully returning members:

1. I sent the following message to the Listserv on July 14, 2008:

"As you may know, In 2000 I founded the print and online *Journal of Modern Applied Statistical Methods* (<http://tbf.coe.wayne.edu/jmasm>).

At the 2007/08 Annual Meeting, I discussed the possibility of reserving space in *JMASM* for the work of SIG/ES (and perhaps other SIGs with a related mission) with Professor Ron Serlin (the AERA SIG/ES publications editor). He seemed to think that the membership would be interested in this concept, particularly because there would be zero cost to the SIG. I have in mind to reserve space for perhaps

five to eight articles annually exclusively for the SIG/ES (or perhaps in conjunction with other SIGs with a related mission). If, as a member, you support this idea of a (no cost, no contract) quasi-relationship with *JMASM*, please email me ([shlomo@wayne.edu](mailto:shlomo@wayne.edu)). I would also appreciate your ideas on how to organize it, with respect to the SIG determining a Section Editor who will receive submissions from *JMASM* that are earmarked for this section, send them out for review, and make editorial decisions on acceptance."

I received a 100% affirmative response to this suggestion. (I suppose this would be a good time to thank Associate Dean Michael A. Seaman of the University of South Carolina - Columbia, who was the only person who responded. 1 Yes response / 1 Total response = "100%!")

My reason for founding *JMASM* was because of my experiences, shared by

many members of this SIG, from about 1980 - 2000, which was rejection of good work by many journal editors, including AERA and ASA journals, solely due to the use of Monte Carlo or other computer-related methodology. The primary mission of *JMASM* was to provide an outlet for this type of work. There has been no shortage of submissions, but in retrospect, probably less than half of the articles in the first 12 issues of *JMASM* strictly met this aspect of the journal's mission. I queried a close colleague who sometimes shared a similar fate with his manuscripts as did I as to why I have received so few submissions from SIG/ES members and like-minded colleagues. He told me that his interest in the methodology tapered off because he was tired of fighting the bias among journal editors against this methodology.

*President*  
**Shlomo Sawilowsky**  
Wayne State University

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University of British Columbia



## President's Column *continued...*

Therefore, I once again make an appeal to the SIG/ES to consider *JMASM* as an outlet for this type of work. Journal space dedicated to this methodology, especially for SIG/ES authors, is as close as an AERA SIG can come to having its own journal, and the best part about it is the journal space comes at no cost to the SIG/ES! *It is my hope that reserved journal space in JMASM will attract members to the SIG/ES.*

2. Thanks to the SIG/ES's "elder statesman," Professor Ron Serlin, and Mr. George F. Johnson, President & Publisher of Information Age Publishing, and the book editors and chapter authors, the SIG/ES now has three books published in its Quantitative Methods in Education and the Behavioral Sciences series (see advertisement section of this newsletter). A portion of the royalties was provided for chapter authors, and I'm pleased to report they have been donated to provide funding for doctoral students. The email conversation among the SIG officers and advisors is leaning toward \$150 travel awards (perhaps as many as four) for meritorious paper submissions to the annual conference.

I have counseled the officers and advisors not to be overly hasty in expending these funds in this fashion. This is based on my experiences as Program Chair last year. There are very few submissions by doctoral students, at least with the doctoral student in the first authorship seat. Instead, I recommend a vote be taken at the upcoming business meeting in San Diego to create a doctoral dissertation award, with the following program elements:

- 3 awards per year
- the dissertation must be at the doctoral level (to exclude Master's theses)
- the dissertation must have been completed within the previous three years of the annual meeting in which the award is being made
- the current and immediate past officers (e.g., 2007/08 and 2008/09 for the 2009 meeting) serve on the committee to determine the awards
- each award shall consist of a certificate and travel funds (based on royalties from the book series if and only so long as it is available)
- each award shall also consist of a maximum of twenty page journal space in a special section of *JMASM*
- the dissertation advisor must be the 2<sup>nd</sup> author

If you have any suggestions for improvements to this idea, please forward them to me at [shlomo@wayne.edu](mailto:shlomo@wayne.edu). *Dissertation awards may be a great way to attract new members.*

3. I am hereby proposing a Grand Unification Social to follow the SIG/ES's annual business meeting in San Diego. I would like to invite the membership of the various statistics, research, measurement and testing, and evaluation SIGs to join us for an evening of networking, including:

### Statistics

- Educational Statisticians
- Hierarchical Linear Modeling
- Multiple Linear Regression: The General Linear Model

### Research

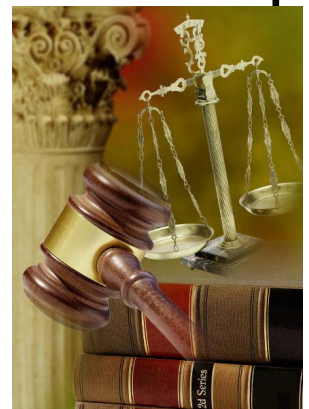
- Action Research
- Communication of Research
- Doctoral Education across the Disciplines
- Longitudinal Studies
- Mixed Methods Research
- Professors of Educational Research
- Qualitative Research
- Survey Research in Education
- Research Use

### Measurement and Assessment

- Classroom Assessment
- Rasch Measurement
- Test Validity Research and Evaluation

### Evaluation

- Research on Evaluation



## President's Column *continued...*

These SIGs (and any that you wish to suggest that I have overlooked), along with Division D - Measurement and Research Methodology Research, Evaluation; and Division H - Assessment in Schools, represent the core of an association with "Educational Research" in its title. *A Grand Unification social following the business meeting may help many past members to reawaken their interest in the SIG/ES.*

\*\*\*\*\*

As you know, on October 17, 2008, Lorraine M. McDonnell (AERA President, 2008-2009) and Felice J. Levine (AERA Executive Director) sent out a second email to all AERA members regarding an economic boycott by AERA of the Manchester Grand Hyatt Hotel in San Diego. The reason was because the primary owner of the hotel "made a very large individual contribution to an action group promoting passage of Proposition 8 in California. This proposition, on the November 2008 ballot, would amend the state Constitution to limit marriage as a union between men and women."

I responded to the above captioned AERA officer and director on 10/17/2008, and excerpts appear below, which are self explanatory:

*I don't recall this issue being brought up to a vote by the general membership. Shame on the officers and administrators for failing to poll its members... This action is presumptive on your parts...*

*Regardless of your interpretation of various and sundry mission statements, any and all applications of*

*said mission statements made in the name of the entire membership should indeed be based on the vote of the entire membership. Only if you have a mandate on the application of the mission statement to education and research matters are you permitted to speak in the name of the Association. In my view, under no circumstances do you have the authority or authorization to make political and/or non-education non-research decisions on behalf of the membership without a vote.*

*... The vote of the body of AERA is the only line of defense against the officers' and executives' mission creep.*

*... I am curious as to the IRS tax status of AERA that permits it to bring economic sanctions for or against proponents of any plebiscite certified by a state government, or economic sanctions against proprietors of legitimate businesses who are contributors to one side or the other of a lawful public referendum...*

*Shlomo Sawilowsky  
AERA Member for 20+ years  
(Advisory: ... I bring up this rule of order pertaining to AERA national officers and executives as a concerned member, not in the name of the SIG[/ES].)*

\*\*\*\*\*

Shlomo Sawilowsky  
Professor and Program Chair,  
Educational Evaluation &  
Research,  
Wayne State University  
Distinguished Faculty Fellow  
shlomo@wayne.edu

## Call for Co-Editors

*Journal of Surveys and Tests (JOSAT)* is a new quarterly, independent, online, peer-reviewed outlet for surveys and tests constructed by researchers in social and behavioral sciences (e.g., for grant work, dissertations, etc.).

Please nominate yourself as a Founding Co-Editor!

The inaugural issue is expected August, 2009.

Contact:  
Shlomo Sawilowsky  
shlomo@wayne.edu

## First Annual Educational Statisticians Service Award Winner: Ingram Olkin

Dr. Ingram Olkin was selected as the first annual Educational Statisticians Service Award recipient.

Dr. Olkin was recognized for his many contributions to the SIG since its inception. We are appreciative of his service to helping to build a strong SIG that has contributed greatly to the field of educational statisticians.

Dr. Olkin is pictured with the past president of the SIG, Tasha Beretvas along with other members of the Educational Statisticians SIG.



## Some observations related to Fame and Fortune in the Research Profession

The following is a short (perhaps apocryphal) story of Sir Isaac Newton's neighbor, Fred.

Fred lived on a small farm with several apple trees. The farm was just across a small stream next to another farm that was frequently visited by Isaac Newton (called Izzy, by some). One day Fred was sitting in the orchard and an apple fell upon his head. This he found to be an exciting and marvelous experience and he began to study this phenomenon. He began to record the actions around him and his own reaction to these actions. He wrote a thick description!

In this thick description he recorded many amazing observations regarding the apple trees, the apples, the fertilizer and the movement of the creek and its waters as they occasionally bathed the ground around the trees with enticing ripples of thought provoking emanations. He noticed that some apples were green and some were red and that some were large and that some were small. He noticed that sometimes the apples hit the ground and sometimes they fell upon his body, and sometimes they even fell upon other apples. He noticed that when they fell upon his head, they hurt even more than when they fell upon his arm. This all amazed him and year after year he sat under the apple trees and observed with an openness that greatly impressed his neighbors.

Finally, he had five hundred pages of thick description of the orchard and the apple trees within it and even included information about the leaves and bugs on the ground. While directly relevant to the phenomenon of interest, Fred felt that it added to the triangulation of the events by including these other observations. He published his book under the name "Apple Observation Principals" and it was a great success. Other people read this book and began to praise it. One, named Yogred, even

said that it was hard to believe that anyone could ever know any more about the world of apples and their falling than did Fred.

Fred was not proud, nor boastful, although all the praise made him more determined than before to observe apples and he spent even more time doing so. In another 15 years, it came about that he was able to exceed his earlier success by writing a second even thicker description, this one of almost 1000 pages in length. This volume was also praised by many people for its truly beautiful and insightful observations. Some people even described them as having a somewhat romantic, lyric quality.

During this time, Isaac came to visit the neighboring farm and having heard about Fred's great success, he too went to sit under an apple tree. Being a person who was not always lucky, just after he sat under the tree, an apple fell upon his head, just as one had upon Fred's head. He jumped up, not even noticing if the apple were red or green, large or small. Later, some of the people who praised Fred's observations even laughed at his lack of perspicacity. He ran to the house and began to think about that experience and after a few years he wrote a book called Natural Philosophy and Mathematical Principals.

The friends of Fred ignored Isaac's book. They knew almost intuitively that it was not a good description of the apples upon the trees and their motions as they fell and of the influences of the stream, or the bugs and the grasses. They, and Fred himself, knew from casual glance that they could not read the book but that it was not worth reading, in any case. They continued to observe and to love apples, for they knew that apples were important to mankind and life was good for them, as it should have been. Isaac, too, had some measure of success with his work, although he was

never able to compete with Fred as an observer of apples.

The End.

The following are just a few quotes that are purported to be from an independent and anonymous contemporaneous observer of Isaac's and Fred's work. Great diversity of opinion exists as to the truth of these comments, but they are much like Zen Koans, perhaps worth contemplating.

"Researchers who do not know what to do focus upon writing thick descriptions."

"Researchers who have difficulty working with abstractions write grounded theory."

"If one observes constantly and does not move toward the development of theory, the difficulty is probably not due to their inability to observe but to their inability to think about what they are observing."

Submitted by:  
Bob Lissitz  
EDMS, University of Maryland  
<http://slightlyskewedbob.blogspot.com/>





## NOMINATIONS FOR AERA SIG/ES SERVICE AWARD SOUGHT!

This past year, Dr. Ingram Olkin was awarded the inaugural SIG/ES Service Award at the business meeting at the annual conference. Now is the time for members to submit names for this year's award.

Please forward your suggestions (and whatever supporting documentation you may have) to [shlomo@wayne.edu](mailto:shlomo@wayne.edu).

## In-Progress Research Review for Graduate Students

Division D is seeking graduate students who are interested in sharing their in-progress research with an audience of interested researchers, including a panel of reviewers who will provide feedback on the research. Research proposals will be reviewed, with the top 50 being in the Gala and the top 3 being honored at the Division D Business Meeting. The overall best proposal will receive conference registration fee for the 2010 conference. All participants in the Division D In-Progress Research Gala will have the opportunity to network with researchers in the field of measurement and research methodology, including senior scholars whose work shaped the field and representatives from higher education and industry.

More information about the In-Progress Research Gala and the proposal guidelines are available on the Division D announcement page ([http://aera.net/divisions/Default.aspx?menu\\_id=70&id=492](http://aera.net/divisions/Default.aspx?menu_id=70&id=492)). Important dates to keep in mind are

- **December 2** - statement of intent due (available from link above)
- **December 16** - summary of research project due

We hope you will consider taking advantage of this professional opportunity to share your research plans, to receive feedback from scholars in the field, and to network at the research gala.

We also invite all scholars in the Ed Stats SIG to come to the Gala at the AERA Annual Meeting. During this session, which is a networking, mentoring, academic, and social event, measurement and research methodology graduate students share posters of their in-progress research. They will be available to discuss their studies, including the conceptual framework, their research questions, and their research design and methodology.

We encourage you to attend to provide participants with feedback and new perspectives that could influence the in-progress research as well as to be renewed by the many creative projects being designed by new researchers. Refreshments will be provided.

Jill L. Adelson and Dubravka Svetina  
Div D GSC Representatives

## Change Agents in Teaching & Learning Statistics: CATALST

We are pleased to announce the establishment of the CATALST group in the Department of Educational Psychology at the University of Minnesota. CATALST stands for Change Agents in Teaching and Learning Statistics.

We are conducting statistics education research studies, developing and evaluating new curriculum, hosting seminars and outside speakers, and more.

We welcome visiting scholars to come and share their work with us and form new collaborations.

Please check out our website at:  
<http://www.tc.umn.edu/~delma001/CATALST>

## 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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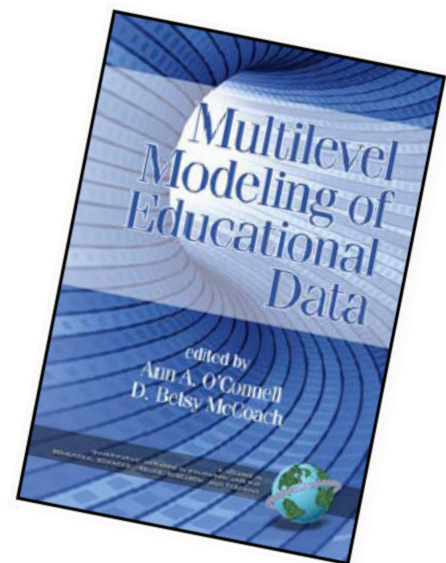
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## Structural Equation Modeling: A Second Course

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

A volume in **Quantitative Methods in Education and the Behavioral Sciences:  
Issues, Research, and Teaching**

Series Editor **Ron Serlin**, *University of Wisconsin*

(sponsored by the Educational Statisticians, SIG)

"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**, *The University of Alabama*

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.

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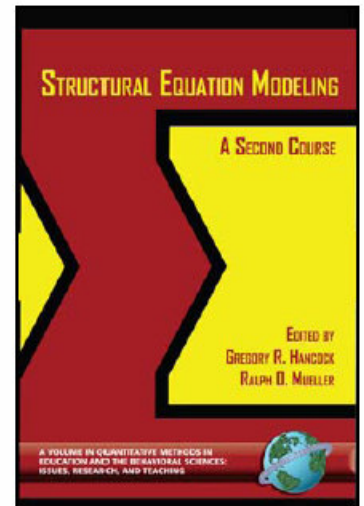
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# Real Data Analysis

Edited by **Shlomo S. Sawilowsky**, *Wayne State University*

A volume in **Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching**

Series Editor **Ron Serlin**, *University of Wisconsin*

(sponsored by the Educational Statisticians, SIG)

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*. Robustness and Power of Ordinal *d* for Paired Data, *Du Feng*. Factorial ANOVA in SPSS: Fixed-, Random-, and Mixed-Effects Models, *Richard G. Lomax, Stacy Hughey Surman*. ANOVA: Effect Sizes, Simulating Interaction vs. Main Effects, and a Modified ANOVA Table, *Shlomo S. Sawilowsky*. ANCOVA and Quasi-Experimental Design: The Legacy of Campbell and Stanley, *Shlomo S. Sawilowsky*. **PART III: MEASUREMENT:** Thinking About Item Response Theory from a Logistic Regression Perspective: A Focus on Polytomous Models, *Amery D. Wu, Bruno D. Zumbo*. Some Practical Uses of Item Response Time to Improve the Quality of Low-Stakes Achievement Test Data, *Steven L. Wise, Xiaojing Kong*. Using Moving Averages to Detect Exposed Test Items in Computer-Based Testing, *Ning Han, Ronald K. Hambleton*. An Empirical Calibration of the Effects of Multiple Sources of Measurement Error on Reliability Estimates for Individual Differences Measures, *Frank L. Schmidt, Huy Ahn Le*. Latent Structure of Attitudes toward Abortion, *C. Mitchell Dayton*. **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*

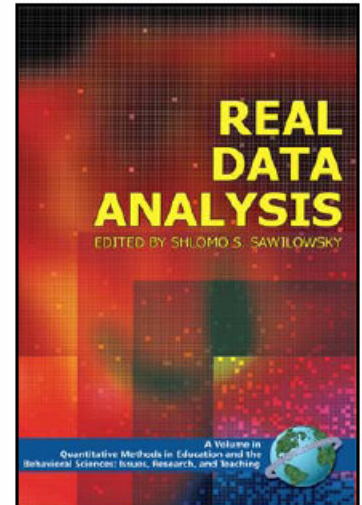
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## Quantitative Methods Position at University of Wisconsin-Madison

The Department of Educational Psychology at the University of Wisconsin-Madison seeks applicants for a tenure track faculty position in the Quantitative Methods Area at the Assistant or Associate Professor level.

We are seeking candidates with an earned doctorate in Educational Psychology, Psychology, Statistics, or related fields with a specialization in quantitative methods. Preferred applicants should have a strong research program in quantitative methodology relevant to issues in education and the social and behavioral sciences.

Responsibilities include teaching graduate level courses, conducting and publishing research, satisfying the service expectations of the department and university, as well as collaborating with faculty on research design and statistical analysis.

The University of Wisconsin-Madison values faculty who can teach to a diverse student body. Candidates will be judged based on their potential for conducting original research as well as demonstrated accomplishments. The appointment begins on August 24th, 2009.

Send a letter of application, curriculum vita, three letters of recommendation (sent directly), representative papers, and statements of teaching and research interests to

David Kaplan, Ph.D.,  
Chair, Quantitative Methods  
Search Committee,  
Department of Educational  
Psychology,  
1025 W. Johnson, Room 1061,  
Madison WI 53706-1796.

Application materials may be sent by email to [dkaplan@education.wisc.edu](mailto:dkaplan@education.wisc.edu).

To insure consideration, applications must be received by November 30th, 2008.

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.



## AERA Fellowships & Grants Programs

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

# Educational Research Methodologist-Quantitative Emphasis: Indiana University

## DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

### INQUIRY METHODOLOGY PROGRAM

#### POSITION ANNOUNCEMENT

#### EDUCATIONAL RESEARCH METHODOLOGIST - QUANTITATIVE EMPHASIS.

The faculty of the Counseling and Educational Psychology Department in the School of Education at Indiana University announces the opening of a tenure track assistant professor position for an educational research methodologist with expertise in quantitative methodologies and a broad and critical understanding of inquiry methodologies in educational contexts. The successful candidate is also expected to have identified a substantive area of interest in education and begun a rigorous research program with the potential to obtain external research funding. A commitment to teaching—both introductory and advanced research methodology and methods courses (e.g., hierarchical and longitudinal models, covariance structure models)—and to supervising graduate research studies and dissertations are of critical importance.

Located on an extraordinarily beautiful campus in a delightful small city, Indiana University Bloomington (IUB) offers its students, faculty, and staff a rich array of academic programs, cultural events, sports and recreational activities, and vibrant organizations both on and off campus. Combining the scientific, intellectual, and artistic resources of a world-renowned research university with the friendliness, personal attention, and supportive environment of a classic liberal arts college,

IUB provides a wide range of degree-granting programs in a variety of professional fields as well as in the arts and sciences. IUB is a public-spirited place committed to academic excellence, diversity, and partnerships with other universities and colleges, PK-16 education, local communities, business and industry, government agencies, and private foundations. (For more information about IUB and the other campuses in the IU system, visit the IUB web site at <http://www.iub.edu/> and the School of Education web site <http://www.education.indiana.edu>.)

**QUALIFICATIONS.** Earned doctorate in a relevant area of specialization received by September 1, 2009, and ability to work collaboratively with colleagues in the department and in the school.

**APPLICATION PROCESS.** Review of applications will begin on December 10, 2008 and will continue until the position is filled. Applicants should send the following material: (1) a letter of application describing teaching and research interests, (2) a curriculum vitae, (3) graduate transcripts, (4) relevant publications or samples of scholarly writing, (5) three letters of recommendation, and (6) relevant course evaluation if available. For additional information, please contact the Co-chairs of the Search Committee: Joanne Peng [[peng@indiana.edu](mailto:peng@indiana.edu)] - (812) 856-8337 or Ginette Delandshere [[gdelands@indiana.edu](mailto:gdelands@indiana.edu)] - (812) 856-8347.

Send all materials to:

Joanne Peng or Ginette Delandshere, co-chairs

c/o Charlene Conner, Administrative Assistant

Inquiry Methodology Search Committee

Indiana University

School of Education

201 North Rose Avenue

Bloomington, IN 47405-1006

The faculty of Indiana University is committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups. As a function of our long range planning efforts the faculty of the School of Education reaffirmed our commitment to leadership in applications of technology to enhance teaching and learning. Candidates with expertise in the use of technology for research and instruction are encouraged to apply.

# INDIANA UNIVERSITY

## Educational Evaluation & Research: Wayne State University

Faculty Position Announcement  
Educational Evaluation and  
Research, College of Education  
Wayne State University  
Posting Number: 035691

Position Title:  
**Assistant/Associate/Full  
Professor - Educational  
Evaluation and Research**

Essential Functions (Job Duties):  
Publish high quality original  
research on educational statistics;  
and one of the following:  
educational research design,  
quantitative educational  
evaluation, or modern educational  
and psychological measurement  
(e.g., item response theory).

Teach graduate level courses in  
Educational Evaluation and  
Research.

Advanced Rank: Advise graduate  
students, serve on doctoral  
committees, obtain high quality  
research grants, assist with the  
design of faculty research  
proposals.

Qualifications: An earned  
doctorate in an appropriate field  
Assistant Professor: Must have  
the ability to define a research  
agenda publishable commensurate  
with a Doctoral Extensive  
Research institution.

Advanced Rank: Must have clearly  
defined research agenda.

Primary expertise in educational  
statistics (able to teach applied  
ANOVA/ANCOVA, regression,  
multivariate statistics, and  
structural equation modeling to  
education graduate students).  
Must also be skilled in at least one  
of the following: educational  
research design, quantitative  
educational evaluation, or  
educational and psychological  
measurement (item response  
theory).

Preferred Qualifications:  
Demonstrated expertise in  
teaching to behavioral and social  
science students is highly  
desirable.

To apply:  
[https://jobs.wayne.edu/  
applicants/jsp/shared/frameset/  
frameset.jsp?  
time=1224820320258](https://jobs.wayne.edu/applicants/jsp/shared/frameset/frameset.jsp?time=1224820320258)

For further information:  
Shlomo Sawilowsky  
EER Faculty Search Chair  
shlomo@wayne.edu



Wayne State University

## Educational Evaluation & Research: University of Texas-Austin

The University of Texas at Austin's Department of Educational Psychology announces a tenure-track Assistant Professor level opening in the area of Quantitative Methods with a focus on measurement and psychometrics to begin in Fall, 2009. We invite applicants with research and teaching interests in psychometrics, including survey research methods, standard-setting, equating, generalizability theory, item response theory, computerized adaptive testing or related areas. The minimum qualification for the position is a doctoral degree in Quantitative Methods in Educational Psychology or in a related discipline. Responsibilities include an active research program, both graduate and undergraduate teaching, and supervision of graduate student research.

The department has APA-accredited programs in Counseling and in School Psychology, an MEd program in counselor education, and doctoral specializations in quantitative methods, learning and motivation, and human development.

Austin is a culturally diverse city that offers excellent opportunities for research with a variety of populations and organizations.

For information about the department visit <http://edpsych.edb.utexas.edu>.

Send a letter of application, vita, graduate transcripts, copies of publications, and 3 letters of recommendation to Faculty Search Committee, Department of Educational Psychology, 1 University Station D5800, Austin, TX 78712-0383.

Review will begin on 12/01/08, and continue until position is filled.

UT Austin is an Equal Opportunity/Affirmative Action Employer.



## Ed Stats SIG

Mark your calendars  
for a wonderful  
▶ meeting in San Diego  
in April 2009!

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](http://www.aera.net)

April 13-17, 2009; San Diego

Florida Educational Research Association Annual Meeting

[www.feraonline.org](http://www.feraonline.org)

November 9-21, 2008, Orlando



**Reminder!**

Just a reminder to those  
who have submitted papers  
for the 2009 AERA  
conference...

Notifications of acceptance  
and rejections will be sent  
after November 5, 2008.